



**GISSV**

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## **Spanish Curriculum**

### **Grade 6**

**4 hours a week**

**Textbook: ¡Apúntate 1! (Cornelsen)**

**Other possible materials: simple books and non-fiction texts, comics, images, interactive exercises, songs, films, sketches, etc.**

## **Educational standards:**

### ***Global scale:***

At the end of the school year, students will be able to:

1. understand and use familiar everyday expressions and simple sentences to meet specific needs.
2. introduce themselves and others, and ask others questions, such as where they live, what kind of people they know or what things they possess – and be able to answer these types of questions.
3. hold simple conversations, provided the other person speaks very slowly and clearly and is willing to help.
4. establish basic social contact by using simple everyday courtesies to greet others and bid them farewell, say please and thank you, introduce themselves, apologize, etc.

### ***Listening/reading comprehension:***

Students can:

- understand very slow, careful speech with long pauses to allow them to grasp the meaning.



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- recognize the sounds and intonation patterns of Spanish and distinguish between different levels of relevance, provided the standard language is spoken.
- understand brief, targeted information and explanations, including facial expressions, gestures and visual aids.
- understand the gist of simple conversations, stories, descriptions, etc., including those conveyed through media, provided the rate of speech is not too fast.
- understand simple, age-appropriate audio recordings or written text, preferably by native speakers, with some preparation.

***Reading comprehension:***

Students can:

- read and understand very short, simple text, sentence by sentence, by picking out familiar names, words and simple phrases and, if necessary, by rereading the text several times.
- read quietly and understand text created for learners containing mostly familiar language.
- identify and understand targeted information on topics familiar to them.
- clearly explain the meaning of text or portions of text they have read.

***Verbal interaction/speaking:***

Students can:

- acquire verbal skills by imitating speech.
- communicate with others in a simple manner provided information is conveyed slowly, repeatedly, or that it is reworded or that the student is corrected in the course of the dialogue.
- ask and answer simple questions, utter or respond to simple statements provided they relate to immediate needs or very familiar topics.



- talk about themselves or others simply (preferences, hobbies, friends, family, school, home).
- Their pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by native speakers who are accustomed to conversing with non-native speakers.

**Writing:**

Students can:

- write simple, isolated phrases and sentences.
- employ a very basic range of simple phrases related to specific personal things and needs.
- show limited control of a few simple grammatical structures and sentence patterns from a memorized repertoire.
- write familiar words and short phrases such as simple signs or instructions, names of everyday objects, names of businesses or common expressions.
- write their addresses, nationalities and other information about themselves.

**Spanish Curriculum: Grade 6 (¡Apúntate 1!) (Cornelsen)**

Subjects/Topics	Skills and Competencies	Methods/Media	Cross-Disciplinary Relevance	Relationship to the Vision/School Program	ESRLs*
<p><b>1. ¡Ahora soy de Alicante!</b></p> <p>Esteban and his friends introduce themselves</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Saying hello and goodbye</li> <li>➤ Asking someone's name</li> <li>➤ Asking how someone is doing</li> <li>➤ Asking how to find</li> </ul>	<ul style="list-style-type: none"> <li>➤ Global understanding</li> <li>➤ Find out the meaning of unknown words</li> <li>➤ Various vocabulary learning techniques:</li> </ul>	<ul style="list-style-type: none"> <li>→ German</li> <li>→ English</li> <li>➤ UMI</li> </ul>	Together	ESLR 2, 4, 5



	<p>something</p> <ul style="list-style-type: none"> <li>➤ Asking and saying where you come from</li> <li>➤ Introducing a city (Alicante)</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ Me llamo, te llamas</li> <li>➤ The definite article</li> <li>➤ The alphabet (spelling)</li> <li>➤ Peculiarities of pronunciation (ll, ch, b/v, ñ, s, h, z, rr)</li> <li>➤ The verb <i>ser</i></li> <li>➤ -ar verbs</li> <li>➤ Question words <i>¿quién?</i>, <i>¿cómo?</i>, <i>¿de dónde?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary learning book</li> <li>• Flashcards</li> <li>• SmartBoard</li> </ul> <ul style="list-style-type: none"> <li>➤ Working with the Spanish textbook and <i>Cuaderno de ejercicios</i> (content, structure, self-check exercises)</li> </ul>			
<p><b>2. En la calle</b></p> <p>In the San Blas district (Alicante)</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Describing a road</li> <li>➤ Describing a city district</li> <li>➤ Saying where you live and asking where someone lives</li> <li>➤ Making a suggestion</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ The verb <i>hay</i></li> <li>➤ The indefinite article</li> <li>➤ -er verbs</li> <li>➤ The question words <i>¿qué?</i>, <i>¿dónde?</i>, <i>¿quiénes?</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Matching words with pictures</li> <li>➤ Understanding Spanish text (email)</li> </ul>	<ul style="list-style-type: none"> <li>→ German</li> <li>→ English</li> </ul> <ul style="list-style-type: none"> <li>➤ UE</li> </ul>	Differentiated	ESLR 5
<p><b>3. En casa</b></p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Describing a room</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learning strategies for better vocabulary retention</li> </ul>	<ul style="list-style-type: none"> <li>→ German</li> <li>→ English</li> </ul>	Differentiated	ESLR 5



