

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**GRADE 7 SPANISH**

BOARD OF EDUCATION APPROVED 10/23/2007

## **GRADE 7 SPANISH**

### **Statement of Purpose**

The goal of our World Language Department is to encourage an understanding of and an interest in other cultures through the study of another language and to develop skills that allow for communication in a target language. In 7<sup>th</sup> grade Spanish, students will continue to develop basic language skills and an awareness of the products, practices, and perspectives of the Hispanic and Spanish culture.

### **Audience**

Grade 7

### **Prerequisite**

None

### **Design and Description**

This year-long course is an introductory course that reinforces, refines and expands concepts taught in previous grades. It provides a basic foundation in Spanish through reading, writing, listening and speaking. The emphasis is on acquiring basic grammatical structures, vocabulary and idioms to further communicate in Spanish. Students are also exposed to the geography and culture of Spanish-speaking countries.

### **Course Objectives**

Students will be able to:

- discuss what they like to do, eat and drink during their leisure time in conversation and writing.
- compare and contrast Independence Day celebrations in the US and Hispanic countries.
- discuss where people are from.
- describe themselves and others using adjectives correctly.
- identify people and things.
- compare and contrast students' family traditions with that of a Mexican-American artist.
- discuss what people have to do in both conversation and in writing.
- describe their school schedules.
- compare and contrast Mexican students and American students.
- understand how Diego Rivera's artwork influenced Mexican society.
- express how they feel.
- talk about objects and places in a school and their location.
- talk about where people go.
- demonstrate how indigenous cultures affect modern cultures.
- participate in a conversation about what they and other students eat and drink.
- express their feelings about hunger and thirst.
- identify the historical influences that affect the food that people eat.
- talk about and compare family members.
- give dates including the year.
- discuss some family traditions.

- express what they wear in different seasons.
- talk about what clothes they want to buy.
- describe clothing using colors.
- order in a restaurant.
- describe places and events in a town and how to get there.
- say what they are going to do.
- compare and contrast how local markets affect the culture of an area.

### **Skill Objectives**

Students will:

- identify vocabulary related to leisure time activities.
- identify snack foods and beverages.
- identify weather expressions.
- conjugate the verb SER in the present tense.
- use subject pronouns appropriately.
- tell where they are from.
- express what they like and don't like to do.
- list examples of how Hispanics have shaped American culture.
- identify how and when Independence Day is celebrated for many Hispanic countries.
- use definite and indefinite articles appropriately.
- make adjectives agree in number and gender with the nouns they modify.
- describe themselves and others.
- identify the people they are describing.
- describe how Southern Texas influenced Carmen Lomas Garza's artwork.
- conjugate the verb TENER in the present tense.
- use TENER QUE + Infinitives.
- conjugate –AR verbs in the present tense.
- list school subjects.
- ask and answer questions relating to time and at what time they have class.
- count from 11 to 100.
- create a graphic organizer comparing American and Mexican students.
- identify Mexican muralist, Diego Rivera.
- conjugate the verb ESTAR in the present tense.
- conjugate the verb IR in the present tense.
- name classroom objects.
- tell where places in a school are located.
- express feelings.
- recognize indigenous cultures of Latin America.
- conjugate the verb GUSTAR in the present tense followed by a noun.
- conjugate regular –ER verbs in the present tense.
- conjugate regular – IR verbs in the present tense.
- ask questions using interrogatives.
- list and categorize foods and beverages.
- describe emotions with TENER expressions.

