

Subject-Group Overviews: Spanish

Created in the Late Fall of 2014 at Rochester Montessori School, updated 2017

Year One, Grade 6

Unit Name	Key Concept	Related Concepts	Global Context/ Exploration	Statement of Inquiry	Objectives	ATL Skills	Content
My day. My Time. My life	Communication	Form Context Purpose	Personal and cultural expressions	Recognizing personal and cultural expressions with appropriate form and context can make a difference in communication.	<p>A: At the end of phase 1, students should be able to:</p> <ul style="list-style-type: none"> iv. identify basic facts, messages, main ideas and supporting details v. recognize basic conventions vi. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>C: At the end of phase 1, students should be able to:</p> <ul style="list-style-type: none"> i. respond appropriately to simple short phrases ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics iv. communicate with a sense of audience. 	<p>Communication skills</p> <p>Thinking skills</p> <p>Self-management skills</p>	<p>Numbers 1-50</p> <p>Basic greetings</p> <p>Asking and answering simple questions</p> <p>Describing family members</p> <p>Telling time</p>
My culture. Your culture.	Culture	Structure and meaning	Identities and relationships	Language can be used to express one's identity and interact with others using the appropriate structure and meaning.	<p>C: At the end of phase 1, students should be able to:</p> <ul style="list-style-type: none"> i. respond appropriately to simple short phrases ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language 	<p>Self-management skills.</p> <p>Communication skills</p> <p>Social skills</p>	<p>Forming questions</p> <p>Expressing feelings using SER and ESTAR.</p> <p>Months.</p> <p>Seasons.</p> <p>Dates</p>

					<p>iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics iv. communicate with a sense of audience.</p> <p>D: At the end of phase 1, students should be able to: i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation ii. organize basic information and use a range of basic cohesive devices iii. use language to suit the context</p>		
Como soy? Who I am?	Communication	Form Meaning Patterns	Identities and relationships	Communication with appropriate form and meaning will reflect my identity and relationship	<p>B: At the end of phase 1, students should be able to: i. identify basic facts, messages, main ideas and supporting details ii. recognize basic aspects of format and style, and author's purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</p> <p>D: At the end of phase 1, students should be able to: i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation ii. organize basic information and use a range of basic cohesive devices iii. use language to suit the context</p>	<p>Communication skills Self-management skills Thinking skills</p>	<p>Express identity using forms of the verb SER. Expressing likes and dislikes using forms of the verb TENER. Numbers 1-100 Counting 5s and 10s. Clothing Forming basic sentences Adjective agreement.</p>
Escribimos Libros	Creativity	Message Audience Purpose	Personal and cultural expression	We use creativity and cultural expression to deliver a message.	<p>A: At the end of phase 1, students should be able to: iv. identify basic facts, messages, main ideas and supporting details v. recognize basic conventions</p>	<p>Research skills Self-management skills Communication skills</p>	SER (description, occupation, characteristics,

					<p>vi. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</p> <p>B: At the end of phase 1, students should be able to:</p> <p>i. identify basic facts, messages, main ideas and supporting details</p> <p>ii. recognize basic aspects of format and style, and author's purpose for writing</p> <p>iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</p>		<p>origin, relationship)</p> <p>ESTAR (position, location, action, condition, emotion)</p> <p>TENER=to have TENER</p> <p>EXPRESSIONS</p> <p>Colors, numbers</p> <p>Nature and animal vocabulary</p> <p>Article/noun/adjective agreement (masculine/feminine, singular/plural)</p> <p>AR/ER/IR Verbs (try to use one of each!) conjugated in the correct form</p>
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Years Two/Three, Grades 2/3: YEAR A

Unit Name	Key Concept	Related Concepts	Global Context/ Exploration	Statement of Inquiry	Objectives	ATL Skills	Content
Quienes Somos?	Connections	Patterns, Word Choice, Meaning	Identities and relationships	<i>Creating connections with native Spanish-speakers requires our understanding of grammatical patterns and vocabulary in Spanish that allows</i>	<p>A: At the end of phase 1, students should be able to:</p> <p>iv. identify basic facts, messages, main ideas and supporting details</p> <p>v. recognize basic conventions</p> <p>vi. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a</p>	Students will use graphic organizers to present structure of Spanish verbs, nouns and adjectives and sentence structure	<p>Definite/ indefinite articles</p> <p>Nouns have gender and singular and plural forms</p>

