

Seymour Public Schools Curriculum

7th Grade Spanish

Grade 7	Subject: 7 th Grade Spanish Introductory Unit		
CSDE Standard	Comparisons Among Languages and Cultures		
Enduring Understanding	Knowledge of another language boosts the understanding of language in general and enables one to use one's native language more effectively. Awareness of and respect; and respect and appreciation for another culture affords us the unique opportunity of seeing ourselves and our own culture from an outside perspective.		
Essential Questions	<ul style="list-style-type: none"> • How do I demonstrate an understanding of the similarities, differences and interactions across languages? • How do I demonstrate an understanding of the similarities, differences and interactions across cultures? 		
Content Standard:	<ul style="list-style-type: none"> • Demonstrate an awareness of the target language's phonetic and writing systems and how they differ from the phonetic and writing systems in the English language. • Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English. • Evaluate the style of a communicative interaction in the target language. • Identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes. • Demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations. • Use new information and cultural awareness to recognize the similarities and differences across cultures. 		
Performance Expectations (Student outcomes)	<p>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p>		
	Strategies/Modes (example) <ul style="list-style-type: none"> • Whole Class instruction • Pair and group work • Reciprocal teaching • Differentiation 	Materials/Resources (examples) <ul style="list-style-type: none"> • Overhead projector • DVD's • TV • Transparencies • Tapes • Handouts • Texts 	Assessments (examples) <ul style="list-style-type: none"> • Quizzes • Tests • Projects • Written and Oral Presentations • Homework

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	<ul style="list-style-type: none">• Workbooks	
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Grade 7	Subject: 7th Grade Spanish Introductory Unit		
CSDE Standard	Connections (Interdisciplinary Mode)		
Enduring Understanding	No one culture can live if it attempts to be exclusive.		
Essential Questions	<ul style="list-style-type: none"> • How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa? 		
Content Standard:	<ul style="list-style-type: none"> • Use simple information learned in other subjects in their study of world language. • Use simple information from their world language class in their study of other subjects. • Use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge. 		
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> • In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa. 		
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> • Whole Class instruction • Pair and group work • Reciprocal teaching • Differentiation 	<ul style="list-style-type: none"> • Overhead projector • DVD's • TV • Transparencies • Tapes • Handouts • Texts • Workbooks 	<ul style="list-style-type: none"> • Quizzes • Tests • Projects • Written and Oral Presentations • Homework 	

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Grade 7	Subject: 7th Grade Spanish Introductory Unit	
CSDE Standard	Cultures	
Enduring Understanding	A different culture is a different view of life.	
Essential Questions	<ul style="list-style-type: none"> • How do I use my understanding of culture to communicate and function appropriately in another culture? 	
Content Standard:	<ul style="list-style-type: none"> • Identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture. 	
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> • In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication. 	
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> • Whole Class instruction • Pair and group work • Reciprocal teaching • Differentiation 	<ul style="list-style-type: none"> • Overhead projector • DVD's • TV • Transparencies • Tapes • Handouts • Texts • Workbooks 	<ul style="list-style-type: none"> • Quizzes • Tests • Projects • Written and Oral Presentations • Homework

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Grade 7	Subject: 7th Grade Spanish Introductory Unit		
CSDE Standard	Communication (Interpersonal, Interpretive and Presentational Modes)		
Enduring Understanding	Effective communication allows those engaged to understand one another		
Essential Questions	<ul style="list-style-type: none"> • How do I use Spanish to communicate with others? • How do I understand what others are trying to communicate in Spanish? • How do I present information, concepts and ideas in Spanish in a way that is understood? 		
Content Standard:	<ul style="list-style-type: none"> • Greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers and e-mail addresses. • Describe various objects and people found at home and school. • Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past. • Identify people and objects in their environments, based on oral and written descriptions. • Comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school. • Recognize and respond appropriately to questions, statements or commands. • Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest. • Give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments. 		
Performance Expectations (Student outcomes)	<p>Students will:</p> <p>Engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>Understand and interpret spoken and written language on a variety of topics.</p> <p>Present information, concepts and ideas to listeners or readers on a variety of topics.</p>		
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> • Whole Class instruction • Pair and group work • Reciprocal teaching • Differentiation 	<ul style="list-style-type: none"> • Overhead projector • DVD's • TV • Transparencies • Tapes • Handouts • Texts • Workbooks 	<ul style="list-style-type: none"> • Quizzes • Tests • Projects • Written and Oral Presentations • Homework 	

Spanish I
Unit 1

The students will listen to, pronounce, read, write, speak and view information about: asking and telling about activities people like or dislike, their and others' personality traits, the forms and positions of singular adjectives, the use of singular forms of definite and indefinite articles, the recognition of infinitives, the negation of a statement and how to express agreement and disagreement.

