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Preface

This curriculum guide is intended to provide vertical and horizontal framework for the World Languages program of the Ewing Township Public Schools. It is designed to identify the essential components needed by teachers when they prepare instruction in the language of Spanish which will best meet the needs of their students. The teacher’s knowledge of their students’ level of development, learning styles, and general readiness of the student to learn should be the guiding factors in selecting the most appropriate ways to reach the goals and objectives defined by the guide.

The selected published materials are intended to provide resources to teacher in their preparation of instructional activities and teachers should feel free to integrate other resources where appropriate as long as they are consistent with the goals and philosophy as outlined. Integration of concepts and skill developed in the Spanish language into other content areas is encouraged to stimulate real-life experiences and meaning.

All students are not the same. They have different needs, learning styles, and levels of readiness. Therefore, teachers will need to make choices in planning instruction so that the needs of each student are addressed and the scope of the curriculum is accomplished.
Unit 1: Los saludos y las expresiones de cortesía [1 Week]

Why Is This Unit Important?

- To be able to greet each other with courtesy.

Enduring Understandings/Unit Objectives:

- To be able to state common courtesies and to greet and to state farewells.

Essential Questions:

- Can I greet a stranger and/or family member?
- Can I say ‘good-bye’?
- Can I greet with correct expression during various times of the day?

Acquired Knowledge:

- To recognize and to pronounce common courtesy vocabulary.
- To state one’s name and to ask one’s name.

Acquired Skills:

- To state one’s name and to ask another person his/her name.
- To express common courtesy upon greeting another.

Major Assessments:

- Objective test (listening and written)
- Speaking evaluations (individual and dialogs)
- Composition
- Make comix introduction comic strip

Instructional Strategies:

- Direct instruction
- Guided practice
- Oral drill and practice (as necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Demonstrate (in a variety of ways)
- Provide examples to help transfer learning
- Integrate topics and concepts
- Link new information and/or skills to prior knowledge (build background)
- Check for understanding/question
- Re-teach (if necessary)
- Problem-solving
- Critical thinking
- Creative thinking
- Compare and contrast activities
- Technology tools
- Use graphic organizers (maps, charts, illustrations)
- Make objectives/targets explicit

**Instructional Materials:**

- Textbook (Exploring Spanish, EMC Publishing, 3rd edition)
- Workbook (Exploring Spanish, EMC Publishing, 3rd edition)
- Videos (DVD/VHS)
- Transparencies
- Computer (programs)

**Accommodations/Modifications (ESL, Special Education, G&T):**

- Repetition
- Restate directions
- Visual prompts
- Extended time (homework/tests)
- Study/test guide
- Preferential seating
- Modified assignments

**Technology Integration:**

- Use of various websites to review and practice vocabulary, grammatical structures and geography [www.quizlet.com](http://www.quizlet.com), [www.quia.com](http://www.quia.com), [www.euroschoolclubs.co.uk](http://www.euroschoolclubs.co.uk), [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages), [www.makebeliefscomix.com](http://www.makebeliefscomix.com); [getkahoot.com](http://getkahoot.com)

- Authentic video segments related to culture

**Standards Targeted:**

7.IH.A.1-8
7.IH.B.1-6
7.IH.C.1-6
7.AL.A.1-8
7.AL.B.1-6
7.AL.C.1-6
Unit 2: Los objetos y los mandatos de la clase [1 Week]

Why Is This Unit Important?

• To be able to state common classroom objects as well as to use and give typical classroom commands

Enduring Understandings/Unit Objectives:

• To be able to describe and label classroom objects
• To be able to give a formal command to a group or to an individual

Essential Questions:

• Can I ask for a specific object in the classroom?
• Can I give a classmate a specific command related to classroom activities?
• Can I describe my classroom?

