



# SCHOOL DISTRICT OF MONROE

*Preparing for the Future, One Child at a Time*

## Spanish (Grade 7)

### **Course Description:**

The curriculum for this course is developed from the [Wisconsin Model Academic Standards for Foreign Languages](#). Exploratory Spanish is a required, nine week course meeting every day in which students explore the basics of the Spanish language and cultures. Students focus on understanding spoken language and speaking, as well as reading and writing in the target language.

### **Mastery Standards:**

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes:

#### Interpersonal Communication:

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

#### Interpretive Communication:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

#### Presentational Communication:

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.

Unit	Description of Unit and Learning Targets
<b>Unit Title: Identity and Belonging</b>  <u>Essential Questions:</u> <ul style="list-style-type: none"><li>• Who am I?</li><li>• Who are you?</li></ul>	Students will.....  <u>Learning Targets:</u> <ul style="list-style-type: none"><li>• Identify memorized phrases and isolated facts about getting acquainted from simple sentences in informational texts.</li><li>• Request and provide information by asking and answering a few simple questions for getting acquainted.</li><li>• Introduce self using practiced, or memorized words and phrases, with the help of gestures or visuals.</li></ul>
<b>Unit Title: Global Citizenship</b>  <u>Essential Questions:</u> <ul style="list-style-type: none"><li>• What does it mean to be globally aware?</li><li>• What are the responsibilities of a global citizen?</li></ul>	Students will...  <u>Learning Targets:</u> <ul style="list-style-type: none"><li>• Identify some typical practices, in my own and other cultures, related to being a globally aware citizen</li><li>• Identify different personal and community perspectives about cultural foods and practices</li></ul>
<b>Unit Title: Weather</b>	Students will...

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How does the weather affect my daily life?</li> </ul>	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Identify the topic and some isolated facts about weather from simple sentences in informational texts.</li> </ul>
<p><b>Unit Title: Body parts</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How can I tell someone that something is wrong with me?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Identify the topic and some isolated facts about the body from simple sentences in informational texts.</li> </ul>
<p><b>Unit Title: Animales</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How are animals valued around the globe?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Identify the topic and some isolated facts about animals from simple sentences in informational texts.</li> </ul>
<p><b>Unit Title: La Cultura</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How do individuals develop values and beliefs?</li> <li>• What factors shape our values and beliefs?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Identify different personal and community perspectives about values and beliefs.</li> </ul>