7th Grade Heritage Spanish

MONTH	TOPIC	ESSENTIAL	CONTENT	SKILLS/	ASSESSMENT
		QUESTION		STANDARDS	
		How can I express myself on basic	Grammar:	Communication: Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	Spelling Quizzes
	Introductions	topics?	Alphabet	Standard 1.2 Students understand and interpret written and spoken language on a variety of topics	Big Question Discussion Boards
	Preliminary	What does it mean to be Latino?	Introduction to verbs and	Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	Daily Verb Conjugation
	Baseline Review		conjugations	Cultures: Standard 2.1 Students demonstrate an understanding of	Charts
_		What challenges do Latinos face in	Gendered Nouns	the relationship between the practices and perspectives of the culture studied.	Latino Identity Mural Project
A	Latino Identity	today's society?	Definite and Indefinite Articles	Standard 2.2 Students demonstrate understanding of the relationship between the products and perspectives of the culture studied. Connections:	Exit Slips
G			Descriptive adjectives	Standard 3.1 Students reinforce and further their knowledge of other disciplines through foreign language.	
U S			Sentence Structure	Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through foreign language and its cultures.	
 			Vocabulary:	Comparisons: Standard 4.1 Students demonstrate understanding of the nature of language through	
			Nationalities	comparisons of the language studied and their own.	
			Personal Descriptions	Standard 4.2 Students demonstrate the concept of culture through comparisons of the cultures studied and their own.	
			•	Communities: Standard 5.1 Students use the language both within and beyond the classroom setting.	
				Standard 5.2 Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.	

MONTH	TOPIC	ESSENTIAL	CONTENT	SKILLS/	ASSESSMENT
		QUESTION		STANDARDS	
	My Friends and I	What do I like to do?	Grammar:	Communication: Standard 1.1 Students engage in conversations, provide and obtain information, express	Spelling Quizzes Big Question
		What am I like?	Infinitives	feelings and emotions, and exchange opinions. Standard 1.2	Discussion Boards
		How do I define myself?	Making negative Statements	Students understand and interpret written and spoken language on a variety of topics Standard 1.3	Daily Verb Conjugation Charts
S E			Descriptive	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	All about Me Project
P		How has Spanish evolved in a	Adjectives Sentence Structure	Cultures: Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	Exit Slips
T E	History of Spanish Language	historical context? What caused the Spanish language to	Vocabulary:	Standard 2.2 Students demonstrate understanding of the relationship between the products and perspectives of the culture studied. Connections:	
M		spread?	Nouns	Standard 3.1 Students reinforce and further their knowledge of other disciplines through foreign language.	
B E			Verbs	Standard 3.2 Students acquire information and recognize the distinctive viewpoints that	
R			Geography of Spanish Speaking Countries	are only available through foreign language and its cultures. Comparisons:	
			Adjectives	Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
				Standard 4.2 Students demonstrate the concept of culture through comparisons of the cultures studied and their own.	
				Communities: Standard 5.1 Students use the language both within and beyond the classroom setting.	
				Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	

Modern Spanish: Mixture of Cultures What motivated the Spanish to conquer new lands? What role did Herman Cortés and Francisco Pizarro have in the fall of the Aztec and Incan empires? Day of the Dead Modern Spanish is Mixture of Cultures Modern Spanish is Conquer new lands? What role did Herman Cortés and Francisco Pizarro have in the fall of the Aztec and Incan empires? What are the implications of the influence of the Spanish on Latin America and what evidence is there today? Modern Spanish is Conquer in Congression in Mixture frague in moverations, cancepts, stelling and emotors, and exchange quiters. Sentence Structure Verbs and conjugations Comparisons Comparisons Vocabulary: Cultural influences Geography of Spanish Speaking Countries Geography of Spanish Speaking Countries Someword 2 Substitute demonstrate understanding of the culture studied. Sentence 12 Substitute and substitute frague in moverations, cancepts, stelling and emotors, and exchange with the contingence of interpret and integred interpret and	MONTH	TOPIC	ESSENTIAL	CONTENT	SKILLS/	ASSESSMENT
Modern Spanish: Mixture of Cultures How has Spanish evolved in a historical context? What motivated the Spanish to conquer new lands? What role did Hernan Cortés and Francisco Pizarro have in the fall of the Aztec and Incan empires? Day of the Dead Day of			QUESTION		STANDARDS	
Students use the language both within and beyond the classroom setting. Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	B E	Mixture of Cultures	evolved in a historical context? What motivated the Spanish to conquer new lands? What role did Hernan Cortés and Francisco Pizarro have in the fall of the Aztec and Incan empires? What are the implications of the influence of the Spanish on Latin America and what evidence is there	Sentence Structure Verbs and conjugations Comparisons Vocabulary: Cultural influences Geography of Spanish Speaking Countries	Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2 Students understand and interpret written and spoken language on a variety of topics Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Cultures: Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2 Students demonstrate understanding of the relationship between the products and perspectives of the culture studied. Connections: Standard 3.1 Students reinforce and further their knowledge of other disciplines through foreign language. Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through foreign language and its cultures. Comparisons: Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2 Students demonstrate the concept of culture through comparisons of the cultures studied and their own. Communities: Standard 5.1 Students show evidence of becoming life-long learners by using the language	Big Question Discussion Boards Daily Verb Conjugation Charts Debate