Acquired Knowledge:

• To recognize and to pronounce classroom objects
• To state a formal command to one other person as well as to a group

Acquired Skills:

• To describe classroom objects
• To command a classmate to do specific classroom activities

Major Assessments:

• Objective Test (listening and written)
• Speaking evaluations (individual and dialogs)
• Composition

Instructional Strategies:

• Direct instruction
• Guided practice
• Oral drill and practice (as necessary)
• Provide information (in a variety of forms)
• Model desired skills and outcomes
• Demonstrate (in a variety of ways)
• Provide examples to help transfer learning
• Integrate topics and concepts
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• Check for understanding/Question
• Re-teach (if necessary)
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• Creative thinking
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• Technology tools
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7IH.B.1-6
7.IH.C.1-6
7.AL.A.1-8
7.AL.B.1-6
7.AL.C.1-6
Unit 3: Los números [1 Week]

Why Is This Unit Important?

• To be able to count from zero to one thousand

Enduring Understandings/Unit Objectives:

• To be able to count and recognize numbers from zero to one thousand

Essential Questions:

• Can I count from zero to one thousand?
• Can I do simple arithmetic problems using numbers in written and verbal form?
• Can I use numbers to express amounts and quantity?

Acquired Knowledge:

• To recognize and to pronounce numbers zero to one thousand

Acquired Skills:

• To count and perform simple math problems
• To be able to state number of objects in classroom
• To be able to determine page numbers in books or newspapers
• To express quantity

Major Assessments:

• Objective Test (listening and written)
• Speaking evaluations (individual and dialogs)
• Composition

Instructional Strategies:

• Direct instruction
• Guided practice
• Oral drill and practice (as necessary)
• Provide information (in a variety of forms)
• Model desired skills and outcomes
• Demonstrate (in a variety of ways)
• Provide examples to help transfer learning
• Integrate topics and concepts
• Link new information and/or skills to prior knowledge (build background)
• Check for understanding/Question
• Re-teach (if necessary)
• Problem-solving
• Critical thinking
• Creative thinking
• Compare and contrast activities
• Technology tools
• Use graphic organizers (maps, charts, illustrations)
• Make objectives/targets explicit

Instructional Materials:

• Textbook (Exploring Spanish, EMC Publishing, 3rd edition)
• Workbook (Exploring Spanish, EMC Publishing, 3rd edition)
• Videos (DVD/VHS)
• Transparencies
• Computer (programs)

Accommodations/Modifications (ESL, Special Education, G&T):

• Repetition
• Restate directions
• Visual prompts
• Extended time (homework/tests)
• Study/test guide
• Preferential seating
• Modified assignments

Technology Integration:

• Authentic video segments related to culture

Standards Targeted:

7.IH.A.1-8
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7.IH.C.1-6
7.AL.A.1-8
7.AL.B.1-6
7.AL.C.1-6
Unit 4: La geografía [1-2 Weeks]

Why Is This Unit Important?

- To be able to recognize and to describe two major Spanish-speaking countries – Spain and Mexico

Enduring Understandings/Unit Objectives:

- To be able to state major cities and geographical landmarks of each country

Essential Questions:

- Can I name the capital and major cities in each country?
- Can I list some major historical landmarks from each country?
- Can I list major cultural contributions that each country has offered?

Acquired Knowledge:

- To recognize and to list basic capitals, major cities and landmarks from important Spanish-speaking countries

Acquired Skills:

- To be able to describe geographical landmarks and major cities of various Spanish-speaking countries
- To be able to recognize the cultural contributions of each country

Major Assessments:

- Objective test (listening and written)
- Speaking evaluations (individual and dialogs)
- Composition
- PowerPoint country project

Instructional Strategies:

- Direct instruction
- Guided practice
- Oral drill and practice (as necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Demonstrate (in a variety of ways)
- Provide examples to help transfer learning
- Integrate topics and concepts
- Link new information and/or skills to prior knowledge (build background)
- Check for understanding/Question
- Re-teach (if necessary)
• Problem-solving
• Critical thinking
• Creative thinking
• Compare and contrast activities
• Technology tools
• Use graphic organizers (maps, charts, illustrations)
• Make objectives/targets explicit

Instructional Materials:

• Textbook (Exploring Spanish, EMC Publishing, 3rd edition)
• Workbook (Exploring Spanish, EMC Publishing, 3rd edition)
• Videos (DVD/VHS)
• Transparencies
• Computer (programs)

Accommodations/Modifications (ESL, Special Education, G&T):

• Repetition
• Restate directions
• Visual prompts
• Extended time (homework/tests)
• Study/test guide
• Preferential seating
• Modified assignments

Technology Integration:

• Authentic video segments related to culture

Standards Targeted:

7.IH.A.1-8
7.IH.B.1-6
7.IH.C.1-6
7.AL.A.1-8
7.AL.B.1-6
7.AL.C.1-6
Unit 5: La casa [1-2 Weeks]

Why Is This Unit Important?

• To be able to describe one’s home environment

Enduring Understandings/Unit Objectives:

• To be able to describe one’s home or living environment

Essential Questions:

• Can I describe the rooms in my home?
• Can I compare my current living environment with my 'ideal' home?
• Can I compare and contrast living environments of the USA with those in Spanish-speaking country?

Acquired Knowledge:

• To use vocabulary to describe my living environment

Acquired Skills:

• To describe my current living environment
• To ask another person about his home
• To compare homes in our country with those in Spain

Major Assessments:

• Objective Test (listening and written)
• Speaking evaluations (individual and dialogs)
• Composition
• Google Slide ‘Dreamhouse’ project

Instructional Strategies:

• Direct instruction
• Guided practice
• Oral drill and practice (as necessary)
• Provide information (in a variety of forms)
• Model desired skills and outcomes
• Demonstrate (in a variety of ways)
• Provide examples to help transfer learning
• Integrate topics and concepts
• Link new information and/or skills to prior knowledge (build background)
• Check for understanding/Question
• Re-teach (if necessary)
• Problem-solving
• Critical thinking
• Creative thinking
• Compare and contrast activities
• Google Slide ‘Dreamhouse’ project
• Technology tools
• Use graphic organizers (maps, charts, illustrations)
• Make objectives/targets explicit

**Instructional Materials:**

• Textbook (Exploring Spanish, EMC Publishing, 3rd edition)
• Workbook (Exploring Spanish, EMC Publishing, 3rd edition)
• Videos (DVD/VHS)
• Transparencies
• Computer (programs)

**Accommodations/Modifications (ESL, Special Education, G&T):**

• Repetition
• Restate directions
• Visual prompts
• Extended time (homework/tests)
• Study/test guide
• Preferential seating
• Modified assignments

**Technology Integration:**

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• Authentic video segments related to culture

**Standards Targeted:**

7.IH.A.1-8
7.IH.B.1-6
7.IH.C.1-6
7.AL.A.1-8
7.AL.B.1-6
7.AL.C.1-6
Unit 6: La familia [1-2 Weeks]

Why Is This Unit Important?
• To be able to describe one’s immediate and extended family unit

Enduring Understandings/Unit Objectives:
• To describe one’s family – nuclear and extended
• To state family relations
• To ask questions about another’s family

Essential Questions:
• Can I describe the members of my immediate family?
• Can I list and describe the members of my extended family?
• Can I state where family members live?

Acquired Knowledge:
• To use vocabulary to describe my nuclear and extended family

Acquired Skills:
• To describe my family members and their relation to each other
• To ask another person about his family

Major Assessments:
• Objective Test (listening and written)
• Speaking evaluations (individual and dialogs)
• Composition
• ‘Family tree’ project

Instructional Strategies:
• Direct instruction
• Guided practice
• Oral drill and practice (as necessary)
• Provide information (in a variety of forms)
• Model desired skills and outcomes
• Demonstrate (in a variety of ways)
• Provide examples to help transfer learning
• Integrate topics and concepts
• Link new information and/or skills to prior knowledge (build background)
• Check for understanding/Question
• Re-teach (if necessary)
• Problem-solving
• Critical thinking
• Creative thinking
• Compare and contrast activities
• Technology tools
• Use graphic organizers (maps, charts, illustrations)
• Make objectives/targets explicit

