



Wolcott Public Schools

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Wolcott, Connecticut 06716
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Middle School Curriculum Grade 7 -Spanish 1A



Children are our Future...
*Learning a World Language increases communication among
many cultures.*

Acknowledgements

Curriculum Writers:

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We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.

Mr. Frank Purcaro
Director of Curriculum and Professional Development

Date of Presentation to the Board of Education: Aug 4, 2014

(Spanish 1A -Grade 7)

Spanish 1A Course

7th grade

Mission Statement:

The mission of the Wolcott Public Schools is to promote the academic, social, and emotional development of all students to become contributing members of the global community.

Departmental Philosophy:

The philosophy of World Languages at Tyrrell Middle School is to develop basic language skills as a means of communication in the target language. Students are encouraged to develop an appreciation for language as a basis of communication which can foster awareness of diverse cultural backgrounds and values and to accept and understand those backgrounds and values in the local community and globally. By the end of Grade 12, students will listen, speak, read and write proficiently in at least one language other than English, and will understand the culture(s) of that language.

Course Description:

This course is an introduction to the Spanish language and culture. The World Language curriculum at Tyrrell Middle School is designed to meet the Nine Standards of the Connecticut World Language Curriculum Framework which is based on the National Standards of the American Council on the Teaching of Foreign Languages (ACTFL) and the 5 C's (Communication, Cultures, Connections, Comparisons, & Communities). Students will communicate with others in another language, understand culture to communicate and function appropriately in another culture, and use their understanding of another language and culture to reinforce and expand their knowledge of other disciplines as well as deepen their understanding of that language and culture. Students will also make comparisons among languages and cultures, and use the knowledge of the language and culture to enrich their lives and broaden their opportunities. The structural elements of the language and cultural awareness will be reinforced through oral and written activities, realia, re-enactments of real-life situations and technology-based presentations.

Spanish 1A –Grade 7

Content Standard: August/September: Geography (continents, countries, capitals, nationalities, & locations) alphabet, names, classroom commands, classroom objects, body parts, greetings, feelings, *ser* with origin, and subject pronouns (singular) with *estar*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p>	<p>Unidad preliminar</p> <ul style="list-style-type: none"> • Course Expectations • Introduction of why you should study Spanish? • Students will watch YouTube video http://www.youtube.com/watch?v=ACQX5nMI2wQ (The history of the Spanish Language) • Discuss Top 5 Reasons to learn Spanish (http://www.youtube.com/watch?v=64ib_AvTNgM) • Students will learn and identify continents & oceans via SMART Board lessons. • Students will learn and identify Spanish speaking countries and capitals of North and South America and Caribbean Islands and nationalities through PPTs, songs, and YouTube videos like Señora Griffin and rap, etc. • Introduce geographic locations & political divisions • Students will learn cardinal directions through movement. • With partners, students will play “Estoy pensando de un lugar.” Partner B has to make an educated guess of the country using clues that Partner A gives. 	<ul style="list-style-type: none"> • Identify weather in different countries/capitals on maps. • Label continents, oceans, countries, and capitals. • Students will practice countries and capitals through vortex activity – categorize countries and capitals using SMART Board. • Sing songs of countries and capitals. • Students will identify location of country, capital or geographical feature through “Estoy pensando de un lugar.” activity. Teacher will read commands to class. Students will write correct answer on line. 	<p>Unidad preliminar</p> <ul style="list-style-type: none"> • Introduction of why you should study Spanish? • YouTube video http://www.youtube.com/watch?v=ACQX5nMI2wQ (The history of the Spanish Language) • Discuss Top 5 Reasons to learn Spanish (http://www.youtube.com/watch?v=64ib_AvTNgM) • Santillana p. 434 • Political divisions Santillana p. 442 • SMART Board lessons of continents, oceans, Spanish speaking countries, capitals, and nationalities • Señora Griffin countries & capitals YouTube video and song • Rap video and song about countries and capitals • purposegames.com • SMART Board Vortex activity

