

	Grade Level: 7th Team Members: Wanda Reines and Karla Gómez Number of Days of Unit: Timelines – 6 Weeks, 50-Minute Classes, 5 Days a Week	
	UNIT NAME: Mi vida escolar / My school life	
Essential Questions	• Why should you study a foreign language? • What do you need in order to be successful in school? • What are some differences and similarities between your school and schools in Spanish-speaking countries?	
Content Standards	<u>Voces Digitales ACTFL alignment</u>	
	1. Communication 1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. 2. Culture 2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. 3. Connections	3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. 4. Comparisons 4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. 4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own 5. Communities 5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

	3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	
Concepts and subskills	Interpretive: Identifies the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. Interpersonal: Communicates in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. Presentation: Presents information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	Practices World Languages MA Curriculum Framework 2021.docx - pgs. 12-15 Domain 1: Communication Practice 1: Interpretive Communication Practice 2: Interpersonal Communication Practice 3: Presentational Communication Practice 4: Intercultural Communication Domain 2: Linguistic Cultures Practice 5: Cultures Practice 6: Comparisons Domain 3: Lifelong Learning Practices Practice 7: Connections Practice 8: Communities Practice 9: Social and Emotional Well-being Practice 10: Social Justice
Content Objectives "I Can Statements"	Interpretive Reading I can understand events in a story about a boy and a girl in class. I can read a story about a boy and a girl in class. I can recognize dates and days of the week. I can read a story about school in Mexico. I can understand what happened in a story about school in Mexico. I can identify classes and understand days of the week in a class schedule. I can read a story about a student. I can understand the order of events in a story about a student. I can read an article on a current event about students in Guatemala.	Interpersonal Speaking I can talk about my friends and what I wear. I can talk about my school. I can talk about what I need for class. I can talk about places, celebrations, and customs in other countries. I can take part in a conversation about school subjects and school supplies. I can greet and say goodbye to a friend. Interpersonal Writing I can write a short note about where I live.

	I can read a list of school supplies. I can read and understand a common school-related document. Interpretive Listening I can understand some of what a person says about where they live. I can understand some of what a person says about themselves and where they live. I can understand a video about school. I can understand a video about food. I can understand some of what a person says about where they live and what they do. I can understand a story about a teacher. Interpersonal Speaking I can talk about my friends and what I wear. I can talk about my school. I can talk about what I need for class. I can talk about places, celebrations, and customs in other countries. I can take part in a conversation about school subjects and school supplies. I can greet and say goodbye to a friend. Interpersonal Writing I can write a short note about where I live. Presentational Writing I can write my age, where I live, and what subjects I study. I can write an original story. I can introduce myself.	Presentational Speaking I can say hello to my teacher and introduce myself. I can give information about myself, like my name, how old I am, and where I live. I can tell an original story. I can say where I live. I can tell a story about a teacher. I can tell a story about a boy and a girl in class. I can describe my school. Intercultural Competencies I can compare my school with a school in Mexico. I can compare languages I learn with languages Guatemalans learn. I can understand the differences between my school and a school in Mexico. I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world. I can compare my school with a school in Guatemala.
--	---	--

Content Vocabulary				
	hay	there is	estamos	we are
	un muchacho	a boy	tenemos	we have
	tiene	has	nos dice	says to us
	un lápiz	a pencil	muchachas	girls
	necesita	needs	tienen	you have
	corre	runs	dice	says
	un libro	a book	necesitan	you (plural) need
	soy	I am	el libro	the book
	necesito	I need	vive en	lives in
	tengo	I have	cuando	when
	corro	I run	llama a	calls (someone)
	una muchacha	a girl	está confundido	is confused
	se llama	is called/named	una escuela nueva	a new school
	el maestro	the teacher	está nerviosa	is nervous
	está	is (feeling/located)	va a	goes to
	una hoja de papel	a piece of paper	entra por la puerta	enters through the door
	le dice	says to him/her	estoy nervioso	I am nervous
	escribe	writes	voy a	I go to
	la mesa	the table	entro por la puerta	I enter through the door
	una amiga	a friend	está nervioso	is nervous
	nuestro maestro	our teacher	van a	they go to
				están confundidos
				está confundido/a
				está nervioso/a
<u>Introduction to Nuestra historia _All Units Vocabulary</u>				
Resources	Voces Digitales as main sources, supplemental resources will be used such as Adiós textbook.com.Kahoot, Duolingo, Quizlet, Language Gym, Learning Apps, Conjuguemos, Gimkits, Blookets, Google Classroom, Spanish language video and audio clips, novels, Spanish magazine, authentic Spanish artist images.			
	Can-Do Pre-Assessment	Historieta 3: Amigos por teléfono	Señor Jordan ¡Extra! ¡Extra!	

