

## Spanish [½ Year 1A] - Grade 7

Content Covered/Themes/Areas of Focus	American Council on the Teaching of Foreign Languages ACTFL Standards	Materials	Activities / Instructional Delivery	Formative Assessments	Summative Assessments
<b>Unidad Preliminar:</b> Hola p. 5-33 Opening school procedures. Share textbook link or provide initial materials. ETR: Getting to know you activities	<b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. <b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own	<i>Entre Culturas 1</i> p. 6-8	Compare what you know to facts about the frequency of languages used on the internet and the use of Spanish in the world and your community. <b>Suggested Activities:</b> Label and Color a map of Spanish speaking countries. Choose a city to say where you are from in the Spanish speaking world. Have students brainstorm their knowledge about Spanish topics in groups. Groups can play "Scattergories", getting points for having topics not mentioned by other groups. Find a person who: Get signatures of people that know something related to Spanish. First person who gets all the signatures wins.	Paso 2 list Spanish speaking countries represented in your community. Paso 3 In English participate in the discussion forum in Explorer. When and where are Spanish used in our country and community?	
<b>Unidad Preliminar:</b> p. 10-17 Saludos y despedidas Greetings and Farewells. Alphabet: letter names and sounds they represent. Spelling.	<b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. <b>Presentational Communication:</b> 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.	<i>Entre Culturas 1</i> p. 10-17	Listen to, make and practice greeting dialogues. p. 11 Personal space in different cultures p.12.Alphabet letter names and sounds. p. 15 Spelling. <b>Suggested Activities:</b> Create secret codes that students need to read to one another, spelling out words. End code results are silly sayings in Spanish. / Spell out fun words that cognates & false cognates./Sing Alphabet song: <a href="https://www.youtube.com/watch?v=JUCu9PUh9_A">https://www.youtube.com/watch?v=JUCu9PUh9_A</a> . Play hangman using Spanish numbers. Create clock partners. With each time, practice greetings Allow students to choose a Spanish name, make name cards and practice greeting one another each day. Shuffle 'Em Up: Have all students make a name tag. Give everyone the wrong name tag. Pick a person, who must go around the room giving everyone the right name tag. When he/she gives a person the name tag, he/she must ask: "Te llamas Juan?" and the person must respond with "Si, Me llamo Juan" or "No, no me llamo Juan." Rare birds: Have each person write on an index card 3 things about them (favorite songs/after school activities/ something interesting about them no one else knows) and his/ her name. Collect cards. Read one fact and have kids guess who it is: "Se llama Juan?"/ Teaching Usted vs Tu: Place a dot on 1/2 the classes hand with a marker. After teaching the difference between tu and Usted, announce that the students with a mark are adults. The others are kids. Have students greet and address one another: adults with Como esta Usted? and kids with Como estas?	pg 11 Act 3 Paso 2 Students greet one another and ask how they are. page 13 Act 6 Ask other students where they are from and respond to their questions. Listening: page 10 & 11: Write out names and words using words spelled out. Page 17 activity 13: Practice spelling your partner's name and your own	<b>Summative assessment Quiz suggestions:</b> Spell out words to determine if words are spelled correctly. Correctly identify greetings at various times of the day and/or fill in the blanks for what to use with Greetings & Farewells.