<p>Elena and her things</p>	<ul style="list-style-type: none"> <li>➤ Describing an apartment/house</li> <li>➤ Asking where something is and responding</li> <li>➤ Expressing speculation and intent</li> <li>➤ Alluding to something</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ The verb <i>estar</i></li> <li>➤ Using <i>ser</i> and <i>estar</i></li> <li>➤ Prepositions of place: <i>en, encima de, debajo de, al lado de, delante de, detrás de, a la derecha de, a la izquierda de</i></li> <li>➤ The possessive adjectives <i>mi(s), tu(s), su(s)</i></li> <li>➤ Negation with <i>no</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Summarizing a Spanish text in German</li> <li>➤ Working with the SmartBoard</li> </ul>	<ul style="list-style-type: none"> <li>➤ UMI</li> <li>➤ UE</li> </ul>		
<p><b>4. La familia y los amigos</b></p> <p>A gift for Javier</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Introducing your family</li> <li>➤ Saying how old you are</li> <li>➤ Making suggestions</li> <li>➤ Describing something</li> <li>➤ Asking the reason for something and responding</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ The verb <i>tener</i></li> <li>➤ Adjectives</li> <li>➤ The possessive adjectives <i>nuestro(s), vuestro(s), su(s)</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Learning strategies to learn verb forms more easily</li> <li>➤ Reading comprehension (instructions on how to make something)</li> </ul>	<ul style="list-style-type: none"> <li>→ German</li> <li>→ English</li> <li>➤ GTF</li> </ul>	<p>Differentiated</p>	<p>ESLR 5</p>



	<ul style="list-style-type: none"> <li>➤ Numbers 1-20</li> <li>➤ The question words <i>¿de qué?, ¿por qué?</i> and <i>porque</i></li> </ul>				
<p><b>5. ¡Que aproveche!</b></p> <p>Eating and drinking</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Talking about eating and drinking</li> <li>➤ Saying what you want</li> <li>➤ Asking someone to do something</li> <li>➤ Apologizing</li> <li>➤ Understanding and cooking with a Spanish recipe</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ Verbs with e/ie stem change (<i>querer</i>)</li> <li>➤ The imperative (2nd pers. sg./pl.)</li> <li>➤ The direct object with the personal <i>a</i></li> <li>➤ The indefinite pronouns <i>algo</i> and <i>todo</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Strategies for better listening comprehension in Spanish</li> <li>➤ Baking according to a Spanish recipe</li> </ul>	<ul style="list-style-type: none"> <li>→ German</li> <li>→ English</li> <li>➤ GE</li> <li>➤ GTF</li> </ul>	<p>Together</p> <p>Culturally aware</p>	<p>ESLR 4, 5, 6</p>
<p><b>6. Mi mascota y yo</b></p> <p>Pets</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Talking about pets</li> <li>➤ Describing characteristics</li> <li>➤ Expressing opinions and speculation</li> <li>➤ Expressing obligations</li> </ul> <p><b>Grammar skills:</b></p>	<ul style="list-style-type: none"> <li>➤ Creative writing</li> <li>➤ Taking notes while listening</li> <li>➤ Recognizing keywords</li> </ul>	<ul style="list-style-type: none"> <li>→ German</li> <li>→ English</li> </ul>	<p>Differentiated</p>	<p>ESLR 5, 6</p>