Spanish 1A –Grade 7

<p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p> <p>CS6 Connections (Intradisciplinary Mode) Students will acquire and use information from a variety of sources only available in the world language</p> <p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation. Students will practice songs and dances outside of school.</p>	<ul style="list-style-type: none"> • Identify and match flags of Spanish speaking countries and nationalities • Learn weather expressions and include additional weather vocab with the verbs <i>hacer</i> and <i>estar</i> in the 3rd person singular form • Practice identifying weather in different countries/capitals using SMART Board. • Discuss cognates & additional cognates 	<ul style="list-style-type: none"> • Identify and match flags of Spanish speaking countries and nationalities 	<ul style="list-style-type: none"> • CIA World Fact book website • Practice workbook p. 25 & 26 • Weather expressions (Santillana p. 18-19) *include additional weather vocab with the verbs <i>hacer</i> and <i>estar</i> in the 3rd person singular form • Weather in different countries/capitals (Santillana p. 19) • Cognates (Santillana p.24-27) *include additional cognates
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Spanish 1A –Grade 7

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Spanish 1A –Grade 7

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Spanish 1A –Grade 7

Content Standard: October: Numbers, days of the week, months, seasons, weather, Columbus Day, classes and class schedules, colors and clothing, Hispanic Heritage Month

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
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Spanish 1A –Grade 7

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<p>Unidad 1 México, some Unidad 3&5</p> <ul style="list-style-type: none"> • Classes and time • Class Schedule and Time (quarter after, half past, and quarter of) • Weather expressions with the verbs <i>hacer</i> and <i>estar</i> in the 3rd person singular form • Discuss activities done during different types of weather (Gr 8) *enrichment - introduce present progressive ex. <i>Está lloviendo</i> and suffixes -oso/-ado. • Colors and clothing • Learn about number and gender agreement; tie in clothing worn in different types of weather/season include <i>llevar</i> • Include body parts. It is hot. I need a hat for/ (to protect) my head/sunglasses for my eyes, etc. • Use real items of clothing to teach and review new vocabulary. • Clothing item BINGO. • Fashion show. • Read descriptions of different people and the vacations on which they are going and pack their suitcases accordingly. • Illustrate, label and describe different items of clothing. • Put together an ideal outfit or “look” and describe it in Spanish using the verb <i>llevar</i>. 	<ul style="list-style-type: none"> • Weather expressions with the verbs <i>hacer</i> and <i>estar</i> in the 3rd person singular form Quiz (Gr 7) • Telling Time Quiz (quarter after/to and half past) • Colors, clothing quiz • Using pictures of weather and create quiz to incorporate body parts, clothing (verb <i>llevar</i>) and seasons • It is hot. I need a hat for/ (to protect) my head/sunglasses for my eyes, etc during the summer. • Fashion show • Jeopardy PPT game <p>Listening or writing assessment-</p> <ul style="list-style-type: none"> • Give descriptions of different people and the vacations on which they are going and pack their suitcases accordingly. • “Ideal look” creation and description 	<p>Hispanic Heritage Month</p> <ul style="list-style-type: none"> • Read and learn about famous Hispanics *use ancillary posters and (Santillana p.46-47, 49, & 84-85) <p>Unidad preliminar, Unidad 1 México, (Santillana p. 1-85), & some Unidad 3 & 5</p> <ul style="list-style-type: none"> • Classes and time -(Santillana p. 16-17) • Weather expressions (Santillana p. 18-19) *include additional weather vocab PPT • *Enrichment – introduction to the present progressive tense via PPT • Weather in different countries/capitals (Santillana p. 19) • Colors and clothing (Santillana p. 162,170-171) *include additional clothing vocab Practice workbook p. 23-24 • BINGO CARDS clothing • Dress-up bin • Suitcase template • “Pack Their Bags” SMART Board Activity • Body parts review PPT <p style="text-align: center;">Hispanic Heritage Speaker</p> <ul style="list-style-type: none"> • Artist or singer from community that talks to students about how being Hispanic and how art/music has shaped/affected his life

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Spanish 1A –Grade 7

Content Standard: November: Day of the Dead, family and pets, singular possessive adjectives, ser- physical and personality descriptions, leisure time activities, Día de gracias

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
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Spanish 1A –Grade 7

Content Standard: December: The house, household chores, prepositions of location, Puerto Rico, Navidad, Las posadas