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Grade 7	Subject: 7th Grade Spanish Unit 1		
CSDE Standard	Communities		
Enduring Understanding	If businesses are to effectively compete in a global economy, they must learn to deal with other cultures on their own terms. To be able to fully appreciate literature, theater, music and film in other languages, one must be able to access them in their original form.		
Essential Questions	<ul style="list-style-type: none"> • How do I use my knowledge of language and culture to enrich my life and broaden my opportunities? 		
Content Standard:	<ul style="list-style-type: none"> • Exchange information about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs, and distance learning. • Identify different types of employment in which target language skills are an asset. • Review materials and/or media from the target language and culture for enjoyment and/or entertainment. 		
Performance Expectations (Student outcomes)	In at least on language other than English, students will use world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.		
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> • Whole Class instruction • Pair and group work • Reciprocal teaching • Differentiation 	<ul style="list-style-type: none"> • Overhead projector • DVD's • TV • Transparencies • Tapes • Handouts • Texts • Workbooks 	<ul style="list-style-type: none"> • Quizzes • Tests • Projects • Written and Oral Presentations • Homework 	

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Grade 7	Subject: 7th Grade Spanish Unit 1
CSDE Standard	Communication (Interpersonal, Interpretive and Presentational Modes)
Enduring Understanding	Effective communication allows those engaged to understand one another.
Essential Questions	<ul style="list-style-type: none"> • How do I use Spanish to communicate with others? • How do I understand what others are trying to communicate in Spanish? • How do I present information, concepts and ideas in Spanish in a way that is understood?
Content Standard:	<ul style="list-style-type: none"> • Describe various objects and people found at home and school. • Describe their favorite activities at home and school. • Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments. • Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past. • Identify people and objects in their environments, based on oral and written descriptions. • Comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school. • Comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics. • Comprehend the main ideas and identify the principal characters when reading poems, short folk talks or illustrated stories. • Comprehend brief notes on familiar topics, including daily activities at home or school. • Comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements. • Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest. • Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine article. • Give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments. • Write short, informal notes in which they describe or provide information about themselves, their friends and families,

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	<p>and their school activities.</p> <ul style="list-style-type: none"> • Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas. 	
<p>Performance Expectations (Student outcomes)</p>	<p>Students will:</p> <p>Engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>Understand and interpret spoken and written language on variety of topics.</p> <p>Present information, concepts and ideas to listeners or readers on variety of topics.</p>	
<p style="text-align: center;">Strategies/Modes (example)</p> <ul style="list-style-type: none"> • Whole Class instruction • Pair and group work • Reciprocal teaching • Differentiation 	<p style="text-align: center;">Materials/Resources (examples)</p> <ul style="list-style-type: none"> • Overhead projector • DVD's • TV • Transparencies • Tapes • Handouts • Texts • Workbooks 	<p style="text-align: center;">Assessments (examples)</p> <ul style="list-style-type: none"> • Quizzes • Tests • Projects • Written and Oral Presentations • Homework

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Grade 7	Subject: 7th Grade Spanish Unit 1		
CSDE Standard	Comparisons Among Languages and Cultures		
Enduring Understanding	Knowledge of another language boosts the understanding of language in general and enables one to use one's native language more effectively. Awareness of and respect and respect and appreciation for another culture affords us the unique opportunity of seeing ourselves and our own culture from an outside perspective.		
Essential Questions	<ul style="list-style-type: none"> • How do I demonstrate an understanding of the similarities, differences and interactions across languages? • How do I demonstrate an understanding of the similarities, differences and interactions across cultures? 		
Content Standard:	<ul style="list-style-type: none"> • Give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing. • Demonstrate an awareness of the target language's phonetic and writing systems and how they differ from the phonetic and writing systems in the English language. • Expand comprehension strategies to predict outcomes and make comparisons. • Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English. • Identify and describe some cultural beliefs and perspectives relating to family, school, work and play across cultures. • Use new information and cultural awareness to recognize the similarities and differences across cultures. • Use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target culture(s) and to identify with and respect peers in the target culture(s). • Compare and contrast art forms, such as music and songs across cultures. • Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s). • Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures. 		
Performance Expectations (Student outcomes)	<p>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p>		
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> • Whole Class instruction • Pair and group work • Reciprocal teaching 	<ul style="list-style-type: none"> • Overhead projector • DVD's • TV 	<ul style="list-style-type: none"> • Quizzes • Tests • Projects 	