	México y Guatemala	Historieta 4: Una escuela nueva	Can-Do Checklist
	Historieta 1: Necesita un lápiz		End-of-Unit Review and Assessment
	Historieta 2: El maestro furioso	Historia larga 2: Los maestros en México	Integrated Performance Assessment
	Historia larga 1: La muchacha fantástica	Historia larga 3: Akna tiene suerte	Evaluación de Unidad 1
		Historia larga 4: Un maestro especial Profe Loco	Resumen de trabajo
Assessments, Products, Projects	Summative: Context: You are a student of Spanish and you will be going on a student exchange in Mexico for one year. You are very excited, but also nervous. Either way, adventure awaits! You need to prepare for your exchange by choosing a school to attend. You will talk with a fellow student about your choice and then make a voice recording about yourself and your home school to share with your new classmates in Mexico. <		

	<u>2. VD- Intrepretive Reading Rubric</u> Interpersonal Speaking : After choosing the school in Mexico that meets your needs, you receive a call from a friend of Mexican heritage who is also going on the exchange. She wants to talk to you about your chosen school, the subjects that you are studying, and the supplies that you need. Listen to her describing her own choices and answer her questions. Try to reply as fully as you can using the information from the school schedules in the last task. The school schedules are at the bottom of the page, should you need to review them. <u>1. U1_ Interpersonal Speaking -WR</u> <u>2. VD- Interpersonal Speaking Rubric</u> Presentational Speaking : You want to share a little about yourself, where you live, and where you go to school with your future classmates in Mexico so that they can get to know you. Introduce yourself and say where you live and where you go to school. <u>1. U1_ Presentational Speaking -WR</u> <u>2. VD- Presentational Speaking Rubric</u>
--	---

	Grade Level: 7th Team Members: Wanda Reines , Karla Gomez Timeline - 5-6 weeks
	UNIT NAME PASATIEMPO
Essential Questions	How do people of different cultures spend their free time? What are some differences between your daily life and the daily life of people in Spanish-speaking countries?
Content Standards	Interpretive Communication - In texts and conversations on topics of high familiarity and immediate interest to students, relying upon practiced or memorized words or phrases, supported by repetition, visual aids, and gestures, students: (NL.1.b) Identify words, phrases, and basic information.

Interpretive Communication - In texts and conversations on topics of high familiarity and immediate interest to students, relying upon practiced or memorized words or phrases, supported by repetition, visual aids, and gestures, students:
(NL.1.b) Identify words, phrases, and basic information.

Interpersonal Communication -In conversations on topics of high familiarity and immediate interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, 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 sometimes understand, students:
(NL.2.b) Respond to a few simple, highly practiced questions by providing basic information about themselves.
(NL.2.c) Provide memorized questions.

Presentational Communication - In presentations on topics of high familiarity and immediate interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, relying upon visual aids and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners sometimes understand, students:
(NL.3.a) Demonstrate awareness and understanding of themselves and their audience.
(NL.3.b) Provide simple, basic, prepared information in culturally appropriate ways.

Intercultural Communication – In interactions in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, 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 sometimes understand, students:
(NL.4.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.
(NL.4.b) Use appropriate highly practiced gestures and behaviors.