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<b>Unidad Preliminar</b> Así se dice 3 p. 18 Numbers 1-31, days of week, months. Cultural comparisons with seasons of the year.	<b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own	<i>Entre Culturas</i> p.19-20	Use video blog to compare Paraguayan, Ma Laura with yourself. Talk about your identity with new vocabulary. Ask and answer questions about identity. Extension 1-4  <b>Suggested Activities:</b> Days of the Week song: <a href="https://www.youtube.com/watch?v=9nyuTTn6hVM">https://www.youtube.com/watch?v=9nyuTTn6hVM</a> Share history of the days of the week with Roman Gods/ Create a calendar (or one month of calendar) Months of the year song: <a href="https://www.youtube.com/watch?v=xP6-MNMzoNw">https://www.youtube.com/watch?v=xP6-MNMzoNw</a> Count to 10: In a circle, student count with saying 1 or 2 numbers. The student that says 10 must sit down. Vary this by playing to 21. In this version, students can say 3 numbers. Sitting in a circle, try to count to 10. Only one person is allowed to stand at a time, calling out a number. If two people stand at same time or say number at the same time, the entire group has to start over Count by twos Put yourself in order in a line, based on the last 4 digits of your phone number Pomelo (grapefruit): Teacher picks out a number. In a circle, students count. When they reach a multiple of #, the student must call out “pomelo,” instead of a number. If he/she forgets or says a number wrong, he/she is out. (Ex- teacher says 3. Students say uno, dos, pomelo, cuatro) Play Pico Firme Bago. Student A picks a secret three digit number (ex. 327) Student B guesses the new number (ex. 623) Pico=Wrong place, wrong digit. Firme: Wrong place, correct digit; bago: Correct place, correct digit. Student A would respond with “Pico, Bago, firme.” Continue playing until the number is correct. (Optional: Change names of Pico, Firme, Bago to vocabulary terms that may relate, such as Mal, Regular, Bien. / Identify famous people that were born in the year or identify the year an event took place Go on a websearch to find out dates of famous holidays/celebrations La fecha game: Various dates are created to make a board game, where you progress through the game if you can say a date correctly Have students line up by birthday Create an interview, discovering others birthdays. Have students find a famous person that shares your birthday and put the name and birthday on an index card, to hand in to teacher. Have others guess who shares a birthday with that famous person. Create a season/month wheel: Put 2 plates on top of each other. The top plate should have ¼ cut out. Fasten together. Have students draw what they do in each season. Allow students to choose a name from a list.	Exit Ticket: Share the date of your favorite holiday in Spanish page 19, Act 15 list to dates you hear and mark on a calendar. page 19: Act 16 Paso 1: Share your birthday with others. Page 19: Act 16 Paso 2: Identify what day of the week birthday falls on 2017 calendar. Create a season wheel Exit ticket: Identify favorite season and month page 22 Act 18 Paso 1 y 2: Practice saying who are and listening for your birthday. page 23: Act 19: Identify information about La fiesta de San Fermín. Listen for months in a song And practice versus of the song with a partner. page 24: Compare favorite holidays, with their dates with a peer Create a simple song or poem using dates. page 26 Act 22 Listening: Listen for years in Spanish and identify songs of the year page 27: Act 23: Identify years that events happened in students' lives. Page 28-29: Observe an ad and answer questions about time/seasons/ months.	<b>Summative assessment</b> <b>Homework/ Quiz suggestions:</b> page 41 paso 4 & Extension 5 Video Blog: Compare self with Paraguayan student. Identify days of the week & months Identify numbers to 31

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<b>Unidad 1</b> Quiénes somos? p. 34-81 Comparisons pages 36-44 Personal Description, some celebrity professions.	<b>Cultural Comparisons</b> <b>Interpersonal Communication</b>	<i>Entre Culturas</i> 1 p. 36-45	page 44: Identify cognates in professions page 45: Try to Match famous people with their professions <b>Suggested Activities:</b> Assign identities to various students as introduction Pair students into groups for assignments by identity.  Create a powerpoint of famous individuals that have certain identities.	p. 42 Activity 3: Soy and identity vocabulary Exit Ticket: Explain ways Texas and Paraguay are similar and different.	<b>Summative Homework/quiz suggestions:</b> Act 7 Extension Extension 2, -8 Quiz on identifying identities
<b>Unidad 1</b> Observa I Adding eres and es to our knowledge and use of ser. Using gustar to express likes with 10 activities. p.49 and p. 52	<b>Interpersonal Communication:</b> see above <b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	<i>Entre Culturas</i> 1 p. 46-57	page 45 Act 7 Match famous people with their profession. page 47 Paso 1 & 2: Self Identify and Question Partner about Identity page 50: Act 10 & 11: Identity Activities <b>Suggested Activities:</b>  Identity Game: Assign identities. Each person first introduces themselves with name and identity. Then class is split into two teams. Someone from Team A points at one of their members and a player from Team B must correctly identify their identity. If there is a mistake, he/she must sit down. Continue until last team is standing. Ask questions about what identity each person has. TPR -ar verbs and have competitions acting out words	Video Blog page 40,-1 paso 1-4 page 43: Act 5 Paso 1 y 2: complete poll of classmates' identities. page 44: Act 6 Paso 1-3 page 48: Act 9 Describe a classmate.  En camino p. 66-67  Thumbs up/Thumbs down: Have students respond to whether they like to do various activities.  Verdad/No es verdad Cards: Hold up Cards (variation of Thumbs up/Thumbs down.) Provide cards that are held up when something is True or not.  Have students draw pictures of classmates liking to do something. Write their name, and have sentence in first person stating what "I like to do"	<b>Summative Homework/quiz suggestions:</b> page 51, Act 12 Extension Activities: 2, 3 ademas se dice, 4-8.