	<ul style="list-style-type: none"> <li>➤ Verbs with o/ue stem change (poder)</li> <li>➤ The verb <i>salir</i></li> <li>➤ The modal verbs <i>poder, tener que, saber</i></li> <li>➤ Using <i>poder</i> and <i>saber</i></li> </ul>				
<p><b>7. ¿Qué hora es?</b></p> <p>Making plans on the phone</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Asking what time it is and answering</li> <li>➤ Phone etiquette</li> <li>➤ Making plans</li> <li>➤ Saying where you're going</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ The verb <i>hacer</i></li> <li>➤ The verb <i>ir a</i></li> <li>➤ Numbers 21-100</li> <li>➤ <i>Conmigo</i> and <i>contigo</i></li> <li>➤ The question words <i>¿cuándo?</i> and <i>¿adónde?</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Writing a dialog with the help of question words</li> <li>➤ Using a bilingual dictionary</li> <li>➤ Preparing and performing a role play situation</li> </ul>	<ul style="list-style-type: none"> <li>→ German</li> <li>→ English</li> <li>➤ GTF</li> </ul>	<p>Differentiated</p> <p>Together</p>	<p>ESLR</p> <p>4, 5, 6</p>
<p><b>8. El horario de los chicos</b></p> <p>School and daily life</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Talking about your school, schedule and subjects</li> <li>➤ Stating the days of the week, dates and duration</li> <li>➤ Describing a daily routine</li> <li>➤ Describing people</li> </ul>	<ul style="list-style-type: none"> <li>➤ Deciphering a text (comic) by using images</li> </ul>	<ul style="list-style-type: none"> <li>→ German</li> <li>→ English</li> <li>➤ BWV</li> </ul>		<p>ESLR</p> <p>4, 5, 6</p>



	<p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ Time frames: <i>desde ... hasta, durante</i></li> <li>➤ The verbs <i>ser</i> and <i>estar</i> //</li> <li>➤ The question word <i>¿cuánto?</i></li> <li>➤ The conjunction <i>y</i> before <i>i/hi</i></li> </ul>				
<p><b>9. ¿Qué llevas hoy?</b></p> <p>Fashion and clothing</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Talking about clothes, shoes and colors</li> <li>➤ Saying what you like</li> <li>➤ Saying what you like to do</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ The verb <i>decir</i></li> <li>➤ The verb <i>gustar</i></li> <li>➤ The indirect object pronouns <i>me, te, le</i></li> <li>➤ The demonstrative adjectives <i>este, ese</i></li> </ul>	<p>Writing a summary</p>	<ul style="list-style-type: none"> <li>➤ GTF</li> </ul>		<p>ESLR 5</p>
<p><b>10. El día de la comida sana</b></p> <p>Food</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Grocery shopping</li> <li>➤ Asking how much something costs</li> <li>➤ Making a shopping list</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ The futuro inmediato</li> <li>➤ Relative clauses with <i>que</i></li> <li>➤ The modifiers <i>mucho, poco</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Strategies to understand a Spanish text</li> </ul>	<ul style="list-style-type: none"> <li>→ Biology</li> <li>➤ GE</li> <li>➤ UE</li> </ul>	<p>Differentiated</p> <p>Culturally aware</p>	<p>ESLR 3, 5</p>



	➤ Quantities with <i>de</i>				
<b>Semana española @ GISSV</b>	<b>Communication skills:</b> ➤ Giving a presentation on a Spanish-speaking country and one of its culinary specialties	➤ Presentation techniques ➤ Creating a poster	→ Geography ➤ GTF	Together Culturally aware	ESLR 1, 4

### Notes (excerpt from the Thuringian Curriculum)

Cross-curricular topics are abbreviated as follows:

GTF: Non-violence, tolerance and peace

UE: Environmental education

GE: Health education

UMI: Media and information technologies

BWV: Career planning

PU: Road safety

### \* The GISSV Expected Schoolwide Learner Results (ESLRs)

The abbreviations used in the right-hand column refer to the competencies our students must gain. Their equivalents are listed below. GISSV created these categories when it went through the accreditation process conducted by the “Western Association of Schools and Colleges.”



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ESLR 1: well-rounded

ESLR 2: socially adept

ESLR 3: socially responsible

ESLR 4: culturally aware

ESLR 5: linguistically competent

ESLR 6: problem-solver



## **Spanish Curriculum**

### **Grade 7**

**4 hours a week**

**Textbook: ¡Apúntate 2! (Cornelsen)**

**Other possible materials: simple books and non-fiction texts, comics, images, interactive exercises, songs, films, sketches, etc.**

## **Educational standards:**

### ***Global scale:***

At the end of the school year, students will be able to:

1. understand and use familiar everyday expressions and simple sentences to meet specific needs.
2. introduce themselves and others, and ask others questions, such as where they live, what kind of people they know or what things they possess – and be able to answer these types of questions.
3. hold simple conversations, provided the other person speaks very slowly and clearly and is willing to help.
4. establish basic social contact by using simple everyday courtesies to greet others and bid them farewell, say please and thank you, introduce themselves, apologize, etc.

### ***Listening/reading comprehension:***

Students understand:



- different types of text (announcements, introductions, weather forecasts, news, commercials, reports, descriptions, presentations, etc.).
- text containing familiar and discernible vocabulary.
- text with mostly simple structures.
- text of varying length and density of information, depending on the listening scenario and objective.
- conversations between others.
- different speakers, including native speakers.
- nearly normal rate of speech.
- media-supported text presentations.