				<p><i>us to express our identities and our relationships with others.</i></p>	<p>personal response to the text.</p> <p>C: At the end of phase 1, students should be able to:</p> <ul style="list-style-type: none"> i. respond appropriately to simple short phrases ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics iv. communicate with a sense of audience. <p>D: At the end of phase 1, students should be able to:</p> <ul style="list-style-type: none"> i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation ii. organize basic information and use a range of basic cohesive devices iii. use language to suit the context 	<p>(ATL Category: Communication, skill cluster: communication skills) organize and depict information logically</p> <p>Keep an organized and logical system of information files/notebooks; (ATL Category: Self Management, skill cluster: organization skills)</p>	<p>Pronouns</p> <p>Verb SER=to be, when to use</p> <p>vocabulary: descriptive adjectives to use with SER</p> <p>Sentence structure/adjectives follow nouns</p> <p>vocabulary: family relationships</p> <p>Verb ESTAR= to be, when to use, condition and feeling words used with ESTAR</p>
Viaje de la cultura	culture	context/empathy	<p>Orientation in time and space</p> <p>Civilizations and social histories</p>	<p>Culture, along with language, can spread through human migration, but may have unique expressions dependent on the environment.</p>	<p>B: At the end of phase 1, students should be able to:</p> <ul style="list-style-type: none"> i. identify basic facts, messages, main ideas and supporting details ii. recognize basic aspects of format and style, and author's purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>D: At the end of phase 1, students should be able to:</p> <ul style="list-style-type: none"> i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation 	<p>In order for students to identify basic facts, messages, main ideas and supporting details, they must collect, record and verify data, make connections between various sources of information, Collect and analyse data to identify solutions and make</p>	<p>identifying and understanding aspects of culture</p> <p>vocabulary (costumbres, comidas específicas, vida cotidiana, otras idiomas, religion, días festivos)</p>

					<p>ii. organize basic information and use a range of basic cohesive devices</p> <p>iii. use language to suit the context</p>	<p>informed decisions, Process data and report results and use critical-literacy skills to analyse and interpret media communications</p> <p>In order for students to use language to suit the context, they must preview and skim texts to build understanding, negotiate ideas and knowledge with peers and teachers, read critically and for comprehension and read a variety of sources for information and for pleasure.</p>	
Es Nuestra Planeta	Communication	Purpose, Message	Globalization and Sustainability; Human Impact on the Environment	Purpose and message form communication regarding human impact on the environment.	<p>B: At the end of phase 1, students should be able to:</p> <p>i. identify basic facts, messages, main ideas and supporting details</p> <p>ii. recognize basic aspects of format and style, and author's purpose for writing</p> <p>iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</p> <p>C: At the end of phase 1, students should be able to:</p>	<p>Objective B: In order for students to comprehend written and visual text, students will read critically and for comprehension.</p> <p>Objective C: In order for students to communicate in</p>	<p>Listening Comprehension, Identifying known vocabulary in text, Translation of unknown vocabulary and phrases, Identifying purpose in communication,</p>

					<p>i. respond appropriately to simple short phrases</p> <p>ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics</p> <p>iv. communicate with a sense of audience.</p> <p>D: At the end of phase 1, students should be able to:</p> <p>i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</p> <p>ii. organize basic information and use a range of basic cohesive devices</p> <p>iii. use language to suit the context</p>	<p>response to spoken and/or written and/or visual text, students will use a variety of media [make a video] to present to an audience and interact collaborate and publish media with peers.</p> <p>Objective D: In order for students to use language in spoken and/or written form, students will access information to be informed and inform others, practice pronunciation and proper intonation and rehearse with the teacher for feedback.</p> <p>For students to work collaboratively, they will manage and resolve conflicts and work collaboratively in teams</p>	<p>Choosing and researching information to support a message, Create a script in English and translate into Spanish, using research to create an informative/persuasive message, Create a video to share via the school's website, Global Environmental Issues</p>
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Sanos Y Felices	Communication	Context, Function, patterns	Identities and relationships	The habits and lifestyle that we possess communicate aspects about the type of person we are and about the way we function and interact in society.	<p>A: At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none"> i. show understanding of messages, main ideas and supporting details ii. recognize basic conventions iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>B: At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none"> i. identify basic facts, main ideas and supporting details, and draw conclusions ii. recognize basic conventions including aspects of format and style, and author's purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>C: At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none"> i. respond appropriately to spoken, written and visual text ii. interact in basic structured exchanges iii. use phrases to communicate ideas, feelings and information in familiar situations iv. communicate with a sense of audience. <p>D: At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none"> i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation 	Communication, Collaboration, Reflection, organizing information, media literacy, critical thought, creative thought.	Personal care, care of other people; sport, other pastimes and entertainment; Present tense; future with "ir a + infinitive" Reflexive verbs; daily routine vocabulary
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					ii. organize information and ideas and use a range of basic cohesive devices iii. use language to suit the context.		
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Years Two/Three, Grades 7/8: YEAR B