Concepts and subskills	<i>Interpretive:</i> Identifies the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. <i>Interpersonal:</i> Communicates in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. <i>Presentational:</i> Presents information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	Practices World Languages MA Curriculum Framework 2021.docx - pgs. 12-15 Domain 1: Communication Practice 1: Interpretive Communication Practice 2: Interpersonal Communication Practice 3: Presentational Communication Practice 4: Intercultural Communication Domain 2: Linguistic Cultures Practice 5: Cultures Practice 6: Comparisons Domain 3: Lifelong Learning Practices Practice 7: Connections Practice 8: Communities Practice 9: Social and Emotional Well-being Practice 10: Social Justice	
Content Objectives "I Can Statements"	<table><tr><td> <u>Interpretive Reading</u> I can recognize some simple weather expressions and understand some familiar words and phrases from a weather forecast. I can understand an infographic about video games. I can usually understand short simple messages on familiar topics. I can read a story about a pencil. I can understand the events in a story about a pencil. I can read a story about a girl who plays soccer. I can read a story about a party. I can read an article about Easter Island. I can read a story about two friends. <u>Interpretive Listening</u> I can recognize some common weather expressions. </td><td> <u>Presentational Writing</u> I can write simple sentences about where I live. I can write about activities and places. I can describe where I live, say what the weather is like, and say what hobbies and pastimes I do. I can describe where I live, say what the weather is like, and say what I like and dislike about where I live. I can write an original story. I can write a story about two friends. <u>Interpersonal Writing</u> I can answer basic questions about myself in a chat. Interpersonal Speaking I can talk about where my friend and I will go to hang out. I can answer questions about some basic information and what I like to do. </td></tr></table>	<u>Interpretive Reading</u> I can recognize some simple weather expressions and understand some familiar words and phrases from a weather forecast. I can understand an infographic about video games. I can usually understand short simple messages on familiar topics. I can read a story about a pencil. I can understand the events in a story about a pencil. I can read a story about a girl who plays soccer. I can read a story about a party. I can read an article about Easter Island. I can read a story about two friends. <u>Interpretive Listening</u> I can recognize some common weather expressions.	<u>Presentational Writing</u> I can write simple sentences about where I live. I can write about activities and places. I can describe where I live, say what the weather is like, and say what hobbies and pastimes I do. I can describe where I live, say what the weather is like, and say what I like and dislike about where I live. I can write an original story. I can write a story about two friends. <u>Interpersonal Writing</u> I can answer basic questions about myself in a chat. Interpersonal Speaking I can talk about where my friend and I will go to hang out. I can answer questions about some basic information and what I like to do.
<u>Interpretive Reading</u> I can recognize some simple weather expressions and understand some familiar words and phrases from a weather forecast. I can understand an infographic about video games. I can usually understand short simple messages on familiar topics. I can read a story about a pencil. I can understand the events in a story about a pencil. I can read a story about a girl who plays soccer. I can read a story about a party. I can read an article about Easter Island. I can read a story about two friends. <u>Interpretive Listening</u> I can recognize some common weather expressions.	<u>Presentational Writing</u> I can write simple sentences about where I live. I can write about activities and places. I can describe where I live, say what the weather is like, and say what hobbies and pastimes I do. I can describe where I live, say what the weather is like, and say what I like and dislike about where I live. I can write an original story. I can write a story about two friends. <u>Interpersonal Writing</u> I can answer basic questions about myself in a chat. Interpersonal Speaking I can talk about where my friend and I will go to hang out. I can answer questions about some basic information and what I like to do.		

	I can understand someone talking about the weather and what they do during different seasons where they live. I can understand someone talking about the weather and what they like and dislike about where they live. I can understand someone describing where they live, the weather there, and what they like and don't like to do in their free time. I can understand a video about technology and music. I can understand a video about feelings. <u>Presentational Speaking</u> I can describe where I live, what the weather is like, and what hobbies and pastimes I like and dislike. I can tell a story about a girl who plays soccer. I can tell a story about a party. I can tell an original story. I can talk about where I am and my feelings.	I can talk about where I live, the weather where I live, and what I like and don't like to do in my free time. I can talk about what I like to do and where I live. I can talk about where I go and the weather where I live. I can talk about places and people in other countries. <u>Intercultural Competencies</u> I can compare my life to the life of a deportee. I can compare my community with a community in El Salvador. I can compare the geography and climate where I live with that of Chile. I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
--	---	---

Content Vocabulary	English	Spanish	English	Spanish	English	Spanish
	is bored	está aburrida	offers you	te ofrece	you look	miras
	is angry	está enojada	at home	en casa	daughter	hija
	it is cold	hace frío	to look	mirar	all	todo
	it is hot	hace calor	the brother	el hermano	in the summer	en el verano
	it is sunny	hace sol	is happy	está feliz	it is very sunny	hace mucho sol
	it's snowing	nieva	looks up and down	mira arriba y abajo	it is good weather	hace buen tiempo
	shouts/screams	grita	bedroom	dormitorio	in the winter	en el invierno
	the winter	el invierno	bad, evil	malo	it is windy	hace viento
	the summer	el verano	our brother	nuestro hermano	rains	llueve
	we are bored	estamos aburridos	is very happy	está muy feliz	it is bad weather	hace mal tiempo
	it is very cold	hace mucho frío	fat	gordo	Why?	¿Por qué?
	it is very hot	hace mucho calor	plays video games	juega videojuegos	because	porque
	is winter	es invierno	eats	come	I like the heat	me gusta el calor
	we shout/scream	gritamos	bed	cama	I like the sun	me gusta el sol
	is summer	es verano	only	solamente	I don't like the rain	no me gusta la lluvia