***Reading comprehension:***

Students can:

- understand simplified age-appropriate reading material with a small amount of unknown language, the meaning of which can be deduced from the situation and context.
- understand text containing mostly familiar and some unfamiliar but discernible vocabulary.
- extract information selectively from various text sources with different densities of information (schedules, letters, lesson plans) as well as understand the gist of reports, interviews, descriptions, comics, poems, rhymes, etc., provided they are familiar with the topic.
- understand text with mostly simple structures.
- understand text of varying length and density of information depending on the objective.



***Verbal interaction/speaking:***

Students can:

- communicate with others in a simple manner provided information is conveyed slowly, repeatedly, or that it is reworded or that the student is corrected in the course of the dialogue.
- communicate simply with others (greet, address, invite others; introduce themselves, apologize, accept or reject).
- obtain and exchange information in everyday situations.
- express questions, requests, feelings, preferences and personal opinions in a simple manner.
- creatively act out roles in student-developed dialogs.
- use limited topic- or situation-based and individually differentiated vocabulary.

***Writing:***

Students can:

- talk about themselves and express emotions such as joy, sadness, compassion in a simple manner in personal messages and letters to friends.
- employ a basic range of simple phrases related to specific personal aspects and needs.
- use simple syntactic structures, including coordinating conjunctions such as “porque,” “pero,” etc.
- use limited, individually differentiated and subject-related vocabulary.
- write familiar words and short phrases such as simple signs or instructions, names of everyday objects, names of businesses or common expressions.



- write a letter or email asking for simple information.
- write about themselves, their families and their lives as well as about well-known fictional characters and their actions, and can do this using simple sentences.

### Spanish Curriculum: Grade 7 (¡Apúntate 2!) (Cornelsen)

<b>Subjects/Topics</b>	<b>Skills and Competencies</b>	<b>Methods/Media</b>	<b>Cross-Disciplinary Relevance</b>	<b>Relationship to the Vision/School Program</b>	<b>ESLRs*</b>
<b>1. El campamento de verano</b>  Sports and leisure	<b>Communication skills:</b> <ul style="list-style-type: none"> <li>➤ Talking about sports and leisure activities</li> <li>➤ Saying what you do and don't like</li> <li>➤ Talking about what you did on vacation</li> </ul> <b>Grammar skills:</b> <ul style="list-style-type: none"> <li>➤ The verbs <i>gustar</i> (review) and <i>encantar</i></li> <li>➤ The verbs <i>jugar, poner, venir</i></li> <li>➤ The indirect object pronoun and its position in the sentence</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understanding a story</li> <li>➤ Finding keywords</li> </ul>	<ul style="list-style-type: none"> <li>➤ UMI</li> <li>➤ GE</li> <li>➤ GTF</li> </ul>	Together  Culturally aware	ESLR 5



	<ul style="list-style-type: none"> <li>➤ The modifiers <i>todo</i> and <i>otro</i></li> <li>➤ The progressive form: <i>estar</i> + <i>gerundio</i></li> </ul>				
<p><b>2. El primer día</b></p> <p>Directions</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Asking for directions and describing these directions using a map of the city</li> <li>➤ Describing people</li> <li>➤ Asking for help</li> <li>➤ Providing public transportation information</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ The polite form <i>usted(es)</i></li> <li>➤ Ordinal numbers</li> <li>➤ Reflexive verbs</li> <li>➤ Verbs with e/i stem change (<i>seguir</i>)</li> <li>➤ Hay que + infinitive</li> <li>➤ Review of telling time</li> <li>➤ Review of the imperative</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading a map and using it to give directions</li> <li>➤ Relaying information from a text orally</li> <li>➤ Homework tips</li> </ul>	<ul style="list-style-type: none"> <li>➤ VE</li> <li>➤ UMI</li> </ul>	Differentiated	ESLR 2, 3, 5, 6
<p><b>3. Una excursión</b></p> <p>Reporting on a trip</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Talking about the weather</li> <li>➤ Describing landscapes</li> <li>➤ Reporting the past</li> <li>➤ Talking about pain and injuries</li> <li>➤ Making agreements</li> </ul>	<ul style="list-style-type: none"> <li>➤ Strategies to correct errors on one's own</li> <li>➤ Strategies for improving grammar and vocabulary</li> <li>➤ Reading and understanding a poem</li> </ul>	<ul style="list-style-type: none"> <li>➤ VE</li> <li>➤ GE</li> <li>➤ GTF</li> <li>➤ UMI</li> </ul>	Differentiated  Culturally aware	ESLR 5, 6



