**PACING GUIDE**

**COURSE:** Exploratory Spanish **GRADE(S): 7**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MONTH** | **UNIT** | **STANDARDS/SKILLS** | **ASSESSMENTS**What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered? | **CONTENT**Topics being covered? What do students need to know? (*nouns*) | **ACTIVITIES**w/Integration of Technology & Career Ready Practices |
| Sept | All about me | * Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources
* Ask and respond to memorized questions about physical characteristics and personality qualities using digital tools and face-to-face communication.
* Use appropriate greetings and leave taking from the target culture in a variety of scenarios
* Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).
* Describe self and others
* Retell highlights from age- and level-appropriate culturally authentic target language text orally and/or in writing including physical characteristics and personality qualities by creating a multimedia presentation
* Identify words/phrases, key points, and main idea(s) in target language age- and level-appropriate culturally authentic materials as found in electronic information sources and other texts.
* Ask and respond to questions about target culture by recombining words/phrases using digital tools and face-to-face communication in the target language.
* Ask and respond to questions using digital tools and face-to-face communication in the target language.
* Produce written texts and oral presentations
* Skim and scan target language culturally authentic audio, video, or written text from electronic information sources
* Ask and respond to memorized questions
* Imitate and incorporate appropriate intonation for asking different types of questions

Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts. |

|  |
| --- |
| **Warm-up:*** Oral review- How do you describe yourself? Brainstorm words you remember.
* Rapid-fire questions-Who remembers vocab to describe yourself?
* Video clips of people describing themselves
* Worksheet practice-workbook pages, grammar review pages
* Music
* Guided practice- teacher/student
* Individual practice-students
* Group work- students work cooperatively to answer question related to vocab
* Choral response

  **Anticipatory Set:*** 2-5 minute activity related to days topic
* Current events
* Discovery Channel short video clips relating to vocab/grammar
* YouTube video clips
* Hot seat questioning in target language
* Student Q&A stating date, objective, homework, and important dates prompted in target language
* Oral questioning with oral and/or written response
* Explain a concept in student's own words

**Closure:*** Exit ticket
* Hot seat (Rapid-fire questions)
* Oral questioning and answers
* Review of days lesson
* Worksheet guided review practice
 |

|  |
| --- |
| SummativeUnit Test including listening, speaking, reading, writing relating to the vocab, grammar and culture in the unit (All About ME)* Inter-personal Speaking 1-2 min.
* Interpersonal writing 50+ words
* students write a short essay about themselves
 |

 | * Introduce oneself and someone else
* Cultural practices/Perspectives - Greetings/Farewells/Expressions of Courtesy
* Cultural Practices - Names of People
* Formal and Informal Language
* Personality qualities/Physical characteristics/Personality Traits
* Cultural practices- Describe people
* Likes and dislikes and preferences about activities
* Cultural practices **-**Sports/Activities

 Subject Pronouns, Noun Gender, Subject /Adjective Agreement, Subjects and Verbs in sentences | * Podcasts: [www.notesinspanish.com](http://www.notesinspanish.com/)
* Websites related to Spanish: <http://www.laits.utexas.edu/spe/>
* Current events: [www.bbcmundo.com](http://www.bbcmundo.com/)
* Native Speaker Audio: [www.laits.com](http://www.laits.com/)
* www.videoele.com
* Chrome books
* Google suite with apps

Google Classroom (questions, posts, assignments, shared documents and websites, polls)* Quizlet.com (Vocabulary and Grammar flashcards, learn, spell, self-test, games, Quizlet.live)
* Glencoe.com (Textbook activities)
* Quia.com (Vocabulary/Grammar Games)
* Kahoot.it (Vocabulary/Grammar Review - Jumble and Quiz Games)
* Allpurposegames.com (Vocabulary/Grammar Review Games)
* Duolingo (Student paced Reading, Listening, Speaking, Writing Language Practice - Vocabulary enhancement)
* Letsrecap.com (Video recording for speaking practice and assessments)
* YouTube.com (Cultural videos, tutorial videos)

