

Title: Señora Karll, 7th Grade Spanish, 2019-2020

Month(s)	Topic/Theme/Chapter/Unit	Essential Questions	Common Core and/or State Standard Note: Purpose of Communication	SLE	Assessments (Formative & Summative - Varying Types) NOTE: S=Speaking, L=Listening, W=Writing
September	<p>Review of vowel and consonant sounds</p> <p>Skits about fruits</p> <p>Review of gender and articles</p> <p>Intro to <i>Mi Mundo</i> (textbook in Symtalk series)</p>	<p>How can I correctly pronounce an unfamiliar word in Spanish?</p> <p>What are some fruits called in Spanish?</p> <p>Why was the skit humorous?</p> <p>What is an article? Why are there different ones?</p> <p>Can I read aloud symbol sentences?</p>	<p>Interpersonal</p> <p>Interpersonal, Presentational, Interpretive</p> <p>Interpretive, Interpersonal</p> <p>Interpersonal</p>	<p>2E, 2D</p> <p>2E, 2A, 2C, 2F</p> <p>2A, 2D, 2E</p> <p>2A, 2E</p>	<p>Observation (S, L)</p> <p>Observation: skit performances (S, L, R)</p> <p>Quiz on articles (W)</p> <p>Assessment Lecciones 1 a 5 (S, L, R, W)</p>
October	<p>Continue with lessons in <i>Mi Mundo</i></p> <p>Skits about clothing</p>	<p>How well can I read symbol sentences with new vocabulary and new verbs (<i>yo, tú, él, ella</i> forms)?</p> <p>Can I produce correctly written sentences given mostly complete symbol sentences?</p> <p>What are some kinds of clothing?</p> <p>What can I learn from the skit?</p>	<p>Interpersonal</p> <p>Interpretive, Interpersonal</p> <p>Interpersonal, Presentational, Interpretive</p>	<p>2E, 2B</p> <p>2E, 2A, 2B, 2C</p> <p>2E, 2A, 2C, 2F</p>	<p>Observation (S, L)</p> <p>Observation (W)</p> <p>Assessment Lecciones 6 a 10 (S, L, R, W)</p> <p>Observation: skit performances (S, L, R)</p>
November	<p>Continue with lessons in <i>Mi Mundo</i></p>	<p>Can I use new verbs in symbol sentences?</p> <p>Can I form sentences in the negative?</p> <p>Can I interview my partner about his/her likes/dislikes and can I answer in complete</p>	<p>Interpersonal</p> <p>Interpersonal</p> <p>Interpersonal</p>	<p>2E, 2A, 2B</p> <p>2E, 2A, 2B</p> <p>2A, 2E, 2F</p>	<p>Observation (S, L)</p> <p>Observation (S, L)</p> <p>Observation (S, L)</p> <p>Assessment Lecciones 11 a 15 (S, L, R, W)</p>

	Skits about rooms of the house and furniture, prepositions of location	sentences? What are the names of rooms and furniture? Can I describe where something is located?	Interpersonal, Presentational	2E, 2A, 2C, 2F	Observation: skit performances (S, L, R) Quiz on prepositions (W)
December	Continue with lessons in <i>Mi Mundo</i> Christmas vocabulary and using SpanishDict.com	Can I demonstrate demonstrate understanding of correct usage of verbs and include new and old vocabulary? How can I use an online dictionary and critical thinking in order to choose the correct translation?	Interpersonal Interpersonal Interpretive	2E, 2A, 2B 3A, 2D, 2E, 2B, 2C	Observation (S, L) Assessment Lecciones 16 a 20 (S, L, R, W) Google Classroom shared graphic organizer (S, L, W)
January	Continue with lessons in <i>Mi Mundo</i> Skits about time of day and daily routine	Can I demonstrate all that I have learned in the book <i>Mi Mundo</i> ? How do I say different times on the clock? What do people do at different times of day?	Interpersonal Interpersonal, Interpretive, Presentational	2E, 2A, 2B, 2C 2E, 2A, 2C, 2F	Observation (S, L) Assessment Lecciones 21 a 27 (S, L, R, W) Observation: skit performances (S, L, R)
February	¡FIESTA! Play <i>Lotería</i> Intro to <i>Padre Nuestro</i> Skits about food	Can I listen carefully for the word called so that I can find it on my card before it is projected? Can I understand and pronounce correctly the Our Father in Spanish? What are the names of foods in Spanish?	Interpersonal, Interpretive Interpersonal, Presentational Presentational, Interpretive, Interpersonal	2E, 2D 1A, 1B, 2E, 2B, 2C 2E, 2A, 2C, 2F	Observation (L, R) Student recitations of Padre Nuestro in 4 chunks and then the complete prayer (S) Observation: skit performances (S, L, R)
March	<i>Padre Nuestro</i> completed <i>¡Qué asco!</i> in Señor Wooly Partner project: <i>Menú</i>	Can I brainstorm	Presentational Interpersonal Presentational	1A, 1B, 2B, 2C 3A, 2E, 2A 2F, 2A, 2B, 2C,	Student recitations (S) HW activities online (L) Disgusting Menu with a partner (L,

	<i>asqueroso</i>	disgusting foods to create a realistic menu from a disgusting restaurant?		2D	S, R, W)
April	<u><i>Pobre Ana</i></u> in assigned groups: read aloud one chapter each class period and complete comprehension tasks	Can I work with my group to understand the novel we are reading aloud together?	Interpretive, Interpersonal	2F, 2E, 2D, 2B, 2A, 3E, 3F	Observation (S, L, W)
May/June	<u><i>Pobre Ana</i></u> completed Dictation (two times) of a sentence from the novel	Can I listen closely, transcribe what I hear and write the translation of what was said? Can I recall the meaning of the most important vocabulary from the novel? Can I listen to Spanish and retell in English?	Interpretive, Interpersonal Interpersonal, Interpretive Interpersonal, Interpretive	2F, 2E, 2D, 2B, 2A, 3E, 3F 2E, 2C 2E, 2C, 2B	Observation (S, L, W) Dictations (L, W) <u><i>Pobre Ana</i></u> final test (L, W)

Two Types of Assessment: *Formative Assessment and Summative Assessment*

Assessments in a Performance Based Language Program: Interpretive, Presentational, Interpersonal

World-Readiness Standards for Learning Languages include 5 strands: Communication, Cultures, Connections, Comparisons, Communities.

Note that this year (2019-2020) due to the mixed class of 6th and 7th graders, 6th graders will follow the 7th grade curriculum map except for the novel. 6th grade will read Berto y sus buenas ideas while 7th grade will read Pobre Ana.