- identify traditional foods from Puerto Rico and El Salvador.
- express ownership.
- make comparisons.
- show possession using the preposition DE.
- identify family members.
- indicate the date.
- count from 200 to 1,000,000.
- describe a QUINCEAÑERA and how it is celebrated.
- recognize elements of the Puerto Rican government and elections.
- conjugate E →IE stem-changing verbs in the present tense.
- identify direct object pronouns and use them correctly.
- identify clothing.
- talk about going shopping with peers.
- identify colors.
- list the seasons.
- describe the geography and climate in different Spanish speaking countries.
- conjugate the verb IR a + infinitive.
- conjugate the verb VER in the present tense.
- conjugate O→UE stem-changing verbs in the present tense.
- conjugate E→I stem-changing verbs in the present tense.
- identify places in town.
- list events in town.
- name ways to get around town.
- list restaurant vocabulary including some food and words needed to order.
- create a graphic organizer comparing local markets in Spain and Guatemala.

### **World Language Standards**

#### ***Communication (Interpersonal Mode)***

**In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.**

Students will acquire goods and/or services through basic negotiations and exchange of monies

#### ***Communication (Interpretive Mode)***

**In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.**

Students will comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.

#### ***Communication (Presentational Mode)***

**In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.**

Students will effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language.

### *Cultures*

**In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.**

Students will use appropriate verbal and non-verbal behavior for daily activities among peers and for activities or contexts that include adult interaction.

Students will participate in age-appropriate cultural activities including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.

Students will observe, identify and discuss patterns of behavior and interaction that are typical of their peer group in the target culture.

### *Connections (Interdisciplinary Mode)*

**In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.**

Students will acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information.

### *Connections (Intradisciplinary Mode)*

**In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.**

Students will use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base.

Students will develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).

### *Comparisons Among Languages*

**In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.**

Students will produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).

Students will retell, summarize and give opinions on grade-appropriate texts read aloud by the teacher.

Students will understand how idiomatic expressions affect communication and reflect culture.

### *Comparisons Among Cultures*

**In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.**

Students will use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).

Students will identify, compare and contrast different forms of communication across cultures including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.

Students will investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings that exist across cultures.

### *Communities*

**In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.**

Students will demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language.

Students will use various media from the target language and culture for entertainment.

Students will discuss their families, school experiences, free-time activities and current events in the target language in written or oral form.

### **Information and Technology Standards (to be added)**

#### **Essential Questions**

- How do I use another language to communicate with others?
- How do I understand what others are trying to communicate in another language?
- How do I present information, concepts and ideas in another language in a way that is understood?
- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?
- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

### **Focus Questions**

- When and how do I use the verb SER in the present tense?
- What are the subject pronouns in Spanish and how are they used?
- How do I express likes and dislikes?
- How do I talk about the weather?
- How do I talk about where people are from?
- How have Hispanics shaped American culture?
- For many Hispanics, how and when is their Independence Day celebrated?
- How and when do I use definite and indefinite articles?
- How do I identify and describe people?
- How did growing up in Southern Texas influence the Mexican-American artist, Carmen Lomas Goza?
- How do I talk about what I have to do?
- What are –AR verbs and how are they used?
- How do I talk about my school schedule?
- How do I ask and tell time?
- What are Mexican students like?
- Who is Diego Rivera?
- How do I talk about my school?
- How do I talk about how people feel?
- What is an indigenous culture?
- How do I express what food and beverages I like?
- What are –ER verbs and how are they used?
- What are –IR verbs and how are they used?
- How do I ask questions?
- How do I talk about people’s feelings and emotions?
- What are some traditional dishes from Puerto Rico and El Salvador?
- How do I make comparisons among family members?
- How do I indicate the date?
- What is a QUINCEAÑERA and how is it celebrated?
- Is Puerto Rico part of the United States?
- What are E →IE stem-changing verbs and how are they used?
- What are direct object pronouns and how do I use them?
- How do I talk about clothing and shopping?
- What is the geography and climate like in different Spanish speaking countries?
- How do I express actions in the immediate future?
- How do describe places and events in town and how to get there?
- What are O→UE stem-changing verbs and how are they used?
- What are E→I stem-changing verbs and how are they used?
- How do I order from a menu?
- What can I expect to find at local markets in Spain and Guatemala?