draws	dibuja	the bed	la cama	I don't like the snow	no me gusta la nieve
looks	mira	playing video games	jugando videojuegos	I am	estoy
offers him	le ofrece	they eat	comen	you are	estás
poor	pobre	fat (plural)	gordos	is (feeling/located)	está
the countryside	el campo	summer	verano	we are	estamos
the house	la casa	is bored	está aburrido	sad	triste
dogs	perros	a cat	un gato	bored	aburrido
cats	gatos	her brother	su hermano	angry	enojado
a house	una casa	I look	miro	still	todavía
to draw	dibujar			is bored	está aburrido/a
drawings	dibujos			is angry	está enojado/a

Text, Materials, and Resources

Resources – Adiós textbook.com.Kahoot, Voces Digitales, Duolingo, Quizlet, Language Gym, Learning Apps, Conjuguemos, Gimkits, Blookets, Google Classroom, Spanish language video and audio clips, novels, Spanish magazine, authentic Spanish

Can-Do Pre-Assessment	Historia larga 2: El lápiz mágico	Assessment
Essential Question Connection	Historia larga 3: El Estadio Cuscatlán	Integrated Performance Assessment
Chile y El Salvador	Historia larga 4: La fiesta de la cueca	Evaluación de Unidad
Historieta 1: Aburrida en Minnesota	Profe Loco	Resumen de trabajo
Historieta 2: El artista salvadoreño	Señor Jordan	
Historia larga 1: Para Pablo	¡Extra! ¡Extra!	
Historieta 3: ¿Estar enojada o no estar enojada?	Can-Do Checklist	
Historieta 4: ¡Vamos, pupusas!	End-of-Unit Review and	

Summative:

Assessments, Products, Projects

Presentation Writing: You find out that you will be partnered with José, a teenager who lives in Santa Tecla, El Salvador. He sends you a short email with the message: "Mira este video." As you watch the video, make a list of the activities and places you see in Santa Tecla. Then, write José a short email in which you introduce yourself and tell him which of the activities you like the most.

[U3_Presentation Writing Questions -WR](#)

	<u>2. VD-Presentational Writing Rubric</u> Listening: Lara, weather and hobbies video/audio. After students listen while reading along, first listen once or twice without script showing. Then , students can complete the comprehension questions. This can be done individually, partners, groups or the whole class <u>1. U3_Listening -Lara , el clima y los pasatiempos video</u> <u>2. U3_VD- Listening- Lara, el clima y los pasatiempos _Script & Vocabulary WR</u> <u>3. U3_Listening -Lara , el clima y los pasatiempos Questions & Addt'l task -WR</u> Interpersonal Speaking: Now that you have learned about common pastimes in Latin America, it's time to talk with José, the Salvadoran student with whom you have been paired. He is excited to learn about you, so he asks you the following questions. Answer his questions in Spanish. <u>1.U3_VD_Interpersonal Speaking Questions _WR</u> <u>2. VD -Interpersonal Speaking Rubric</u> Interpretive Reading: Before you chat with a Salvadoran student, you want to learn more about common hobbies and pastimes in Latin America. So, you go online and find this infographic. Look it over and complete the sections that follow. <u>1. U3-VD-Intrepretive Reading _Pasatiempos_Infographic_WR</u> <u>2. U3-VD-Intrepretive Reading _Pasatiempos_Questions_2WR</u> <u>3. VD-Interpretive Reading Rubric</u>
Voces Digital - Grammar Sequence Disclosure	<i>Nuestra historia</i> does not have traditional grammar quizzes or explicit teaching of grammar. However, when a new and significant grammatical concept appears in a story, you will encounter either a concise <i>¡Atención!</i> or a slightly more focused <i>Nota de gramática</i>. A structured input activity, or reflection, follows the explanation, and provides a personal, meaningful interaction with the grammar structure. Of course, teachers should approach grammar in whatever way works best for them and their students. If you think explicit grammar instruction is necessary, then consider the <i>¡Atención!</i> and <i>Nota de gramática</i> sections as sign posts signaling when you <i>may</i> want to go into more depth on a given grammar topic. Here is the sequence of grammar topics as they appear in the curriculum.