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p>	<p>Unidad 2 -Puerto Rico</p> <ul style="list-style-type: none"> • Introduce Puerto Rico and geography (el Morro and el coquí/ coquíes) • Use YouTube videos/songs and website • Introduce and learn the rooms in the house • Review definite and indefinite articles (sing/plural/fem/masc.) • ¿Qué hay en tu cuarto? Review and formally learn the verb haber • Learn and practice prepositions of location through (rooms/ furniture) • Introduce contractions al and del • Practice with partner ¿Dónde está (el cuarto)? • Learn about furniture need for each room in your house • Project on your ideal house with rooms ¿Qué hay/ tienes en tu casa ideal? • Learn household chores “Los quehaceres” *Supplemental PPT of additional vocab • Practice chores through charades and Pictionary. 	<p>Unidad 2 -Puerto Rico</p> <ul style="list-style-type: none"> • Guided practice (homework) • Vocabulary quiz – the house and the rooms with articles <p>Project</p> <ul style="list-style-type: none"> • Create your ideal house with rooms ¿Qué hay/ tienes en tu casa ideal? PPT or poster to include a written description of the house. <ul style="list-style-type: none"> • Vocabulary quiz – <i>los quehaceres</i> <p>Communicative activity</p> <ul style="list-style-type: none"> • Students state <i>varios trabajos y problemas</i> and classmates give advice using <i>deber</i> or <i>tener que</i>+ household chores vocabulary 	<p>Unidad 2 -Puerto Rico (Santillana p. 86-143)</p> <ul style="list-style-type: none"> • Introduce Puerto Rico and geography (el Morro and el coquí/ coquíes) (Santillana p. 86-93; 103; 109; 132-137) • Use YouTube videos/songs and website • The house- (Santillana p. 92-95) • Rooms in the house (Santillana p. 94-95) Practice workbook p.65-68 & Practice workbook p.73-74 • Review definite and indefinite articles(sing/plural/fem/masc.)(Santillana p. 96-99) Practice workbook p.69 -72 • ¿Qué hay en tu cuarto? The verb haber (Santillana p. 106-107) Practice workbook p.77-78 • Prepositions of location (rooms/ furniture) (Santillana p. 108-109) Practice workbook p.79-82 • Contractions al and del • ¿Dónde está (el cuarto)? (Santillana p. 102-103) • Furniture (Santillana p. 104-105) Practice workbook p.75-76 • Project on your ideal house with rooms ¿Qué hay/ tienes en tu casa ideal?

Spanish 1A –Grade 7

<p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p> <p>CS6 Connections (Intradisciplinary Mode) Students will acquire and use information from a variety of sources only available in the world language</p> <p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation</p>	<ul style="list-style-type: none"> • Practice using <i>tener que ...and hay que...</i> *include <i>necesitar</i> and <i>querer, ¿Qué necesita/quiere/tiene que/ hay que hacer?</i> (e→ ie • Learn how to conjugate <i>querer</i> e→ ie <p style="text-align: center;"><u>Christmas</u></p> <ul style="list-style-type: none"> • Compare and contrast Christmas celebrations in the United States with those of Spanish-speaking countries through discussion and graphic organizers. • Watch a video about Christmas in Mexico. • Las posadas (video) • Read books (<u>The Night of Las Posadas</u>) about Christmas traditions in Spanish-speaking countries. • View PPT about poinsettias • Make a paper poinsettia and discuss its significance in Mexico. • Write letters to the Three Kings using <i>querer</i> and <i>necesitar</i> to say what you need and want • Discuss traditions with families 	<p style="text-align: center;"><u>Christmas</u></p> <ul style="list-style-type: none"> • Class discussion • Graphic organizers • Writing prompt • Paper poinsettia and explanation of its importance in the celebration of Christmas in Mexico • Write letters to the Three Kings using <i>querer</i> and <i>necesitar</i> to say what you need and want. 	<ul style="list-style-type: none"> • Household chores “<i>Los quehaceres</i>” (Santillana p. 114-115) *Supplemental PPT of additional vocab Practice workbook p.83-84 • Deber, and –go verbs (<i>poner la mesa, hacer la cama, salir</i>) Santillana p. 228 • <i>Tener que ...and hay que...</i>, <i>necesitar</i>, and <i>querer, ¿Qué necesita/quiere/tiene que/ hay que hacer?</i> (e→ ie) Santillana p. 126--127 • <i>tener ganas de...</i> Santillana p.342-343 • -ar verbs (Santillana p. 115-116; 122-123) • -er/-ir verbs (Santillana p. 118-123) *include <i>querer</i> (e→ ie) Practice workbook p.85-90 <p style="text-align: center;"><u>Christmas</u></p> <ul style="list-style-type: none"> • Class discussion • Graphic organizers • Writing prompt • Paper poinsettia and explanation of its importance in the celebration of Christmas in Mexico • Write letters to the Three Kings using <i>querer</i> and <i>necesitar</i> to say what you need and want.
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Spanish 1A –Grade 7

