

<b>Select a Course:</b>	Spanish Grade 7
<b>Teacher:</b>	CORE Spanish Grade 7
<b>Course:</b>	Spanish Grade 7
<b>Year:</b>	2016-17
<b>Months:</b>	- All -

**August**

Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕

**Greetings & Goodbye**

**September**

Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕

<p>1. Communicating in at least one other language allows people to obtain information, express feelings, exchange opinions with a wider audience, and gain knowledge of other cultures.</p>	<p>1. How does the calendar differ from culture to culture?</p> <p>2. How are languages similar or different?</p> <p>3. What can I learn about my own language and culture from the study of others?</p>	<p>28.A.3 - Hear differences between questions and statements.</p> <p>28.A.2 - Recognize gender and number.</p> <p>28.A.1 - Show an awareness of differences between formal and informal forms of address.</p> <p>28.B.1 - Ask basic memorized questions.</p> <p>28.B.2 - Respond with memorized answers to questions that use familiar language.</p> <p>28.B.3 - Repeat routine courtesy expressions accurately.</p>	<p>Students can describe themselves with simple vocabulary.</p> <p>Students can express the time and date.</p> <p>Students can spell out words and identify letters of the alphabet.</p> <p>Students can express their age and birthday.</p> <p>Asking others their age and birthday.</p>	<p>Ser</p> <p>Numbers</p> <p>Days of the week</p> <p>Months</p> <p>Weather expressions</p> <p>Tener + age</p> <p>Seasons</p> <p>Alphabet</p> <p>Adjectives (agreement in gender and number)</p> <p>Subject pronouns</p>
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**October**

Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕

**Día de los Muertos**

<p>All cultures are unique in how they remember their dead.</p> <p>What we celebrate is dependent on environmental, societal, and cultural norms.</p> <p>What is a celebration?</p>	<p>How is death honored and celebrated on Dia de los Muertos?</p>	<p>28.B.2 - Respond spontaneously with simple answers to questions using acquired language.</p> <p>28.B.3 - Produce age- and stage-appropriate pronunciation, inflection, and intonation patterns.</p> <p>28.C.1 - Follow simple written classroom instructions.</p>	<p>Compare and contrast with other holidays, celebrations in their lives</p> <p>Identify symbolism</p>	<p>See Vocabulary Flipbook under "Resources"</p>
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<p>What do you celebrate with your family?</p> <p>What do you (your family) do when a loved one passes away? How do you feel?</p> <p>Why is it important to remember the dead?</p> <p>Can death be celebrated?</p>		<p>28.C.2 - Read a simple passage and complete comprehension activities and exercises.</p> <p>28.C.3 - Infer meaning of unfamiliar vocabulary using contextual clues.</p> <p>29.A.1 - Demonstrate culturally authentic activities (e.g., sing a song, play a game, prepare a food) following simple target language instructions.</p> <p>29.A.2 - Role-play simple situations that demonstrate knowledge of activities popular in target language cultures (e.g., home and school activities, holiday customs).</p>			
November	<p> <b>Describing Myself &amp; Others</b></p>				
<p><b>Enduring Understandings</b> ✕</p> <p> People are alike and different</p> <p> What makes me special?</p>	<p><b>Essential Questions</b> ✕</p> <p> How do you identify yourself?</p> <p>How do you see yourself?</p> <p>What makes me special?</p>	<p><b>Standards</b> ✕</p> <p>28.D.3 - Give a short presentation supported by visuals regarding family members, friends, objects, or common school and home activities.</p> <p>28.D.4 - Use learned material to write or present original dialogues.</p>	<p><b>Knowledge &amp; Skills</b> ✕</p> <p> Conjugate both verbs correctly</p> <p>Identify when to use Ser vs. Tener in a sentence</p> <p> Adjective Agreement</p>	<p><b>Academic Language</b> ✕</p> <p> Ser</p> <p>Tener</p>	
December	<p> <b>Likes &amp; Dislikes</b></p>				
<p><b>Enduring Understandings</b> ✕</p> <p> Students will be able to recognize similarities and differences with other middle schoolers regarding their likes/dislikes.</p>	<p><b>Essential Questions</b> ✕</p> <p> What do students like to do and how does that compare with students from around the globe?</p> <p> How does the structure of the English language compare to Spanish?</p>	<p><b>Standards</b> ✕</p> <p>28.B.1 - Ask learned questions spontaneously in familiar contexts.</p>	<p><b>Knowledge &amp; Skills</b> ✕</p> <p> Conjugate the verb Gustar</p> <p>Identify the gender and number of a word and use correct definite article with it</p> <p>Identify when to use the preposition DE with definite articles</p>	<p><b>Academic Language</b> ✕</p> <p> Gustar</p> <p>De, del, de los, de las, de la</p> <p>Definite articles</p> <p> Interrogative/Question Words</p>	
January	<p> <b>Unit 3</b></p>				
<p><b>Enduring Understandings</b> ✕</p> <p> Students will understand the difference between conjugated verbs and infinitive verbs.</p> <p> Students will begin to understand that languages often cannot be directly</p>	<p><b>Essential Questions</b> ✕</p> <p> How can I talk about who is doing what in Spanish?</p> <p>How can I conjugate a regular AR verb in Spanish in the present tense?</p>	<p><b>Standards</b> ✕</p> <p>28.C.2 - Recognize repeating patterns in the target language.</p> <p>28.C.4 - Use cognates to decode meaning of a passage.</p> <p>28.D.1 - Write simple sentences using memorized material.</p>	<p><b>Knowledge &amp; Skills</b> ✕</p> <p> Querer</p> <p>Prepositions</p> <p>Frequency Words</p> <p> Conjugation of -AR Verbs</p>	<p><b>Academic Language</b> ✕</p> <p> Querer</p> <p>Ir + a + infinitivo / Ir + a + locación</p> <p> Conjugated verb</p> <p>Infinitive verb</p>	