	Type	Topic	Links
	<i>¡Atención!</i>	Yo Form	<u>Versión alternativa: Necesito un lápiz</u>
	<i>¡Atención!</i>	Nosotros/as Form	<u>Versión alternativa: El maestro furioso</u>
	<i>Nota de gramática</i>	Masculino y femenino	<u>Historieta 2: El maestro furioso</u>
	<i>Nota de gramática</i>	Un/una vs. el/la	<u>Historia larga 1: La muchacha fantástica</u>
	<i>Nota de gramática</i>	Tú Form	<u>Historieta 3: Amigos por teléfono</u>
	<i>¡Atención!</i>	Yo Form	<u>Versión alternativa: Una escuela nueva</u>
	<i>¡Atención!</i>	No	<u>Historia larga 4: Un maestro no normal</u>

	Grade Level: 7th Team Members: Karla Gómez and Wanda Reines Number of Days of Unit: 28- 30 days Timelines – 7 - 8 weeks weeks per themed unit
	UNIT NAME: Clothing. Unit 4
Essential Questions	1. How do people talk about what they are wearing in Spanish speaking countries? 2. How do people describe what other people are wearing? 3. How are my clothes different from others?
Content Standards	Communication Standards 1. Interpretive Communication - a. Understand traits of multiple cultures and communities. b. Identify and recognize the main topic and some related information. 2. Interpersonal Communication -

	b. Understand, answer, and ask a variety of questions. c. Engage in conversation by understanding and creating language that conveys authentic, personal meaning. 3. Presentational Communication - b. Provide prepared information in culturally appropriate ways. c. Express their own authentic thoughts and preferences in culturally appropriate ways. Linguistic Cultures Standards 5. Cultures - a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. 6. Comparisons - a. Making comparisons between products, practices, and perspectives. Lifelong Learning Standards 8. Communities - a. Become lifelong learners by: - Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so. - Interacting on a regular basis with speakers/signers of the target language to build diverse relationships.	
Concepts and subskills	<i>Interpretive:</i> Identifies the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. <i>Interpersonal:</i> Communicates in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. <i>Presentation:</i> Presents information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. <i>Intercultural Communication</i> - Interact appropriately with others in and from another culture.	Practices World Languages MA Curriculum Framework 2021.docx - pgs. 30-31 Domain 1: Communication Practice 1: Interpretive Communication Practice 2: Interpersonal Communication Practice 3: Presentational Communication Practice 4: Intercultural Communication

Content Objectives "I Can Statements"	I can: • Name the parts of the body (Interpersonal speaking- formative) • Describe the parts of my body (Presentational writing - summative) • Name and locate clothing items in a closet (Presentational speaking- formative) • Give basic information about clothing items and describe outfits (Interpersonal speaking- formative) • Ask and give opinions about trends in fashion using rehearsed questions and answers (Interpersonal speaking- formative) • Compare outfits for different seasons and occasions (Presentational writing- formative) • Identify clothing items in a quinceañera (Interpretive reading- summative) • Understand when someone describes what they are wearing for different occasions (Interpretive Listening-summative) • Describe outfits my friends are wearing (Presentational speaking- summative) • Give opinions about different outfits during a fashion show/dance presentation (Presentational writing- summative)
Content Vocabulary	• Part of the body: Cabeza, cabello, orejas, ojos, boca, nariz, manos, pies. • Preposition of place: Arriba de, abajo de, al lado de • Patterns in clothing: Estampado floreado, de puntos, rayas, cuadros, liso, colores • Questions and answer about clothing: ¿Qué llevas/ traes puesto? Yo llevo/traigo puesto, ¿Qué talla es/usas? Yo uso talla, ¿Qué estilo de ropa usas? Yo uso ropa... • Styles in clothing: Estilo clásico, tradicional, profesional, moderno, elegante, deportivo • Size in clothing and shoes: Talla chico/a, mediano/a, grande. Largo/a, corto/a. • Words for giving opinions: Es de marca/Está de moda/ No está de moda/ Es popular/ No es popular/ Odio como se ve/ Lo llevaría puesto/ No lo llevaría puesto/Me encanta como se ve. • Clothing and shoes items: Camisa, camiseta, blusa, playera, polo, saco, chaleco, chamarra, suéter, abrigo, sudadera, ropa interior, pantalones cortos, pantalones, pantalones deportivos, calcetines, medias, falda, vestido, zapatos, zapatillas (tacones), zapatos deportivos, huaraches, sandalias, chanclas, botas, traje de baño. • Accessories: Gorro, gorra (cachucha), bufanda, guantes, sombrilla, bolso, collar, aretes, pulseras, brazaletes, anillos, diadema, reloj. • Verbs: Estar, Gustar, Llevar, Traer in first and third person.

