

Teacher: Donegan Grade: 7th Subject: Spanish	Unit of Study: 7th Grade Spanish
Time Frame/Dates	<ul style="list-style-type: none"> ▪ 9 Weeks
Big Idea/Rationale	<ul style="list-style-type: none"> ▪ SWBAT locate/identify all 21 Spanish-Speaking countries. ▪ SWBAT discuss cultural aspects of Spanish-speaking countries. ▪ SWBAT identify greetings and farewells appropriate to geographic locations and relationships to people. ▪ SWBAT understand the differences between the English and Spanish alphabet. ▪ SWBAT correctly pronounce Spanish words and phrases based on their knowledge of the Spanish alphabet. ▪ SWBAT state the date. ▪ SWBAT describe the weather. ▪ SWBAT identify the seasons. ▪ SWBAT politely greet someone in Spanish. ▪ SWBAT introduce themselves in Spanish. ▪ SWBAT state their name, age, birthday, and where they are from. ▪ SWBAT state how they are feeling. ▪ SWBAT use polite phrases such as “please”, “thank you”, “you’re welcome”, and “excuse me”. ▪ SWBAT recite sports vocabulary in Spanish. ▪ SWBAT say which sports they like or dislike. ▪ Students identify numbers 1-1000. ▪ SWBAT identify masculine and feminine nouns. ▪ SWBAT identify definite articles. ▪ SWBAT understand adjective agreement. ▪ SWBAT describe their class schedule. ▪ SWBAT describe the sequence of their day. ▪ SWBAT state the current time. ▪ SWBAT describe “hora latina” and its social implications. ▪ SWBAT tell at what time something happens. ▪ SWBAT talk about being late or in a hurry. ▪ SWBAT ask someone at whether or not they like their classes and why. ▪ SWBAT utilize proper noun-adjective agreement. ▪ SWBAT talk about what they like to do in their free time.
Enduring Understandings	<ul style="list-style-type: none"> ▪ Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. ▪ Real-world and situational practice in the target language increase the ability to make choices when using a new language. ▪ Language acquisition is a process, not a result.

	<ul style="list-style-type: none"> ▪ Actively thinking about what I already know helps me better understand. ▪ When listening, watching the speaker closely or examining other visual clues help me to understand more. ▪ When reading, looking at pictures, charts, titles and other visual cues will help me to better understand. ▪ To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.
Essential Questions	<ul style="list-style-type: none"> ▪ What are the most effective strategies for learning new vocabulary and cultural practices? ▪ How can I better understand what I hear and read when I have just begun learning a new language? ▪ How do I start, carry on, and end a conversation more effectively? ▪ How do I make myself clearly understood when speaking and writing? ▪ What choices can a language-learner make to communicate clearly?
Assessments	<ul style="list-style-type: none"> ▪ Vocabulary and grammar quizzes ▪ Listening and speaking assessments ▪ Teacher informal/formal observation ▪ Sharing of responses (whole group, small groups, and paired) ▪ Q&A sessions (popsicle stick/ball toss) ▪ Whiteboards ▪ Oral presentations
Content (Subject Matter)	<ul style="list-style-type: none"> ▪ Vocabulary: Greetings and Introductions ▪ Vocabulary: Numbers 0-1000 ▪ Vocabulary: Date, Months, Days ▪ Vocabulary: Weather ▪ Vocabulary: Telling Time ▪ Vocabulary: Classes ▪ Vocabulary: Likes/Dislikes ▪ Language: Pronunciation of the alphabet ▪ Language: Definite articles ▪ Language: Masculine and feminine nouns ▪ Language: Plural and singular nouns ▪ Language: Adjective agreement ▪ Geography: Spanish-speaking country locations ▪ Geography: Weather and Climate patterns in Spanish-speaking countries ▪ Math: Numbers 0-1000 ▪ Cultural connection: Various greetings and farewells which differ based on geographic location ▪ Cultural connection: The difference between formal and informal versions of addressing someone (<i>tú, usted</i>) ▪ Cultural Connection: Popular sports in Spanish-speaking countries/Hispanic athletes

Activities

- Complete a color-coded map of the Spanish-speaking countries
- Choose a cultural topic and research it in the “Cultures of the World” books
- Textbook activities
- Students will complete grid with drawings to represent basic questions and phrases used in introductory dialogues.
- Conversations in pairs to introduce themselves and ask basic questions about their partner
- Small group conversations to introduce themselves and ask basic questions about their group members
- Listening exercises-from Easy Español
- Pair conversation about what each person likes and dislikes
- Students will draw pictures which will form the words of their like/dislike vocabulary
- Students will poll classmates about their likes and dislikes
- Role playing various situations in which one would use different greetings and manners of address based on their relationship with the person with whom they are speaking
- Writing scripts for a variety of scenarios involving people meeting for the first time or introducing a friend
- Curricular connection: mathematics. Students will create simple addition and subtraction problems to ask and answer with other classmates.
- Number guessing game- students will think of a number and will indicate to classmates as they are guessing whether the number is higher or lower
- Weather cube toss
- Presentation on weather in cities around the world
- Identify times represented on paper plate clocks
- Tell at what time each of your classes begins using a copy of the MMS bell schedule as a guide
- Describe at what time you complete various activities throughout the day
- Students receive cards showing either a sentence stating a time or a clock displaying a time. Students must move around the room and find their match without speaking any English.
- Mime the time: student volunteers must use their arms to represent the minute and hour hands on a clock
- Students will write a dialogue between friends talking in the hallway about their schedules, suddenly the bell rings and they must say goodbye while telling each other that “they are late”/”their friend is going to be late”/”hurry up”
- Class discussion about the concepts of punctuality here in the United States and how this may differ from other countries (especially those with the custom of “hora latina”)
- Describe yourself in a brief autobiographical paragraph, including your name, age, birthday, where you are from, likes/dislikes, favorite time of the year, description of your class schedule, and things you like to do.
- Present the above information with the accompaniment of a PowerPoint

<p>Standards</p>	<ul style="list-style-type: none"> ▪ 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. ▪ 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. ▪ 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). ▪ 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. ▪ 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. ▪ 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. ▪ 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. ▪ 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. ▪ 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. ▪ 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. ▪ 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. ▪ 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. ▪ 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. ▪ 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. ▪ 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).
<p>Materials/Resources</p>	<ul style="list-style-type: none"> ▪ Holt Spanish Level 1 Ven Conmigo Textbook ▪ Holt Spanish Level 1 Ven Conmigo Cuaderno de Gramática ▪ Holt Spanish Level 1 Ven Conmigo Cuaderno de Actividades ▪ Supplemental hand-outs ▪ “Cultures of the World” book series ▪ Spanish-English Dictionaries ▪ Mobile computer lab utilizing websites: ▪ https://www.google.com/maps ▪ http://quizlet.com/ ▪ http://www.laits.utexas.edu/spe/

- <https://www.youtube.com/>