Unit Name	Key Concept	Related Concepts	Global Context/ Exploration	Statement of Inquiry	Objectives	ATL Skills	Content
Seamos Creativos	Creativity	Audience, Purpose	Personal and Cultural Expressions/ Practice and Competence	Creativity depends on purpose when practicing to achieve competency	<p>B: At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none"> i. identify basic facts, main ideas and supporting details, and draw conclusions ii. recognize basic conventions including aspects of format and style, and author's purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>C: At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none"> i. respond appropriately to spoken, written and visual text ii. interact in basic structured exchanges iii. use phrases to communicate ideas, feelings and information in familiar situations iv. communicate with a sense of audience. <p>D: At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none"> i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation ii. organize information and ideas and use a range of basic cohesive devices 	<p>Objective B: In order for students to comprehend written and visual text, students will read critically and for comprehension, and answer comprehension questions in Spanish.</p> <p>Objective C: In order for students to communicate in response to spoken and/or written and/or visual text, students will write a response to a pen pal letter</p> <p>Objective D: In order for</p>	<p>Clothing/shopping vocabulary Time Tener Expressions IR=to go Subject Pronouns Regular AR ending verbs Classroom objects Estar and location prepositions Family vocabulary Possessive Adjectives (my, your, his, her, their, our) Adjective agreement (see below) Feminine/masculine/plural adjectives and nouns Regular ER/IR ending verbs Question words (who? What?)</p>

					iii. use language to suit the context.	students to use language in spoken and/or written form, students will access information to be informed and inform others, practice pronunciation and proper intonation and rehearse with the teacher for feedback.	why? when? where? how?) Using gustar (you can also teach other verbs that follow the same pattern like “me encanta...”--this should be in the book in the section that teaches gustar. Pasatiempos
Unit Name	Key Concept	Related Concepts	Global Context/ Exploration	Statement of Inquiry	Objectives	ATL Skills	Content
Escuela Como Hogar	Culture	Meaning, Context, Structure	Identity and relationships	The attitudes, values and culture of an organization determine the relationships that can be generated in it.	<p>A: At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none"> i. show understanding of messages, main ideas and supporting details ii. recognize basic conventions iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>B: At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none"> i. identify basic facts, main ideas and supporting details, and draw conclusions ii. recognize basic conventions including aspects of format and style, and author’s purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a 	Communication, Collaboration, organization, reflection, organizing information, critical thought, creative thought, transference	School life and routine; date, time; the verbs Ser/Estar/Tener/ Gustar; Definite/Indefinite Articles; Gender and Number agreement; Poder/Querer/ Deber + Infinitive

					<p>personal response to the text.</p> <p>C: At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none"> i. respond appropriately to spoken, written and visual text ii. interact in basic structured exchanges iii. use phrases to communicate ideas, feelings and information in familiar situations iv. communicate with a sense of audience. <p>D: At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none"> i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation ii. organize information and ideas and use a range of basic cohesive devices iii. use language to suit the context. 		
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Unit Name	Key Concept	Related Concepts	Global Context/ Exploration	Statement of Inquiry	Objectives	ATL Skills	Content
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<p>Realmente nos interesa proteger el medio ambiente y ayudar a los demás?</p>	<p>Connections</p>	<p>Meaning, message, purpose</p>	<p>Fairness and Development</p>	<p>Effective development initiatives for the protection of the environment imply using knowledge about the connection and relationships that humans have to nature</p>	<p>A: At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none"> i. show understanding of messages, main ideas and supporting details ii. recognize basic conventions iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>B: At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none"> i. identify basic facts, main ideas and supporting details, and draw conclusions ii. recognize basic conventions including aspects of format and style, and author's purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>C: At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none"> i. respond appropriately to spoken, written and visual text ii. interact in basic structured exchanges iii. use phrases to communicate ideas, feelings and information in familiar situations iv. communicate with a sense of audience. <p>D: At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none"> i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation 	<p>Communication, collaboration, reflection, information management, critical thinking, creative thinking, transference</p>	<p>Current and historic events; cultural and intercultural connections; Personal care and caring for other people; Grammar: Present indicative Preterite/Imperfect Poder/Deber/Querer Indicators of tense</p>
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					<ul style="list-style-type: none"> ii. organize information and ideas and use a range of basic cohesive devices iii. use language to suit the context. 		
Unit Name	Key Concept	Related Concepts	Global Context/ Exploration	Statement of Inquiry	Objectives	ATL Skills	Content
Como nos define el lugar donde vivimos?	creativity	Structure, purpose, form	Orientation in time and space	The geographic location of a determined place allows exploration of personal creativity and experimenting with different forms of learning and interaction with the environment.	<p>A: At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none"> i. show understanding of messages, main ideas and supporting details ii. recognize basic conventions iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>B: At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none"> i. identify basic facts, main ideas and supporting details, and draw conclusions ii. recognize basic conventions including aspects of format and style, and author's purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>C: At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none"> i. respond appropriately to spoken, written and visual text ii. interact in basic structured exchanges iii. use phrases to communicate ideas, feelings and information in familiar situations iv. communicate with a sense of audience. 	Abilities of: Communication, collaboration, reflection, managing information	Inside the city and its surroundings; the weather; neighborhood and community; City life and country life; the environment; present tense; frequently used adverbs

					<p>D: At the end of phase 2, students should be able to:</p> <ul style="list-style-type: none">i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonationii. organize information and ideas and use a range of basic cohesive devicesiii. use language to suit the context.		
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