Day of the Dead The Dead celebration an example of a confluence of cultures? How is the Day of the Dead standard 1.1 Sudents engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2 Students understand and interpret written and spoken language on a variety of topics Standard 1.2 Students understand and interpret written and spoken language on a variety of topics Standard 1.3 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Big Question Discussion Boards Standard 1.2 Students understand and interpret written and spoken language on a variety of topics Estar v. Ser Estar v. Ser	MONTH	TOPIC	ESSENTIAL	CONTENT	SKILLS/	ASSESSMENT
Day of the Dead How is the Day of the Dead celebration an example of a confluence of cultures? School Community How do I describe my school community? How do I describe the location of things? How do I manage my time with schoolwork? School Supplies School Supplies Time Time Subject Pronouns Subject Pronouns Subject Pronouns Verbs and conjugations Subdems understanding of Bisteries or relationship between the practices and perspective of the culture studied. Connections of the relationship between the practices and perspective of the culture studied. Connections of the relationship between the practices and perspective of the culture studied. Connections of the relationship between the practices and perspective of the culture studied. Connections of the relationship between the practices and perspective of the culture studied. Connections of the relationship between the practices and perspective of the culture studied. Connections of the relationship between the practices and perspective of the culture studied. Connections of the relationship between the practices and perspective of the culture studied. Connections of the relationship between the practices and perspective of the culture studied. Connections of the relationship between the practices and perspective of the culture studied. Connections of the relationship between the practices and perspective of the culture studied. Connections of the relationship between the practices and perspective of the culture studied. Connections of the relationship between the practices and perspective of the culture studied. Connections of the relationship between the practices and perspective of the culture studied. Connections of the relationship between the practices and perspective of the culture studied. Connections of the relationship between the practices and perspective of the culture studied. Connections of the relationship between the practices and perspective of the culture studied. Connections of the relationship between the practices and perspe			QUESTION		STANDARDS	
Standard 5.2 Students show evidence of becoming life-long learners by using the language	NOVEMBER		the Dead celebration an example of a confluence of cultures? How do I describe my school community? How do I describe the location of things? How do I manage my time with	Subject Pronouns Verbs and conjugations Estar v. Ser Plurals of Nouns Prepositions of Location Vocabulary: Day of the Dead School Subjects School Supplies Schedules	Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2 Students understand and interpret written and spoken language on a variety of topics Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Cultures: Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2 Students demonstrate understanding of the relationship between the products and perspectives of the culture studied. Connections: Standard 3.1 Students reinforce and further their knowledge of other disciplines through foreign language. Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through foreign language and its cultures. Comparisons: Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2 Students demonstrate the concept of culture through comparisons of the cultures studied and their own. Communities: Standard 5.1 Students use the language both within and beyond the classroom setting. Standard 5.2 Students show evidence of becoming	Big Question Discussion Boards Daily Verb Conjugation Charts Day of the Dead Project

MONTH	TOPIC	ESSENTIAL	CONTENT	SKILLS/	ASSESSMENT
		QUESTION		STANDARDS	
DECEMBER	Hobbies and extracurricular activities Latino Family		Grammar: Ir Interrogative words Expressions of future using present tense Ir+a+ Present Progressive Descriptive Adjectives Comparisons Vocabulary:	Communication: Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2 Students understand and interpret written and spoken language on a variety of topics Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Cultures: Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2 Students demonstrate understanding of the relationship between the products and perspectives of the culture studied. Connections: Standard 3.1 Students reinforce and further their knowledge of other disciplines through foreign language. Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through foreign language and its cultures.	ASSESSMENT Spelling Quizzes Big Question Discussion Boards Daily Verb Conjugation Charts Family Tree Project Skit Exit Slips
		How are Latino and American families similar and	Verbs/Activities School Community	Comparisons: Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
		different?	Family Members	Standard 4.2 Students demonstrate the concept of culture through comparisons of the cultures studied and their own.	
		How have my ancestors shaped the way I am today?		Communities: Standard 5.1 Students use the language both within and beyond the classroom setting.	
		,		Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	

MONTH	TOPIC	ESSENTIAL	CONTENT	SKILLS/	ASSESSMENT
		QUESTION		STANDARDS	
JANUARY	La Casa The House on Mango Street	How do houses in the United States differ from those in other countries? What can I do to help with household chores? How does Sandra Cisneros capture Latino heritage? What similarities and differences do you see from your own Latino heritage.	Grammar: Comparisons and Superlatives Stem Changing Verbs Affirmative Commands Present Progressive TBD: HMS Vocabulary: Parts of the house Furniture and appliances Colors Adjectives Chores	Communication: Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2 Students understand and interpret written and spoken language on a variety of topics Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Cultures: Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2 Students demonstrate understanding of the relationship between the products and perspectives of the culture studied. Connections: Standard 3.1 Students reinforce and further their knowledge of other disciplines through foreign language. Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through foreign language and its cultures. Comparisons: Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2 Students demonstrate the concept of culture through comparisons of the cultures studied and their own. Communities: Standard 5.1 Students use the language both within and beyond the classroom setting. Standard 5.2 Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.	Spelling Quizzes Big Question Discussion Boards Daily Verb Conjugation Charts Dream House Project Exit Slips
			TBD: HMS		