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<ul style="list-style-type: none">• Differentiation	<ul style="list-style-type: none">• Transparencies• Tapes• Handouts• Texts• Workbooks	<ul style="list-style-type: none">• Written and Oral Presentations• Homework
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Grade 7	Subject: 7th Grade Spanish Unit 1		
CSDE Standard	Connections (Interdisciplinary and Intra-disciplinary Modes)		
Enduring Understanding	No one discipline is so unique or all encompassing as to be unrelated to other disciplines. No one culture can live if it attempts to be exclusive.		
Essential Questions	•		
Content Standard:	<ul style="list-style-type: none"> • Use simple information learned in other subjects in their study of a world language. • Use simple information from their world language class in their study of other subjects. • Use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge. • Use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections. • Recognize the various sources of information available only in the target language and culture(s), e.g., newspapers, websites, television, etc. 		
Performance Expectations (Student outcomes)	<p>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p> <p>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</p>		
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> • Whole Class instruction • Pair and group work • Reciprocal teaching • Differentiation 	<ul style="list-style-type: none"> • Overhead projector • DVD's • TV • Transparencies • Tapes • Handouts • Texts • Workbooks 	<ul style="list-style-type: none"> • Quizzes • Tests • Projects • Written and Oral Presentations • Homework 	

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Grade 7	Subject: 7th Grade Spanish Unit 1		
CSDE Standard	Cultures		
Enduring Understanding	A different culture is a different view of life.		
Essential Questions	<ul style="list-style-type: none"> • How do I use my understanding of culture to communicate and function appropriately in another culture? 		
Content Standard:	<ul style="list-style-type: none"> • Recognize simple themes, ideas or perspectives of the target culture. • Identify authentic products, such as those found in the target culture’s homes and communities, and discuss their significance. • Observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture. • Identify and analyze products and practices of the target culture (e.g., social, economic, legal and political), and explore the relationships between these products and practices and the perspectives of the culture. • Identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture. 		
Performance Expectations (Student outcomes)	In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.		
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> • Whole Class instruction • Pair and group work • Reciprocal teaching • Differentiation 	<ul style="list-style-type: none"> • Overhead projector • DVD’s • TV • Transparencies • Tapes • Handouts • Texts • Workbooks 	<ul style="list-style-type: none"> • Quizzes • Tests • Projects • Written and Oral Presentations • Homework 	

**Spanish I
Unit II**

The student will: listen to, pronounce, write, read, speak and view information about: the school day, the classroom and where classroom items are located, school subjects, numbered periods, daily school activities, needed school items, adjectives describing classes and teachers, classroom items, and prepositions of location. The student will effectively use subject pronouns, form the regular present tense forms of -ar verbs, form the plurals of nouns and adjectives, form the present tense of estar, and express what is happening and how and where people and things are.

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Grade 7	Subject: 7th Grade Spanish Unit II		
CSDE Standard	Comparisons Among Language and Cultures		
Enduring Understanding	Knowledge of another language boosts the understanding of language in general and enables one to use one's native language more effectively. Awareness of and respect and respect and appreciation for another culture affords us the unique opportunity of seeing ourselves and our own culture from an outside perspective.		
Essential Questions	<ul style="list-style-type: none"> • How do I demonstrate an understanding of the similarities, differences and interactions across languages? • How do I demonstrate an understanding of the similarities, differences and interactions across cultures? 		
Content Standard:	<ul style="list-style-type: none"> • Give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing. • Demonstrate an awareness of the target language's phonetic and writing systems and how they differ from the phonetic and writing systems in the English language. • Understand how idiomatic expressions affect communication and reflect culture. • Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English. • Use new information and cultural awareness to recognize the similarities and differences across cultures. • Use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target culture(s) and to identify with and respect peers in the target culture(s). • Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s). 		
Performance Expectations (Student outcomes)	<p>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages</p> <p>In a least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p>		
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> • Whole Class instruction • Pair and group work • Reciprocal teaching • Differentiation 	<ul style="list-style-type: none"> • Overhead projector • DVD's • TV • Transparencies • Tapes • Handouts • Texts • Workbooks 	<ul style="list-style-type: none"> • Quizzes • Tests • Projects • Written and Oral Presentations • Homework 	