**Instructional Materials:**

• Textbook (Exploring Spanish, EMC Publishing, 3rd edition)
• Workbook (Exploring Spanish, EMC Publishing, 3rd edition)
• Videos (DVD/VHS)
• Transparencies
• Computer (programs)

**Accommodations/Modifications (ESL, Special Education, G&T):**

• Repetition
• Restate directions
• Visual prompts
• Extended time (homework/tests)
• Study/test guide
• Preferential seating
• Modified assignments

**Technology Integration:**

• Use of various websites to review and practice vocabulary, grammatical structures and geography [www.quizlet.com](http://www.quizlet.com), [www.quia.com](http://www.quia.com), [www.euroschoolclubs.co.uk](http://www.euroschoolclubs.co.uk), [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages), [www.makebeliefscomix.com](http://www.makebeliefscomix.com); [getkahoot.com](http://getkahoot.com)

• Authentic video segments related to culture

**Standards Targeted:**

7.IH.A.1-8
7.IH.B.1-6
7.IH.C.1-6
7.AL.A.1-8
7.AL.B.1-6
7.AL.C.1-6
Unit 7: Los animales [1-2 Weeks]

Why Is This Unit Important?

- To be able to describe domestic and farm animals
- To describe basic characteristics of common farm and domestic animals

Enduring Understandings/Unit Objectives:

- To name various domestic and farm animals
- To state activities on a working farm
- To describe and group various animals

Essential Questions:

- Can I state my favorite animal and why?
- Can I group animals according to size?
- Can I state what animals provide food?

Acquired Knowledge:

- To use vocabulary to describe animals within a home and on a farm

Acquired Skills:

- To describe domestic animals and working animals
- To compare various animals according to size and living environment

Major Assessments:

- Objective Test (listening and written)
- Speaking evaluations (individual and dialogs)
- Composition
- Video of animal song sung with group

Instructional Strategies:

- Direct instruction
- Guided practice
- Oral drill and practice (as necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Demonstrate (in a variety of ways)
- Provide examples to help transfer learning
- Integrate topics and concepts
- Link new information and/or skills to prior knowledge (build background)
- Check for understanding/Question
- Re-teach (if necessary)
- Problem-solving
- Critical thinking
- Creative thinking
- Compare and contrast activities
- Technology tools
- Use graphic organizers (maps, charts, illustrations)
- Make objectives/targets explicit

**Instructional Materials:**

- Textbook (Exploring Spanish, EMC Publishing, 3rd edition)
- Workbook (Exploring Spanish, EMC Publishing, 3rd edition)
- Videos (DVD/VHS)
- Transparencies
- Computer (programs)

**Accommodations/Modifications (ESL, Special Education, G&T):**

- Repetition
- Restate directions
- Visual prompts
- Extended time (homework/tests)
- Study/test guide
- Preferential seating
- Modified assignments

**Technology Integration:**

- Use of various websites to review and practice vocabulary, grammatical structures and geography [www.quizlet.com](http://www.quizlet.com), [www.quia.com](http://www.quia.com), [www.euroschoolclubs.co.uk](http://www.euroschoolclubs.co.uk), [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages), [www.makebeliefscomix.com](http://www.makebeliefscomix.com), [getkahoot.com](http://getkahoot.com)
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**Standards Targeted:**

- 7.IH.A.1-8
- 7.IH.B.1-6
- 7.IH.C.1-6
- 7.AL.A.1-8
- 7.AL.B.1-6
- 7.AL.C.1-6
Unit 8: Las profesiones y los empleos [1-2 Weeks]

Why Is This Unit Important?

• To be able to state various occupations

Enduring Understandings/Unit Objectives:

• To describe one’s goal for future vocation
• To describe activities of basic occupations
• To ask questions about various occupations

Essential Questions:

• Can I describe my goal for my future vocation?
• Can I describe my current employment?
• Can I ask another person about his/her occupation?
• Can I state if I like or do not like a particular occupation?

