

Williamsville Central School District
Grade 7 LOTE Curriculum

Williamsville Central School District

Discipline
Course/Grade

Languages Other Than English (LOTE)
Spanish Grade 7

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Suggested Pacing Chart

These units may be re-ordered, the sequence is independent

Units	Weeks of Study
Introduction and Personal Identification	2-3
Education	2-3
Physical Environment	2-3
Family Life	2-3
House and Home	2-3
Meal Taking/Food/Drink	2-3
Health and Welfare	2-3
Shopping	2-3
Community/Neighborhood	2-3
Travel	2-3
Leisure	2-3
Earning a Living	2-3

Guide to Curriculum-Related Vocabulary

Guaranteed and Viable Curriculum

Guaranteed: The guaranteed curriculum is what is **imperative** to teach—a curriculum that is communicated and assured to all groups; clear guidance to teachers regarding what knowledge is **expected** to be learned in courses or at grade levels.

Viable: a viable curriculum is a curriculum that can be realistically taught during the time available during the course of a school year. Its focus is on what is **essential vs. supplemental** to teach in a school year. It must be organized and sequenced to enable effective student learning—that is, to say, checking to make sure the essentials are being taught **AND** learned. The focus is on the standards that are most essential and demand the greatest amount of time.

Curriculum: the sequencing and pacing of essential declarative and procedural knowledge, common assessments along with the experiences students must have with that content.

Power Performance Indicators

Power performance indicators are an essential part of the curriculum and define the essential (inescapable) knowledge, understandings, skills, and processes of a particular course of study. They should be designated based on their endurance, leverage (capacity of the standard to be applied) and importance for higher level learning in the discipline. **Power Performance Indicators are denoted in bold print.**

Essential Components

Declarative Knowledge: Answers the questions, “what do students need to know and understand?” Includes, facts, concepts, principles, generalizations, cause/effect sequences, time sequences, and vocabulary terms.

Procedural Knowledge: Answers the question, “What do students need to be able to do and at what level of application (Bloom’s Taxonomy). Includes skills and processes that result in construction of models, shaping of ideas, and internalization of knowledge (practice to achieve automaticity and fluency).

Key Vocabulary/Glossary: Vocabulary deemed essential to the curriculum.

ASSESSMENT FORMAT

Name of Assessment	Benchmark Formative	Common Formative	Summative	Screening	Diagnostic	Window of Administration	Access to Results
Grade 7 District Assessment: LOTE			X			June: Modified exam week	WITS

New York State Learning Standards LOTE Checkpoint A

Standard 1: Students will be able to use a language other than English for communication.

Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Students can:

- Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults
- Comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words
- Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English
- Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.

Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Students can:

- Understand the main idea and some details of simple informative materials written for native speakers
- Compose short, informal notes and messages to exchange information with members of the target culture.

Standard 2: Students will develop cross-cultural skills and understanding. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.

Students can:

- Use some key cultural traits of the societies in which the target language is spoken.

Essential Expectations of Students Checkpoint A

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Essential expectations are sample performance tasks that can be completed by all students by the end of each checkpoint level.

Unit	Grade 5	Grade 6	Grade 7	Grade 8
	<i>The students will be able to...</i>			
Intro	<i>(speaking)</i> engage orally in basic conversations in greeting a friend	<i>(listening/speaking)</i> respond to a variety of classroom commands given by the teacher	<i>(listening/speaking)</i> role play an introduction of a friend to his/her family	<i>(writing/speaking)</i> describe his/her feelings and emotions
Personal ID	<i>(speaking)</i> describe him/her self to classmates	<i>(writing)</i> fill in authentic documents like a passport application	<i>(writing)</i> describe him/her self in a letter to a pen pal	<i>(speaking)</i> role play with students from another country
Education	<i>(writing)</i> list objects in a classroom	<i>(writing)</i> fill in a school schedule card with subjects and time	<i>(speaking)</i> use verbs as they relate to classroom activities	<i>(speaking)</i> have a conversation about his/her report card
Physical Environment	<i>(speaking)</i> give a weather report about another city	<i>(speaking)</i> name the animals he/she would see on a trip to a zoo or farm	<i>(writing)</i> label geographic features on a map ie: trees, forest, lake, ocean	<i>(writing)</i> make a poster advocating recycling and conservation
Family Life	<i>(writing)</i> make and label a family tree	<i>(writing/speaking)</i> make and present a scrapbook of family members describing their characteristics	<i>(listening)</i> answer questions that compare and contrast different family members	<i>(writing)</i> write a letter to out-of-town family members to invite them to a family event
House And Home	<i>(writing)</i> label the rooms of a house	<i>(speaking)</i> describe the different rooms in his/her home	<i>(writing)</i> write a real estate ad to sell a house	<i>(speaking)</i> describe his/her daily household routines
Meal Taking	<i>(writing)</i> label a table setting	<i>(writing)</i> create a menu for breakfast, lunch and dinner	<i>(speaking)</i> describe to a host family a special meal that he/she would like for a birthday party	<i>(speaking)</i> role play a restaurant situation

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Essential Expectations of Students Checkpoint A