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<b>Unidad 1</b> Observa 2 Saying what you like to do. Giving name, origin, age and birthdate.	<b>Interpersonal Communication</b>	<i>Entre Culturas</i> 1 p. 52-57	<p>page 53: Act 13: Play 20 questions about what you like to do.</p> <p>page 56 Act 15: Match questions and answers</p> <p>page 57: Act 16: Listening Activities</p> <p><b>Suggested Activities:</b>            Play memory game, where first person tells about themselves and next person has to share what last person says, then share about himself. Next person has to share about 2 before him first            Teach TPR actions to represent each like. Have competitions where students act out the activities the fastest.            Create a poll for other students about what they like to do.            Fact or Fiction: Have students complete a questionnaire. Randomly pick a few and create a few lies. Have students guess whether the activities the students like to do are true or not.</p>	<p>page 54: Act 14: Select a person in the reading most compatible with you</p> <p>Exit Ticket: Have student act out/draw and state something he/she likes to do.</p> <p>Exit Ticket: Ask a main question learned (age,name, origin or likes) and have students answer it.</p>	<p><b>Summative Homework/quiz suggestions:</b>            page 55: Act 14 Paso 2: Introduce yourself to roommate, including your name, age, origin, 3 things you like to do and three things you don't like to do.            Quiz activities learned            page 57: act 17: Write down 5 questions to find out about a classmate.            Ser Activities: Extension 2-5</p>
<b>Unidad 1</b> Observa 2 Using ar verbs along with gustar. Compiling all the information to date in short monologues about oneself.	<b>Interpersonal Communication</b> <b>Language Comparisons</b>	<i>Entre Culturas</i> p. 54-57	<p>page 57 Act 17: Create an interview for another student.</p> <p>Draw a pictures of a classmate/ another person and their likes.</p>	<p>page 54-55: Act 14 Read and Write notes about likes/dislikes page 56: Act 15 Match questions and answers to main questions</p> <p>page 57: Act 16 Listening Act answer main questions</p>	<p><b>Summative Homework/quiz suggestions:</b>            Activities: Extension 2, -9            gustar: Extension 2-6</p>
<b>Unidad 1</b> Observa 3 Questions and Answers Asking how old someone is and languages they speak. Using all the forms of ser p. 62	<b>Interpersonal Communication</b> <b>Presentational Communication</b> <b>Cultural Comparisons</b>	<i>Entre Culturas</i> p. 58-81	<p>page 59 Act 18: Interview classmates about their age.</p> <p>page 59-60 Act 19: languages</p> <p>page 69 Compare languages and identities</p> <p><b>Suggested Activities:</b>            Place kids in concentric circles and have them go around in a circle using greetings and asking one another names and ages.            Have students guess famous people's ages in powerpoint.            Have students in powerpoint guess what language various famous people speak as native language.</p>	<p>Exit Ticket: Share your own age</p> <p>Exit Ticket: Share what languages you speak</p> <p>page 61 Act 20 Paso 3: Fill in info about video.</p> <p>White Boards: Make guesses of languages spoken/age of various people.</p>	<p><b>Summative Homework/quiz suggestions:</b>            Extension 1-4, 6            The Explorer section has the Unit Summative Assessments in electronic form. <b>Integrated Performance Assessment</b> outlined on pages 80-81            Listen to two video blogs and answer, write and email to introduce yourself to an exchange student and make a video blog to send to Costa Rica or Spain to introduce yourself to a host family.</p>