Acquired Knowledge:

• To use vocabulary to describe various occupations and vocations

Acquired Skills:

• To describe my current employment as well as my goal for my future vocation
• To ask another person about his occupation

Major Assessments:

• Objective Test (listening and written)
• Speaking evaluations (individual and dialogs)
• Composition

Instructional Strategies:

• Direct instruction
• Guided practice
• Oral drill and practice (as necessary)
• Provide information (in a variety of forms)
• Model desired skills and outcomes
• Demonstrate (in a variety of ways)
• Provide examples to help transfer learning
• Integrate topics and concepts
• Link new information and/or skills to prior knowledge (build background)
• Check for understanding/Question
• Re-teach (if necessary)
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• Critical thinking
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• Compare and contrast activities
• Technology tools
• Use graphic organizers (maps, charts, illustrations)
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Instructional Materials:

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• Workbook (Exploring Spanish, EMC Publishing, 3rd edition)
• Videos (DVD/VHS)
• Transparencies
• Computer (programs)

Accommodations/Modifications (ESL, Special Education, G&T):

• Repetition
• Restate directions
• Visual prompts
• Extended time (homework/tests)
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Technology Integration:

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7.IH.A.1-8
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7.AL.A.1-8
7.AL.B.1-6
7.AL.C.1-6
Unit 9: La comida [1-2 Weeks]

Why Is This Unit Important?

- To be able to describe meals and specific foods
- To recognize traditional foods of various Spanish-speaking countries

Enduring Understandings/Unit Objectives:

- To identify foods
- To state meal and mealtimes
- To express hunger and thirst

Essential Questions:

- Can I describe my favorite foods and beverages?
- Can I ask another person about his/her favorite foods?
- Can I state if I am hungry or thirsty?
- Can I describe the traditional foods of Spain and other Spanish-speaking countries?
- Can I compare and contrast our mealtime habits with those of Spain?

Acquired Knowledge:

- To use vocabulary to describe various foods and mealtimes
- To describe regional foods from Spain and other countries

Acquired Skills:

- To describe favorite foods and beverages
- To create a balanced menu for one week
- To state hunger and thirst

Major Assessments:

- Objective Test (listening and written)
- Speaking evaluations (individual and dialogs)
- Composition
- Menu presentation project - google share/PowerPoint

Instructional Strategies:

- Direct instruction
- Guided practice
- Oral drill and practice (as necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Demonstrate (in a variety of ways)
- Provide examples to help transfer learning
- Integrate topics and concepts
- Link new information and/or skills to prior knowledge (build background)
- Check for understanding/Question
- Re-teach (if necessary)
- Problem-solving
- Critical thinking
- Creative thinking
- Compare and contrast activities
- Technology tools
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- Workbook (Exploring Spanish, EMC Publishing, 3rd edition)
- Videos (DVD/VHS)
- Transparencies
- Computer (programs)

**Accommodations/Modifications (ESL, Special Education, G&T):**

- Repetition
- Restate directions
- Visual prompts
- Extended time (homework/tests)
- Study/test guide
- Preferential seating
- Modified assignments

**Technology Integration:**

- Use of various websites to review and practice vocabulary, grammatical structures and geography [www.quizlet.com](http://www.quizlet.com), [www.quia.com](http://www.quia.com), [www.euroschoolclubs.co.uk](http://www.euroschoolclubs.co.uk), [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages), [www.makebeliefscomix.com](http://www.makebeliefscomix.com); [getkahoot.com](http://getkahoot.com)
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**Standards Targeted:**

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- 7.IH.C.1-6
- 7.AL.A.1-8
- 7.AL.B.1-6
- 7.AL.C.1-6
Unit 10: La ropa [1-2 Weeks]

Why Is This Unit Important?

- To be able to identify and to describe clothing

Enduring Understandings/Unit Objectives:

- To identify and describe clothing
- To identify types of clothing for various seasons

Essential Questions:

- Can I describe my favorite outfits?
- Can I ask what to wear for a specific activity such as skiing or swimming?
- Can I state what I need to pack for a vacation?