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Grade 7	Subject: 7th Grade Spanish Unit II		
CSDE Standard	Communication (Interpersonal, Interpretive and Presentational Modes)		
Enduring Understanding	Effective communication allows those engaged to understand one another.		
Essential Questions	<ul style="list-style-type: none"> • How do I use Spanish to communicate with others? • How do I understand what others are trying to communicate in Spanish? • How do I present information, concepts and ideas in Spanish in a way that is understood? 		
Content Standard:	<ul style="list-style-type: none"> • Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments. • Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past. 		
Performance Expectations (Student outcomes)			
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> • Whole Class instruction • Pair and group work • Reciprocal teaching • Differentiation 	<ul style="list-style-type: none"> • Overhead projector • DVD's • TV • Transparencies • Tapes • Handouts • Texts • Workbooks 	<ul style="list-style-type: none"> • Quizzes • Tests • Projects • Written and Oral Presentations • Homework 	

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Grade 7	Subject: 7th Grade Spanish Unit II		
CSDE Standard	Communities		
Enduring Understanding	If businesses are to effectively compete in a global economy, they must learn to deal with other cultures on their own terms. To be able to fully appreciate literature, theater, music and film in other languages, one must be able to access them in their original form.		
Essential Questions	<ul style="list-style-type: none"> • How do I use my knowledge of language and culture to enrich my life and broaden my opportunities? 		
Content Standard:	<ul style="list-style-type: none"> • Identify different types of employment in which target language skills are an asset. 		
Performance Expectations (Student outcomes)	In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.		
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> • Whole Class instruction • Pair and group work • Reciprocal teaching • Differentiation 	<ul style="list-style-type: none"> • Overhead projector • DVD's • TV • Transparencies • Tapes • Handouts • Texts • Workbooks 	<ul style="list-style-type: none"> • Quizzes • Tests • Projects • Written and Oral Presentations • Homework 	

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Grade 7	Subject: 7th Grade Spanish Unit II	
CSDE Standard	Cultures	
Enduring Understanding	A different culture is a different view of life.	
Essential Questions	<ul style="list-style-type: none"> • How do I use my understanding of culture to communicate and function appropriately in another culture? 	
Content Standard:	<ul style="list-style-type: none"> • Identify, experience or read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (e.g., folk art, authentic children’s books, songs and dance), and describe their significance. • Participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet. • Observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture. • Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the practices and products being studied. • Identify and analyze products and practices of the target culture (e.g., social, economic, legal and political), and explore the relationships between these products and practices and perspectives of the culture. • Identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture. 	
Performance Expectations (Student outcomes)	In a least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication	
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> • Whole Class instruction • Pair and group work • Reciprocal teaching • Differentiation 	<ul style="list-style-type: none"> • Overhead projector • DVD’s • TV • Transparencies • Tapes • Handouts • Texts • Workbooks 	<ul style="list-style-type: none"> • Quizzes • Tests • Projects • Written and Oral Presentations • Homework

7th Grade Spanish Unit III

The student will listen to, pronounce, write, read, speak and view information about food and beverages, asking and telling what people eat and drink, food groups, activities promoting good health and ways to describe food. The student will effectively form and use the present tense of regular –er and –ir verbs, as well as the use of me gusta(n) and me encanta(n), the plurals of adjectives and the present tense of ser.

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Grade 7	Subject: 7th Grade Spanish Unit III		
CSDE Standard	Communities		
Enduring Understanding	If businesses are to effectively compete in a global economy, they must learn to deal with other cultures on their own terms. To be able to fully appreciate literature, theater, music and film in other languages, one must be able to access them in their original form.		
Essential Questions	<ul style="list-style-type: none"> • How do I use my knowledge of language and culture to enrich my life and broaden my opportunities? 		
Content Standard:	<ul style="list-style-type: none"> • Identify different types of employment in which target language skills are an asset. • Interact with members of the local community who are employed in a variety of professions to learn how they use the target language in their work. 		
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> • In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation. 		
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> • Whole Class instruction • Pair and group work • Reciprocal teaching • Differentiation 	<ul style="list-style-type: none"> • Overhead projector • DVD's • TV • Transparencies • Tapes • Handouts • Texts • Workbooks 	<ul style="list-style-type: none"> • Quizzes • Tests • Projects • Written and Oral Presentations • Homework 	