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		QUESTION		STANDARDS	
FEBRUARY	The House on Mango Street What We Eat	QUESTION How does Sandra Cisneros capture Latino heritage? What similarities and differences do you see from your own Latino heritage? What should I eat to maintain good health? What is a balanced meal? Why is it important to make smart decisions when choosing foods to eat?	Grammar: TBD: HMS Affirmative and Negative commands Verbs like gustar Noun/adjective Agreement Vocabulary: TBD: HMS Foods and beverages Adverbs of frequency Preferences Adjectives to describe food Nutrition	Communication: Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2 Students understand and interpret written and spoken language on a variety of topics Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Cultures: Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2 Students demonstrate understanding of the relationship between the products and perspectives of the culture studied. Connections: Standard 3.1 Students demonstrate understanding of the relationship between the products and perspectives of the culture studied. Connections: Standard 3.1 Students acquire information and recognize the distinctive viewpoints that are only available through foreign language and its cultures. Comparisons: Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2 Students demonstrate the concept of culture through comparisons of the cultures studied and their own. Communities: Standard 5.1 Students use the language both within	Spelling Quizzes Big Question Discussion Boards Daily Verb Conjugation Charts Trailer Project for HMS Exit Slips
				and beyond the classroom setting. Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	

MONTH	TOPIC	ESSENTIAL QUESTION	CONTENT	SKILLS/ STANDARDS	ASSESSMENT
MONTH M A R C H	TOPIC What We Eat Family Parties Around Town	How can I prepare healthy meals for myself and my family? How do I celebrate birthdays? How do I order food at a restaurant? How do I give directions to places in my neighborhood? What activities can I do to help the community?	Grammar: Irregular Verbs Possessive Adjectives Interrogatives Direct Object Pronouns Demonstrative Adjectives Prepositions Vocabulary: Family Celebrations Descriptions Restaurant	Communication: Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2 Students understand and interpret written and spoken language on a variety of topics Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Cultures: Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2 Students demonstrate understanding of the relationship between the products and perspectives of the culture studied. Connections: Standard 3.1 Students reinforce and further their knowledge of other disciplines through foreign language. Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through foreign language and its cultures. Comparisons: Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	ASSESSMENT Spelling Quizzes Big Question Discussion Boards Daily Verb Conjugation Charts PokeStop Mapping Exit Slips
		How can I travel around my	Restaurant Shopping		
		community?	Money	culture through comparisons of the	
			Numbers 200-100	Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	

MONTH	TOPIC	ESSENTIAL QUESTION	CONTENT	SKILLS/ STANDARDS	ASSESSMENT
A P R I L	Means of Communication and Technology		Grammar: Acabar de+ infinitive Verbs like gustar Irregular Verbs Vocabulary: Places to shop Types of technology Giving opinions Television and movie genres		Spelling Quizzes Big Question Discussion Boards Daily Verb Conjugation Charts Video Project Exit Slips
				culture through comparisons of the cultures studied and their own. Communities: Standard 5.1 Students use the language both within and beyond the classroom setting. Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	

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		QUESTION		STANDARDS	
			Grammar:	Communication: Standard 1.1 Students engage in conversations,	Spelling Quizzes
		How do I prepare for		provide and obtain information, express feelings and emotions, and exchange opinions.	Big Question
	Let's go on vacation!	a trip?	Introduction to preterite tense	Standard 1.2 Students understand and interpret	Discussion Boards
		How can traveling		written and spoken language on a variety of topics	Daily Verb Conjugation
		enhance my life?	Personal 'a'	Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or	Charts
			Indirect object	readers on a variety of topics.	Project Presentation
N /			pronouns	Cultures: Standard 2.1 Students demonstrate an understanding	Exit Slips
M			Vocabulary:	of the relationship between the practices and perspectives of the culture studied.	
A			Vacation places and activities	Standard 2.2 Students demonstrate understanding of the relationship between the products and perspectives of the culture studied. Connections:	
			Clothing	Standard 3.1 Students reinforce and further their knowledge of other disciplines through foreign language.	
			Money	Standard 3.2 Students acquire information and recognize the distinctive viewpoints that	
			Transportation	are only available through foreign language and its cultures.	
			Airport	Comparisons: Standard 4.1 Students demonstrate understanding of the nature of language through	
			Travel Preparation	comparisons of the language studied and their own.	
				Standard 4.2 Students demonstrate the concept of culture through comparisons of the cultures studied and their own.	
				Communities: Standard 5.1 Students use the language both within and beyond the classroom setting.	
				Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	