Content Standard : January/February: Three Kings Day, AR, ER, IR verbs, leisure time activities, adverbs of frequency, IOPs with gustar, -go verbs, and Valentine’s Day

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p>	<ul style="list-style-type: none"> • Students will use leisure activity verbs to learn to conjugate -ar,-er,-ir verbs • Practice conjugations of verbs and use ¿Qué haces después de clases o en la casa? • Review <i>tocar vs. jugar</i> (u→ ue) and conjugations • IOPs with gustar • Introduce adverbs of frequency ¿Con qué frecuencia hablas por teléfono? *Include extra vocab (before school after, last night, etc) • Students will write their schedules of when they do activities (what days and times) • Students will listen to dialogue of two friends and draw or circle activity that each person is doing • With multiple partners, students will practice asking and responding to questions about what they do (include- like to/have to/need to/ and want to/). Students will also ask and respond to How often? 	<ul style="list-style-type: none"> • Students will listen to dialogue of two friends and draw or circle activity that each person is doing • With multiple partners, students will practice asking and responding to questions about what they do (include -like to/have to/need to/ and want to/). Students will also ask and respond to How often? • Quizzes (-ar verbs, con que frecuencia vocab, dialogues) • Tests 	<p>Unidad 2 & some Unidada 6 & 7 (Santillana p.124-127; 334; 344; 346, 390)</p> <ul style="list-style-type: none"> • Leisure activities using conjugations of –ar,-er,-ir verbs (Santillana p.124-125; 334; 344; 346) Practice workbook p.91-92 & 95-98 • IOPs with gustar Santillana p. 230-231 • Adverbs of frequency (Santillana p. 126--127) Practice workbook p.93-94 • *Extra vocab (before school after, last night (Santillana p. 390; R4) Practice workbook p.99-102

Spanish 1A –Grade 7

<p>CS5 Connections (Interdisciplinary Mode)</p> <p>Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p> <p>CS6 Connections (Intradisciplinary Mode)</p> <p>Students will acquire and use information from a variety of sources only available in the world language</p> <p>CS7 Comparisons Among Languages</p> <p>Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures</p> <p>Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities</p> <p>Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation</p>			
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Spanish 1A –Grade 7

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p>	<p style="text-align: center;"><u>Three Kings Day</u></p> <ul style="list-style-type: none"> • Compare and contrast Three Kings Day traditions of Spanish speaking countries with United States and France. • Make and decorate a shoe out of paper like those left by children in wait of the Three Kings. • Assembly in the auditorium • Students view and listen to narrated story on PPT, learn about Spanish and French traditions and compare and contrast, watch YouTube video of someone making the rosca, sample rosca, and get shoes filled by 3 Kings. • Valentine’s Day/día de San Valentín (Te quiero porque...) 	<p style="text-align: center;"><u>Three Kings Day</u></p> <ul style="list-style-type: none"> • Class discussion • Oral explanation of Three Kings Day • Compare and contrast traditions in Spain and France and USA • Quiz about Three Kings Day 	<p style="text-align: center;"><u>Three Kings Day</u></p> <ul style="list-style-type: none"> • <u>Hurray for Three Kings' Day!</u> by Lori Marie Carlson & Ed Martinez • Los tres reyes magos PowerPoint presentation • Shoe template • YouTube video of someone making the Rosca • VENN diagram to compare and contrast traditions in Spain and France • Project rubric • Visuals of body parts • SMART Board PowerPoint presentation of body parts • All indirect object pronouns and gustar) (Santillana p. 164; 334; 344; 346) *include supplemental vocab of activities Practice workbook p.215-218 & Practice workbook p.231-232 • Manu Chao (songs about gustar)