<b>Unidad 1</b> Observa 3 p. 58-81 Note Sintesis de gramatica p. 62-63, Yo and tu form of -ar verbs, all forms of ser, Question words and making questions, Using gustar.	<b>Language Comparisons</b>	<i>Entre Culturas</i> p. 62-62	<p><b>Suggested Activities:</b>            Teach Adam's Family Song using SER conjugations and snapping. soy, eres, es (snap, snap), soy eres es (snap, snap), somos, son (snap, snap), etc            Create an Index Card Conjugation Cheat Sheet</p>	<p>White boards: Match up subjects and conjugations of SER with powerpoint pictures.</p> <p>Create a chart of Ser verb from memory</p>	<p><b>Summative Homework/quiz suggestions:</b>            Quiz on SER all forms.            page 67 Act 23: Create slide presentation to introduce self.            Unidad 1: Summative Assessment/IPA p. 80-81</p>

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<b>Unidad 2</b> La vida en la escuela. p. 82-135 Compare Costa Rica and California.	<b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	<i>Entre Culturas</i> p.82-101	Page 86 Activity 1  <b>Suggested Activities:</b> Create Venn Diagram of similarities and differences between Costa Rica and California	Exit Ticket: Describe a similarity/difference between Costa Rica and California Create a question student has about Costa Rica. Think Pair Share similarities and differences between countries.	
<b>Unidad 2</b> Observa 1 Video Blog: Soy Isaac.Estar yo and tu forms page 96 Vocabulary of school subjects. Numbers to 100. Possessives. Definite Articles with gender and number. School schedule page 100.	<b>Interpersonal Communication</b> <b>Presentational Communication</b>	<i>Entre Culturas</i> p. 88-97	Video Blog page 88-89 Act 2 Page 91: Act 3: Video Page 92: Act 5 Page 92: Act 6 page 93: Act 7 page 95: Act 8: Listening Activities definite articles Page 96- 97 Act 11 Paso 1: Reading activity <b>Suggested Activities:</b> TPR with actual school items Play Tic tic toe humano with terms Play snatch. Grab the object the fastest competition Play cranium, where students need to either draw out/act out/describe in Spanish objects from a classroom  Guerra (War): Using cards, student play war, but adding cards. Whoever has most cards wins. For the next round, multiply the cards. Create dot to dot pictures in Spanish using list of numbers read out in German by a partner. Steal the Bacon: Students sit in two rows in Teams. In the center, have a piece of pretend bacon (or any object). Give each student index cards with several numbers each on them. The students in row A have cards that are mixed up, but all have the same numbers as students in Row B. Call out a number. One student from each group should run to try to get to the Bacon first. Find the Number the Fastest: Index Cards with numbers are placed on the Ground. Have teams of 4 or 5, sitting in a circle, each assigned a letter. Call letter A, then a number. Whoever finds it the fastest wins a point for the team.	Page 91: Act 4 Paso 1 y 2 (Using Tengo/tienes) page 95: Act 9 practice with definite articles  Exit Ticket: Describe what school items are in student's bag. White boards: Draw pictures of objects called out/Show items and write names of objects Take a poll of what items are needed in school or costs of items in US. Play kahoot/quizlet	<b>Summative Homework/quiz suggestions:</b> Video Blog: page 89 Act 2 Paso 3 and 4 Asi se dice Extension: 2,4,7,9-15 Gender of Nouns: Observa; Observa Extension 1-5

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<b>Unidad 2</b> Observa 2 Places in a school vocabulary. Use of hay. p.103. Telling what time classes take place. Reasons why a class is liked/disliked	<b>Interpersonal Communication</b> <b>Interpretive Communication</b>	<i>Entre Culturas</i> p. 98-105	Page 99: Act 12: With places Page 99: Act 13: comparing with classes in Costa Rica Page 100: Act 14 Create horario Page 101: Act 15 Paso 1 & 2 : Classes with Time page 104: Act 17: Indefinite articles page 105: Act 18 Compare and contrast school experiences in Costa Rica and US.  <b>Suggested Activities:</b> Have students create a map of a school Have a students identify location of people on a map of a school and/or have students move figures in their map of a school. Use a school map and describe where each class takes place. Place names of classes on board. Using fly swatter/ruler/ etc, two students compete to identify the class fastest. Create own school schedule. whiteboard Hold up:: Describe what is being taught or what supplies are being used, etc, and have students write down the name of the class in Spanish on their whiteboard. Play steal the Bacon with Time TPR Time with clocks. Use body to TPR time in competitions.	Using posters with reasons to like/dislike a subject, have students place post-its with each class they have under the title. Draw a quick map of school. Exit Ticket: Pick a class for the students and have them write why they like/dislike the class.	<b>Summative Homework/quiz suggestions:</b> Asi se dice Extension 2,4,6-11, actividad additional Observa Extension 2, 4-6  page 97 Act 11 Paso 2: Create an ad to solicit donations of school supplies. Include name of school, dates of campaign and list of supplies
<b>Unidad 2</b> Así se dice 3: 8 activities of what we do at school. Ar verbs.p.106.	<b>Cultural Comparisons</b> <b>Presentational Communication</b>	<i>Entre Culturas</i> 106-109	page 107: Act 19: listening page 108: Act 21 page 108-9: Act 22- interview others <b>Suggested Activities:</b> TPR actions and compete Play snatch with new terms Play pictionary with new terms Place activities on ground. Have teams of 4, each person with a letter A-D. Call out a letter and have students scramble to find activity on ground first. Resource: Spanish Burrito Builder Game	page 109: Act 22 Paso 2: Write sentences that describe compatibility with other students. Thumbs Up: If you do certain activities. Draw pictures of yourself doing certain activities on whiteboard. Exit ticket: Write down activities you do at school. whiteboard activities called out.	<b>Summative Homework/quiz suggestions:</b> Asi se dice Extension 2,4,6, 8-11, 12

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<b>Unidad 2</b> Observa 3 Reading about a Costa Rican high school. p.110 Focus on nosotros and ar conjugation.	<b>Cultural Comparisons Products Presentational Communication</b>	<i>Entre Culturas</i> p. 110-135	page 111 Act 23 page 112 Act 24 page 113: Act 25 & 26 Page 125 Act 32 Education/literacy comparison Page 126-128:Act 33 Paso 1 Y 2 y 3 y 4 uniforms in the schools Page 129-130:Act 34 Paso 1 & 2: Reading on School Website of classes / shows costa rican school schedule Page 131: Act 35: School class schedule of costa rican student Page 132-133: Act 36 Paso 1-4: School Vision in Costa Rica/vs. US 134-135: Paso 1-3 Student Life in Costa Rica and US <b>Suggested Activities:</b> Conjugations Back song: <a href="https://www.youtube.com/watch?v=4Ex3k3yKjYk">https://www.youtube.com/watch?v=4Ex3k3yKjYk</a> Use manipulatives to find root and add endings. Whiteboard Hold up: Use whiteboards to check for understanding Play battleship with -ar conjugated terms. Play Around the World competing to know conjugations: One person stand next to person behind him. The two students compete to answer a question. Whoever gets it wrong sits in the seat. The person getting it correct goes to the next person.	page 115 Act 28: Create a blog entry telling a typical day in your school. Draw pictures of people doing activities on whiteboard/With pictures given describe in Spanish what people are doing on whiteboard. Exit ticket: Ask questions using AR verbs and have students respond using new verb conjugation in answers. White boards: Practice conjugations	<b>Summative Homework/quiz suggestions:</b> page 114 Act 27: Create an interview for another student Observa Video Extension Act 24, Enfoque en la forma, Extension 1-5 Interpersonal Assessment: page 135 Write an email following guidelines in Explorer course. Presentational Assessment: Create a PechaKucha-style visual presentation, following instructions in Explorer.