	<ul style="list-style-type: none"> <li>➤ Comforting someone</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ The <i>pretérito perfecto</i></li> <li>➤ The indirect declarative clause and indirect question</li> <li>➤ Negation with <i>no ... nadie / nada / nunca</i></li> <li>➤ The conjunctions <i>mientras</i> and <i>cuando</i></li> <li>➤ The verb <i>sonreír</i></li> <li>➤ Review of the <i>futuro inmediato</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Spanish blogs</li> </ul>			
<p><b>4. Así es la vida</b></p> <p>The lives of young people</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Describing a daily routine</li> <li>➤ Formulating requests</li> <li>➤ Talking about status symbols and pocket money</li> <li>➤ Discussing the topic of siblings</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ Irregular imperatives</li> <li>➤ The imperative of reflexive verbs in the singular</li> <li>➤ Attached pronouns in the singular imperative</li> <li>➤ Review of adjective agreement</li> <li>➤ Comparatives and superlatives</li> </ul>	<ul style="list-style-type: none"> <li>➤ Rewriting words</li> <li>➤ Discussing a topic orally</li> <li>➤ Strategies for understanding song lyrics</li> </ul>	<ul style="list-style-type: none"> <li>➤ GTF</li> </ul>	Differentiated	ESLR 4, 5



<p>5. <b>¡Ven a Centroamérica!</b></p> <p>An exhibition about Central America</p>	<p>➤ The verb <i>dar</i></p> <p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Vocabulary, phrases and idioms relating to Central America</li> <li>➤ Talking about an event</li> <li>➤ Asking someone for a favor</li> <li>➤ Making accusations</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ The direct object pronouns <i>lo(s), la(s)</i> and their position in a sentence</li> <li>➤ The interrogative pronoun <i>¿cuál?</i></li> <li>➤ The verbs <i>traer / llevar</i></li> <li>➤ The verb <i>pedir</i></li> <li>➤ The verb <i>conocer</i></li> <li>➤ Review of <i>este / ese</i></li> <li>➤ <i>Aquel</i> as an adjective and pronoun</li> </ul>	<p>➤ Preparing an interview</p> <p>➤ Understanding Latin American folk songs</p> <p>➤ Internet research on Central America</p>	<p>→ Geography</p> <ul style="list-style-type: none"> <li>➤ GTF</li> <li>➤ UMI</li> </ul>	<p>Culturally aware</p> <p>Together</p>	<p>ESLR</p> <p>1, 4, 5, 6</p>
<p>6. <b>En el museo</b></p> <p>Reporting the past</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Reporting about an event in the past</li> <li>➤ Writing an email</li> <li>➤ Vocabulary, phrases and idioms relating to computers</li> <li>➤ Evaluating something</li> </ul>	<p>➤ Understanding a report from a Spanish youth magazine</p> <p>➤ Learning about a Spanish festival (Las Fallas)</p>	<p>➤ UE</p>	<p>Differentiated</p> <p>Culturally aware</p>	<p>ESLR</p> <p>1, 4, 5, 6</p>



	<p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ The <i>Pretérito indefinido</i> of <i>-ar</i> verbs and <i>ser/ir</i></li> <li>➤ The imperative of reflexive verbs in the plural</li> <li>➤ The absolute superlative</li> <li>➤ <i>Antes de / después de + Infinitivo</i></li> <li>➤ Object pronoun placement II</li> <li>➤ Review of <i>ser/estar</i></li> </ul>				
<p>7. <b>¿Quieres ser como ellos?</b></p> <p>Role models</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Talking about role models and social involvement</li> <li>➤ Talking about career aspirations</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ The <i>Pretérito indefinido</i> of <i>-er</i> and <i>-ir</i> verbs</li> <li>➤ The shortened adjectives <i>buen, mal</i></li> <li>➤ Review of the question pronoun <i>¿cuánto?</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognizing and forming word families</li> <li>➤ Strategies for understanding letters and brochures</li> </ul>	<ul style="list-style-type: none"> <li>→ German</li> <li>→ Ethics</li> <li>➤ UE</li> <li>➤ GTF</li> <li>➤ UMI</li> </ul>	Differentiated	ESLR 3, 5, 6
<p>8. <b>Un viaje por España</b></p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Vocabulary, phrases and idioms relating to travel</li> </ul>	<ul style="list-style-type: none"> <li>➤ Internet research on various regions and cities in Spain</li> </ul>	<ul style="list-style-type: none"> <li>→ Geography</li> </ul>	Differentiated  Culturally aware	ESLR 1, 4, 5, 6