EdPuzzle (Using videos as assessments) |
| Oct | School days | * Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources
* Ask and respond to memorized questions about physical characteristics and personality qualities using digital tools and face-to-face communication.
* Use appropriate greetings and leave taking from the target culture in a variety of scenarios
* Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).
* Retell highlights from age- and level-appropriate culturally authentic target language text orally and/or in writing including physical characteristics and personality qualities by creating a multimedia presentation.
* Use physical response to demonstrate understanding of classroom routines.
* Ask and respond to memorized questions about academic and social aspects of school-life, schedules, and classroom activities using digital tools and face-to-face communication utilizing the target language.

Produce multimedia rich presentation that compares school life in the home and target culture using the information found in age-and-level appropriate culturally authentic texts. | **Warm ups**

|  |
| --- |
| * Oral review- What are you wearing? Brainstorm words you remember.
* Rapid-fire questions-Who remembers vocab to describe yourself?
* Video clips of people describing what they are wearing
* Worksheet practice-workbook pages, grammar review pages
* Music
* Guided practice- teacher/student
* Individual practice-students
* Group work- students work cooperatively to answer question related to vocab
* Choral response

  **Anticipatory Set:*** 2-5 minute activity related to days topic
* Current events
* YouTube video clips-clothing
* Hot seat questioning in target language
* Student Q&A stating date, objective, homework, and important dates prompted in target language
* Oral questioning with oral and/or written response

**Closure:*** Exit ticket
* Hot seat (Rapid-fire questions)
* Oral questioning and answers
* Review of days lesson
* Worksheet guided review practic
 |

|  |  |  |
| --- | --- | --- |
|

|  |  |
| --- | --- |
|  |   |

* Unit Test including listening, speaking, reading, writing relating to the vocab, grammar and culture in the unit (School days)
* Inter-personal Speaking 1-2 min.
* Interpersonal writing 50+ words
* students write a short essay
 |

 | * Classroom objects/school supplies/The Verb-Tener (To Have)
* Introduction to Classroom Commands
* Introduction to school subjects and materials
* Definite and Indefinite Articles
* Ask/give opinions about classes/subjects
* Days of the week/Months of the year
* Telling time/Calendar/schedule
* Clothing items/Colors
* Cultural Practices/Perspectives - Clothing shopping
* Ordinal numbers
* Likes and dislikes and preferences about activities/Sports
* Cultural practices- Sports/Activities
* Weather conditions
* Spanish Education system/School – Levels-(Elementary/Secondary)- Cultural Practices

Spanish School schedule versus American School Schedule | * Podcasts: [www.notesinspanish.com](http://www.notesinspanish.com/)
* Websites related to Spanish: <http://www.laits.utexas.edu/spe/>
* Current events: [www.bbcmundo.com](http://www.bbcmundo.com/)
* Native Speaker Audio: [www.laits.com](http://www.laits.com/)
* www.videoele.com
* Chrome books
* Google suite with apps

Google Classroom (questions, posts, assignments, shared documents and websites, polls)* Quizlet.com (Vocabulary and Grammar flashcards, learn, spell, self-test, games, Quizlet.live)
* Glencoe.com (Textbook activities)
* Quia.com (Vocabulary/Grammar Games)
* Kahoot.it (Vocabulary/Grammar Review - Jumble and Quiz Games)
* Allpurposegames.com (Vocabulary/Grammar Review Games)
* Duolingo (Student paced Reading, Listening, Speaking, Writing Language Practice - Vocabulary enhancement)
* Letsrecap.com (Video recording for speaking practice and assessments)
* YouTube.com (Cultural videos, tutorial videos)

EdPuzzle (Using videos as assessments) |
| NOV | Home Sweet home | * Skim and scan culturally authentic target language materials from electronic information/sources and other sources to identify types of furniture found in the home, names of the rooms in the home, and common household items.
* Skim and scan culturally authentic texts to identify cultural products and practices related to home life.
* Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home using digital tools and face-to-face communication in the target language.
* Create a multimedia rich presentation to describe family members and target culture(s).

Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of a home and its contents and family members in the target culture. | **Warm ups**

|  |
| --- |
| * Oral review- What are you wearing? Brainstorm words you remember.
* Rapid-fire questions-Who remembers vocab to describe yourself?
* Video clips of people describing what they are wearing
* Worksheet practice-workbook pages, grammar review pages
* Music
* Guided practice- teacher/student
* Individual practice-students
* Group work- students work cooperatively to answer question related to vocab
* Choral response

  **Anticipatory Set:*** 2-5 minute activity related to days topic
* Current events
* YouTube video clips-clothing
* Hot seat questioning in target language
* Student Q&A stating date, objective, homework, and important dates prompted in target language
* Oral questioning with oral and/or written response

**Closure:*** Exit ticket
* Hot seat (Rapid-fire questions)
* Oral questioning and answers
* Review of days lesson
* Worksheet guided review

practice |

|  |  |  |
| --- | --- | --- |
|

|  |  |
| --- | --- |
|  |   |

* Unit Test including listening, speaking, reading, writing relating to the vocab, grammar and culture in the unit (School days)
* Inter-personal Speaking 1-2 min.
* Interpersonal writing 50+ words
* students write a short essay
 |

 | * Introduction of Family Members/Friends/Pets
* Describing family members
* Description and Characterization of family members
* Conjugation of the verb, “Ser” (To Be) and adjective agreement
* Professions and Occupations
* Possessive and Demonstrative adjectives
* The Preposition “De” (Of) to show relationship/ownership
* Cultural Practices/Cultural perspective- Family life
* Pastimes/hobbies- Family Life
* Identifying parts of the house/Furnishings
* Responsibilities and chores of Family members
* Likes and dislikes -Pastimes/Activities/Sports of Family members

Ask for and give directions | * Podcasts: [www.notesinspanish.com](http://www.notesinspanish.com/)
* Websites related to Spanish: <http://www.laits.utexas.edu/spe/>
* Current events: [www.bbcmundo.com](http://www.bbcmundo.com/)
* Native Speaker Audio: [www.laits.com](http://www.laits.com/)
* www.videoele.com
* Chrome books
* Google suite with apps

Google Classroom (questions, posts, assignments, shared documents and websites, polls)* Quizlet.com (Vocabulary and Grammar flashcards, learn, spell, self-test, games, Quizlet.live)
* Glencoe.com (Textbook activities)
* Quia.com (Vocabulary/Grammar Games)
* Kahoot.it (Vocabulary/Grammar Review - Jumble and Quiz Games)
* Allpurposegames.com (Vocabulary/Grammar Review Games)
* Duolingo (Student paced Reading, Listening, Speaking, Writing Language Practice - Vocabulary enhancement)
* Letsrecap.com (Video recording for speaking practice and assessments)
* YouTube.com (Cultural videos, tutorial videos)

EdPuzzle (Using videos as assessments) |
| NOV DEC | FOOD | * Skim and scan age- and level-appropriate culturally authentic target language materials from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s).
* Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu.
* Present cultural products and imitate cultural practices related to food as found in age-and-level appropriate, culturally authentic materials.
* Recognize a few common gestures and cultural practices associated with food preferences, products and practices of the target culture(s).
* Give and follow simple, oral and written directions, commands, and requests through appropriate physical response as they relate to food practices.