<b>Unidad 2</b> Assessment of Unit 2 Summative Assessments or IPA	<b>Interpretive Communication Interpersonal Communication Presentational Communication</b>	<i>Entre Culturas</i> p. 134-135 and or <i>Recursos for Summative Assessment.</i>			Explorer Summative Assessments. IPA Listen and rate 16 aspects of your school and a Costa Rican school. Write about your school to an e-pal simulation. Present 4 slides and 90 seconds speaking about your school.

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<b>Unidad 3</b> Compare Colorado and Spain. Video Blog: Soy Marina. Así se dice 1 Vocabulary of the family.p. 136-195	<b>Relate products to perspectives of the culture.</b> <b>Interpretive Communication</b> <b>Interpersonal Communication</b>	<i>Entre Culturas</i> 138-159	Video Blog Page 140 Act 1: Productos de España y Colorado Page 142-143 Act 2 Paso 1-3 Page 145 Act 3 Page 146-147 Act 5: Paso 1 listening / Paso 2 -3 148: Act 6 Paso 1 Paso 2  <b>Suggested Activities:</b> Cut out pictures of family members and TPR, using classroom commands: Ex: Pon la madre en la silla. Play bingo with family members. Table Top: State Table of 2: Students must find partner (Table of 5 would be group of 5) and set up parameters for talking about family members or asking questions about others' family members for a set amount of time. Then call out new Table. Have students create a family tree, naming their family members and names for family members. Model your own family tree. Use family members cut outs to create a family tree.	page 145 act 4 paso 2: Sum up information learned about partners family. White boards: Draw pictures of family members play kahoot it with new family members	<b>Summative Homework/ quiz suggestions:</b> Video Blog: page 143 Act 2 Paso 3,4 Así se dice Extension 2,4,7,9-15  page 147 act 5 paso 4: Write an email to introduce your family Vocabulary Quiz on family members
<b>Unidad 3</b> Observa 1 Family trees, surnames in the Spanish speaking world, describing your family.p. 136-159; gender and number with adjectives	<b>Interpretive Communication</b> <b>Interpersonal Communication</b> <b>Relating practices to the perspectives of the culture.</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	<i>Entre Culturas</i> p. 150-153	Page 151 Act 7 Paso 1-2' Page 152: Act 8 List & Act 9 (Game- memory with adjectives) Page 153: Act 153 Paso 1 Y Paso 2 (listening) En Camino page 178 Paso 1 & 2 Explora page 181-183 Act 33: Poema  <b>Suggested Activities:</b> Model description of a family member. Have students write about their own family member and read to another student. Have students ask questions. Then share with class information they learned about their partner's relative with the class. Play Guess Who it is Games, where kids create descriptions of classmates or famous people and have others guess who is being described. Describe my own (or pretend) family members and have students create a drawing of what they read about them. Then show them real pictures to compare their drawing with. Have students find classmates that fit certain descriptions and sign their name to the box. Whoever gets all the signatures the fastest wins. Card Game: In groups of 3, one has list of adjectives and says adjective in English. He flips over card. If it is black, it is masculine. If it is red, it is feminine. If it is face card, it is plural. Competing players must call out correct adjective with correct ending the fastest to keep the card as a point.	Thumbs Up/thumbs down: Whether a family member fits a certain description. Can be used with powerpoint or in regards to kids own family. Exit Ticket: Describe a family member	<b>Summative Homework/ quiz suggestions:</b> Observa 1: Extension 2, 4-8  quiz adjective agreements



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<b>Unidad 3</b> Observa 2 Dónde está? in the house. Use of there is, there are. Nine family activities. ER and IR activities for the first time.	<b>Interpretive Communication</b> <b>Interpersonal Communication</b> <b>Cultural Comparisons</b>	<i>Entre Culturas</i> p. 154-159	155: Act 11 156: act 12 157- Act 13 Paso 1 & 2 157- Act 14: Paso 1 & 2 158: Act 15 Paso 1 & 2 Page 159: Act 16 Paso 1 & 2 <b>Suggested Activities:</b> Students create a floor plan of own home and label. TPR objects into the floor plan. Tell students where to place objects. Create a poster of home and TPR activities on poster Call out an activity and student must point to room where an activity could take place. (Could be a competition) TPR activities Play Snatch with new vocabulary terms	whiteboard Check: Draw a picture of a room thumbs Up/Down: Call out an activity and a room. If it could take place in that room, put thumbs up. If not, thumbs down. Exit ticket: Provide a room and student must describe what happens there. Have students describe differences between garden in US and Spain/Costa Rica Have students compare at what age kids leave home in Costa rica and US	<b>Summative Homework/quiz suggestions:</b> Asi se dice 2 Extension: 2,4,6,7  Vocabulary Quiz on locations in a home.