# **UNITS OF STUDY**

## **Unit 1: What do you like to do?**

### **World Language Standards**

#### *Cultures*

**In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.**

Students will use appropriate verbal and non-verbal behavior for daily activities among peers and for activities or contexts that include adult interaction.

Students will participate in age-appropriate cultural activities including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.

### **Essential Question**

- How do I use my understanding of culture to communicate and function appropriately in another culture?

### **Focus Questions**

- When and how do I use the verb SER in the present tense?
- What are the subject pronouns in Spanish and how are they used?
- How do I express likes and dislikes?
- How do I talk about the weather?
- How do I talk about where people are from?
- How have Hispanics shaped American culture?
- For many Hispanics, how and when is their Independence Day celebrated?

### **Core Topics**

#### Vocabulary

- leisure time activities
- snack foods and beverages
- weather expressions

#### Grammar

- subject pronouns
- present tense verb SER (to be)
- verb GUSTAR with the infinitive (to like to do something)
- use of the preposition DE to describe where you are from

#### Culture

- Hispanics in the US
- Independence Day is in September for many countries

### **Unit Objectives**



Students will be able to:

- discuss what they like to do, eat and drink during their leisure time in conversation and writing.
- compare and contrast Independence Day celebrations in the US and Hispanic countries.
- discuss where people are from.

### **Skill Objectives**

Students will:

- identify vocabulary related to leisure time activities.
- identify snack foods and beverages.
- identify weather expressions.
- conjugate the verb SER in the present tense.
- use subject pronouns appropriately.
- tell where they are from.
- express what they like and don't like to do.
- list examples of how Hispanics have shaped American culture.
- identify how and when Independence Day is celebrated for many Hispanic countries.

### **Sample Assessment**

Soap Opera Scene

### **Pacing**

4 weeks

## Unit 2: My Friends and I

### World Language Standards

#### *Comparisons Among Cultures*

**In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.**

Students will use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).

#### *Communities*

**In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.**

Students will demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language.

### Essential Questions

- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

### Focus Questions

- How and when do I use definite and indefinite articles?
- How do I identify and describe people?
- How did growing up in Southern Texas influence the Mexican-American artist, Carmen Lomas Goza?

### Core Topics

#### Vocabulary

- Adjectives of personality and appearance
- People

#### Grammar

- Definite and indefinite articles
- Noun-adjective agreement

#### Culture

- Mexican-American artist, Carmen Lomas Garza and her work, Cascarones (1989)

### Unit Objectives

Students will be able to:

- describe themselves and others using adjectives correctly.
- identify people and things.
- compare and contrast students' family traditions with that of a Mexican-American artist.

### **Skill Objectives**

Students will:

- use definite and indefinite articles appropriately.
- make adjectives agree in number and gender with the nouns they modify.
- describe themselves and others.
- identify the people they are describing.
- describe how Southern Texas influenced Carmen Lomas Garza's artwork.

### **Sample Assessment**

Graphic Organizer

### **Pacing**

4 weeks

## Unit 3: Students

### World Language Standards

#### *Comparisons Among Languages*

**In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.**

Students will produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).

#### *Comparisons Among Cultures*

**In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.**

Students will identify, compare and contrast different forms of communication across cultures including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.

### Essential Questions

- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

### Focus Questions

- How do I talk about what I have to do?
- What are –AR verbs and how are they used?
- How do I talk about my school schedule?
- How do I ask and tell time?
- What are Mexican students like?
- Who is Diego Rivera?

### Core Topics

#### Vocabulary

- Daily Schedule
- Asking and telling time
- Numbers from 11 to 100

#### Grammar

- Present tense of the verb TENER
- TENER QUE + INFINITIVES
- Present tense of –AR verbs

#### Culture

- Mexican students
- Mexican muralist, Diego Rivera

### Unit Objectives

Students will be able to:

- discuss what people have to do in both conversation and in writing.
- describe their school schedules.
- compare and contrast Mexican students and American students.
- understand how Diego Rivera's artwork influenced Mexican society.