Spanish 1A –Grade 7

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Spanish 1A –Grade 7

Content Standard: March: Spain, personal hygiene, reflexive verb (doler), body parts, and World Language Month

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<p>Unidad 5 España</p> <ul style="list-style-type: none"> • Review parts of the body using the SMART Board presentation. • Illustrate and label parts of the body in Spanish. • Play “<i>Simón dice</i>” (Simon Says) using parts of the body to practice vocabulary • The 5 Senses: how people are feeling, and what hurts? • Review: It is hot. I need a hat for/ (to protect) my head. Sunglasses for my eyes, etc. • Listen to teacher describe a monster using the verb <i>tener</i>, numbers and body parts in Spanish and illustrate it. • Create monstruo -Give your monster clothes and body parts and describe monster to your friend. • How are you feeling? ¿Cómo estás? ¿Qué pasa? ¿Cómo te sientes? • Review doler (o→ue), IOPs, and body parts: <i>Me duele/duelen</i> _____. • Write and perform a short skit in groups based on a visit to the doctor with focus on <i>me duele(n)</i> and definite articles with parts of the body. 	<ul style="list-style-type: none"> • Parts of the body project and quiz <p>Poster/Oral presentation</p> <ul style="list-style-type: none"> • Original character creation and presentation to the class using the verb <i>tener</i> and description of <i>monstruo</i>, <p>Listening Assessment</p> <ul style="list-style-type: none"> • <i>Monstruo</i> project- Audience lists minimum of 2 characteristics per <i>monstruo</i> as they listen to presentations. <p>Communicative Assessment</p> <ul style="list-style-type: none"> • Students write and present skits about a visit to the doctor’s office stating how they are feeling and what hurts. 	<p>Unidad 5 España (Santillana p.260-304-308)</p> <ul style="list-style-type: none"> • –PPT • YouTube video • Body parts (Santillana p. 264; 280; 304; 306) • The 5 Senses: Learn verbs (ver, oír, oler, saborear, tocar) and conjugations (Santillana p.266) Practice workbook p.179-180 • Monstruo template and rubric (Santillana p. 269) Practice workbook p.177-178 & 181-182 • How are you feeling? ¿Cómo estás? ¿Qué pasa? ¿Cómo te sientes? (Santillana p. 280-283; 304; 306) Practice workbook p.177-178 & 181-182 • Doler (o→ue), IOPs, and body parts: <i>Me duele/duelen</i> _____. Santillana p. 260, 262, Practice workbook p.191-192 Practice workbook p.159-160 (with food-may need to move) • Getting Ready/ Personal Hygiene vocab and reflexives (Santillana p. 304; 306) • Personal Hygiene vocab and reflexive verbs (Santillana p. 272-276; 304) & • Remedies if you get sick (Santillana p. 290-291) Practice workbook p.207-208

Spanish 1A –Grade 7

<p>CS6 Connections (Intradisciplinary Mode) Students will acquire and use information from a variety of sources only available in the world language</p> <p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation</p>	<ul style="list-style-type: none"> • Remedies if you get sick • España map and culture <p style="text-align: center;"><u>World Language Month</u></p> <ul style="list-style-type: none"> • Students will participate in the World Language Month (poster, t-shirt, collage) contest. • Students will participate in World Language Month celebrations (Artist, Singers/Musicians) • Multi-cultural food-fair 	<p style="text-align: center;"><u>World Language Month</u></p> <ul style="list-style-type: none"> • Students will be assessed on the World Language Month contest according to a rubric. 	<ul style="list-style-type: none"> • España map and culture (Santillana p. 300-303) <p style="text-align: center;"><u>World Language Month</u> *Enrichment-</p> <ul style="list-style-type: none"> • Letter home explaining World Language Month & activities • Rubrics for posters, collages, & projects for World Language Month • Food fair for parents and students • YouTube videos about the importance of learning a language • Weekly
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Spanish 1A –Grade 7

Content Standard: April: Reflexive verbs, getting ready vocabulary, Easter, and los cascarones