	translated.	<p>How do I conjugate an irregular verb?</p> <p>What is a stem changing verb?</p> <p>What do we need grammar?</p> <p>What is conjugation?</p>		<p> Say what they're going to do (Ir a + Infinitivo)</p>	
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**February** **Ir, Jugar, Conjugating AR Verbs + Weather**

<b>February</b>	<b>Enduring Understandings</b> ✕	<b>Essential Questions</b> ✕	<b>Standards</b> ✕	<b>Knowledge &amp; Skills</b> ✕	<b>Academic Language</b> ✕
	<p> Learning about verbs helps you better communicate in Spanish.</p>	<p> How can I talk about who is doing what in Spanish?</p> <p>How can I conjugate a regular AR verb in Spanish in the present tense?</p> <p> How do I conjugate an irregular verb?</p> <p>What is a stem changing verb?</p> <p> What do we need grammar?</p> <p>What is conjugation?</p> <p> How do I describe the weather?</p> <p>How does weather differ in different countries?</p>	<p>28.D.1 - Copy words and phrases in the target language.</p> <p>28.D.2 - Categorize words based on meaning.</p> <p>28.A.3 - Hear differences between questions and statements.</p> <p>30.A.3 - Describe weather and nature in simple science terms in the target language.</p> <p>30.A.3 - Report simple weather and nature phenomena.</p> <p>28.A.2 - Recognize the sound differences in words that indicate number, gender, person, and case.</p> <p>28.A.3 - Distinguish commands directed to self, others, and a group.</p> <p>28.B.1 - Ask and respond to a variety of questions using learned material.</p> <p>28.B.3 - Use common forms of courtesy, greetings, and leave-takings appropriate to the time of day.</p> <p>28.B.4 - Pronounce words and phrases with age- and stage-appropriate pronunciation, intonation, and inflection.</p> <p>28.C.2 - Read a simple passage and complete comprehension activities and exercises.</p> <p>28.C.3 - Infer meaning of unfamiliar vocabulary using contextual clues.</p>	<p> Conjugating AR verbs</p> <p>Jugar</p> <p>Ir</p> <p> Weather vocabulary</p> <p> Identifying when to use Gustar vs. Querer</p>	<p> Infinitive</p> <p>Conjugated</p>