Travel	<ul style="list-style-type: none"> <li>➤ Talking about the sights and geographical features of a city or region</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ Numbers to 1,000</li> <li>➤ Irregular forms of the <i>pretérito indefinido</i></li> <li>➤ The use of <i>pretérito indefinido</i> and <i>pretérito perfecto</i> in Spain and Latin America</li> <li>➤ <i>Nunca, nada, nadie</i> before the conjugated verb</li> <li>➤ The verb <i>oír</i></li> <li>➤ Review of <i>mucho/muy</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Understanding excerpts from a Spanish novel for young people</li> <li>➤ Strategies for understanding a menu</li> </ul>	<ul style="list-style-type: none"> <li>➤ UMI</li> <li>➤ GTF</li> <li>➤ UE</li> <li>➤ GE</li> </ul>		
<p>9. <b>Cosas de la vida</b></p> <p>School life</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Talking about school, subjects and grades (partial review)</li> <li>➤ Learning how to solve conflicts in the schoolyard using language</li> <li>➤ Expressing solidarity</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ Other irregular forms of the <i>pretérito indefinido</i></li> <li>➤ <i>Alguno / ninguno</i> as pronouns</li> </ul>	<ul style="list-style-type: none"> <li>➤ Using a dictionary (review)</li> <li>➤ Understanding a Spanish report card</li> </ul>	<ul style="list-style-type: none"> <li>→ Ethics</li> <li>➤ GTF</li> <li>➤ BWV</li> </ul>	<p>Differentiated</p> <p>Together</p>	<p>ESLR</p> <p>2, 3, 5, 6</p>



	<p>and adjectives</p> <ul style="list-style-type: none"> <li>➤ The connectors <i>como</i> and <i>porque</i></li> </ul>				
<p><b>10. América latina</b></p> <p>Latin America, Argentina</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Describing and comparing cities and regions of Latin America</li> <li>➤ Describing impressions</li> <li>➤ Talking about local customs</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ The conditional sentence in the present tense</li> <li>➤ The adjective <i>mismo</i></li> <li>➤ Adverbs ending in <i>-mente</i></li> <li>➤ ¿<i>por qué?</i> and ¿<i>para qué?</i></li> <li>➤ The prepositions <i>desde</i> and <i>desde hace</i></li> <li>➤ The conjunction <i>tan...que</i></li> </ul>		<p>→ Geography</p> <ul style="list-style-type: none"> <li>➤ GTF</li> </ul>	Culturally aware	ESLR 1, 4, 5
<p><b>Semana española @ GISSV</b></p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Presenting a tourist destination in a Spanish-speaking country</li> </ul>	<ul style="list-style-type: none"> <li>➤ Presentation techniques</li> <li>➤ Creating a poster or PowerPoint presentation</li> </ul>	<ul style="list-style-type: none"> <li>➤ GTF</li> </ul>	<p>Together</p> <p>Culturally aware</p>	ESLR 1, 4, 5
<p><b>Spanish National Contest</b></p>					

Notes (excerpt from the Thuringian Curriculum)



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## **Spanish Curriculum**

### **Grade 8**

**4 hours a week**

**Textbook: ¡Apúntate 3! (Cornelsen)**

**Other possible materials: Books, newspapers and non-fiction texts, comics, images, interactive exercises, songs, films and clips, news, sketches, etc.**

### **Educational standards:**

#### ***Global scale:***

At the end of the school year, students will be able to:

1. understand sentences and common expressions that relate directly to their lives (personal and family information, shopping, work, immediate surroundings, etc.).
2. communicate in simple, routine situations, involving an uncomplicated, direct exchange of information regarding familiar and commonplace matters.
3. describe their background and education as well as their immediate environment and things, based on their immediate needs.

#### ***Listening comprehension:***

Students can:

- understand phrases and words that relate directly to their lives (very basic information about themselves, family, shopping, work, immediate surroundings, etc.), provided they are spoken clearly and slowly.
- grasp the basic meaning of TV news reports on events, accidents, etc., where supported by images.



- follow changes in topic on TV news reports and gain a basic understanding of the content.

***Reading comprehension:***

Students can:

- quietly read texts on their own that contain some unknown but discernible language; they can also read simple non-fiction texts.
- extract information selectively from various text sources with different densities of information (schedules, letters) as well as understand the gist of reports, interviews, descriptions, comics, etc., provided they are familiar with the topic.
- understand simple, age-appropriate, longer reading materials with a small amount of unknown but discernible language globally as well as selected excerpts in detail with the use of comprehension aids.