Unit	Grade 5	Grade 6	Grade 7	Grade 8
	<i>The students will be able to...</i>			
Health And Welfare	<i>(writing)</i> label parts of the body on a visual display	<i>(listening/writing)</i> draw a picture based on oral prompts from the teacher	<i>(speaking)</i> persuade a parent that he/she can't go to school due to illness	<i>(speaking)</i> role play a situation between a doctor and patient describing symptoms and the doctor giving advice
Shopping	<i>(speaking)</i> perform a fashion show stating what he/she is wearing	<i>(speaking)</i> role play bartering for a clothing item in an outdoor market, paying for the item and counting out change	<i>(writing)</i> write about what he/she will buy with a \$500 gift certificate at a mall	<i>(speaking)</i> role play buying clothes using various modes of payment including target language currency
Community			<i>(reading)</i> associate what activities are performed at various places in the community	<i>(writing)</i> write about various places in the community that he/she will visit and what they will do there
Travel		<i>(listening/writing)</i> list various modes of transportation by recognizing them aurally	<i>(speaking)</i> state the various modes of transportation used to go to different places in the community	<i>(speaking)</i> role play a situation at a train station to purchase a ticket to go to another city using the 24 hour clock and appropriate currency
Leisure		<i>(speaking)</i> describe his/her favorite leisure time activities	<i>(writing)</i> categorize various sports equipment with the sport activity	<i>(speaking)</i> discuss his/her favorite television show or movie
Earning A Living			<i>(writing)</i> list various occupations	<i>(writing)</i> write a short essay describing his/her favorite occupation and why

LOTE Performance Standards Grades 7/8 (Checkpoint A)

Listening (comprehension, completeness, accuracy)

The student will...

- 4 comprehend conversation and/or speech by almost always responding correctly and appropriately orally or in writing, either in English or in the target language. The student will almost always be able to sustain understanding over stretches of connected discourse on a number of topics pertaining to different times and places.
- 3 comprehend conversation and/or speech by mostly responding correctly and appropriately orally or in writing, either in English or in the target language.
- 2 comprehend sentence-length utterances which consist of recombinations of learned elements in a limited number of topics.
- 1 comprehend short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible.
- 0 *The student is unable to comprehend the target language.*

Speaking (comprehension, appropriate delivery)

The student will...

- 4 eagerly initiate speech which is almost always smooth and effortless using good intonation and pronunciation for this grade level. The student is able to handle successfully a limited number of interactive, task-oriented and social functions.
- 3 Initiate speech which is mostly appropriate and comprehensible. The student is able to exhibit fairly smooth and effortless delivery with satisfactory intonation and pronunciation.
- 2 exhibit speech which is frequently appropriate and comprehensible but may need occasional prompting.
- 1 exhibit speech which satisfies the requirements of basic communicative exchanges, relying on learned utterances.
- 0 *The student is unable to exhibit speech in the target language.*

LOTE Performance Standards Grades 7/8 (Checkpoint A)

Reading (comprehension, completeness, accuracy)

The student will...

- 4 almost always understand connected texts dealing with previously learned topics.
- 3 mostly understand simple, connected texts dealing with previously learned topics.
- 2 occasionally understand main ideas of simple, connected texts and/or previously learned topics.
- 1 rarely understand main ideas and/or some facts from the simplest, connected texts dealing with previously learned topics.
- 0 *The student is unable to read in the target language.*

Writing (appropriate, accuracy, punctuation)

The student will...

- 4 write short messages, postcards and notes, almost always exhibiting a high degree of control of structure and conventions for this grade level.
- 3 write short, simple letters, messages, postcards and notes, mostly exhibiting good control of structure and conventions.
- 2 write short, simple letters, messages, postcards and notes with some control of structure and conventions.
- 1 write fixed expressions and limited memorized material making frequent errors in punctuation, spelling and grammar.
- 0 *The student is unable to write in the target language.*

Culture (accuracy, extent of knowledge)

The student will...

- 4 describe accurately in English, without resources, many aspects of the target language culture. The student will be able to cite, compare and contrast several cultural/environmental traits from several cultures.
- 3 describe in English, without resources several aspects of the target language culture. The student will be able cite, compare and contrast some cultural/environmental traits from several cultures.
- 2 describe in English, without resources, some aspects of the target language culture. The student will be able to compare and contrast some cultural traits from two cultures.
- 1 describe cultural traits from at least two cultures. The student may need to use resources.
- 0 *The student is unable to demonstrate understanding of the target culture.*

Grade 7 Sample Performance Tasks

Listening

(teacher reads in English) Your friend has just arrived in your town from the country of _____. Together you plan on visiting many places in your community to take part in different activities.

Listen to the activities mentioned by your teacher and choose the picture, on the attached sheet, that best fits the location where each activity will take place.

Speaking

(teacher reads to student) You are shopping for a birthday present for a friend. I am the salesclerk in the store. You want some suggestions for a gift.

Reading

Directions to the student: Look at the train/plane ticket on the attached sheet. Find the following information and answer the questions in English:

- What time does the train/plane leave?
- What is the date on the ticket?
- What is the destination of the ticket holder?
- How much does the ticket cost?

Writing

Your Spanish pen pal wants to know about your family and your house. In the target language, write a note to your pen pal describing your family and your house.

Culture

Directions to the student: (Student writes in English.) Using the information you learned this year about the target culture, write a note to your friend telling him/her why you would like to visit _____.

Grade 8 Sample Performance Tasks

Listening

Directions to student: you are shopping at the ___ department store in the city of ___. You hear this announcement. (*announcement in target language*)

Shoppers: Today only! There are special reductions in the clothing department. Suits are 20% off, sweaters 25% off and shoes 50% off. See a clerk for additional bargains now. Don't miss out on this opportunity.

