

## SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

**Curriculum Area:** Spanish

**Course Length:** Full Year

**Grade:** 7

**Date Last Approved:** March 18, 2021

### Stage 1: Desired Results

#### **Course Description and Purpose:**

The vision of the Swallow Spanish language program is to equip students with the skills to communicate in multiple contexts as a contributing global citizen.

Our mission is to provide high quality Spanish instruction within a nurturing environment at a developmentally critical time in a student's language development. Students will be able to communicate in Spanish while being exposed to the practices and perspectives unique to Spanish-speaking cultures.

During 7th grade, students will advance through the novice levels and enter the Intermediate levels of ACTFL proficiency scale. The program is thematically based and covers the themes of Welcome to Spanish Class, Hispanic Heritage, What Do We Eat & Where, Let's Play Ball!, and My Daily Routine.

#### **Enduring Understanding(s):**

- Students will understand the different levels of proficiency and how to progress through them and the importance of Hispanic and Latino influence.
- Students will understand the cultural significance of traditional foods from Spanish speaking countries.
- Students will understand the value sports have in Spanish speaking countries.
- Students will understand that daily routines vary by location and culture.

#### **Essential Question(s):**

- What is Hispanic Heritage?
- What culturally unique and traditional foods do people around the world eat?
- Where do we see influences of foods from other countries in our community?
- What values do sports bring to communities in Spanish speaking countries?
- How does my environment affect my daily routine?

#### **Learning Targets:**

**#1. Interpersonal** -Students can engage in conversations to provide and obtain information, explain feelings, express emotions and exchange opinions on familiar topics.

**#2. Interpretive** - Students can understand written and spoken instructions and texts appropriate to their level.

**#3. Presentational** - Students can communicate basic information on familiar topics; orally and in writing.

### Stage 2: Learning Plan

#### **I. Welcome to Language Class**

- A. What is Proficiency
  - a. Levels of Proficiency
  - b. Progression through the levels
  - c. Modes of Communications

#### **Standards: World-Readiness Standards:**

Making Connections  
Language Comparisons

#### **Learning Targets Addressed:**

**#1. Interpersonal** -Students can engage in conversations to provide

d. Language Goal setting

and obtain information, explain feelings, express emotions and exchange opinions on familiar topics.

**#2. Interpretive** - Students can understand written and spoken instructions and texts appropriate to their level.

**#3. Presentational** - Students can communicate basic information on familiar topics; orally and in writing.

**Key Resources Used**

- Duolingo
- Señor Wooly
- FVR Library
- YouTube
- Conjuguemos
- Somos

**Assessment Map:**

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"><li>• Identify levels of proficiency</li><li>• Identify modes of communication</li></ul>
Formative	Knowledge	<ul style="list-style-type: none"><li>• Explain the levels of proficiency</li></ul>
Summative	Skill	<ul style="list-style-type: none"><li>• Students set and monitor proficiency goals</li></ul>

## II. Hispanic Heritage

- A. What is Dia de Independencia and how is it celebrated?
- B. What is Hispanic Heritage?
- C. When is Hispanic Heritage celebrated and why?
- D. Identify Notable Hispanic and Latino Americans
  - name
  - birthdate
  - age
  - origin
  - nationality
  - profession
  - what makes them notable

### Standards:

Interpretive Communication  
Making Connections

### Learning Targets Addressed:

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### Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"><li>• Ask and answer questions about hispanic heritage</li><li>• Understand spoken language about Los Hispanos Notables</li><li>• Compare and contrast Independence day celebrations</li></ul>
Formative	Skill	<ul style="list-style-type: none"><li>• Use prompts to ask and answer questions about Herencia Hispana and Hispanos Notables.</li><li>• Understand spoken language about Herencia Hispana y Hispanos Notables.</li><li>• Understand written language about Herencia Hispana y Hispanos Notables.</li></ul>
Summative	Reasoning Skill Product	<ul style="list-style-type: none"><li>• Ask and answer questions about Herencia Hispana and Hispanos Notables.</li><li>• Understand spoken language about Herencia Hispana y Hispanos Notables.</li><li>• Understand written language about Herencia Hispana y Hispanos Notables.</li><li>• Hispanic Heritage peer interview</li></ul>

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**III. What do we eat and where?**

- A. Food and preferences
- B. Let's go to the restaurant
- C. Typical foods of Spanish speaking countries

**Standards**

Interpretive Communication  
 Making Connections  
 Language Comparisons

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**Assessment Map:**

Type	Level	Assessment Detail
Practice	Knowledge	• Whole group practice
Formative	Skill	<ul style="list-style-type: none"> <li>• Small group activities with strong visual support</li> <li>• Understand and identify spoken and written language</li> </ul>
Summative	Reasoning Skill Product	• Choices include: restaurant skit, create & present a menu, etc.

#### IV. Let's Play Ball!

- A. Sports in Spanish speaking countries
- B. Sports in the US
- C. Personal interests in sports
- D. Sports fans
- E. Uniforms & parts of the body

#### Standards

Interpretive Communication  
Making Connections  
Language Comparisons

#### Learning Targets Addressed:

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- #3. Presentational** - Students can communicate basic information on familiar topics; orally and in writing.

#### Key Resources Used

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#### Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	• Whole group practice
Formative	Skill	• Small group activities with strong visual support • Understand and identify spoken and written language
Summative	Reasoning Skill Product	• Choices include: create a concept for a soccer team, name, uniform, country, etc.

**V. My Daily Routine**

- A. Personal Hygiene
- B. Daily schedules US vs Latin America/Spain
- C. Different daily activities by country

**Standards:**

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Making Connections  
Language Comparisons

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**Assessment Map:**

Type	Level	Assessment Detail
Practice	Knowledge	• Whole group practice
Formative	Skill	• Small group activities with strong visual support • Understand and identify spoken and written language
Summative	Reasoning Skill Product	• Create a video demonstrating & talking about daily routines