**March** **La Escuela**

<b>March</b>	<b>Enduring Understandings</b> ✕	<b>Essential Questions</b> ✕	<b>Standards</b> ✕	<b>Knowledge &amp; Skills</b> ✕	<b>Academic Language</b> ✕
	<p> Middle school students in different countries share common experiences in school.</p>	<p> How does my school compare to other schools around the world?</p>	<p>28.B.1 - Ask learned questions spontaneously in familiar contexts.</p> <p>28.B.2 - Respond spontaneously with simple answers to questions using</p>	<p> Conjugate all regular verbs</p> <p> Talk about their</p>	<p> Venir</p> <p> Llegar</p>

	<p> How does my own background affect my view and beliefs about education?</p>	<p>acquired language.</p> <p>28.C.2 - Read a simple passage and complete comprehension activities and exercises.</p>	<p>classes with times included</p> <p> Compare a celebration from their own culture to one from a different culture</p> <p> Explain what they need for each class</p> <p> Explain their schedule and at what times they go to classes</p> <p> Understand someone else's schedule</p> <p> Use verbs that have an irregular yo form</p>	<p> School supplies</p> <p> Irregular verbs</p> <p> Regular verbs</p> <p> School subjects</p> <p> Terminar</p> <p>Empezar</p> <p>Almorzar</p> <p>Estudiar</p> <p>Aprender</p> <p>Usar</p> <p>Enseñar</p>	
April	<p> <b>La Familia</b></p>				
	<p><b>Enduring Understandings</b> ✕</p> <p> Students will recognize ethnic heritage.</p> <p>Students will understand that print (images) carries meanings.</p> <p>Students will understand the concept of traditions and heritage.</p> <p>Students will reflect on their own family values and traditions, and begin to understand and express why these things are important to</p>	<p><b>Essential Questions</b> ✕</p> <p> How are family structures in other cultures similar or different to my own family?</p> <p> How does culture influence the concept of a family?</p> <p> What is a family?</p> <p>What makes up a family?</p>	<p><b>Standards</b> ✕</p> <p>28.B.3 - Use routine courtesy expressions appropriately (e.g., Mr., Mrs., Miss, please, thank you).</p> <p>28.B.4 - Use formal and informal words of address.</p> <p>29.A.2 - State appropriate forms of courtesy in relation to another person (e.g., adult, peer, parent).</p> <p>30.B.1 - Give examples of common professions and occupations.</p> <p>28.D.2 - Describe people, activities, or objects from school or home.</p>	<p><b>Knowledge &amp; Skills</b> ✕</p> <p> Identify family members</p> <p> Describe family members</p> <p> Express and ask about family relationships</p> <p> Explain someones age</p> <p> Different family values and responsibilities</p> <p> Express likes and dislikes of people</p>	<p><b>Academic Language</b> ✕</p> <p> Descriptive adjectives</p> <p>Family vocab</p> <p>Chores/responsibilities vocab</p>
May	<p> <b>House &amp; Chores &amp; Final Exam</b></p>				
	<p><b>Enduring Understandings</b> ✕</p> <p> Roles of family members vary across cultures in the world.</p> <p> Family members share various household responsibilities.</p> <p>Houses vary depending on</p>	<p><b>Essential Questions</b> ✕</p> <p> How do house structures compare in different cultures?</p> <p> How do roles of family members compare in different cultures?</p>	<p><b>Standards</b> ✕</p> <p>28.D.4 - Use learned material to write or present original dialogues.</p> <p>28.D.1 - Compose a simple report about family members, friends, objects, or common school and home activities using appropriate punctuation and capitalization.</p>	<p><b>Knowledge &amp; Skills</b> ✕</p> <p> House vocabulary</p> <p> Estar + prepositional words</p>	<p><b>Academic Language</b> ✕</p> <p> Preposiciones</p> <p> Adjetivos posesivos</p>

	the needs of the people living in them.	 How are houses and household chores similar and different around the world?				
June	Enduring Understandings ✕	Essential Questions ✕	Standards	✕	Knowledge & Skills ✕	Academic Language ✕
July	Enduring Understandings ✕	Essential Questions ✕	Standards	✕	Knowledge & Skills ✕	Academic Language ✕