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Grade 7	Subject: 7th Grade Spanish Unit III
CSDE Standard	Communication (Interpersonal, Interpretive and Presentational Modes)
Enduring Understanding	Effective communication allows those engaged to understand one another.
Essential Questions	<ul style="list-style-type: none"> • How do I use Spanish to communicate with others? • How do I understand what others are trying to communicate in Spanish? • How do I present information, concepts and ideas in Spanish in a way that is understood?
Content Standard:	<ul style="list-style-type: none"> • Exchange basic information about events, such as classes, meetings and meals. • Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments. • Identify people and objects in their environments, based on oral and written descriptions. • Comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school. • Comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics. • Comprehend the main ideas and identify the principal characters when reading poems, short folk tales or illustrated stories. • Comprehend brief notes on familiar topics, including daily activities at home or school. • Comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements. • Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest. • Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles. • Give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments. • Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.
Performance Expectations (Student outcomes)	<p>Students will:</p> <p>Engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>Understand and interpret spoken and written language on a variety of topics.</p> <p>Present information, concepts and ideas to listeners or readers on a variety of topics.</p>

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Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none">• Whole Class instruction• Pair and group work• Reciprocal teaching• Differentiation	<ul style="list-style-type: none">• Overhead projector• DVD's• TV• Transparencies• Tapes• Handouts• Texts• Workbooks	<ul style="list-style-type: none">• Quizzes• Tests• Projects• Written and Oral Presentations• Homework

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Grade 7	Subject: 7th Grade Spanish Unit III	
CSDE Standard	Comparisons Among Languages and Cultures	
Enduring Understanding	Knowledge of another language boosts the understanding of language in general and enables one to use one’s native language more effectively. Awareness of and respect and respect and appreciation for another culture affords us the unique opportunity of seeing ourselves and our own culture from an outside perspective.	
Essential Questions	<ul style="list-style-type: none"> • How do I demonstrate an understanding of the similarities, differences and interactions across languages? • How do I demonstrate an understanding of the similarities, differences and interactions across cultures? 	
Content Standard:	<ul style="list-style-type: none"> • Give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing. • Demonstrate an awareness of the target language’s phonetic and writing systems and how they differ from the phonetic and writing systems in the English Language. • Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English. • Use new information and cultural awareness to recognize the similarities and differences across cultures. • Use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences. • Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures. • Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s). 	
Performance Expectations (Student outcomes)	<p>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>In at least one language other than English, students will demonstrate an understanding of the concept of culture though comparisons across cultures.</p>	
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> • Whole Class instruction • Pair and group work • Reciprocal teaching • Differentiation 	<ul style="list-style-type: none"> • Overhead projector • DVD’s • TV • Transparencies • Tapes • Handouts • Texts • Workbooks 	<ul style="list-style-type: none"> • Quizzes • Tests • Projects • Written and Oral Presentations • Homework

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Grade 7	Subject: 7th Grade Spanish Unit III	
CSDE Standard	Cultures	
Enduring Understanding	A different culture is a different view of life.	
Essential Questions	<ul style="list-style-type: none"> • How do I use my understanding of culture to communicate and function appropriately in another culture? 	
Content Standard:	<ul style="list-style-type: none"> • Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods. • Identify authentic products, such as those found in the target culture’s homes and communities, and discuss their significance. • Identify, experience or read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (e.g., folk art, authentic children’s books, songs and dance), and describe their significance. • Identify and analyze products and practices of the target culture (e.g., social, economic, legal and political), and explore the relationships between these products and practices and the perspectives of the culture. • Identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture. 	
Performance Expectations (Student outcomes)	In a least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communications through comparisons across cultures.	
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> • Whole Class instruction • Pair and group work • Reciprocal teaching • Differentiation 	<ul style="list-style-type: none"> • Overhead projector • DVD’s • TV • Transparencies • Tapes • Handouts • Texts • Workbooks 	<ul style="list-style-type: none"> • Quizzes • Tests • Projects • Written and Oral Presentations • Homework