Acquired Knowledge:

- To use vocabulary to identify various clothing articles
- To describe clothing for specific sport activities

Acquired Skills:

- To describe clothes
- To state what to pack for a trip
- To state what to wear for each season

Major Assessments:

- Objective Test (listening and written)
- Speaking evaluations (individual and dialogs)
- Composition
- Clothing catalogue for various seasons and/or various events - google slide/PowerPoint

Instructional Strategies:

- Direct instruction
- Guided practice
- Oral drill and practice (as necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Demonstrate (in a variety of ways)
- Provide examples to help transfer learning
- Integrate topics and concepts
- Link new information and/or skills to prior knowledge (build background)
- Check for understanding/Question
- Re-teach (if necessary)
• Problem-solving
• Critical thinking
• Creative thinking
• Compare and contrast activities
• Technology tools
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• Make objectives/targets explicit

**Instructional Materials:**

• Textbook (Exploring Spanish, EMC Publishing, 3rd edition)
• Workbook (Exploring Spanish, EMC Publishing, 3rd edition)
• Videos (DVD/VHS)
• Transparencies
• Computer (programs)

**Accommodations/Modifications (ESL, Special Education, G&T):**

• Repetition
• Restate directions
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• Study/test guide
• Preferential seating
• Modified assignments

**Technology Integration:**

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**Standards Targeted:**

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7.IH.B.1-6
7.IH.C.1-6
7.AL.A.1-8
7.AL.B.1-6
7.AL.C.1-6
Unit 11: La hora y los colores [1-2 Weeks]

Why Is This Unit Important?

• To be able to identify colors
• To be able to state time

Enduring Understandings/Unit Objectives:

• To identify and describe colors
• To state the time

Essential Questions:

• Can I state my favorite colors as well as colors that I do not like?
• Can I ask what time it is?
• Can I state what time it is?
• Can I tell the difference in time between the morning and evening hours?

Acquired Knowledge:

• To identify all colors
• To state the time

Acquired Skills:

• To ask for the time
• To describe clothing with use of color
• To recognize telling time with twenty-four hour basis

Major Assessments:

• Objective Test (listening and written)
• Speaking evaluations (individual and dialogs)
• Composition

Instructional Strategies:

• Direct instruction
• Guided practice
• Oral drill and practice (as necessary)
• Provide information (in a variety of forms)
• Model desired skills and outcomes
• Demonstrate (in a variety of ways)
• Provide examples to help transfer learning
• Integrate topics and concepts
• Link new information and/or skills to prior knowledge (build background)
• Check for understanding/Question
• Re-teach (if necessary)
• Problem-solving
• Critical thinking
• Creative thinking
• Compare and contrast activities
• Technology tools
• Use graphic organizers (maps, charts, illustrations)
• Make objectives/targets explicit

Instructional Materials:

• Textbook (Exploring Spanish, EMC Publishing, 3rd edition)
• Workbook (Exploring Spanish, EMC Publishing, 3rd edition)
• Videos (DVD/VHS)
• Transparencies
• Computer (programs)

Accommodations/Modifications (ESL, Special Education, G&T):

• Repetition
• Restate directions
• Visual prompts
• Extended time (homework/tests)
• Study/test guide
• Preferential seating
• Modified assignments

Technology Integration:

• Authentic video segments related to culture

Standards Targeted:

7.IH.A.1-8
7.IH.B.1-6
7.IH.C.1-6
7.AL.A.1-8
7.AL.B.1-6
7.AL.C.1-6
Unit 12: El tiempo y las estaciones [1-2 Weeks]

Why Is This Unit Important?

- To be able to name the four seasons
- To be able to describe weather pertaining to various seasons

Enduring Understandings/Unit Objectives:

- To identify and describe the four seasons
- To state the months for each season
- To identify weather conditions in various seasons

Essential Questions:

- Can I state my favorite season?
- Can I state what the weather condition is for each season?
- Can I identify the months for each season?
- Can I compare and contrast seasons from the Northern and Southern hemispheres?

