



Course Description

In Grade 7, students start their first year of a two-year sequence that focuses on developing proficiency in four key skill areas: listening, reading, writing, and speaking, all within a cultural context. An integral part of each course is the study of the cultures and communities that share the common target language. Learning vocabulary, reading and writing in the target language, and practicing the language aloud are essential elements of home assignments. Students learn vocabulary for introductions, days, dates, times, seasons, weather, describing people and objects, talking about what people like to do, everyday activities, school life, restaurants and foods, vocabulary for family members, as well as present-tense verb conjugations for regular and irregular verbs. The desired outcome for 7th graders is not only to prepare a solid learning foundation to build upon for years to come, but also give students the ability to carry a meaningful conversation with a successful outcome based on their needs. The target proficiency level for students in this course is Novice Mid.

Communication Standards (Novice Mid)

1. **Interpretive Communication** - In texts and conversations on topics of high familiarity and interest to students, relying upon practiced or memorized words, phrases, and some sentences, supported by repetition, visual aids, and gestures, students:
 - a. Recognize traits of multiple cultures and communities. (NM.1.a)
 - b. Identify some basic facts from the text. (NM.1.b)
2. **Interpersonal Communication** - In conversations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:
 - a. Respond to culturally diverse interlocutors, products, practices, and ideas with curiosity and empathy. (NM.2.a)
 - b. Respond to questions by expressing basic information about themselves. (NM.2.b)
 - c. Ask highly predictable, formulaic questions. (NM.2.c)
3. **Presentational Communication** - In presentations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon visual aids and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:
 - a. Demonstrate awareness and understanding of themselves and their audience. (NM.3.a)
 - b. Provide simple, basic, prepared information in culturally appropriate ways. (NM.3.b)
4. **Intercultural Communication** - In interactions in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:
 - a. Refer to some typical products and practices related to an audience's or interlocutor's culture to show basic cultural awareness and respect towards diversity. (NM.4.a)
 - b. Use appropriate rehearsed gestures and behaviors. (NM.4.b)
 - c. Recognize some behaviors that are likely to offend members of target-language cultures. (NM.4.c)



Linguistic Cultures Standards (Novice Mid)

5. **Cultures** - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:
 - a. Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities. (NM.5.a)
 - b. Recognize and identify factors that contribute to individual and cultural identities. (NM.5.b)
6. **Comparisons** - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:
 - a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by:
 1. Identifying similarities and differences in the products, practices, and perspectives of their own and other cultures. (NM.6.a.1)
 2. Recognizing stereotypes and/or generalizations in their own and other cultures. (NM.6.a.2)
 - b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
 1. Identifying cognates. (NM.6.b.1)
 2. Comparing basic idiomatic expressions. (NM.6.b.2)
 3. Identifying similarities and differences in the sound and writing systems. (NM.6.b.3)

Lifelong Learning Standards (Novice Mid)

7. **Connections** - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:
 - a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. (NM.7.a)
 - b. Recognize, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (NM.7.b)
8. **Communities** - In settings that students would find familiar and highly predictable, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students fully and consistently:
 - a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
 1. Identifying resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (NM.8.a.1)
 2. Identifying needs and/or injustices and taking collective action to contribute to strong communities. (NM.8.a.2)
 - b. Become lifelong learners by:
 1. Using languages for enjoyment and enrichment and exploring more options for doing so. (NM.8.b.1)
 2. Interacting with speakers/signers of the target language to build diverse relationships. (NM.8.b.2)
 3. Identifying uses of the target language in the community. (NM.8.b.3)
 4. Choosing goals for linguistic and cultural growth and reflecting upon progress. (NM.8.b.4)



Subject: Spanish 1A

| Units | Concepts / Skills | Key Activities May Include |
|---|---|---|
| Term 1 Lecciones Preliminares Preliminary Lessons | <ul style="list-style-type: none"> Greetings/good-byes Speaking politely Counting (0-199) Days Months Date Time Seasons Weather Day of the Dead | <ul style="list-style-type: none"> Create a paper plate labeled clock Skit on meeting a new friend Self-introduction skit Introducing a friend skit Videotaped weather report Cuenta numbers rap song/dance slide 1-2 of Mi Portafolio Teaching Time Project Day of the Dead song (ROCKALINGUA) |
| Term 1 ¿Cómo Somos? Describing Oneself | <ul style="list-style-type: none"> Articles-Definite & Indefinite Nouns Adjectives Physical descriptions & personality traits (SER) Nationalities School subjects School in spanish speaking countries Tú vs. Usted | <ul style="list-style-type: none"> View Book of Life in TL Mi Árbol Genealógico Project La Casa de Mis Sueños Project Human bingo activity Slide 3-4 of Mi Portafolio Self-Decriptive Skit Journal Writing |
| Term 2 En Clase y Después In School and After School | <ul style="list-style-type: none"> School subjects Schools in spanish speaking countries The verb Tener Family Pets The house Furniture Possessive adjectives -AR verbs | <ul style="list-style-type: none"> Family album Spanish speaking countries Research/presentation Slide 5-6 of Mi Portafolio Word clouds Las mascotas reading Journal Writing Chores/Afterschool activities Speech -AR verb Charada presentation |
| Term 3 ¿QUÉ Comemos Y Dónde? What do we eat and where? | <ul style="list-style-type: none"> Food Drinks Mealtimes/compare to USA How to order & pay a bill in A cafe ER & IR present tense verbs Expressions with infinitives | <ul style="list-style-type: none"> Slide 7-8 of mi portafolio Create a cafe menu Create a cafe skit w/ordering Comic book page using expressions with infinitives -ER verb Charada presentation -IR verb Charada presentation Journal Writing |



| Units | Concepts / Skills | Key Activities May Include |
|---|---|---|
| Term 3 Exámenes/Repaso Year End Review | <ul style="list-style-type: none"> ▪ Year review ▪ Cumulative year exam | <ul style="list-style-type: none"> ▪ Review presentations ▪ Final exams |