

Title	EMS Spanish grade 7
Type	Essential
Document	Map
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Course	Spanish Grade 7
Grade(s)	07
Location	Eisenhower Middle School
Curriculum Writing History	
Notes	
Attachments	

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	September				October				November				December				January				February				March				April				May				June			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
September/Week 1 - September/Week 3																																								
Unit 1: Para Empezar																																								
September/Week 4 - October/Week 6																																								
Unit 2: Pasatiempos y actividades. Cap. 1A																																								
October/Week 7 - November/Week 10																																								
Unit 3: ¿Cómo eres? - Cap. 1B																																								
November/Week 11 - January/Week 19																																								
Unit 4: La Escuela / Subject Pronouns - Cap. 2A & 2B																																								
January/Week 20 - February/Week 24																																								
Unit 5: La comida / La conjugación de verbos regulares - Cap. 3A																																								
March/Week 25 - March/Week 27																																								
Unit 6: La salud y la comida nutritiva. Cap. 3B																																								
March/Week 28 - April/Week 31																																								
Unit 7: ¿Adónde vas? – Cap. 4A																																								
April/Week 32 - May/Week 35																																								
Unit 8: Los deportes y el tiempo libre - Cap. 4B																																								

Duration: September/Week 1 - September/Week 3				
UNIT NAME: Unit 1: Para Empezar				
Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
1. Differences in greetings including politeness. 2. Nouns have gender. 3. Different way to measure temperature.	1. Is the concept of time different from the US to Spanish speaking countries? Why? 2. Why is weather different at different times of the year in different countries? 3. How does that affect the lifestyle of those countries?	1. Greetings vocabulary. 2. The Spanish sounds for the letters of the alphabet. 3. The difference between formal and informal. 4. Numbers 1 through 60. 5. Body parts vocabulary.	1. Greet people at different times of day. 2. Introduce yourself to others. 3. Tell time. 4. Respond to classroom directions. 5. Identify seasons. 6. Identify body parts.	
Plans: U Unit 1: Para Empezar				

Duration: September/Week 4 - October/Week 6				
UNIT NAME: Unit 2: Pasatiempos y actividades. Cap. 1A				
Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
Favorite activities in Spanish countries are different from those in the US.	How and why each country has different favorite activities?	1. Activities vocabulary. 2. Cultural perspectives on favorite activities. 3. Difference between infinitive and conjugated verbs.	1. Talk about activities you like and you don't. 2. Make statements into negative sentences. (nada, ni...ni...) 3. Express agreement and disagreement (también & tampoco).	
Plans: U Unit 2: Pasatiempos y Actividades. Cap. 1A				

Duration: October/Week 7 - November/Week 10				
UNIT NAME: Unit 3: ¿Cómo eres? - Cap. 1B				
Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
1. Understand cultural perspectives of friendship.	1. What makes you unique? 2. Do we generalize or stereotype people in other cultures?	1. A variety of adjectives. 2. Adjectives have number and gender. 3. The conjugation of the verb <u>ser</u> . 4. The difference between definite and indefinite articles.	1. Talk about personality traits. 2. Ask and tell what people are like. 3. Use adjectives to describe people. 4. Form and use verb <u>ser</u> .	
Plans:				
U Unit 3: ¿Cómo eres? Cap. 1B				

Duration: November/Week 11 - January/Week 19

UNIT NAME: Unit 4: La Escuela / Subject Pronouns - Cap. 2A & 2B

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>There are differences in schools and education based on the needs and values of every culture.</p>	<ol style="list-style-type: none"> 1. How do topics of study offered in schools an school schedules reflect values of the countries of those schools? 2. How much education is considered necessary for social and professional success across different cultures? What are some reasons why? 	<ol style="list-style-type: none"> 1. Vocabulary for class names, schedules, and classroom items. 2. When to use all subject pronouns. 3. How to use all present indicative forms of regular -AR verbs. 4. Names for relative locations. 	<ol style="list-style-type: none"> 1. Identify and describe common classroom items and supplies. 2. Discuss schedules using Spanish class names and ordinal numbers (e.g. <i>Yo tengo la clase de matemáticas en la tercera hora.</i>) 3. Express preferences for class subjects and teachers and describe them using a variety of adjectives. 4. Use subject pronouns and conjugation or talk about school experiences using regular -AR verbs. 5. Use the verb <i>estar</i> to point out relative locations of classroom objects. 	