On the attached sheet students will check the appropriate response to the following English questions.

- When is this sale?
- What is on sale?
- How can you find out about other sale items?

Speaking

(*teacher reads in English*) A new exchange student has arrived at your school from ___. He would like to know more about school activities. You start the conversation.

Reading

Directions to the student: (*teacher reads in English*) You are reading a newspaper from the city of ___. You notice the advertisement on the attached sheet. Answer the following questions based on this advertisement:

- What items are on sale?
- How much do these items cost?
- What date is the sale?
- What hours will the sale take place?

Writing

Directions to the student: In the target language, write a note to your friend inviting him/her to go with you to watch a soccer game.

Culture

Directions to the student: Using the information that you learned this year about the ___ culture, write a paragraph that compares and contrasts your understanding of this culture with your own culture. You may wish to include information about:

- history, social events, holidays, traditions, customs, government
- music, art, food, gestures
- education, transportation, famous people, currency
- sports, entertainment

Personal Identification

In addition to the declarative knowledge outlined below, the expectation is that instruction will build upon and continuously reinforce key vocabulary from grades 5 and 6 as it relates to the unit topic.

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO	Key Vocabulary
<p>Adjectives: placement in sentences, agreement (gender, number)</p> <ul style="list-style-type: none"> • nationalities • describing feelings • describing personality traits <p>Calendar and Dates</p>	<p>Listening (40%) The students will be able to demonstrate the following when given at least five sentences, which may include complex sentence structures with simple situations. Comprehension should be indicated by correct target language and appropriately responding in English and/or in the target language. Response may be oral or written and should demonstrate understanding of the conversation and/or speech.</p> <ul style="list-style-type: none"> • Understand information from providers of common public services in face-to-face communication; • Understand announcements broadcast over loudspeakers, radio, and television; • Follow informal face-to-face communications with familiar individuals and providers of common public services; • Follow simple narratives. <p>Speaking (30%) Students should use question words to initiate conversation, obtain information and respond appropriately in complete sentences to inversion,</p>	<p>Adjectives</p> <ul style="list-style-type: none"> • estadounidense – American from the US • americano – American • triste-sad • contento – happy • divertido – fun • cómico – funny • cortés – polite • descortés – impolite • tímido – shy • extrovertido – outgoing • amable – kind <p>Calendar and Dates</p> <ul style="list-style-type: none"> • El day of week-on day of week

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO	Key Vocabulary
<ul style="list-style-type: none"> Definite article with days of the week <p>Related Vocabulary</p> <p>Interrogative Expressions</p> <ul style="list-style-type: none"> questioning techniques: who, what, where, when, why, how, how much, how many, which <p>Common expressions</p>	<p>intonation and question. Questions should solicit simple responses with some additional information. Speech should be appropriate to the topic and easily understood by native speakers used to foreigners attempting to speak their language.</p> <ul style="list-style-type: none"> Initiating conversations to obtain information; Responding appropriately to simple statements and questions; Repeating or rephrasing their utterances and utilizing non-verbal cues in order to make their speech comprehensible to the native speaker and to compensate for errors in pronunciation and structure. <p>The students will be able to sustain a conversation of at least 4 utterances based on a given speaking task. This task will be one of the following: expressions of socializing, providing or acquiring information or expressing personal feelings and opinions.</p> <ul style="list-style-type: none"> Participating in conversations about everyday activities and interests at home, in school, and in the community, and about self, family and friends; Composing language that consists primarily of familiar words and expressions for objects and people generally present in the every-day environment for personal and family interests; Employing commonly used descriptors and simple sentence structures using the present tense and, occasionally, markers for past and future time. 	<p>Related Vocabulary</p> <ul style="list-style-type: none"> el apellido – last name <p>Interrogatives</p> <ul style="list-style-type: none"> Quiénes – Who (pl.) Cuántos, as – How many Cuáles – Which or what (pl.) porque – because <p>Common expressions</p> <ul style="list-style-type: none"> Lo siento – I'm sorry ¡Qué lástima! – What a shame! ¡Qué pena! – What a pity! ¡Qué bueno! – That's good! ¡Qué malo! – That's bad! ¡Qué bien! – How nice!

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO	Key Vocabulary
<p>Verbs</p> <ul style="list-style-type: none"> • Ser and Estar-to be <p>Appropriate Usage of Formal vs. Informal</p> <p>Formal versus Informal when addressing people</p>	<p>Reading (20%) The students will be able to obtain information from a variety of print media and demonstrate comprehension of the main idea(s) with detail in English or the target language. Answers to level-appropriate questions can be in oral or written form. Students may use cognates and visual cues to assist in recognition of the main ideas even though the passage may contain unfamiliar material.</p> <ul style="list-style-type: none"> • Obtaining information from short notes or brief messages about the everyday activities and interests of young people and familiar adults, posters illustrating issues and people in the target cultures, printed advertisements, and illustrated simple texts from newspapers and magazines containing information about people or contemporary issues that are important to the students and to members of the target cultures; • Making use of familiar vocabulary and sentence structures to expand comprehension of written text; • Guessing the meaning of more complex written material using context, recognition of words that are similar in their own language (cognates) where appropriate, accompanying illustrations, and knowledge of situations and issues that they have acquired in their native language. 	<p>Verbs</p> <ul style="list-style-type: none"> • Ser and Estar-to be (all forms) <p>Culture</p> <ul style="list-style-type: none"> • EEUU – USA