Text, Materials, and Resources	Resources –Adiós textbook.com., Kahoot, Duolingo, Quizlet, Conjuguemos, Blookets, Google Classroom, Spanish language video, and audio clips, websites			
	Clothing items	<u>Quizlet La ropa KG</u>	I can give opinions about different outfits and brands	https://www.adiostextbook.com/moda/tendencias/ https://www.adiostextbook.com/moda/disenio-inspiracion/
	Accessories	<u>Quizlet The accessories KG</u>	I can ask and give opinions about trends in fashion using rehearsed questions and answers	https://www.adiostextbook.com/moda/tendencias/
	Styles and patterns in clothing	<u>Quizlet. Styles and patterns in clothing.KG</u>	I can name the parts of my body	<u>Lesson. El cuerpo/ La cara.KG</u>
	I can Identify clothing items in a store	<u>I can identify clothing, shoes and accessories</u>	Additional shared materials:	<u>LA ROPA Y LAS FRASES WR Learning App</u> <u>LAS PARTES DEL CUERPOS WR Learning App</u> <u>Clothes -Lightbulb languages WR</u>
	I can name the part of the body	<u>Lesson. El cuerpo. KG</u>		
	I can Describe the part of my body (Presentational writing)	<u>Lesson. Describe tu cuerpo.KG</u>		

Assessments, Products, Projects	Summative: Speaking: Students will describe what their partner is wearing in a fashion show including the body parts, clothing items, patterns in clothing, size and style. Fashion show list  Rubric. Fashion show Writing: Students will write a description of what their partner is wearing in a fashion show including the body parts, clothing items, patterns in clothing, size and style.  Rubric. Presentational WR Rubric Listening: Students will watch and listen to a video of models talking about their outfit in Spanish. Then they will answer a questionnaire about styles in clothing, pattern, size, and will give their opinion. Reading: Students will read a passage about the clothing and accessories used in a “Quinceañera” and in a Sweet sixteen.. Students will give an opinion about the clothing and accessories used.			

	Grade Level: 7th Team Members: Karla Gómez -Wanda Reines Number of Days of Unit: 24 Timelines – 6 weeks
	UNIT NAME: House. Unit 5
Essential Questions	1.- How are houses in Hispanic countries similar to mine? 2.- What are the differences between my house and other houses? 3.- How do houses from Mexico differ from mine?
Content Standards	Communication Standards 1. Interpretive Communication - b. Identify and recognize the main topic and some related information.

	2. Interpersonal Communication - b. Understand, answer, and ask a variety of questions. c. Engage in conversation by understanding and creating language that conveys authentic, personal meaning. 3. Presentational Communication - c. Express their own authentic thoughts and preferences in culturally appropriate ways. 4. Intercultural Communication - a. Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience's or interlocutor's culture to demonstrate understanding and curiosity of a target-language culture and respect towards diversity. Linguistic Cultures Standards 5. Cultures - c. Investigate, explain, and reflect on the similarities and differences of cultures over time. 6. Comparisons - 1. Making comparisons between products, practices, and perspectives. Lifelong Learning Standards 7. Connections - a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. 8. Communities a. Become lifelong learners by: 1. Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so.	
Concepts and subskills	<i>Interpretive:</i> Identifies the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. <i>Interpersonal:</i> Communicates in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	<u>Practices</u> World Languages MA Curriculum Framework 2021.docx - pgs. 12-15 Domain 1: Communication Practice 1: Interpretive Communication Practice 2: Interpersonal Communication Practice 3: Presentational Communication Practice 4: Intercultural Communication Domain 2: Linguistic Cultures Practice 5: Cultures

