

Grades K-8

Foreign Language Department CPS Curriculum Overview

The following pages describe the learning expectations for foreign language students in the city of Cambridge. Our normal curriculum begins in grade 6, with language classes meeting twice a week. In grades 7 and 8, classes meet three times a week with the purpose of preparing students for level II instruction at CRLS. The learning expectations are in line with the Massachusetts Curriculum Frameworks with a target on oral proficiency. The four skills of language study are also emphasized: listening, speaking, reading, and writing.

In the last few years, through grants in the study of Italian and added emphasis by principals, different elementary schools have shown an increase in primary and early grade study of language. Italian is offered at the Kennedy, Haggerty, and Peabody, while Spanish classes K-3 take place at the Longfellow, Cambridgeport, and Maynard/Fletcher Academy. These teachers get together and discuss curriculum issues; in effect, they are creating the special curriculum and content they teach. Again, the content material is in line with curriculum state frameworks with a focus on oral proficiency along with listening. Although I observe that some kindergartens and grade 1's do some coloring, cutting, and copying of vocabulary words, reading and writing skill development is held to a minimum at these primary levels.

K-2

CPS Foreign Language Learning Expectations for Grades K-2

Content	By the end of Grade K and Grade 1, students will be able to:	Activities
Greetings and Goodbyes	Greet and say goodbye to one another	<ul style="list-style-type: none"> ▪ In circle position, each student is passed a ball and much catch it while saying his/her name. ▪ The teacher prepares a small card that says, "My name is..." Each student draws his/her face and writes out "My name is..." ▪ Sing various songs on tapes that illustrate colors, numbers, days, and months. Students sing along and practice the vocabulary. ▪ From a calendar, students say the date and day each class. ▪ Every student is given a card with a number on it. Students walk around, asking if a student has a particular number. ▪ Students practice adding and subtracting with flashcards. ▪ Worksheets in groups practicing all vocabulary. ▪ Students make number books. ▪ Counting songs and rhymes. ▪ Coloring pictures. ▪ Matching games – BINGO ▪ Create a simple family tree. ▪ Graph birthdays and weather. ▪ Draw and label picture of houses. ▪ Play games locating ▪ Stand up if you are wearing... ▪ Guessing game ▪ Photograph each other and use oral descriptions to describe ▪ Cut pictures from catalogues ▪ Listening to oral and music tapes.
Health	Ask how a person is and respond	
Calendar	Say the day of the week	
Weather	Comment on the weather happening now	
Numbers: 1-100	Recite the numbers, recognize the numbers	
Likes, Dislikes	Respond to their likes and dislikes about objects and things	
Adjectives: big, little, tall, short	Describe people using these adjectives	
Parts of the Body	Name the common body parts	
Months of the Year	Tell the day, month, and year of their birthday	
Geography	Talk about maps, indicating water and land; name the continents in the target language; describe the colors of the flags and identify the flags of countries of the target language	
Animals	Name 10 common household or farm animals including, dog, cat, fish, turtle, horse, cow, duck, donkey, chicken, and classify them to where they live on land or water; also, identify their body movements such as swim, fly, walk, or trot	
Fruits	Identify these common fruits: strawberries, banana, orange, pineapple, grapes, apples, mango	
House	Identify parts of a house including kitchen, bedroom, dining room, bedrooms, basement, attic	
Family	Identify family members and be able to describe them	
Clothing	Identify common clothing and appropriate season to wear them	
Time	Tell time on the hour and half-hour	
Telephone	Appropriate telephone strategies	
Transportation	Identify different modes of transportation	

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CPS Foreign Language Learning Expectations for Grade 6

