

Spanish Curriculum

Seventh Grade

By the end of seventh grade, students will identify letter sound relationships and recognize new words by the use of phonics skills and word patterns. The seventh grader will know how to express and use letter sound relationships so that they can demonstrate comprehension through the use of context clues. They will be able to apply word relationships to other subject areas and will begin to use the skills to read appropriate books *independently*, write sentences and short stories, and listen to and speak in Spanish.

Archdiocese of Santa Fe Standard 1: Communication
Students increase their knowledge and understanding of the Spanish language and become active participants in our multilingual and multicultural society.

NSFLE Standard 1: Communication
Students communicate in languages other than English.

NSFLE Standard 3: Connections
Students connect with other disciplines and acquire information.

NSFLE Standard 4: Comparisons
Students develop insight into the nature of language and culture.

NSFLE Standard 5: Communities
Students participate in multilingual communities at home and around the world.

These objectives should be achieved per grade level by all schools. The curriculum may be tailored for schools that offer a Spanish program of less than three times per week in accordance with each school's resources and the approval of the school's administration.

Essential for Mastery in Grade 7

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate the student has achieved the Learning Outcome)	BEST PRACTICES
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<p>NOTE: <i>Provide age-appropriate literature and songs pertaining to the topic being taught. All previous grade level outcomes should be reviewed and reinforced.</i></p>		
<p>A. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Spanish.</p>		
<p>1. Create scenarios and participate in group activities that require the application of skills learned.</p>	<ul style="list-style-type: none"> • Student-student: Be able to produce and carry out daily situations from home, school, and around the community to demonstrate knowledge of oral and written language. 	
<p>B. Students understand and interpret written and spoken language on a variety of topics.</p>		
<p>1. Be able to write each hundreds number from 100-1000.</p>	<ul style="list-style-type: none"> • Demonstrate the ability to recite each hundreds number from 100-1000 without any assistance from the teacher. 	
<p>2. Recite mathematical vocabulary (plus, minus, multiply, divided by, etc.).</p>	<ul style="list-style-type: none"> • Demonstrate orally and in written form a mixture of vocabulary words. 	
<p>3. Identify modes of transportation.</p>	<ul style="list-style-type: none"> • Vocabulary: Be able to match/label modes of transportation through literature and visual aids. 	
<p>C. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>		
<p>1. Use grammar rules that pertain to <i>SER</i> and <i>ESTAR</i> and demonstrate appropriate usage.</p>	<ul style="list-style-type: none"> • Show evidence of appropriate usage of <i>SER</i> and <i>ESTAR</i> conforming to the rules of grammar. 	
<p>2. Extend and learn conjugation of irregular verbs.</p>	<ul style="list-style-type: none"> • Conjugate and understand the meaning of irregular verbs in the present tense (orally and written) using all the subject pronouns. 	
<p>3. Identify and use various idioms.</p>	<ul style="list-style-type: none"> • Identify and become familiar with the usage of idioms in Spanish. 	

4. Identify and use possessive adjectives plus <i>de</i> .	<ul style="list-style-type: none"> • Demonstrate proper usage of possessive adjectives plus <i>de</i>. 	
5. Recognize transitional words such as: first, next, then, last, etc.	<ul style="list-style-type: none"> • Become familiar with and be able to naturally translate transitional words from one language to another (English/Spanish or Spanish/English). 	
6. Recognize and utilize <u>verb + infinitive</u> (e.g., <i>puedo ir, quiero comer</i>).	<ul style="list-style-type: none"> • Show evidence of comprehension of <u>verb + infinitive</u> by applying the rules of grammar. 	

Archdiocese of Santa Fe Standard 2: Culture
Students attain knowledge and understanding of the Spanish culture.

NSFLE Standard 2: Cultures
 Students gain knowledge and understanding of the other cultures.

NSFLE Standard 4: Comparisons
 Students develop insight into the nature of language and culture.

These objectives should be achieved per grade level by all schools. The curriculum may be tailored for schools that offer a Spanish program of less than three times per week in accordance with each school's resources and the approval of the school's administration.

Essential for Mastery in Grade 7

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
NOTE: <i>Provide age-appropriate literature and songs pertaining to the topic being taught. All previous grade level outcomes should be reviewed and reinforced.</i>		

A. Students demonstrate an understanding of the cultural practices of the Spanish language.		
1. Understand the celebration and ceremony of <i>La Quinceañera</i> .	<ul style="list-style-type: none"> Compare and contrast <i>La Quinceañera</i> to USA’s “Sweet Sixteen” celebration. 	
2. Understand <i>Madrina</i> and <i>Padrino</i> in relation to family customs and cultural value throughout Spanish speaking countries.	<ul style="list-style-type: none"> Describe the roles that the “<i>Madrina</i>” and the “<i>Padrino</i>” have in the Hispanic family. 	
3. Use the terms “ <i>Compadre</i> and <i>Comadre</i> ” in relation to their cultural value and beliefs.	<ul style="list-style-type: none"> Explain the uses of the terms <i>compadre</i> and <i>comadre</i> with examples. 	
4. Explain “Laborers” (<i>Braceros</i>) Mexican workers recruited from Mexico under the Emergency Farm Labor Program known as the <i>Bracero</i> Program.	<ul style="list-style-type: none"> Present a timeline of the events that brought this program to the USA and its effects on this country. 	
5. Describe César Estrada Chávez and his life-long commitment to social justice.	<ul style="list-style-type: none"> Provide facts about César Chavez’s life and accomplishments. 	

Archdiocese of Santa Fe Standard 3: Students will enhance their understanding of Catholic faith and heritage through study of the Spanish language and culture.

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Essential for Mastery in Grade 7

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
NOTE: <i>Provide age-appropriate literature and songs pertaining to the topic being taught. All previous grade level outcomes should be</i>		

<i>reviewed and reinforced.</i>		
A. Students use the Spanish language and authentic sources to reinforce content learned in the area of religion.		
1. Recite the Rosary in Spanish (<i>El Rosario</i>).	<ul style="list-style-type: none"> • Teacher observation: Recite with the class the Rosary (<i>El Rosario</i>) with clarity. 	
2. Sing <i>Ven Espiritu Santo</i> (words can be found in <u>Flor y Canto</u>).	<ul style="list-style-type: none"> • Actively sing and participate during music lessons. Sing with clarity; demonstrate knowledge of new vocabulary presented in the song. 	
3. Role play <i>Las Posadas</i> .	<ul style="list-style-type: none"> • Oral classroom group presentations on the journey, taking on the role of a character in the <i>Posadas</i>. 	