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO	Key Vocabulary
	<p>Writing (10%) The students will be able to compose notes of at least 30 words on a given topic using a variety of level-appropriate vocabulary and simple sentence structures without resources.</p> <ul style="list-style-type: none"> Using familiar words and learned expressions to convey their intended message, including appropriate terms for objects, people, and activities in the everyday environment or associated with personal and family interests; Using simple sentence structures, not necessarily limited to the present tense, to perform writing functions pertaining to every-day needs. <p>Culture The students will be able to understand and explain, in English, food, holidays, customs, special events, and social interactions associated with the culture of the target language. The students will use available resources to demonstrate understanding and/or gain appreciation for different aspects of the target culture, via projects or oral presentations</p> <ul style="list-style-type: none"> Recognizing cultural patterns and traditions of the target cultures in the target language; Understanding the cultural implications of the spoken language and of the dynamics of social interaction; <p>Correct target language using and interpreting cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain.</p>	<p>GRADE 6 VOCABULARY</p> <p>Greetings and Leave Taking</p> <ul style="list-style-type: none"> Hasta mañana -See you tomorrow. Hasta ____ -See you ____. Mucho gusto -Pleased to meet you.- Nice to meet you. Igualmente -likewise Buen fin de semana. - Have a nice weekend. bienvenido(a) -welcome buena suerte -good luck Feliz cumpleaños - Happy birthday <p>Name Telling</p> <ul style="list-style-type: none"> Él se llama ... -He calls himself, (His name is...) Ella se llama ... -She calls herself, (Her name is...) Mi nombre es ... -My name is... ¿Cómo se llama? (ud.) - How do you call yourself? (What's your name?)

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO	Key Vocabulary
		<p>Classroom Expressions</p> <ul style="list-style-type: none"> • Hablen/habla en español -Speak in Spanish. • escriban/escribe -write • pregunten/pregunta -ask • comiencen/comienza - begin • continúen/continua - continue • ¿Puedo ir al baño? -Can I go to the bathroom? • ¿Puedo sacar punta a mi lápiz ?-Can I sharpen my pencil? • Yo no sé. -I don't know. • No comprendo. -I don't understand. • silencio -silence • pongan atención/ponga/pon -pay attention <p>Feelings/Emotions</p> <ul style="list-style-type: none"> • maravilloso -marvelous • más o menos -more or less • contento/ feliz -happy • ¿Cómo está Ud.? -How are you? • ¿Cómo están Uds.? - How are you? (plural)

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO	Key Vocabulary
		<p>Address and Phone Number</p> <ul style="list-style-type: none"> • ¿Cuál es tu número de teléfono? -What is your phone number? <p>Adjectives</p> <ul style="list-style-type: none"> • ¿Cómo eres? -What are you like? • bueno -good • malo -bad • aburrido -boring • interesante -interesting • rico -rich • pobre -poor • serio -serious • inteligente -intelligent • tonto -silly, foolish • pelirrojo -red headed • moreno -dark skin and hair • castaño -brunette • rubio -blonde hair <p>Nationality</p> <ul style="list-style-type: none"> • colombiano - Colombian • ecuatoriano - Ecuadorian • peruano - Peruvian • venezolano - Venezuelan • chileno - Chilean

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO	Key Vocabulary
		<ul style="list-style-type: none"> • boliviano - Bolivian • argentino - Argentinian • paraguayo - Paraguayan • uruguayo - Uruguayan • panameño - Panamanian • costarricense - Costa Rican • nicaragüense - Nicaraguan • puertorriqueño/ portorriqueño - Puerto Rican • dominicano -Dominican • cubano - Cuban • hondureño - Honduran • español - Spanish • mexicano - Mexican • guatemalteco - Guatemalan • salvadoreño - Salvadoran <p>GRADE 5 VOCABULARY</p> <p>Greetings and Leave Taking</p> <ul style="list-style-type: none"> • saludos -greetings • Buenos días -good morning • Buenas tardes -good afternoon • Buenas noches -good night and good evening

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO	Key Vocabulary
		<p>(good evening after dark)</p> <ul style="list-style-type: none"> • Hola -hello • Adiós -good bye • Sr./señor -Mr. • Srta./señorita -Miss • Sra./señora -Mrs. • Hasta luego -see you later • Chao -bye <p>Name Telling</p> <ul style="list-style-type: none"> • Me llamo -I call myself (My name is...) • ¿y tú? -And you? • ¿Cómo te llamas? -How do you call yourself? (What is your name?) • Mucho gusto -Pleased to meet you. • Encantado(a) -delighted, charmed • ¿Qué tal? -How are you?/ How are things? <p>Classroom Expressions</p> <ul style="list-style-type: none"> • escuchen, escucha -listen • repitan, repite -repeat • levántense, levántate -stand up • siéntense, siéntate -sit down • levanten la mano, levanta la mano -raise your hand.