### **Skill Objectives**

Students will:

- conjugate the verb TENER in the present tense.
- use TENER QUE + Infinitives.
- conjugate –AR verbs in the present tense.
- list school subjects.
- ask and answer questions relating to time and at what time they have class.
- count from 11 to 100.
- create a graphic organizer comparing American and Mexican students.
- identify Mexican muralist, Diego Rivera.

### **Sample Assessment**

Create a mural

### **Pacing**

4 weeks

## Unit 4: The School

### World Language Standards

#### *Communication (Presentational Mode)*

**In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.**

Students will effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language.

#### *Connections (Interdisciplinary Mode)*

**In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.**

Students will acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information.

#### *Comparisons Among Languages*

**In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.**

Students will retell, summarize and give opinions on grade-appropriate texts read aloud by the teacher.

#### *Communities*

**In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.**

Students will discuss their families, school experiences, free-time activities and current events in the target language in written or oral form.

### Essential Questions

- How do I present information, concepts and ideas in another language in a way that is understood?
- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

### Focus Questions

- How do I talk about my school?
- How do I talk about how people feel?
- What is an indigenous culture?

## **Core Topics**

### Vocabulary

- Classroom objects
- Locations/places in school
- Feelings

### Grammar

- Present tense of the verb ESTAR
- Present tense of the verb IR

### Culture

- indigenous cultures in Latin America

## **Unit Objectives**

Students will be able to:

- express how they feel.
- talk about objects and places in a school and their location.
- talk about where people go.
- demonstrate how indigenous cultures affect modern cultures.

## **Skill Objectives**

Students will:

- conjugate the verb ESTAR in the present tense.
- conjugate the verb IR in the present tense.
- name classroom objects.
- tell where places in a school are located.
- express feelings.
- recognize indigenous cultures of Latin America.

## **Sample Assessment**

Write a newsletter

## **Pacing**

6 weeks

## Unit 5: Food

### World Language Standards

#### *Connections (Intradisciplinary Mode)*

**In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.**

Students will use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base.

#### *Comparisons Among Languages*

**In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.**

Students will understand how idiomatic expressions affect communication and reflect culture.

### Essential Questions

- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

### Focus Questions

- How do I express what food and beverages I like?
- What are –ER verbs and how are they used?
- What are –IR verbs and how are they used?
- How do I ask questions?
- How do I talk about people’s feelings and emotions?
- What are some traditional dishes from Puerto Rico and El Salvador?

### Core Topics

#### Vocabulary

- Food and beverages
- Tener expressions to indicate feelings and emotions

#### Grammar

- GUSTAR with nouns
- Present tense of –ER verbs
- Present tense of –IR verbs
- Interrogatives

#### Culture

- Traditional foods from Puerto Rico and El Salvador

### Unit Objectives

Students will be able to:



- participate in a conversation about what they and other students eat and drink.
- express their feelings about hunger and thirst.
- identify the historical influences that affect the food that people eat.

### **Skill Objectives**

Students will:

- conjugate the verb GUSTAR in the present tense followed by a noun.
- conjugate regular –ER verbs in the present tense.
- conjugate regular – IR verbs in the present tense.
- ask questions using interrogatives.
- list and categorize foods and beverages.
- describe emotions with TENER expressions.
- identify traditional foods from Puerto Rico and El Salvador.

### **Sample Assessment**

Let's Cook!

### **Pacing**

4 weeks

## Unit 6: Family

### World Language Standards

#### *Communication (Interpretive Mode)*

**In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.**

Students will comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.

#### *Comparisons Among Cultures*

**In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.**

Students will investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings that exist across cultures.

### Essential Questions

- How do I understand what others are trying to communicate in another language?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

### Focus Questions

- How do I make comparisons among family members?
- How do I indicate the date?
- What is a QUINCEAÑERA and how is it celebrated?
- Is Puerto Rico part of the United States?