Content	By the end of Grade 6, students will be able to:	Activities
Greetings and Expressions of Courtesy	Respond to greetings and expressions of courtesy in short conversations.	<ul style="list-style-type: none"> ▪ Students will be able to stand and refer to their house on a drawing. ▪ Students will prepare a menu and write a dialogue of a trip to a restaurant. ▪ Students will be able to identify the artists and their major works. ▪ Students will pack a suitcase and describe the contents to their classmates. ▪ Students will write about their schedule and the time of their classes. ▪ Students will listen to the artists' masterpieces on tape in their classrooms and react to the music.
Classroom Objects	Recognize and say classroom objects in the target language and use this vocabulary in conversations.	
Numbers: 1-1000	Say and write numbers 1-1000	
Geography	Draw on a map main cities and rivers of Spain and Mexico	
House	Draw and label main rooms of their house or apartment	
Family	Draw and label a family tree of their family with simple descriptions of immediate family	
Occupations	Identify occupations and provide a simple description of the work through action verbs	
Food	Identify common meals of Spanish speaking countries for breakfast, lunch, and dinner	
Art	Read and identify three artists: Greco, Velazquez, and Goya	
Parts of the Body	Recite different parts of the human body and use these words in short dialogues	
Clothing	Identify what people wear according to the four seasons	
Time and Colors	Say the time for any part of the clock	
Music	Listen to the works and know a little about the lives of three great musicians: Soler, Arriaga, and de Falla	
Weather and Seasons	Describe the weather that occurs in the four seasons	

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CPS Foreign Language Learning Expectations for Grade 7

Content	By the end of Grade 7, students will be able to:	Activities
September: <ul style="list-style-type: none"> ▪ Introductions – greetings & goodbyes ▪ Expressing likes and dislikes ▪ Numbers 1-30 ▪ Ser-naming and describing people and things and telling origin ▪ Subject Pronouns ▪ Useful classroom expressions ▪ Days and months ▪ Alphabet ▪ Useful classroom questions 	Use this vocabulary and be able to conjugate the verb “to be” in order to describe people in the simple dialogue.	<ul style="list-style-type: none"> ▪ Survey form in English to establish pop culture ▪ Worksheets on adjective and noun agreement ▪ Bingo-good for all vocabulary ▪ Phone number game ▪ E.S.P. for “te gusta” ▪ Alphabet song ▪ Picture dictionary
October: <ul style="list-style-type: none"> ▪ Adjective & Noun agreement ▪ The difference between “tu” and “ud.” ▪ Question words ▪ Age ▪ Color ▪ Adjectives 	Recognize the difference between “tu” and “ud.” in simple conversations and form yes-no and information questions in simple dialogues.	<ul style="list-style-type: none"> ▪ Baby poster ▪ Plastic bag activity ▪ Students draw what the teacher describes ▪ Color song
November <ul style="list-style-type: none"> ▪ Verb “ir” ▪ Contractions with “a” ▪ Ir + a > destinations ▪ Negative sentences ▪ Locations ▪ Past-time activities ▪ Time expressions 	Conjugate the verb “to go” and use this verb with destinations.	<ul style="list-style-type: none"> ▪ Draw a map of the neighborhood and label it. ▪ Charades ▪ Whole class interview/survey ▪ Pair activity questions ▪ Day of the dead video

Grade 7 continued

<p>December</p> <ul style="list-style-type: none"> ▪ AR verbs ▪ Question words 	<p>Conjugate first conjugation verbs and practice them with question words: who, what, when, where, how</p>	<ul style="list-style-type: none"> ▪ Battleship game ▪ Christmas activities in Hispanic countries ▪ Tic Tac Toe ▪ Concentration ▪ Ball toss game ▪ Writing sentences
<p>January</p> <ul style="list-style-type: none"> ▪ Review of AR verbs ▪ Weather expressions ▪ Time expressions ▪ School subjects 	<p>Write short dialogues conjugating verbs in the present tense</p>	<ul style="list-style-type: none"> ▪ Make a calendar and label it in Spanish ▪ Weather poem ▪ Class schedules ▪ Time poem ▪ 1 vs. 1 ▪ Speed writing ▪ No confio en ti
<p>February</p> <ul style="list-style-type: none"> ▪ Tener with expressions ▪ The expression “hay” 	<p>Recite and write the verb “tener” in short dialogues</p>	<ul style="list-style-type: none"> ▪ La Caja Magica ▪ 99- card game ▪ Hangman ▪ Scrambled sentences ▪ Expanded sentence recall
<p>March</p> <ul style="list-style-type: none"> ▪ Querer ▪ Food vocabulary 	<p>Recite and write the verb “querer” with different food expressions in short dialogues</p>	<ul style="list-style-type: none"> ▪ Weather video on tape ▪ Caliente y frio with foods ▪ Videos – introduction to South and Central America ▪ Una fiesta
<p>April</p> <ul style="list-style-type: none"> ▪ Expressions with “tener” ▪ Body parts ▪ Illness expressions ▪ Other expressions with “tener” 	<p>Write short dialogues incorporation the verb “tener” and health expressions</p>	<ul style="list-style-type: none"> ▪ Simon dice ▪ Song – “Dolor de Cabeza” ▪ Make full size body posters and label ▪ Thinking cap activity