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p> <p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.</p>	<ul style="list-style-type: none"> • Getting Ready/ Personal Hygiene vocab and reflexives • Personal Hygiene vocab and reflexive verbs PPT • YouTube videos (Reflex your verby and girls, No hago más na’) • Also include sentirse (e→ie) stem changing reflexive verb. Are you ready? I still have to ____. <p style="text-align: center;">Easter/Pascua and Los Cascarones *Enrichment</p> <ul style="list-style-type: none"> • (PPT with video explaining what <i>cascarones</i> tradition is about) • Compare and contrast traditions in US and Spanish speaking countries Show students authentic cascarones 	<p>Quiz on the formation of reflexive verbs.</p> <p style="text-align: center;">Easter/Pascua and Los Cascarones *Enrichment</p> <ul style="list-style-type: none"> • Make <i>cascarones</i> in class 	<ul style="list-style-type: none"> • Getting ready PPT • YouTube videos (Reflex your verby and girls video, & No hago más na’) Practice workbook p.183-188 Practice workbook p.195-198 Practice workbook p.201-204 • Also include sentirse (e→ie) stem changing reflexive verb. (Santillana p. 284) Practice workbook p.193-194 <p style="text-align: center;">Easter/Pascua and Los Cascarones</p> <ul style="list-style-type: none"> • PPT with video explaining <i>cascarones</i> tradition Show students authentic cascarones

Spanish 1A –Grade 7

Content Standard: May/ June: Cinco de mayo, places (stores) in town, IR with ¿Adónde?, shopping for clothing, *tener* expressions (*tener prisa, tener que*), more stem changing verbs e to ie, e to i, and *costar* (o to ue), making comparisons, possessive adjectives (plural), negation, frequency expressions, and future (*ir + a + infinitive*)

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p>	<p style="text-align: center;"><u>Cinco de Mayo</u> *enrichment</p> <ul style="list-style-type: none"> • Watch video of the history of <i>Cinco de Mayo</i> holiday. • Venn diagram to compare <i>Cinco de Mayo</i> to Independence Day • Discuss the Aztec and Spanish conflict in the 15th and 16th centuries. • Make a Mexican flag and discuss the origin and symbolism of the colors and crest. <p>Unidad 3 Guatemala & some Unidad 7</p> <ul style="list-style-type: none"> • Identify places in town & items you find in the places in town (add <i>el cine, la librería</i>, etc.) • Stores * include additional stores and items found in stores • Learn shopping vocabulary. • Identify where certain items are purchased. • What do you want/plan/need/have to buy? Use verb comprar • Review clothing vocab • Create a catalogue of clothing using previously-learned vocabulary and include prices, sizes (p, m, & g) and descriptions in the target language. 	<p style="text-align: center;"><u>Cinco de Mayo</u> *enrichment</p> <ul style="list-style-type: none"> • Comprehension questions to accompany video • Color the flag & explain the history of the crest. <ul style="list-style-type: none"> • Label map of a town <ul style="list-style-type: none"> • Listen to song and fill-in missing lyrics <ul style="list-style-type: none"> • Stem-changing verbs quiz 	<p style="text-align: center;"><u>Cinco de Mayo</u> *enrichment</p> <ul style="list-style-type: none"> • <i>Cinco de Mayo</i> video • Cinco de mayo PPT • History of the Battle at Puebla Poster • Flag worksheet and examples <p>Unidad 3 Guatemala & some Unidad 7 (Santillana p.152-156; 160-171; 218; 398-399)</p> <ul style="list-style-type: none"> • Places in town & items you find in the places in town (add <i>el cine, la librería</i>, etc.) (Santillana p.398-399) • Practice workbook p.103-106 • Stores * include additional stores and items found in stores (Santillana p.152-153, 218) • Clothing and other items • Photos of different items • www.ikea.com/es • www.elcorteingles.es • What do you need/want? I need/want ____. Where is (place/store)? It is __. (p.398)

Spanish 1A –Grade 7

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Spanish 1A –Grade 7

Pacing Guide

August /September: Alphabet – pronunciation rules – *Santillana Unidad Preliminar & Unidad 1*
Countries that speak Spanish
Countries, capitals, and nationalities
Geographic locations & political divisions
Classroom commands
Classroom objects and gender
Greetings
Feelings
Origin
México

October: Numbers - *Unidad 1*
Days of the week, months and seasons
Weather
Columbus Day
Classes and class schedules
Colors and Clothing
Hispanic Heritage Month