Present cultural products and imitate cultural practices related to food as found in age- and level appropriate, culturally authentic materials. | **Warm ups**

|  |
| --- |
| * Oral review- What are you wearing? Brainstorm words you remember.
* Rapid-fire questions-Who remembers vocab to describe yourself?
* Video clips of people describing what they are wearing
* Worksheet practice-workbook pages, grammar review pages
* Music
* Guided practice- teacher/student
* Individual practice-students
* Group work- students work cooperatively to answer question related to vocab
* Choral response

  **Anticipatory Set:*** 2-5 minute activity related to days topic
* Current events
* YouTube video clips-clothing
* Hot seat questioning in target language
* Student Q&A stating date, objective, homework, and important dates prompted in target language
* Oral questioning with oral and/or written response

**Closure:*** Exit ticket
* Hot seat (Rapid-fire questions)
* Oral questioning and answers
* Review of days lesson
* Worksheet guided review practice
 |

|  |  |  |
| --- | --- | --- |
|

|  |  |
| --- | --- |
|  |   |

* Unit Test including listening, speaking, reading, writing relating to the vocab, grammar and culture in the unit (School days)
* Inter-personal Speaking 1-2 min.
* Interpersonal writing 50+ words
* students write a short essay
 |

 | * Introduction to Food and Beverage items
* Conjugation of the verbs “Comer” (To Eat), “Tomar” (To take/to Have) and “Beber” (To Drink) in the Present tense
* Table Etiquettes/Dining and Eating Out in Spanish-Speaking Countries/Hours Of Operation
* Cultural Practices/Perspectives - Food Shopping in Spanish-Speaking Countries (Comparison /American Food Shopping)
* Ordering food and Beverage items in Spanish-Speaking Countries
* Expressing likes, Preferences and Dislikes about Food and Beverage Items
* Expressing quantity/quality
* Food Specialty stores in Spanish-Speaking Countries
* Meals in Spanish-Speaking Countries (Make Comparison with American Meals)
* Currency Exchange vs. American Currency Exchange

The Four Seasons/Food Celebrations/Recipes | * Podcasts: [www.notesinspanish.com](http://www.notesinspanish.com/)
* Websites related to Spanish: <http://www.laits.utexas.edu/spe/>
* Current events: [www.bbcmundo.com](http://www.bbcmundo.com/)
* Native Speaker Audio: [www.laits.com](http://www.laits.com/)
* www.videoele.com
* Chrome books
* Google suite with apps

Google Classroom (questions, posts, assignments, shared documents and websites, polls)* Quizlet.com (Vocabulary and Grammar flashcards, learn, spell, self test, games, Quizlet.live)
* Glencoe.com (Textbook activities)
* Quia.com (Vocabulary/Grammar Games)
* Kahoot.it (Vocabulary/Grammar Review - Jumble and Quiz Games)
* Allpurposegames.com (Vocabulary/Grammar Review Games)
* Duolingo (Student paced Reading, Listening, Speaking, Writing Language Practice - Vocabulary enhancement)
* Letsrecap.com (Video recording for speaking practice and assessments)
* YouTube.com (Cultural videos, tutorial videos)

EdPuzzle (Using videos as assessments) |
| DEC | Celebrations | * Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places and things related to cultural celebrations.
* Ask and respond to simple questions related to holidays and other celebrations in the home and target cultures.
* Copy and write words and phrases to create a multimedia rich presentation describing a celebration in the home or target culture.

Dramatize an authentic song or recite a poem associated with a target culture celebration. | **Warm ups**

|  |
| --- |
| * Oral review- What are you wearing? Brainstorm words you remember.
* Rapid-fire questions-Who remembers vocab to describe yourself?
* Video clips of people describing what they are wearing
* Worksheet practice-workbook pages, grammar review pages
* Music
* Guided practice- teacher/student
* Individual practice-students
* Group work- students work cooperatively to answer question related to vocab
* Choral response

  **Anticipatory Set:*** 2-5 minute activity related to days topic
* Current events
* YouTube video clips-clothing
* Hot seat questioning in target language
* Student Q&A stating date, objective, homework, and important dates prompted in target language
* Oral questioning with oral and/or written response

