

Grade 7 Spanish (Master)

| | Essential Questions | Content | Skills |
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| Fall | <p>What language do teachers and students use to interact in the classroom?</p> <p>How would you introduce yourself to a Spanish-speaking friend?</p> <p>How would you express your preferences in Spanish?</p> | <p>A. Expressions for the classroom</p> <p>B. Conversational phrases</p> <p>C. <i>Gustar</i></p> <p>C. Sports vocabulary</p> <p>C. Music vocabulary</p> <p>C. Food vocabulary</p> | <p>A. Respond to and use classroom expressions in unpredictable situations</p> <p>B. Have original conversations sharing name, age, birthplace, etc.</p> <p>B. Introduce and talk about others in 3rd person</p> <p>C. Share likes and dislikes and ask others about their preferences</p> |
| | <p>How do you talk about what you have, want, and need in regards to home and school?</p> | <p>A. School and Home</p> <ul style="list-style-type: none"> -School supply vocabulary -Room vocabulary -Definite and indefinite articles (singular and plural) -Plural noun endings <p>B. <i>Tener, querer</i> and <i>necesitar</i></p> <p>C. <i>Mucho, cuanto</i> and <i>poco</i></p> | <p>A. Identify and use articles</p> <p>A. Use plural noun endings with school and room vocabulary</p> <p>B. Conjugate <i>tener, querer</i> and <i>necesitar</i> and use them in sentences</p> <p>C. Use <i>mucho, cuanto</i> and <i>poco</i> in agreement with nouns</p> |
| | <p>How is Halloween similar/different to the Day of the Dead?</p> <p>How do you tell the time and when something takes place?</p> <p>What language is necessary to be able to describe your daily schedule?</p> | <p>A. Day of the Dead</p> <p>B. Time</p> <ul style="list-style-type: none"> -Current time -Event time -Classes -Schedules -Phrases used with time | <p>A. Know the history and current practices, cultural aspects and facts about Day of the Dead</p> <p>B. Tell the current time and what time something is at</p> <p>B. Describe school schedule</p> <p>B. Use transitional phrases</p> |
| Winter | <p>How do Spanish-speakers describe their families?</p> | <p>A. Family</p> <ul style="list-style-type: none"> -Adjective agreement -Family vocabulary -<i>Ser</i> -Possessive adjectives | <p>A. Change adjective endings to agree with given nouns</p> <p>A. Conjugate <i>ser</i> to describe family members and for use with general descriptions</p> |
| | <p>How do you talk about what you like to do?</p> | <p>A. Infinitive verbs ending in <i>-ar</i> used with <i>gustar</i></p> <p>B. Conjugation of <i>-ar</i> verbs</p> | <p>A. Apply knowledge of <i>gustar</i> for use with <i>-ar</i> verbs</p> <p>B. Conjugate <i>-ar</i> verbs that were used with <i>gustar</i></p> |

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| | | C. Cesar Chavez and Martin Luther King, Jr. | C. Compare and contrast the lives of Cesar Chavez and Martin Luther King, Jr. |
| | <p>What achievements have Hispanics made throughout history?</p> <p>How do you describe the layout of a town?</p> | <p>A. Famous Spanish-speaking people</p> <p>B. Directions</p> <ul style="list-style-type: none"> -Places -Prepositions -The verb <i>estar</i> | <p>A. Analyze a famous Spanish-speaking person</p> <p>A. Recognize achievements of Spanish-speaking people</p> <p>B. Apply places and prepositions to context</p> <p>B. Contract de + el</p> <p>B. Conjugate the verb <i>estar</i> to give directions and state locations</p> |
| Spring | How do you talk about what you like to do? | A. Conjugation of <i>-er</i> and <i>-ir</i> verbs | <p>A. Conjugate <i>-er</i> verbs</p> <p>A. Conjugate <i>-ir</i> verbs</p> <p>A. Apply conjugated verbs to written and conversational contexts</p> |
| | <p>How do you talk about the future?</p> <p>How are your celebrations similar/different to the celebrations in Spanish-speaking countries?</p> | <p>A. Places</p> <ul style="list-style-type: none"> -Future: <i>Ir + a</i> -Interrogative words -Vocabulary to answer questions <p>B. Birthday Traditions</p> | <p>A. State where someone is going using <i>ir + a +</i> location</p> <p>A. Use <i>ir + a +</i> infinitive to state what they will be doing</p> <p>B. Learn about el dia del santo and la quinceanera in Spanish-speaking countries.</p> <p>B. Analyze the song Las Mananitas</p> |
| | <p>How do I describe the weather?</p> <p>How does weather differ in different countries?</p> <p>Why and how do Mexicans celebrate <i>Cinco de Mayo</i>?</p> | <p>A. Weather and seasons</p> <p>B. <i>Cinco de Mayo</i></p> | <p>A. Research climate, current weather and activities to do in Spanish-speaking countries</p> <p>B. Identify key components of the history of Mexico's holiday <i>Cinco de Mayo</i></p> |