November: Día de los muertos – *Unidad 2 México*
Family and pets
Possessive adjectives (singular)
Ser- Physical and personality descriptions
Leisure time activities
Día de gracias

Spanish 1A –Grade 7

December:	The house/rooms in the house Prepositions of location Household chores <i>Navidad</i> <i>Las posadas</i>
January:	<i>Los tres reyes magos – Unidad 5</i> AR – ER – IR verbs - <i>Unidad 2, 6 & 7</i> Leisure activities with AR – ER – IR verbs
February:	IOPs with <i>gustar</i> <i>Unidad 3 & 7</i> Adverbs of frequency <i>El día de San Valentín</i> Household chores GO verbs
March:	Body parts - <i>Unidad 4</i> <i>Doler</i> (stem changing verbs) Personal hygiene Remedies <i>España</i> World Language Month

Spanish 1A –Grade 7

April:

Reflexive verbs
Getting ready vocab
Easter & *Los cascarones*

May:

Cinco de mayo
Places in town
Tener expressions (tener prisa, tener que)
Conjugation of IR with ¿Adónde?
Stem changing verbs (e→i & e→ie)
Shopping for clothing
Making comparisons

June:

IR + a + infinitive to express future– *Unidad 3 & 7*
Frequency expressions
Expressions of negation
Possessive adjectives (plural)

Spanish 1A –Grade 7

Essential Questions

1. How do we read, write, and greet others in Spanish?
2. How do you ask and respond to questions using the verb tener?
3. What countries and regions are found in North America, South America, and the Caribbean Islands?
4. What are the countries, capitals, and physical features of the Spanish speaking countries?
5. What impact did Christopher Columbus have on the “new” world?
6. How have famous Spanish speaking people influenced our society?
7. How is Christmas celebrated in Spanish-speaking countries? How are the celebrations similar to and different from those in the United States and France?
8. How is Three Kings Day celebrated in Spanish-speaking countries? How are the celebrations similar to and different from those in the United States and France?
9. What are common activities among Spanish speaking school-age peers?
10. What are the differences between the meal-taking habits (ie. foods, schedule, meal size, etc.) of the Spanish Speaking countries & the United States?
11. What ways do we celebrate World Language Month?
12. What are the parts of the body and how does one express when something is wrong with his/her body?
13. What are the different items of clothing? How does one describe the clothing?
14. What places and stores do people travel to in the community and what items are found in the stores?
15. What should one say if he or she goes shopping in a Spanish-speaking country?
16. What is the historical significance of Cinco de Mayo? Where and how is it celebrated?
17. How do you communicate future events?
18. How do you express possession?

Spanish 1A –Grade 7

Skills Objectives

Students will be able to:

1. Greet others and exchange essential information, including names, birthplaces, birthdays, and telephone numbers.
2. Pronounce unfamiliar words in the target language using alphabet pronunciation rules.
3. Use numbers from 1 to 1,000 in the target language.
4. Use the verb “tener” orally and in written form when asking and answering questions based on family members, pets, age, and school supplies.
5. Discuss Christopher Columbus and his role in Spanish history. Observe Hispanic Heritage Month through learning about Famous Hispanics.
6. Compare and contrast the celebration of El día de los muertos in various Spanish-speaking countries with the celebrations of Halloween, All Saints’ Day and All Souls’ Day in the United States.
7. Identify the 7 continents, oceans, geographic landforms, and Spanish-speaking countries and their capitals.
8. Discuss the weather as well as categorize weather patterns according to the season.
9. Compare and contrast the celebration of Christmas and Three King’s Day in various Spanish-speaking countries with those in the United States and France.
10. Name and identify different food items, common to various Spanish Speaking countr
11. Name and label the parts of the body and various articles of clothing in the target language.
12. Be able to express an ailment or an illness.
13. Utilize the appropriate vocabulary when shopping in a store.
14. Discuss the celebration of Cinco de Mayo, its origin and historic background of the holiday.
15. Express events that will take place in the future.

Spanish 1A –Grade 7

Assessments

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them. Thank you.]

Assessments are aligned to the curriculum. Assessments will be developed throughout the year as well as within the Data teams. These will appear in our World Language Data Team Assessment folder.