<b>Unidad 3</b> Observa 2 Spaces where we live. house floor plans, locations in relationship to other objects/ Conjugation of ESTAR	<b>Interpretive Communication</b> <b>Interpersonal Communication</b>	<i>Entre Culturas</i> p 160-163	Page 161 Act 17 page 162 Act 18 Page 163: act 19, act 20  <b>Suggested Activities:</b> Provide drawing of house with only one room drawn in. Provide details of where other rooms are located. Have students draw it as they hear it described. Provide a drawing of a house and have one students describe to another. Play Hot/Cold: Send a student outside. Give instructions in Spanish where an object is located. Play 20 questions to where something is located	En Camino Act 31 Paso 1 & 2 Exit Ticket: Describe where a room is in your home	<b>Summative Homework/quiz suggestions:</b> Observa 2: Extension 2, 4-6  Quiz Estar & locations of house  <b>Presentational Project:</b> Describe your home and where rooms are located in the home.
ADDITIONAL RESOURCES					
	QUIZLETS UNITS PRE-6 link to master list				
	<a href="https://docs.google.com/document/d/1j2Z2p1aOEVq_vEuisxt9FRYH7ltTayVtdRA4ii2wA/edit?usp=sharing">Vocabulary Quizlets and the Links to vocabulary lists are in the cells below. https://docs.google.com/document/d/1j2Z2p1aOEVq_vEuisxt9FRYH7ltTayVtdRA4ii2wA/edit?usp=sharing</a>				
Ser Me gusta Que versus cual	<a href="https://docs.google.com/document/d/10O4KYUOnj0KMERYzrzAt9PVzNYeUb7GNcPBv3mPP4Ww/edit?usp=sharing">https://docs.google.com/document/d/10O4KYUOnj0KMERYzrzAt9PVzNYeUb7GNcPBv3mPP4Ww/edit?usp=sharing</a>				
Definite articles and gender Hay Muchos and muchas A que hora -ar verbs	A teacher-made crossword puzzle is available for each Así se dice 1 Unidades Pre-6 CROSSWORDS 39 puzzles. <b>copy and paste in browser PDF</b> file:///C:/Users/Fred.Robinson/Downloads/EC%201%20Unidades%20Pre-6%20CROSSWORDS.pdf				
Estar and prepositions Family activities er/ier verbs Adjective agreement					

**Spanish [½ Year 1A] - Grade 7**

Content Covered/Themes/Areas of Focus	American Council on the Teaching of Foreign Languages ACTFL Standards	Materials	Activities / Instructional Delivery	Formative Assessments	Summative Assessments
Stem changing verbs Gustar Estar with adjectives					
Future ir + a infinitive Question words Estar and adjective Affirmative and negative expressions Preterit of yo forms					
Hacer and estar to talk about weather Present progressive Compound verb expressions: quiero visitar					