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO	Key Vocabulary
		<ul style="list-style-type: none"> • vaya a la pizarra -go to the board, ve... • abran, abre / cierren, cierra -open / close • apaga, enciende la luz - turn off / turn on the light • por favor -please • gracias -thank you • de nada -you're welcome • copien, copia -copy • respondan, responde - respond/ answer <p>Numbers 0-100 – números</p> <ul style="list-style-type: none"> • y (+) -plus • menos (-) -minus • son (=) -equals <p>Feelings / Emotions</p> <ul style="list-style-type: none"> • ¿Cómo estás? -How are you? • estoy: (muy) bien, (muy) mal -I am (very) well, not (very) well. • regular -ok • así-así, más o menos-so-so • cansado(a) -tired • enfermo(a) -sick • enojado(a) -angry <p>Date</p> <ul style="list-style-type: none"> • la fecha -the date

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO	Key Vocabulary
		<ul style="list-style-type: none"> • mañana -tomorrow • ayer -yesterday • hoy -today • la semana -the week • el mes -the month • el día -the day • el año -the year • Hoy es el # de mth . Today is the #th of month . • Mi cumpleaños es el # de mth . My birthday is the #th of month . • nombre -name • Tengo ___ años. -I am # years old. • Vivo en la calle ____ . -I live on ____ Street. • Mi número de teléfono es ____ . My phone number is ____. <p>Adjectives</p> <ul style="list-style-type: none"> • alto(a) -tall • bajo(a) -short • grande -big • pequeño(a) -small • joven -young • viejo(a) -old • guapo(a) -handsome • feo(a) -ugly • gordo(a) -fat • delgado(a) -thin

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Declarative Knowledge <i>STUDENTS KNOW AND UNDERSTAND</i>	Procedural Knowledge <i>STUDENTS ARE ABLE TO</i>	Key Vocabulary
		<ul style="list-style-type: none">• simpático(a) -nice• antipático(a) - unpleasant, disagreeable, not nice

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>Positive and Negative Sentences</p> <p>Similarities and Differences Amongst Educational Systems</p>	<p>Reading (20%) The students will be able to obtain information from a variety of print media and demonstrate comprehension of the main idea(s) with detail in English or the target language. Answers to level-appropriate questions can be in oral or written form. Students may use cognates and visual cues to assist in recognition of the main ideas even though the passage may contain unfamiliar material.</p> <ul style="list-style-type: none"> • Obtaining information from short notes or brief messages about the everyday activities and interests of young people and familiar adults, posters illustrating issues and people in the target cultures, printed advertisements, and illustrated simple texts from newspapers and magazines containing information about people or contemporary issues that are important to the students and to members of the target cultures; • Making use of familiar vocabulary and sentence structures to expand comprehension of written text; • Guessing the meaning of more complex written material using context, recognition of words that are similar in their own language (cognates) where appropriate, accompanying illustrations, and knowledge of situations and issues that they have acquired in their native language. <p>Writing (10%) The students will be able to compose notes of at least 30 words on a given topic using a variety of level-appropriate vocabulary and simple sentence structures without resources.</p>	<p>GRADE 6 VOCABULARY</p> <ul style="list-style-type: none"> • The verb TENER (to have) <p>Classroom</p> <ul style="list-style-type: none"> • el salón / el aula - classroom • la oficina -office • la regla -ruler • la mochila -backpack • la escuela -school • el pegamento -glue • el marcador -marker • el creyón -crayon • el sacapuntas -pencil sharpener • el cartel -poster

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<ul style="list-style-type: none"> • Using familiar words and learned expressions to convey their intended message, including appropriate terms for objects, people, and activities in the everyday environment or associated with personal and family interests; • Using simple sentence structures, not necessarily limited to the present tense, to perform writing functions pertaining to every-day needs. <p>Culture The students will be able to understand and explain, in English, food, holidays, customs, special events, and social interactions associated with the culture of the target language. The students will use available resources to demonstrate understanding and/or gain appreciation for different aspects of the target culture, via projects or oral presentations</p> <ul style="list-style-type: none"> • Recognizing cultural patterns and traditions of the target cultures in the target language; • Understanding the cultural implications of the spoken language and of the dynamics of social interaction; • Correct target language using and interpreting cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain. 	<p>School Subjects</p> <ul style="list-style-type: none"> • las materias -subjects • el horario -schedule • las matemáticas -math • la ciencia -science • la historia -history • la tecnología -technology • ciencias domesticas - family and consumer sciences • la educación física - physical education • el arte -art • el recreo -recess • la música- music • el coro -chorus • la banda -band • la orquesta -orchestra <p>Opinions</p> <ul style="list-style-type: none"> • The verb GUSTAR -to be pleasing (to like) • Me gusta- It is pleasing to me (I like) • ¿Te gusta? - Do you like? • fácil -easy • difícil -difficult

Declarative Knowledge <i>STUDENTS KNOW AND UNDERSTAND</i>	Procedural Knowledge <i>STUDENTS ARE ABLE TO</i> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
		<p>Telling Time</p> <ul style="list-style-type: none"> • ¿A qué hora? -At what time? • ¿Qué hora es? -What time is it? • y/menos -and/minus • y media -half (hour) • y cuarto -quarter after • menos cuarto -quarter to • en punto -on the dot, exactly • el mediodía -noon • la medianoche -midnight <p>GRADE 5 VOCABULARY</p> <ul style="list-style-type: none"> • la educación -the education <p>Classroom</p> <ul style="list-style-type: none"> • en la clase -in the class • el/un lápiz -the pencil • el/un bolígrafo -pen, ballpoint • el/un cuaderno -notebook • la/una goma -pencil eraser • la/una tiza -chalk • la/una pizarra -chalkboard • el/un borrador -chalkboard eraser • el/un papel -paper • la/una papelera -waste

