

GOOD SHEPHERD EPISCOPAL SCHOOL

7TH GRADE SPANISH YEAR AT A GLANCE

Trimester	Month	Topics	Skills
First Trimester	September	<p style="text-align: center;">Vocabulary: Greetings and leave-takings, Introductions, Forms of address, Ask/tell how you and others are, Classroom commands, Numbers 1-100, Body Parts</p> <p style="text-align: center;">Grammar: Nouns, Singular definite articles, cuantos/as, hay</p> <p style="text-align: center;">Culture: Greetings, First names, Mayan glyphs, Mexican Holidays, Aztec & Aztec calendar, Reversed seasons of north and south hemispheres</p>	<p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>

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	October	<p>Vocabulary: Activities, Likes and dislikes, Adjectives to describe people, Words to ask about or answer what someone is like</p> <p>Grammar: Infinitives, Negatives, Expressing agreement or disagreement, Adjectives, Definite and indefinite articles, Word order: Placement of adjectives</p> <p>Culture: Outdoor cafés, La Plaza Mayor in Madrid, Music and Dance, Rhythm Instruments, Spanish Architecture, Artist Pablo Picasso, Día de los Muertos Project, Simón Bolívar, huipil, What makes a good friend in different cultures, Facts about the Caribbean, Frida Kahlo</p>	<p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>
Second Trimester	November (End of First Trimester/ Beginning of Second Trimester)	<p>Vocabulary: Class subjects, Ordinal numbers, School activities, Things you need for school, Adjectives to describe classes, Classroom items, Furniture and parts, Prepositions of location</p>	<p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>

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		<p>Grammar: Subject pronouns, Present tense of -ar verbs, The verb estar, The plurals of nouns and articles</p> <p>Culture: Courses students take in Spanish-speaking countries, Romans in Spain, Latin influence on Spanish, el recreo, The Mayan numbering system, The 24-hour clock, Facts about Costa Rica, Soccer fan chants, Sor Juana Inés de la Cruz, School Uniforms, Currency exchange rates, P.E. class in Spanish-speaking countries, Cultural perspectives on school, Facts about Central America</p>	<p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>Standard 5.1: Students use the language both within and beyond the school setting.</p> <p>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>
December		<p>Vocabulary: Food and beverages for breakfast and lunch, Verbs to talk about eating and drinking, Adverbs, Health and Exercise, Expressions of hunger thirst, A preference, Agreement and disagreement, Quantities</p> <p>Grammar: Present tense of -er and -ir verbs, Gustar/encantar, The plurals of adjectives, The verb ser</p> <p>Culture: Typical breakfast in Spanish-speaking countries, Fruits and veggies from the Americas, Fruits imported from Chile, Popular snacks in Spanish-</p>	<p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through</p>

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		<p>speaking countries, Diego Rivera's mural, la Tomatina, los mercados, Soccer/World Cup, Herbal remedies</p>	<p>comparisons of the language studied and their own.</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>Standard 5.1: Students use the language both within and beyond the school setting.</p> <p>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>
<p>January</p>		<p>Vocabulary: Leisure activities, Places, Expressions for where you go and with whom, Expressions for when things are done and where someone is from, Adjectives for how someone feels, Expressions to extend, accept, or decline invitations, Expressions for what time something happens</p> <p>Grammar: The verb ir, Asking Questions, ir+a+infinitive, The verb jugar,</p> <p>Culture: la plaza, Popularity of sports clubs and gyms, Tradition of going to the movies, Old San Juan, Andean Music, Chants and songs, Artist: Francisco de Goya, The Paralympics, fiestas, Sergio Garcia and Lorena Ochoa Reyes, Rebecca Lobo, Leisure activities</p>	<p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>Standard 5.1: Students use the language both within and beyond the school setting.</p> <p>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>

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	February	<p>Vocabulary: Family members, Parties and celebrations, People, Adjectives for people and things, Expressions for feelings and needs, Restaurants, Table settings</p> <p>Grammar: The verb tener, Possessive adjectives, The verb venir, The verbs ser and estar</p> <p>Culture: Family Celebrations, papel picado, Spanish royal family, quinceañera traditions, Last names in the Spanish-speaking world. Artists: Garza, Goya, and Rivera, Extended families, Getting a server's attention, arroz con leche, menu del día, Santa Fe, Cultural perspectives on mealtimes</p>	<p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>Standard 5.1: Students use the language both within and beyond the school setting.</p> <p>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>
Third Trimester	March	<p>Vocabulary: Bedroom Items, Electronic Equipment, Colors, Adjectives to describe things, Rooms in a house, Household chores</p> <p>Grammar: Making comparisons, The superlative, Stem-changing verbs: poder and dormir, Affirmative</p>	<p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>

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		<p>“tú” commands, Present progressive tense</p> <p>Culture: Latin Grammy awards, Electronic equipment in Catalan households, Flags of Spanish speaking countries, Mexican flag, la siesta, Electronic devices in Spanish speaking world, las luminarias, Salvador Dalí, la arpillera, el patio, Percentages of peoples in households vs apartments in Caracas, Venezuela, Cinderella, Cultural perspectives on architectural features</p>	<p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>Standard 5.1: Students use the language both within and beyond the school setting.</p> <p>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>
April		<p>Vocabulary: Clothes, Shopping, Numbers 200-1000, Places to shop, Gift items, Accessories, Buying and selling, Talking about the past</p> <p>Grammar: Stem-changing verbs pensar querer preferir, Demonstrative Adjectives, -ar preterite verbs, Preterites ending in –car and –gar, Direct object pronouns</p> <p>Culture: Currencies of the Spanish speaking world, Nonverbal language, Carolina Herrera, Traditional clothing of Panama, Carnaval, Make a mola, Artist: Miró, Botero, ñandutí, Museo</p>	<p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through</p>

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		<p>del Oro in Bogotá, Song El Coquí, Zapotecs, Guelaguetza festival, Shopping habits in Spanish speaking countries, El Rastro, artesanías, Chilean and United States consumer practices</p>	<p>comparisons of the language studied and their own.</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>Standard 5.1: Students use the language both within and beyond the school setting.</p> <p>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>
<p>May</p>		<p>Vocabulary: Places to visit on vacation, Things to see and do on vacation, Modes of transportation, Expressions to talk about vacations, Recycling, Places in a community, Volunteer work</p> <p>Grammar: The preterite of -er and -ir verbs, The preterite of ir, The personal a, The present tense of decir, Indirect Object Pronouns, The preterite of hacer and dar</p> <p>Culture: El Yunque, Delta of the Paraná River, Song Cielito Lindo, Places in Mexico City, Public transportation in Mexico City, Patagonia, Geographical facts about the Americas, Cuzco, Machu Picchu, Lake Titicaca, Nazca Lines, El ojo de Dios, Artist: El Greco. Peace Corps, Recycling efforts in Spain, The doctors of Interplast, Blown glass art in Mexico, Protected natural areas of Costa Rica, Conservation efforts in Puerto Rico, Hospital de la Caridad Spain, las tortugas tinglar, Habitat para la</p>	<p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>Standard 5.1: Students use the language both within and beyond the school setting.</p> <p>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>

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* This YAG will change. It is meant only to provide a quick look at the topics that will be addressed during the school year. Class progress, ERB testing, school trips, and inclement weather will all merit YAG adjustments.