Grade 7 continued

May <ul style="list-style-type: none">▪ More “ar” verbs: pagar, comprar, llevar, gastar▪ Ordinal numerals▪ Numbers 1-1000▪ Clothing	Use ordinal and cardinal numerals in short dialogues and describe appropriate clothing needs	<ul style="list-style-type: none">▪ Suitcase▪ Fashion show▪ Guessing game▪ Clothing catalogue▪ Brainstorming activity
June <ul style="list-style-type: none">▪ Review of year	Use sample dialogues to create new dialogues	Paired activities from Wayside Publishing

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CPS Foreign Language Learning Expectations for Grade 8

Content	By the end of Grade 8, students will be able to:	Activities
September: <ul style="list-style-type: none"> ▪ Review of AR verbs ▪ Class subjects ▪ Time ▪ Interrogatives ▪ Personal “a” ▪ “IR” verbs 		<ul style="list-style-type: none"> ▪ Creating class schedules ▪ Label classroom with removeable labels ▪ Survey using “er” verbs
October <ul style="list-style-type: none"> ▪ Possession with “de” ▪ Possessive Adjectives ▪ Review of “tener” ▪ Family members 	Write short dialogues with possessive adjectives.	<ul style="list-style-type: none"> ▪ Create family album or family tree ▪ Play “Viaje en el barco de amor” ▪ See “Day of the Dead” video ▪ Folding family book
November <ul style="list-style-type: none"> ▪ Stem-changing verbs ~ o> ue ▪ Travel vocabulary ▪ Clothing and weather review 	Recite and write present tense of stem-changing verbs	<ul style="list-style-type: none"> ▪ Create a travel brochure ▪ Produce, create, and videotape a weather forecast ▪ Create a map and itinerary of a country students would like to visit

Grade 8 continued

December <ul style="list-style-type: none"> ▪ Verb – estar ▪ Emotion vocabulary ▪ Holiday/Christmas vocabulary 	Recite and write estar in simple dialogues	<ul style="list-style-type: none"> ▪ Holiday cards ▪ Christmas bingo
January <ul style="list-style-type: none"> ▪ Ser vs. Estar ▪ Direct object pronouns – lo, la, los, las 	Know the difference of the two verbs that mean “to be” and be able to use these verbs correctly in simple dialogues	<ul style="list-style-type: none"> ▪ Floor plan of home and label it ▪ Oral survey ▪ Wordsearch
February <ul style="list-style-type: none"> ▪ Saber vs. Conocer ▪ Indirect object pronouns: le, les ▪ Numbers 100-1000 ▪ Geography of Spain ▪ Occupations 	Know and recite the conjugations of saber and conocer and be able to recognize the difference for sentences with the verb “know” in them	<ul style="list-style-type: none"> ▪ Job applications
March <ul style="list-style-type: none"> ▪ Stem-changing verbs ~ e>ie ▪ Introduction to Preterite 		<ul style="list-style-type: none"> ▪ Interviews ▪ Concentration ▪ Composition writing ▪ Battleship game ▪ Supplemental readings
April, May, June <ul style="list-style-type: none"> ▪ Study guide for placement test 	Review the study guide and practice dictation, oral components, fill in the blanks, and translations	<ul style="list-style-type: none"> ▪ Placement test in late May or early June