### Core Topics

#### Vocabulary

- Family members
- Calendar
- Numbers from 200 to 1,000,000

#### Grammar

- Possessive adjectives
- Comparatives
- Use of the preposition DE to show possession

#### Culture

- QUINCEAÑERA and family traditions
- Puerto Rico government and elections

### Unit Objectives

Students will be able to:

- talk about and compare family members.

- give dates including the year.
- discuss some family traditions.

### **Skill Objectives**

Students will:

- express ownership.
- make comparisons.
- show possession using the preposition DE.
- identify family members.
- indicate the date.
- count from 200 to 1,000,000.
- describe a QUINCEAÑERA and how it is celebrated.
- recognize elements of the Puerto Rican government and elections.

### **Sample Assessment**

Celebrations PowerPoint

### **Pacing**

4 weeks

## Unit 7: Shopping

### World Language Standards

#### *Communication (Interpersonal Mode)*

**In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.**

Students will acquire goods and/or services through basic negotiations and exchange of monies

#### *Connections (Intradisciplinary Mode)*

**In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.**

Students will develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).

### Essential Questions

- How do I use another language to communicate with others?
- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?

### Focus Questions

- What are E →IE stem-changing verbs and how are they used?
- What are direct object pronouns and how do I use them?
- How do I talk about clothing and shopping?
- What is the geography and climate like in different Spanish speaking countries?

### Core Topics

#### Grammar

- Present tense of E→ IE stem-changing verbs
- Direct object pronouns

#### Vocabulary

- Clothing
- Shopping
- Colors
- Seasons

#### Culture

- Geography and climate in different Spanish speaking countries

### Unit Objectives

Students will be able to:

- express what they wear in different seasons.
- talk about what clothes they want to buy.
- describe clothing using colors.

### **Skill Objectives**

Students will:

- conjugate E →IE stem-changing verbs in the present tense.
- identify direct object pronouns and use them correctly.
- identify clothing.
- talk about going shopping with peers.
- identify colors.
- list the seasons.
- describe the geography and climate in different Spanish speaking countries.

### **Sample Assessment**

Online shopping

### **Pacing**

4 weeks

## Unit 8: Out on the Town

### World Language Standards

#### *Cultures*

**In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.**

Students will observe, identify and discuss patterns of behavior and interaction that are typical of their peer group in the target culture.

#### *Communities*

**In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.**

Students will use various media from the target language and culture for entertainment.

### Essential Questions

- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

### Focus Questions

- How do I express actions in the immediate future?
- How do describe places and events in town and how to get there?
- What are O→UE stem-changing verbs and how are they used?
- What are E→I stem-changing verbs and how are they used?
- How do I order from a menu?
- What can I expect to find at local markets in Spain and Guatemala?

### Core Topics

#### Vocabulary

- Places in town
- Events in town
- Getting around town
- Restaurant

#### Grammar

- IR a + infinitive
- Present tense of the verb VER
- Present tense of O→UE stem-changing verbs
- Present tense of E→I stem-changing verbs

#### Culture

- Local markets in Spain and Guatemala

### **Unit Objectives**

Students will be able to:

- order in a restaurant.
- describe places and events in a town and how to get there.
- say what they are going to do.
- compare and contrast how local markets affect the culture of an area.

### **Skill Objectives**

Students will:

- conjugate the verb IR a + infinitive.
- conjugate the verb VER in the present tense.
- conjugate O→UE stem-changing verbs in the present tense.
- conjugate E→I stem-changing verbs in the present tense.
- identify places in town.
- list events in town.
- name ways to get around town.
- list restaurant vocabulary including some food and words needed to order.
- create a graphic organizer comparing local markets in Spain and Guatemala.

### **Sample Assessment**

Let's make plans

### **Pacing**

4 weeks