Acquired Knowledge:

- To identify the four seasons and the corresponding months
- To state weather conditions in each season

Acquired Skills:

- To list typical weather conditions for all seasons
- To describe favorite season and birthday month
- To compare and contrast seasons

Major Assessments:

- Objective Test (listening and written)
- Speaking evaluations (individual and dialogs)
- Composition
- Webquest project - exploring current weather/seasons in South America
- Music for chapter theme - ‘Hace calor’

Instructional Strategies:

- Direct instruction
- Guided practice
- Oral drill and practice (as necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Demonstrate (in a variety of ways)
- Provide examples to help transfer learning
• Integrate topics and concepts
• Link new information and/or skills to prior knowledge (build background)
• Check for understanding/Question
• Re-teach (if necessary)
• Problem-solving
• Critical thinking
• Creative thinking
• Compare and contrast activities
• Technology tools
• Use graphic organizers (maps, charts, illustrations)
• Make objectives/targets explicit
• Webquest project - exploring current weather/seasons in South America
• Music for chapter theme - ‘Hace calor’

Instructional Materials:

• Textbook (Exploring Spanish, EMC Publishing, 3rd edition)
• Workbook (Exploring Spanish, EMC Publishing, 3rd edition)
• Videos (DVD/VHS)
• Transparencies
• Computer (programs)

Accommodations/Modifications (ESL, Special Education, G&T):

• Repetition
• Restate directions
• Visual prompts
• Extended time (homework/tests)
• Study/test guide
• Preferential seating
• Modified assignments

Technology Integration:

• Authentic video segments related to culture

Standards Targeted:

7.IH.A.1-8
7.IH.B.1-6
7.IH.C.1-6
7.AL.A.1-8
7.AL.B.1-6
7.AL.C.1-6
Unit 13: La música [1-2 Weeks]

Why Is This Unit Important?

- To be able to name famous musicians
- To be able to compare and appreciate cultural differences in the music world

Enduring Understandings/Unit Objectives:

- To identify and describe various types of Spanish/Latina music
- To list famous musicians
- To identify popular/current music

Essential Questions:

- Can I state my favorite Latino musician?
- Can I identify and compare different types of Latin rhythm?
- Can I identify the geographical differences within the various types of Latin music?

Acquired Knowledge:

- To identify the differences of various types of Latin music
- To state current and historically famous musicians and their contributions to the musical world

Acquired Skills:

- To list types of Spanish music related to their geographical source - example flamenco to Spain as merengue to Dominican Republic
- To describe favorite musician

Major Assessments:

- Objective Test (listening and written)
- Speaking evaluations (individual and dialogs)
- Composition
- Google slide/PowerPoint of various musicians/musical groups

Instructional Strategies:

- Direct instruction
- Guided practice
- Oral drill and practice (as necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Demonstrate (in a variety of ways)
- Provide examples to help transfer learning
- Integrate topics and concepts
- Link new information and/or skills to prior knowledge (build background)
• Check for understanding/Question
• Re-teach (if necessary)
• Problem-solving
• Critical thinking
• Creative thinking
• Compare and contrast activities
• Technology tools
• Use graphic organizers (maps, charts, illustrations)
• Make objectives/targets explicit

Instructional Materials:

• Textbook (Exploring Spanish, EMC Publishing, 3rd edition)
• Workbook (Exploring Spanish, EMC Publishing, 3rd edition)
• Videos (DVD/VHS)
• Transparencies
• Computer (programs)

Accommodations/Modifications (ESL, Special Education, G&T):

• Repetition
• Restate directions
• Visual prompts
• Extended time (homework/tests)
• Study/test guide
• Preferential seating
• Modified assignments

Technology Integration:

• Authentic video segments related to culture

Standards Targeted:

7.IH.A.1-8
7.IH.B.1-6
7.IH.C.1-6
7.AL.A.1-8
7.AL.B.1-6
7.AL.C.1-6