



Mount Pleasant Central School District

7th Grade Spanish, World Languages

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Course Summary:

Are you excited to discover the richness of the Spanish-speaking world? In this class, students will build a strong foundation in the Spanish language through interactive activities centered around greetings, school life, hobbies, and travel. Students will learn how to introduce themselves, talk about their daily routines, and share their likes/ dislikes — all while using common vocabulary, present-tense verbs, and everyday expressions. Our goal is to help students feel confident speaking Spanish and communicating with others.

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Lección 1: Hola, ¿Qué tal?	September - October	1. Identifying yourself and others 2. Telling time 3. Article/ Noun Agreement	1. Greetings & Farewells 2. Courtesy expressions 3. Common self-introductory questions 4. Alphabet 5. Numbers (0-30) 6. Common nouns & articles	Anchor Standard: Communication - Standard 2: Interpersonal Communication- Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions.	1. Communicator (the ability to use basic Spanish vocabulary to exchange personal information and respond to others) 2. Empathetic (the ability to choose the right level of respect and tone to value someone's position) 3. Open-minded (the ability to learn new cultural	Students should be able to: 1. Introduce themselves and others in Spanish. 2. Ask & answer basic questions about identity. 3. Recognize how culture influences interpersonal interactions and understand how greetings differ across	Interpretive: Students watch an episode of The Voice and answer basic questions about someone's identity in the target language. Students use the Spanish introductory vocabulary to create a cartoon dialogue between two people. Interpersonal: Place a picture of a person on student A's back. Student B decides whether to use a formal or informal greeting based on the image. Student B will pose the question "¿Cómo estás?" vs ¿Cómo está usted?" to begin a short conversation.

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					Spanish-speaking customs and social rules) 4. Interpretive Communication 5. Interpersonal Communication 6. Presentational Communication	cultures.	Presentational: Students will create a short self-introduction in Spanish by answering 8 questions about themselves. Then, they will reflect on what makes them unique- both inside and out. Using a face template that is split in half, they will draw their inner characteristics on one side (personality, values, likes) and their outer characteristics on the other (appearance, style, features).
Lección 2: En la clase	November - December	1. Subject pronouns 2. Present tense AR verbs 3. Prepositions 4. Interrogatives	1. Fields of study 2. Classroom objects 3. People within the school 4. Class schedule	Anchor Standard: Communication - Standard 3: Presentational Communication:	1. Reflective (the ability to think about one's own school habits and compare daily lives	Students should be able to: 1. Describe their daily school routines and	Interpretive: Students will complete a scavenger hunt using a Spanish Office Depot catalog to find the prices of different school supplies.

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			5. Locations within the school 6. Days of the week	Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers* to describe, inform, narrate, explain, or persuade.	to students in other Spanish- speaking countries) 2. Responsible (the ability to complete activities, collaborate appropriately during tasks, take accountability for one's own learning) 3. Critical Thinker (the ability to use the new vocabulary and grammar to answer questions in	schedule in the target language. 2. Compare a typical school day and student resources in one's own culture with those in Spanish-speaking countries.	Interpersonal: Students will read passages about children from different Spanish speaking countries and answer basic comprehension questions in the target language (favorite classes, schedules, materials they need, etc.) Students will create a receipt of school materials they need for the year. They will go "shopping" for the school supplies their partner needs at different stations in the classroom. Presentational: Students will write and discuss their own school schedules in Spanish, explaining what courses they are enrolled in, the time they take place,

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					the target language, interpret authentic documents, and express one's opinion) 4. Interpretive Communication 5. Interpersonal Communication 6. Presentational Communication		and the materials they need. Students will design their own mini school supply store, creating a magazine-style catalog that features the materials they "sell."
Lección 3: Los pasatiempo	January - March	1. Present tense ER & IR verbs 2. Present tense of ' gustar ' 3. Verbs with	1. Sports 2. Pastimes 3. Places in the city	Anchor Standard: Cultures - Standard 4: Relating Cultural Practices and Products to Perspectives-	1. Collaborator (the ability to work with classmates to discuss hobbies, compare schedules,	Students should be able to: 1. Express personal likes and dislikes related to	Interpretive: Students will receive three clues that describe a specific sport or pastime. They must identify which vocabulary term fits the description and record their answers on a Google Form.

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s		irregular ‘yo’ form 4. Irregular (stem-changing) verbs in the present tense		Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.	and complete activities using the Spanish language) 2. Open-minded (the ability to learn about sports and leisure activities from Spanish-speaking cultures and consider how they may be different from their own) 3. Critical Thinker (the ability to interpret clues and	leisure activities. 2. Understand how culture shapes the way we plan our free time and what activities one is involved in.	Interpersonal: Students are given a series of schedules from students in Spanish-speaking countries. They must discuss how their own hobbies, routines, and after-school activities compare. Students will explore a “sports museum” featuring professional athletes from Spanish-speaking countries. They will read short biographies—including the athlete’s origin, sport, accomplishments, and career—and answer comprehension questions in Spanish. Presentational: Students will create a short Canva video where

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					authentic documents, read about athletes/ professionals, and use new vocabulary/ grammar to identify and describe different pastimes) 4. Interpretive Communication 5. Interpersonal Communication 6. Presentational Communication		they record one thing they do every day, including the time and a Spanish caption to describe it. Students will design a magazine cover and inside feature page for a Spanish-language sports magazine, showcasing their favorite athlete, sport, the rules/ regulations, and equipment necessary.



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Lección 4: Las vacaciones	April - May	1. Present tense of 'ir' 2. Present tense of 'estar' with conditions and emotions 3. Present tense of 'ser' 4. 'Ser' vs. 'Estar'	1. Travel documents and necessities 2. Modes of transportation 3. Months of the year 4. Seasons/ Weather 5. Points of interest	Anchor Standard: Communication - Standard 1: Interpretive Communication- Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.	1. Collaborator (the ability to work in teams to build travel itineraries and plan trips) 2. Reflective (the ability for students to reflect on their travel preferences and describe where they go, how they travel there, and how they feel using the Spanish language.) 3. Problem-solver	Students should be able to: 1. Use basic travel Spanish communication to navigate and get from point A to point B in Spanish-speaking countries. 2. Develop a respect for and appreciation of diverse linguistic and cultural heritages.	Interpretive: Students will examine authentic travel documents—such as passports, boarding passes, airport screens, and itineraries—and answer basic comprehension questions in Spanish. Interpersonal: Students will take on the role of travel agents. They will listen to their clients' vacation preferences and use travel brochures to design the perfect trip. They must consider factors such as activities the client enjoys, budget, location, and travel style to recommend an ideal destination in a Spanish-speaking country.

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					(the ability to interpret information about destinations, budgets, and activities to plan a trip and make travel decisions in Spanish) 4. Communicator 5. Interpretive Communication 6. Interpersonal Communication 7. Presentational Communication		Presentational: Students will spin a wheel that assigns a random budget and a Spanish-speaking country. Working in groups, they will create an itinerary that includes lodging, transportation, attractions, and restaurants—all within their assigned budget. Each group will design a Google Site showcasing their dream vacation. The site will include destinations, estimated prices, accommodations, packing lists, and weather details for their chosen trip.

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