**Closure:*** Exit ticket
* Hot seat (Rapid-fire questions)
* Oral questioning and answers
* Review of days lesson
* Worksheet guided review practice
 |

|  |  |  |
| --- | --- | --- |
|

|  |  |
| --- | --- |
|  |   |

* Unit Test including listening, speaking, reading, writing relating to the vocab, grammar and culture in the unit (School days)
* Inter-personal Speaking 1-2 min.
* Interpersonal writing 50+ words
* students write a short essay
 |

 | * Cultural events/activities
* Calendar/Travel
* Introduction to Travel Vocabulary/Means of Transportation
* Expressing and Inquiring Information on Travel
* Clothing and colors
* Traditions/customs
* Authentic holidays
* Family community
* Cultural events/activities

Activities associated with planning, attending, and participating in celebrations  | * Podcasts: [www.notesinspanish.com](http://www.notesinspanish.com/)
* Websites related to Spanish: <http://www.laits.utexas.edu/spe/>
* Current events: [www.bbcmundo.com](http://www.bbcmundo.com/)
* Native Speaker Audio: [www.laits.com](http://www.laits.com/)
* www.videoele.com
* Chrome books
* Google suite with apps

Google Classroom (questions, posts, assignments, shared documents and websites, polls)* Quizlet.com (Vocabulary and Grammar flashcards, learn, spell, self-test, games, Quizlet.live)
* Glencoe.com (Textbook activities)
* Quia.com (Vocabulary/Grammar Games)
* Kahoot.it (Vocabulary/Grammar Review - Jumble and Quiz Games)
* Allpurposegames.com (Vocabulary/Grammar Review Games)
* Duolingo (Student paced Reading, Listening, Speaking, Writing Language Practice - Vocabulary enhancement)
* Letsrecap.com (Video recording for speaking practice and assessments)
* YouTube.com (Cultural videos, tutorial videos)

EdPuzzle (Using videos as assessments) |
| DEC-JAN | Animales | * Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about migratory animals, their habitats, and the reasons for migration.
* Ask and respond to memorized questions about migratory animals, their habitats, and the reasons for their migration using digital tools and face-to-face communication.
* Use culturally appropriate gestures and imitate appropriate intonation for asking different types of questions in the target language (If appropriate in the target language).

Retell highlights from age- and level-appropriate culturally authentic target language text orally or in writing that includes physical characteristics of migratory animals, their habitats, and their migratory patterns by creating a multimedia-rich presentation. | **Warm ups**

|  |
| --- |
| * Oral review- What are you wearing? Brainstorm words you remember.
* Rapid-fire questions-Who remembers vocab to describe yourself?
* Video clips of people describing what they are wearing
* Worksheet practice-workbook pages, grammar review pages
* Music
* Guided practice- teacher/student
* Individual practice-students
* Group work- students’ work cooperatively to answer question related to vocab
* Choral response

  **Anticipatory Set:*** 2-5 minute activity related to days topic
* Current events
* YouTube video clips-clothing
* Hot seat questioning in target language
* Student Q&A stating date, objective, homework, and important dates prompted in target language
* Oral questioning with oral and/or written response

**Closure:*** Exit ticket
* Hot seat (Rapid-fire questions)
* Oral questioning and answers
* Review of days lesson
* Worksheet guided review practice
 |

|  |  |  |
| --- | --- | --- |
|

|  |  |
| --- | --- |
|  |   |

* Unit Test including listening, speaking, reading, writing relating to the vocab, grammar and culture in the unit (School days)
* Inter-personal Speaking 1-2 min.
* Interpersonal writing 50+ words
* students write a short essay
 |

 | * Environment Conditions/and how they affect animals
* Geographical features/locations/Weather patterns
* Names of Migratory Animals
* Physical characteristics of migratory animals
* Basic survival needs of migratory
* Pollution of air, water and land
* How Humans affecting animals
* Names of Habitats of migratory animals

Persuading and advocating change, weather | * Podcasts: [www.notesinspanish.com](http://www.notesinspanish.com/)
* Websites related to Spanish: <http://www.laits.utexas.edu/spe/>
* Current events: [www.bbcmundo.com](http://www.bbcmundo.com/)
* Native Speaker Audio: [www.laits.com](http://www.laits.com/)
* www.videoele.com
* Chrome books
* Google suite with apps