Declarative Knowledge <i>STUDENTS KNOW AND UNDERSTAND</i>	Procedural Knowledge <i>STUDENTS ARE ABLE TO</i> <small>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</small>	Key Vocabulary
		<p>paper basket</p> <ul style="list-style-type: none"> • el/un pupitre -(elementary) student desk • el/un escritorio -desk • la/una luz -light • la/una puerta -door • la/una ventana -window • el/un mapa -map • el/un reloj -clock / watch • la/una bandera -flag • la/una pluma -pen • las/unas tijeras -scissors • el/un libro -book • el/un maestro; el/un profesor -teacher, professor • el calendario -calendar <p>School Subjects</p> <ul style="list-style-type: none"> • el inglés -English • el español -Spanish • el francés -French <ul style="list-style-type: none"> • ¿Qué es?- What is it? • Es ____- It is ____. • Yo tengo- I have • Tú tienes- you have

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
Celsius versus Fahrenheit	<p>responses with some additional information. Speech should be appropriate to the topic and easily understood by native speakers used to foreigners attempting to speak their language.</p> <ul style="list-style-type: none"> • Initiating conversations to obtain information; • Responding appropriately to simple statements and questions; • Repeating or rephrasing their utterances and utilizing non-verbal cues in order to make their speech comprehensible to the native speaker and to compensate for errors in pronunciation and structure. <p>The students will be able to sustain a conversation of at least 4 utterances based on a given speaking task. This task will be one of the following: expressions of socializing, providing or acquiring information or expressing personal feelings and opinions.</p> <ul style="list-style-type: none"> • Participating in conversations about everyday activities and interests at home, in school, and in the community, and about self, family and friends; • Composing language that consists primarily of familiar words and expressions for objects and people generally present in the every-day environment for personal and family interests; • Employing commonly used descriptors and simple sentence structures using the present tense and, occasionally, markers for past and future time. 	<p>GRADE 6 VOCABULARY</p> <p>Colors</p> <ul style="list-style-type: none"> • turquesa -turquoise • violeta -violet <p>Weather / Seasons</p> <ul style="list-style-type: none"> • Está lloviendo -It is raining. (in progress) • Está nevando -It is snowing. (in progress) • Hay tormenta -There's a storm. <p>Nature Words</p> <ul style="list-style-type: none"> • ¿Qué hay en el campo? - What's in the field / countryside? • el campo -countryside • el bosque -forest • el lago -lake • la tierra -land • la colina -hill • la montaña -mountain • el cielo -sky • las piedras -stones • el río -river • las hojas -leaves

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<p>Reading (20%) The students will be able to obtain information from a variety of print media and demonstrate comprehension of the main idea(s) with detail in English or the target language. Answers to level-appropriate questions can be in oral or written form. Students may use cognates and visual cues to assist in recognition of the main ideas even though the passage may contain unfamiliar material.</p> <ul style="list-style-type: none"> • Obtaining information from short notes or brief messages about the everyday activities and interests of young people and familiar adults, posters illustrating issues and people in the target cultures, printed advertisements, and illustrated simple texts from newspapers and magazines containing information about people or contemporary issues that are important to the students and to members of the target cultures; • Making use of familiar vocabulary and sentence structures to expand comprehension of written text; • Guessing the meaning of more complex written material using context, recognition of words that are similar in their own language (cognates) where appropriate, accompanying illustrations, and knowledge of situations and issues that they have acquired in their native language. <p>Writing (10%) The students will be able to compose notes of at least 30 words on a given topic using a variety of level-appropriate vocabulary and simple sentence structures without resources.</p>	<p>Zoo Animals</p> <ul style="list-style-type: none"> • el elefante -elephant • el león -lion • el oso -bear • el mono -monkey • el tigre -tiger • la jirafa -giraffe • la serpiente or la culebra - snake • el pingüino -penguin • el cocodrilo -crocodile <p>GRADE 5 VOCABULARY</p> <p>Colors- los colores</p> <ul style="list-style-type: none"> • azul -blue • blanco -white • negro -black • rojo -red • anaranjado -orange • gris -grey • amarillo -yellow • verde -green • pardo -brown • marrón -brown • púrpura -purple • morado -purple • rosado/rosa -pink

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<ul style="list-style-type: none"> • Using familiar words and learned expressions to convey their intended message, including appropriate terms for objects, people, and activities in the everyday environment or associated with personal and family interests; • Using simple sentence structures, not necessarily limited to the present tense, to perform writing functions pertaining to every-day needs. <p>Culture The students will be able to understand and explain, in English, food, holidays, customs, special events, and social interactions associated with the culture of the target language. The students will use available resources to demonstrate understanding and/or gain appreciation for different aspects of the target culture, via projects or oral presentations</p> <ul style="list-style-type: none"> • Recognizing cultural patterns and traditions of the target cultures in the target language; • Understanding the cultural implications of the spoken language and of the dynamics of social interaction; • Correct target language using and interpreting cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain. 	<p>Weather and Seasons</p> <ul style="list-style-type: none"> • Hacer + -It's ... <ul style="list-style-type: none"> ○ calor -hot ○ sol -sunny ○ buen tiempo -good weather, nice weather ○ mal tiempo -bad weather ○ viento -windy ○ fresco -cool ○ frío -cold ○ el tiempo -the weather ○ está nublado -it's cloudy ○ llueve -It rains ○ nieva -It snows • la estación -the season • el verano -the summer • el invierno -the winter • el otoño -the fall • la primavera -the spring • ¿Qué tiempo hace? - What's the weather like? <p>Nature Words</p> <ul style="list-style-type: none"> • la hierba -grass • el árbol -tree • la flor -flower • la luna -moon • el sol -sun • la abeja -bee • la mariposa -butterfly • el pájaro -bird • el agua -water