	Presentation: Presents information on both very familiar and everyday topics using a variety of practiced or memorized words , phrases, and simple sentences through spoken, written, or signed language.	Practice 6: Comparisons Domain 3:Lifelong Learning Standards 7.- Connections Domain4: Communities					
Content Objectives "I Can Statements"	I can: • Name the rooms and furniture in a house. (Interpersonal speaking. Formative) • I can translate the furniture of a house. (Interpretive reading. Formative) • I can ask and answer questions about the size, color and number of rooms in a house. (Interpersonal speaking. Summative) • I can locate furniture in a house. (Presentational speaking. Formative) • I can describe the inside of my house.(Presentational speaking. Summative) • I can compare the size of houses. (Presentational writing. Summative) • I can talk about the differences among international houses. (Interpersonal speaking. Formative) • Give my opinion about different houses. (Interpersonal speaking. Summative) • Identify some differences between houses in México and my own house. (Interpretive reading. Summative) • I can understand people describing their house (Interpretive listening. Summative)						
Content Vocabulary	• Furniture in a house: Piso, techo, ventana, puerta, pared, dormitorio, cocina, baño, escalera, entrada, pasillo, sala, comedor, cuarto de lavado, jardín, alberca, balcón, sótano, ático, oficina, patio. • Preposition of place: Arriba de, abajo de, al lado de, cerca de, lejos de, debajo de enfrente de, atrás de. • Adjectives of size: Enorme, grande, mediana, pequeña/chica • Verbs. : Tener + más que, menos que. • Types of houses: Apartamento/departamento, cabaña, iglu, mansión, casa rodante, castillo, casa. • Descriptive adjectives: Sucio, simple, incómodo, aislado, lujoso, moderno, tradicional, limpio. <table><tr><td></td><td>Quizlet -La casa WR Quizlet - La casa Avancemos WR</td><td></td><td></td></tr></table>				Quizlet -La casa WR Quizlet - La casa Avancemos WR		
	Quizlet -La casa WR Quizlet - La casa Avancemos WR						
Text, Materials, and Resources	Resources –Adiós textbook.com., Kahoot, Duolingo, Quizlet, Conjuguemos, Blookets, Google Classroom, Spanish language video, and audio clips, websites						

			Parts of the house	<u>Las partes de la casas WR</u>
	Prepositions of place	<u>Quizlet. Prepositions of place. KG</u>	Prepositions of place	<u>¿Dónde está el gato? WR Learning App Preposition of place in a house. KG</u>
	Rooms of the house	<u>Quizlet. Rooms of the house. KG</u>	I can locate furniture in a house	<u>¿Donde está? KG</u> <u>¿Dónde esta..?KG</u>
	Furniture of the house	<u>Quizlet. Furniture of the house. KG545/la-c Matching game. House. KG</u>	I can translate to Spanish the furniture of a house	<u>Muebles de casa. KG</u>
			I can compare the size of houses	<u>La casa KG</u>
			I can name rooms and furniture in a house.	<u>La casa</u>
			I can talk about the differences among international houses.	<u>Differences among international houses</u>
Assessments, Products, Projects	Summative: Speaking: Students will draw or make a video presenting the house of their dreams to the class. The project includes colors, size, location, and adjectives describing rooms and furniture, and opinion about their dream house.			

	La casa. Final project Writing: Students will write a description of one of two Carmen Garza s paintings. <i>Sandia or Las empanadas</i>. The description includes: name of the room and furniture, colors, preposition of place, family and opinions about the painting. Description de la casa. Reading: Students will read publicity from a house sale in México and they will answer questions about it where they will have opinions on the differences between those houses and their house in the USA. Airbnb Michoacan 1 Airbnb/ Michoacan Casa venta Coyoacan Departamento Tijuana Listening: Students will listen to a presentation of a new apartment and the description of it and they will answer questions based on that clip. Una casa nueva
--	---

	Grade Level: 7th Team Members: Wanda Reines and Karla Gómez Number of Days of Unit: 35 days. Timelines – 8 weeks per themed unit
	UNIT NAME: Preliminary
Essential Questions	1. How do people make introductions? 2. How do people describe their families and family members? 3. How do people talk about pastimes, weekend activities, and sports? 4.How do people talk about their home or apartment?
Content Standards	Interpretive Communication - In texts and conversations on topics of high familiarity and immediate interest to students, relying upon practiced or memorized words or phrases, supported by repetition, visual aids, and gestures, students:

	(NL.1.b) Identify words, phrases, and basic information. Interpersonal Communication -In conversations on topics of high familiarity and immediate interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, 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 sometimes understand, students: (NL.2.b) Respond to a few simple, highly practiced questions by providing basic information about themselves. (NL.2.c) Provide memorized questions. Presentational Communication - In presentations on topics of high familiarity and immediate interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, relying upon visual aids and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners sometimes understand, students: (NL.3.a) Demonstrate awareness and understanding of themselves and their audience. (NL.3.b) Provide simple, basic, prepared information in culturally appropriate ways. Intercultural Communication – In interactions in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, 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 sometimes understand, students: (NL.4.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. (NL.4.b) Use appropriate highly practiced gestures and behaviors.	
Concepts and subskills	Interpretive: Identifies the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	Practices World Languages MA Curriculum Framework 2021.docx - pgs. 12-15 Domain 1: Communication Practice 1: Interpretive Communication

	Interpersonal: Communicates in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. Presentation: Presents information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	Practice 2: Interpersonal Communication Practice 3: Presentational Communication Practice 4: Intercultural Communication Domain 2: Linguistic Cultures Practice 5: Cultures Practice 6: Comparisons Domain 3: Lifelong Learning Practices Practice 7: Connections Practice 8: Communities Practice 9: Social and Emotional Well-being Practice 10: Social Justice		
Content Objectives "I Can Statements"	I can: - ask and respond to questions about likes including <i>yes or no questions</i> and <i>either-or questions about different activities</i> (Interpersonal) - state what activities I like and don't like - Greet someone in various forms - introduce myself - ask how someone is doing - describe how I am doing - state how old I am and my birthday (day, month, year) - describe the weather today - say where I live. - ask where others are living. - Say where I am from. - describe physical characteristics - describe my personality - describe someone else's personality - identify the members of my family - share information about my family			
Content Vocabulary	Greetings, calendar, seasons, weather, birthdays, numbers, descriptive adjectives, sports, hobbies, verb to be, family, house.			
	Greetings, Introductions,	Quizlet Who am I? WR Quizlet Classroom Commands WR Quizlet Commands KG	Where I am from	Quizlet Spanish Speaking Countries WR

		Quizlet Saludos y presentaciones KG Quizlet QandA Preliminary unit KG		Quizlets Spanish Speaking Countries KG
	Calendar, Numbers, Birthdays	Quizlet Calendar days and months KG Quizlet Cumpleaños KG	Hobbies & Pastimes	Quizlet Los Pasatiempos WR Quizlet Hobbies KG Quizlet Adjectives to give opinions KG
	Weather & Seasons	Quizlet Weather WR Quizlet Weather and seasons KG	Family	Quizlet La Familia WR Quizlet Family KG Quizlet Pets in the house KG
	Personalities & Characteristics	Quizlet Hair and Eye Descriptions WR Quizlet Personalities & Characteristics WR Quizlet Descriptive Adjectives KG	House	Quizlet Different Houses & Opinions WR Quizlet House & Apartment WR Quizlet Frida's House WR Quizlet House KG
	Mastery Expressions	Quizlet Mastery Expression KG		
Text, Materials, and Resources	Resources –Adiós textbook.com.Kahoot, Duolingo, Quizlet, Language Gym, Learning Apps, Conjuguemos, Gimkits, Blookets, Google Classroom, Spanish language video and audio clips, novels, Spanish magazine, authentic Spanish artist images.			
	Greetings, Introductions,	Puedo usar saludos y despedidas Puedo decir mi nombre. Puedo responder a cómo estoy	Hobbies & Pastimes Puedo dar mi	

		Puedo decir mi nombre	opinión sobres unos deportes extremo	
	Calendar, Numbers, Birthdays	Puedo dar información de mi edad y cumpleaños Cumpleaños y invitaciones link	Family Puedo identificar a las personas de una familia Puedo entender información sobre familia Puedo dar mi opinión sobre actividades familiares	
	Weather & Seasons	Puedo elegir un buen dia clima	House - ADIÓSTEXT BOOK UNIDAD LAS CASAS	
	Personalities , Characteristics Physical Appearances	Puedo dar información básica de personas en retratos Puedo describir los ojos y pelos		
	Where I am from	Puedo identificar identify algunos países y regiones hispanos Puedo reconocer las nacionalidades de otros		

Assessments, Products, Projects	As a review unit, we will be assessing throughout using formatives on listening, speaking, writing and reading activities on the various can do statements.