Plans:
U Unit 4: La Escuela / Subject Pronouns - Cap. 2A & 2B

Duration: January/Week 20 - February/Week 24

UNIT NAME: Unit 5: La comida / La conjugación de verbos regulares - Cap. 3A

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
Understand cultural perspectives on meals: meal times, meal quantity, with whom meals are eaten.	<ol style="list-style-type: none"> 1. What are the most common foods in the US? Why? 2. How that compares to Spanish speaking countries? 	<ol style="list-style-type: none"> 1. List of foods and drinks. 2. Vocabulary to express how often. 3. How to use the verb <u>gustar</u>. 4. How to conjugate the verbs <u>comer</u>, <u>beber</u> and <u>compartir</u>. 	<ol style="list-style-type: none"> 1. To talk about food and beverages. 2. To talk about likes and dislikes. 3. Express how often you eat something. 4. Form and use verbs ending in -ER and -IR. 5. Use of <u>Me gusta/n</u> and <u>Me encanta/n</u>. 	

Plans:

U Unit 5: La Comida. Cap. 3A

Duration: March/Week 25 - March/Week 27				
UNIT NAME: Unit 6: La salud y la comida nutritiva. Cap. 3B				
Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
Maintaining good health depends on a strong balance of many separate factors, including availability of nutritious foods, time for exercise, etc.	<ol style="list-style-type: none"> Does the U.S. Food Pyramid accurately reflect eating habits and cuisine in the U.S.? Why or why not? How does the U.S. Food Pyramid differ from ideal food pyramids in Spanish-speaking countries? Why? What are factors that influence nutrition and health in the U.S. versus other countries? 	<ol style="list-style-type: none"> Names of "healthy" foods and exercises. Appropriate forms of the verbs <i>preferir</i>, <i>creer</i>, and <i>hacer</i>. How to pluralize adjectives. Phrases for why something is healthy or not. 	<ol style="list-style-type: none"> Identify foods that are considered healthy and foods that might be unhealthy, listing reasons for why. Express preferences using <i>preferir</i> and the phrase <i>creer + que</i>. Discuss health using diet and exercise vocabulary. 	
Plans:				
U Unit 6: La Salud y la comida nutritiva - Cap. 3B				

Duration: March/Week 28 - April/Week 31

UNIT NAME: Unit 7: ¿Adónde vas? – Cap. 4A

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
1. Understand cultural perspectives on leisure activities.	How are social gatherings (la plaza) in Latin America and the US different?	1. Community locations vocabulary. 2. The use of the contraction <u>al</u> . 3. How to conjugate the verb <u>ir</u> . 4. Question words.	Talk about locations in your community. 1. Discuss leisure activities. 2. Talk about where you go and with whom. 3. To tell how often you go to different places. 4. To form and use correctly the verb <u>ir</u> .	

Plans:

U Unit 7: ¿Adónde vas? Cap. 4A

Duration: April/Week 32 - May/Week 35				
UNIT NAME: Unit 8: Los deportes y el tiempo libre - Cap. 4B				
Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
There are many similarities and several significant differences in common social activities among teens in a variety of cultures.	<p>Why are there different ways to accept and decline invitations in certain Spanish-speaking cultures than in the U.S.?</p> <ol style="list-style-type: none"> How do these differences reflect the values of each of those cultures? How do teens socialize in the U.S. and other countries? 	<ol style="list-style-type: none"> Names of sports, recreation, and social activities. How to conjugate stem-changing verbs, including <i>jugar</i> and <i>querer</i>. Phrases for times of the day and for ways to accept or decline invitations. Adjectives to describe their mood and what they feel like doing for fun. How to remain polite in Spanish-speaking cultures when declining invitations. 	<ol style="list-style-type: none"> Name a variety of sports they play, using conjugated forms of the verb <i>jugar</i>. Extend and respond to invitations to social events <i>me/te gustaría</i> and conjugated forms of the verb <i>querer</i>. Discuss future actions and social plans using <i>ir + a + infinitive</i>. 	
<p>Plans: U Unit 8: Los deportes y el tiempo libre - Cap. 4B</p>				