Declarative Knowledge <i>STUDENTS KNOW AND UNDERSTAND</i>	Procedural Knowledge <i>STUDENTS ARE ABLE TO</i> <small>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</small>	Key Vocabulary
		<ul style="list-style-type: none"> • las estrellas -stars Domestic and Farm Animals/Places • el hámster -hamster • el gato -cat • el perro -dog • el pez -fish • el conejo -rabbit • la rana -frog • el conejillo de Indias - guinea pig • la vaca -cow • el caballo -horse • el toro -bull • el cerdo -pig • el pato -duck • el gallo -rooster • la gallina -hen • la tortuga -turtle • la oveja -sheep • la cabra -goat • el ratón -mouse • el pavo -turkey • la finca -farm

Family

In addition to the declarative knowledge outlined below, the expectation is that instruction will build upon and continuously reinforce key vocabulary from grades 5 and 6 as it relates to the unit topic.

Declarative Knowledge <i>STUDENTS KNOW AND UNDERSTAND</i>	Procedural Knowledge <i>STUDENTS ARE ABLE TO</i> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
Immediate Family	<p>Listening (40%) The students will be able to demonstrate the following when given at least five sentences, which may include complex sentence structures with simple situations. Comprehension should be indicated by correct target language and appropriately responding in English and/or in the target language. Response may be oral or written and should demonstrate understanding of the conversation and/or speech.</p> <ul style="list-style-type: none"> • Understand information from providers of common public services in face-to-face communication; • Understand announcements broadcast over loudspeakers, radio, and television; • Follow informal face-to-face communications with familiar individuals and providers of common public services; • Follow simple narratives. <p>Speaking (30%) Students should use question words to initiate conversation, obtain information and respond appropriately in complete sentences to inversion, intonation and question. Questions should solicit simple</p>	<p>Immediate Family</p> <ul style="list-style-type: none"> • el hermanastro – stepbrother • la hermanastra – stepsister • el padrastro – stepfather • la madrastra – stepmother • el esposo – husband • la esposa – wife • el medio hermano – half brother • la media hermana – half sister

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<p>Reading (20%) The students will be able to obtain information from a variety of print media and demonstrate comprehension of the main idea(s) with detail in English or the target language. Answers to level-appropriate questions can be in oral or written form. Students may use cognates and visual cues to assist in recognition of the main ideas even though the passage may contain unfamiliar material.</p> <ul style="list-style-type: none"> Obtaining information from short notes or brief messages about the everyday activities and interests of young people and familiar adults, posters illustrating issues and people in the target cultures, printed advertisements, and illustrated simple texts from newspapers and magazines containing information about people or contemporary issues that are important to the students and to members of the target cultures; Making use of familiar vocabulary and sentence structures to expand comprehension of written text; Guessing the meaning of more complex written material using context, recognition of words that are similar in their own language (cognates) where appropriate, accompanying illustrations, and knowledge of situations and issues that they have acquired in their native language. <p>Writing (10%) The students will be able to compose notes of at least 30 words on a given topic using a variety of level-appropriate vocabulary and simple sentence structures without resources.</p>	<p>GRADE 6 VOCABULARY</p> <p>Immediate Family</p> <ul style="list-style-type: none"> el niño/la niña (boy child / girl child) el hijo/la hija (son / daughter) <p>GRADE 5 VOCABULARY</p> <p>la familia -family</p> <p>Immediate family</p> <ul style="list-style-type: none"> el padre / los padres - father / parents la madre -mother el abuelo / los abuelos - grandfather / grandparents la abuela -grandmother la hermana -sister el hermano -brother el bebé -baby el tío -uncle la tía -aunt el primo -male cousin la prima -female cousin <p>Nationality</p> <ul style="list-style-type: none"> Soy norteamericano(a). I am American.

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<ul style="list-style-type: none"> • Using familiar words and learned expressions to convey their intended message, including appropriate terms for objects, people, and activities in the everyday environment or associated with personal and family interests; • Using simple sentence structures, not necessarily limited to the present tense, to perform writing functions pertaining to every-day needs. <p>Culture The students will be able to understand and explain, in English, food, holidays, customs, special events, and social interactions associated with the culture of the target language. The students will use available resources to demonstrate understanding and/or gain appreciation for different aspects of the target culture, via projects or oral presentations</p> <ul style="list-style-type: none"> • Recognizing cultural patterns and traditions of the target cultures in the target language; • Understanding the cultural implications of the spoken language and of the dynamics of social interaction; • Correct target language using and interpreting cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain. 	<p>Structure</p> <ul style="list-style-type: none"> • yo tengo- I have • tú tienes- you have <p>Possessive Adjectives</p> <ul style="list-style-type: none"> • mi/mis- my • tu/tus- your

House and Home

In addition to the declarative knowledge outlined below, the expectation is that instruction will build upon and continuously reinforce key vocabulary from grades 5 and 6 as it relates to the unit topic.