***Verbal interaction/speaking:***

Students can:

- communicate relatively easily in structured situations and short conversations provided the other party assists if necessary.
- handle simple routine exchanges with reasonable effort.
- ask and answer questions and share ideas and information on familiar topics in predictable everyday situations.
- communicate in simple, routine situations involving an uncomplicated, direct exchange of information regarding familiar routines relating to work and leisure.
- hold very brief initial conversations but without understanding enough to keep the conversation going themselves.
- paraphrase the content of text on familiar topics or summarize it in a simple fashion.



- Pronunciation is generally clear enough to be understood despite a noticeable accent, but sometimes the other party will have to ask for repetition.

**Writing:**

Students can:

- write a series of simple phrases and sentences and link them using conjunctions such as ‘and,’ ‘but,’ ‘because,’ ‘at first,’ ‘in the end,’ ‘then,’ ‘finally,’ etc.
- use brief common expressions to meet specific needs and express and/or request simple information about themselves/others, everyday routines, desires, feelings and needs, and also to ask for information in general.
- use simple sentence patterns and communicate using memorized phrases, short word combinations and set expressions regarding themselves and others, what they do and possess as well as about places, etc.
- write simple creative texts (continuation or background of a story, dialogs, stories based on a series of pictures).
- use a large enough vocabulary to express themselves, sometimes in roundabout ways, on most common everyday topics such as hobbies, family, interests, work, travel, current events.
- use some simple structures correctly, but still systematically make basic mistakes such as confusing verb tenses or forgetting subject-verb agreement; nevertheless it is usually clear what they wish to express.

**Spanish Curriculum: Grade 8 (¡Apúntate 3!) (Cornelsen)**

<b>Subjects/Topics</b>	<b>Skills and Competencies</b>	<b>Methods/Media</b>	<b>Cross-Disciplinary</b>	<b>Relationship to the Vision/School Program</b>	<b>ESLRs*</b>
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			<b>Relevance</b>		
<b>1. De regreso a Madrid</b>  Vacation, life in the city and in the country	<b>Communication skills:</b> <ul style="list-style-type: none"> <li>➤ Talking about past vacations</li> <li>➤ Rating experiences</li> <li>➤ Discussing the advantages and disadvantages of living in a city versus the country</li> </ul> <b>Grammar skills:</b> <ul style="list-style-type: none"> <li>➤ Review of the <i>pretérito indefinido</i> and <i>pretérito perfecto</i></li> <li>➤ Acabar de + infinitive</li> <li>➤ <i>Lo</i> as an article and pronoun</li> <li>➤ The relative pronouns <i>donde, el que, la que</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading and understanding a comic</li> <li>➤ Language mediation strategies (conveying meaning by distinguishing between what's important and what's not important and rephrasing unknown words)</li> </ul>	→ Geography  ➤ UE	Differentiated	ESLR 4, 5
<b>2. ¡Descubre Madrid!</b>  Getting to know Madrid	<b>Communication skills:</b> <ul style="list-style-type: none"> <li>➤ Talking about tourist attractions</li> <li>➤ Giving directions to a place using public transportation.</li> <li>➤ Talking about the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Writing and structuring notes about a text</li> <li>➤ Taking notes while listening</li> <li>➤ Giving a short presentation about a city</li> </ul>	➤ VE ➤ GTF ➤ UMI  → Geography	Differentiated	ESLR 5, 6



	<p>history of Madrid</p> <ul style="list-style-type: none"> <li>➤ Reading an excerpt from a novel for young people</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ The <i>Pretérito imperfecto</i> (forms and use)</li> <li>➤ The relative pronoun <i>lo que</i></li> </ul>				
<p><b>3. La vida en casa</b></p> <p>Family life</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Talking about household chores</li> <li>➤ Talking about conflicts and resolving them</li> <li>➤ Making arguments and counterarguments</li> <li>➤ Reading an excerpt from a novel for young people</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ Use of the <i>pretérito indefinido</i> and <i>pretérito perfecto</i></li> <li>➤ The diminutives <i>-ito/-ita, -cito/-cita</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Preparing a discussion</li> </ul>	<ul style="list-style-type: none"> <li>➤ GTF</li> <li>→ German</li> <li>→ English</li> </ul>	Together	ESLR 3, 5, 6