Google Classroom (questions, posts, assignments, shared documents and websites, polls)* Quizlet.com (Vocabulary and Grammar flashcards, learn, spell, self test, games, Quizlet.live)
* Glencoe.com (Textbook activities)
* Quia.com (Vocabulary/Grammar Games)
* Kahoot.it (Vocabulary/Grammar Review - Jumble and Quiz Games)
* Allpurposegames.com (Vocabulary/Grammar Review Games)
* Duolingo (Student paced Reading, Listening, Speaking, Writing Language Practice - Vocabulary enhancement)
* Letsrecap.com (Video recording for speaking practice and assessments)
* YouTube.com (Cultural videos, tutorial videos)

EdPuzzle (Using videos as assessments) |
| JAN | Going green | * Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with recycled products of the target culture(s).
* Give and follow directions regarding recycled products.
* Ask and respond to memorized questions about recycled products using digital tools and face-to-face communication.
* Produce a multimedia rich presentation that compares recycled products of the target culture(s) with those of the local school/community using information found in age-and level-appropriate culturally authentic texts.
 | **Warm ups**

|  |
| --- |
| * Oral review- What are you wearing? Brainstorm words you remember.
* Rapid-fire questions-Who remembers vocab to describe yourself?
* Video clips of people describing what they are wearing
* Worksheet practice-workbook pages, grammar review pages
* Music
* Guided practice- teacher/student
* Individual practice-students
* Group work- students’ work cooperatively to answer question related to vocab
* Choral response

  **Anticipatory Set:*** 2-5 minute activity related to days topic
* Current events
* YouTube video clips-clothing
* Hot seat questioning in target language
* Student Q&A stating date, objective, homework, and important dates prompted in target language
* Oral questioning with oral and/or written response

**Closure:*** Exit ticket
* Hot seat (Rapid-fire questions)
* Oral questioning and answers
* Review of days lesson
* Worksheet guided review practice
 |

|  |  |  |
| --- | --- | --- |
|

|  |  |
| --- | --- |
|  |   |

* Unit Test including listening, speaking, reading, writing relating to the vocab, grammar and culture in the unit (School days)
* Inter-personal Speaking 1-2 min.
* Interpersonal writing 50+ words
* students write a short essay
 |

 | * Symbols of recycling in target culture
* Names of Fabrics and Paper Products
* Vocabulary of Renewable Resources (Water, Electricity and Paper)
* Recycled Electronic Items
* Vocabulary related with symbols of recycling
* Art associated with recycling
* Slogans for environmental friendly resources
* Automobile Parts

Recyclable Categories | * Podcasts: [www.notesinspanish.com](http://www.notesinspanish.com/)
* Websites related to Spanish: <http://www.laits.utexas.edu/spe/>
* Current events: [www.bbcmundo.com](http://www.bbcmundo.com/)
* Native Speaker Audio: [www.laits.com](http://www.laits.com/)
* www.videoele.com
* Chrome books
* Google suite with apps

Google Classroom (questions, posts, assignments, shared documents and websites, polls)* Quizlet.com (Vocabulary and Grammar flashcards, learn, spell, self-test, games, Quizlet.live)
* Glencoe.com (Textbook activities)
* Quia.com (Vocabulary/Grammar Games)
* Kahoot.it (Vocabulary/Grammar Review - Jumble and Quiz Games)
* Allpurposegames.com (Vocabulary/Grammar Review Games)
* Duolingo (Student paced Reading, Listening, Speaking, Writing Language Practice - Vocabulary enhancement)
* Letsrecap.com (Video recording for speaking practice and assessments)
* YouTube.com (Cultural videos, tutorial videos)

EdPuzzle (Using videos as assessments) |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|

|  |  |  |
| --- | --- | --- |
| **Formative Assessment** |      |   |

**Summative Assessment** |      |   |