

# 7th grade Unit #1, World Language, Vamos a Escuela

Content Area: **Generic Content Area**  
Course(s): **Generic Course**  
Time Period: **September**  
Length: **7 weeks**  
Status: **Not Published**

## **Enduring Understanding**

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The daily life and interactions of my school environment are important topics for polite conversation.

## **Essential Questions**

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How do I talk about my everyday interactions in school in Spanish?

## **Common Core Standards**

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FL.3-12.7.1.NH.B.A.2.7	Express an opinion and preference.
FL.3-12.7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
FL.3-12.7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
FL.3-12.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
FL.3-12.7.1.NH.A.A.2	Understand the gist and some supporting details of conversations dealing with everyday life.
FL.3-12.7.1.NH.A.A.3	Infer the meaning of some unfamiliar words when used in familiar contexts.
FL.3-12.7.1.NH.B.A.1	Ask and answer questions related to everyday life.
FL.3-12.7.1.NH.B.A.2.4	Give reasons.
FL.3-12.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
FL.3-12.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
FL.3-12.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.

## **Student Learning Objectives**

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Review and use appropriate gestures, intonations, and expressions during daily interactions.

Identify and review classroom and school objects.

Apply correct definite/indefinite articles, pluralization rules, and gender identification.

Identify names of classes and materials needed for each class.

Review telling time and discuss school schedules using the verb ser.

Use the verb estar to identify various locations in a school and basic prepositional phrases.

Compare and contrast schooling system in America with Spanish speaking countries.

Identify subject pronouns and correctly apply the -AR verb ending for each pronoun.

Apply correct endings of regular -AR verbs when conjugating a variety of regular -AR verbs in context.  
Ask and answer a variety of questions pertaining to their interests and daily habits using first, second, and third person singular, and first person plural forms of a variety of -AR verbs.

## **Instructional Activities**

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Smart board flash cards- student identify classroom objects. Fill in vocabulary list.

Vocabulary games: Flyswatter game, flashcard game, memory, toca, etc.

Introduce definite and indefinite articles/ singular and plural rules/ gender identification using pocket chart, smart board, etc.

Inquiry learning- identify names of classes based on clues

Hold up objects and identify classes associated with each object. (lupa- ciencias)

Quien es el profesor/la profesora de: activity

Review telling time by using white boards, mini clocks, smart board activities and challenges, etc.

Telling time index card game or bingo.

Performance Based Assessment: Create your ideal schedule and compare it to your actual schedule. Be prepared to present reasons why you like various classes, times the classes meet, materials needed for various classes, etc. Discuss your schedule with a partner. Present your schedule to the class using powerpoint, smart board, or other device.

Identify locations in a school vocabulary and play vocabulary game to practice locations.

iPad- create scan symbols and students go on a scavenger hunt to identify locations in a school.

Review the verb estar and discuss where different people are located in a school on a map.

Exercises to review the verb estar using teacher created worksheets or other interactive activities.

Map activity with the verb estar and ser de.

Inquiry Learning- Teacher asks students a series of questions about their school related practices using tu endings of verbs as students answer with the yo form. Students discuss what changes when talking about themselves and describing others and determine background knowledge of -AR verb endings. Teacher gives -AR verb notes on smart board.

Zip Around- Students ask and answer a series of questions applying -AR verb endings for tu and yo form.

Interview/Think-Pair-Share- Students read a variety of questions about themselves and answer accordingly using yo endings then interview 2 classmates about their answers. Students record their classmate's answers in the el/ella form. Students share answers with the class regarding their findings.

Storytelling or other contextualized method to introduce -AR verbs and ending usage.

Students will write a short descriptive essay about themselves and their interests using the yo form of the various -AR verbs.

Venn Diagram Activity: Write a list of interests using the yo form, then interview a partner and record their

statements using the el/ella forma. Compare common interests students have with their partner using the nosotros form.

## **Interdisciplinary Connections**

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Social studies: schooling around the globe

ELA: essay informative autobiographical writing

## **Texts and Resources**

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Smart board

Powerpoint

Teacher created games and activities

Teacher created worksheets

Mini clocks

iPads

## **Assessment**

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Vocabulary quizzes- classroom objects, classes and school locations

Grammar quiz- definite/indefinite articles, singular/plural rules, gender identification, the separate verbs of ser and estar

Collected and graded homework assignments

Performance Assessment- Design and present an ideal school schedule that discusses times, classes, materials, and other pertinent unit vocabulary

Rubric to grade Performance Assessment