

## Course Title: 7th Grade Spanish

Department: World Languages

Grade: 7

### Course Overview/Description

Our goal as a 7th grade Spanish class is that all students will increase their communication abilities in the target language. We will work together to focus on all modes of communication (reading, writing, speaking, and listening). We will use a variety of methods to introduce basic grammar skills, improve pronunciation in Spanish, build vocabulary, and expand cultural knowledge.

Because you are a beginning *hispanohablante*, or Spanish-speaker, many concepts may seem new or difficult to you at first. Before the end of this class, you will see yourself greatly improve if you give all activities your best effort! Let's get started!

### Essential Standards

Due to the nature of the course, the essential standards are recycled in nearly every unit of study. [Click here](#) to access all essential standards for 7th grade Spanish.

### Scope and Sequence

Timeframe	Unit	Key Structures & Other Instructional Topics
Week 1	Unit 1: Introductions	Sí, No  Intro to comprehensible input, Intro to strong listening habits in the language classroom, making connections to a student's own first language-learning experience
Weeks 2-3	Unit 2: Spanish Alphabet and Numbers 0-30	Introduction to phonetic sounds in the target language, comparing and contrasting English and Spanish phonetic sounds
Week 4-5	Unit 3: Spanish Calendar	Days, months, seasons  Comparing and contrasting the Spanish calendar with the USA's, expressing the date, calendar talk to reinforce basic vocabulary and practice intent listening

Week 6	Unit 4: Basic Conversations	Basic greetings, introductions, goodbyes, and other polite interactions
Week 7-8	Unit 5: Colors and School Vocabulary	Write and discuss simple descriptive sentences in the target language, compare and contrast sentence structure/order in Spanish and English
Week 9 (ongoing based on calendar)	Culture Focus & Collaborative Baseball Unit	<p>Students will learn about a Hispanic holiday and common traditions based on the term.</p> <p>Term 1: Día de los Muertos  Term 2: Navidad  Term 3: Carnaval  Term 4: Cinco de Mayo</p> <p>Chocolate and its Meso-American origins</p> <p>As a part of the cross-curricular baseball unit, we will watch The Perfect Game, a movie based on a true story about a Mexican little league team in the times of segregation in the USA. We will also discuss themes such as discrimination, racism, and standing up/speaking out on these circumstances.</p>

## Learning Targets

### **UNIT 1: Introductions**

**I can identify some basic expectations for Spanish class and how I will demonstrate my learning.**

**I can identify reasons why one should study Spanish.**

**I can listen to and interpret main points of a personal introduction presentation in the target language.**

**I can demonstrate strong listening habits by engaging in Señora's presentation.**

### **UNIT 2: Spanish Alphabet and Numbers 0-30**

**I can begin to pronounce the letters of the alphabet in Spanish.**

**I can recall the letters of the alphabet in Spanish.**

**I can use the sounds that letters make in the Spanish language to help me pronounce words.**

I can begin to pronounce the numbers 0-30 in Spanish.

I can recall the numbers 0-30 in Spanish.

I can demonstrate strong speaking and listening habits by engaging in today's partnered activity.

I can interpret targeted words and phrases in Spanish as I listen.

### **UNIT 3: The Calendar**

I can pronounce the days of the week in Spanish.

I can interpret basic sentences in Spanish while listening.

I can employ the days of the week in Spanish.

I can pronounce the months and seasons in Spanish.

I can recall the days of the week, months of the year, and seasons in Spanish.

I can interpret the meaning of words, phrases, and simple sentences in Spanish while reading.

### **UNIT 4: Basic Conversations**

I can pronounce basic conversational phrases in Spanish.

I can employ basic conversational phrases in Spanish while speaking.

I can show strong speaking, listening, and reading habits by engaging in today's class activities.

I can understand basic strings of sentences in Spanish while listening.

I can demonstrate strong speaking and listening habits by engaging in today's partnered activities.

I can speak in Spanish using targeted words and phrases.

### **UNIT 5: Colors and School Vocabulary**

I can pronounce and identify colors in Spanish.

I can pronounce school vocabulary in Spanish

I can identify and employ colors in Spanish.

I can identify and begin to employ basic school vocabulary in Spanish.

I can write in simple phrases or sentences in Spanish.

### **Culture Focus**

I can explain how chocolate is tied to Hispanic culture.

I can describe the basics of a Day of the Dead celebration.

I can compare and contrast Day of the Dead to Halloween.

I can retell the Mexican legend of the poinsettia to a friend.

I can describe the basics of a Carnival celebration.

I can explain what Cinco de Mayo is and how it is celebrated differently in Mexico vs. the USA.

I can define racism, discrimination, and segregation.

I can identify instances of racism, discrimination, and segregation within a story.