	<ul style="list-style-type: none"> <li>➤ <i>demasiado, -a</i></li> <li>➤ The conjunction <i>o</i> before vowels</li> </ul>				
<p><b>4. México lindo</b></p> <p>Life in Mexico</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Talking about a country (thematic vocabulary, phrases and idioms)</li> <li>➤ Talking about the life of young people in Mexico</li> <li>➤ Reading and understanding an Aztec legend</li> <li>➤ Talking about a Mexican holiday (El día de los muertos)</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ Use of the <i>pretérito indefinido</i> and <i>pretérito perfecto II</i></li> <li>➤ Review of adverbs ending in <i>-mente</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Preparing and giving a presentation</li> </ul>	<ul style="list-style-type: none"> <li>➤ GTF</li> <li>→ History</li> <li>→ Art</li> </ul>	Culturally aware	ESLR 1, 4, 5
<p><b>5. La comunicación</b></p> <p>Media: TV and internet</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Talking about television shows</li> <li>➤ Talking about favorite shows</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understanding important information from a television and radio show</li> <li>➤ Searching for and</li> </ul>	<ul style="list-style-type: none"> <li>➤ UMI</li> <li>➤ GTF</li> </ul>	Differentiated	➤



	<ul style="list-style-type: none"> <li>➤ Talking about the Internet</li> <li>➤ Debating ideas</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ Infinitive constructions with <i>volver, llegar, ponerse a + infinitivo</i></li> <li>➤ The gerund: <i>seguir + gerundio</i></li> <li>➤ The <i>pretérito pluscuamperfecto</i></li> <li>➤ Review of possessive adjectives/pronouns</li> </ul>	<p>understanding important information from the Internet</p>			
<p>6. Eso... ¿Qué significa eso?</p> <p>Expectations and fears</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Talking about school and the school system</li> <li>➤ Asking follow-up questions and confirming information in a conversation</li> <li>➤ Expressing expectations and fears</li> <li>➤ Talking about prejudices and stereotypes</li> </ul> <p><b>Grammar skills:</b></p>	<ul style="list-style-type: none"> <li>➤ Understanding non-fiction writing from a youth magazine</li> <li>➤ Using a bilingual dictionary (review or expansion)</li> </ul>	<ul style="list-style-type: none"> <li>➤ UE</li> <li>➤ GTF</li> <li>→ Ethics</li> <li>→ English</li> </ul>	<p>Differentiated</p> <p>Culturally aware</p>	<p>ESLR</p> <p>2, 3, 4, 5</p>



	<ul style="list-style-type: none"> <li>➤ The <i>subjuntivo</i> (I) after <i>ojalá, espero que, para que, me da miedo que</i></li> <li>➤ <i>Ser</i> and <i>estar</i> after adjectives</li> </ul>				
<p><b>7. Andalucía - ¡no te lo pierdas!</b></p> <p>The region of Andalusia</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Talking about a region</li> <li>➤ Expressing needs, desires and complaints</li> <li>➤ Weighing the pros and cons of an action</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ The <i>subjuntivo</i> (II) after <i>me fastidia que, me molesta que, no es justo que...</i></li> <li>➤ Irregular forms of the <i>subjuntivo</i> (<i>ser, ir, saber, estar, ver</i>)</li> <li>➤ Impersonal constructions with <i>se</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Presenting on a region</li> <li>➤ Evaluating a presentation</li> <li>➤ Understanding a factual text about Andalusia</li> </ul>	<ul style="list-style-type: none"> <li>➤ GTF</li> <li>→ German</li> <li>→ English</li> </ul>	Culturally aware	ESLR 1, 2, 4, 5
<p><b>8. Donde crece el plátano</b></p> <p>Agricultural products from Latin America</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Talking about agricultural products</li> <li>➤ Talking about life in other countries and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading and interpreting statistics</li> <li>➤ Understanding and cooking with recipes</li> <li>➤ Skimming and under-</li> </ul>	<ul style="list-style-type: none"> <li>➤ GTF</li> <li>➤ GE</li> <li>→ Geography</li> </ul>	<p>Differentiated</p> <p>Together</p> <p>Culturally aware</p>	ESLR 4, 5, 6



	<p>comparing it with life in one's own country</p> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ Percentages</li> <li>➤ The <i>subjuntivo</i> (III) after <i>dudo que, es imposible que, puede que</i></li> </ul>	standing text			
9. Lectura (optional)	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Talking about literary texts (epic and lyric)</li> <li>➤ Talking about feelings, hopes, fears and expectations (review)</li> </ul> <p><b>Grammar skills:</b></p> <ul style="list-style-type: none"> <li>➤ Review of past material</li> </ul>				ESLR 2, 3, 5
Semana española @ GISSV	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>➤ Presenting on an issue of relevance to the Spanish-speaking world (topics to be determined)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Presentation techniques</li> <li>➤ Creating a poster or PowerPoint presentation</li> </ul>	<ul style="list-style-type: none"> <li>➤ GTF</li> </ul>	<p>Differentiated</p> <p>Together</p> <p>Culturally aware</p>	ESLR 1, 4, 5

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