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO <small>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</small>	Key Vocabulary
Parts of the House	<p>Listening (40%) The students will be able to demonstrate the following when given at least five sentences, which may include complex sentence structures with simple situations. Comprehension should be indicated by correct target language and appropriately responding in English and/or in the target language. Response may be oral or written and should demonstrate understanding of the conversation and/or speech.</p> <ul style="list-style-type: none"> • Understand information from providers of common public services in face-to-face communication; • Understand announcements broadcast over loudspeakers, radio, and television; • Follow informal face-to-face communications with familiar individuals and providers of common public services; • Follow simple narratives. <p>Speaking (30%) Students should use question words to initiate conversation, obtain information and respond appropriately in complete sentences to inversion, intonation and question. Questions should solicit simple</p>	<p>Parts of the House</p> <ul style="list-style-type: none"> • el ático -attic • el sótano -basement • el techo -roof • la pared -wall • el suelo -ground/floor • el piso -floor /story - ex. 2nd story • las escaleras -stairs • la entrada –entrance • la sala de estar – family room

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>“Of” + definite articles used with prepositions</p>	<p>Reading (20%) The students will be able to obtain information from a variety of print media and demonstrate comprehension of the main idea(s) with detail in English or the target language. Answers to level-appropriate questions can be in oral or written form. Students may use cognates and visual cues to assist in recognition of the main ideas even though the passage may contain unfamiliar material.</p> <ul style="list-style-type: none"> • Obtaining information from short notes or brief messages about the everyday activities and interests of young people and familiar adults, posters illustrating issues and people in the target cultures, printed advertisements, and illustrated simple texts from newspapers and magazines containing information about people or contemporary issues that are important to the students and to members of the target cultures; • Making use of familiar vocabulary and sentence structures to expand comprehension of written text; • Guessing the meaning of more complex written material using context, recognition of words that are similar in their own language (cognates) where appropriate, accompanying illustrations, and knowledge of situations and issues that they have acquired in their native language. <p>Writing (10%) The students will be able to compose notes of at least 30 words on a given topic using a variety of level-appropriate vocabulary and simple sentence structures without resources.</p>	<p>GRADE 6 VOCABULARY</p> <p>Basic Rooms</p> <ul style="list-style-type: none"> • el patio -courtyard • el pasillo -hallway • el jardín -garden <p>GRADE 5 VOCABULARY</p> <p>Basic Rooms</p> <ul style="list-style-type: none"> • la casa -house • la sala -living room • la cocina -kitchen • el comedor -dining room • el dormitorio -bedroom • el garaje -garage • el baño -bathroom • los cuartos -rooms <p>Structure</p> <ul style="list-style-type: none"> • ¿Dónde está (family member)?- Where is ___?

Declarative Knowledge <i>STUDENTS KNOW AND UNDERSTAND</i>	Procedural Knowledge <i>STUDENTS ARE ABLE TO</i> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<ul style="list-style-type: none"> • Using familiar words and learned expressions to convey their intended message, including appropriate terms for objects, people, and activities in the everyday environment or associated with personal and family interests; • Using simple sentence structures, not necessarily limited to the present tense, to perform writing functions pertaining to every-day needs. <p>Culture The students will be able to understand and explain, in English, food, holidays, customs, special events, and social interactions associated with the culture of the target language. The students will use available resources to demonstrate understanding and/or gain appreciation for different aspects of the target culture, via projects or oral presentations</p> <ul style="list-style-type: none"> • Recognizing cultural patterns and traditions of the target cultures in the target language; • Understanding the cultural implications of the spoken language and of the dynamics of social interaction; • Correct target language using and interpreting cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain. 	

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
ER and IR verbs-all forms	<p>responses with some additional information. Speech should be appropriate to the topic and easily understood by native speakers used to foreigners attempting to speak their language.</p> <ul style="list-style-type: none"> • Initiating conversations to obtain information; • Responding appropriately to simple statements and questions; • Repeating or rephrasing their utterances and utilizing non-verbal cues in order to make their speech comprehensible to the native speaker and to compensate for errors in pronunciation and structure. <p>The students will be able to sustain a conversation of at least 4 utterances based on a given speaking task. This task will be one of the following: expressions of socializing, providing or acquiring information or expressing personal feelings and opinions.</p> <ul style="list-style-type: none"> • Participating in conversations about everyday activities and interests at home, in school, and in the community, and about self, family and friends; • Composing language that consists primarily of familiar words and expressions for objects and people generally present in the every-day environment for personal and family interests; • Employing commonly used descriptors and simple sentence structures using the present tense and, occasionally, markers for past and future time. 	<p>GRADE 6 VOCABULARY</p> <p>Food</p> <ul style="list-style-type: none"> • el café -coffee • el huevo -egg • la manzana -apple • el melocotón -peach • el plátano -banana • la lechuga -lettuce • el tomate -tomato • la fresa -strawberry • la zanahoria -carrot • la papa -potato • la patata -potato (Spain) <p>Meals</p> <ul style="list-style-type: none"> • el desayuno (+ times) - breakfast • el almuerzo -lunch • la comida (+ times) -main meal • la cena (+ times) - evening meal

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<p>Reading (20%) The students will be able to obtain information from a variety of print media and demonstrate comprehension of the main idea(s) with detail in English or the target language. Answers to level-appropriate questions can be in oral or written form. Students may use cognates and visual cues to assist in recognition of the main ideas even though the passage may contain unfamiliar material.</p> <ul style="list-style-type: none"> • Obtaining information from short notes or brief messages about the everyday activities and interests of young people and familiar adults, posters illustrating issues and people in the target cultures, printed advertisements, and illustrated simple texts from newspapers and magazines containing information about people or contemporary issues that are important to the students and to members of the target cultures; • Making use of familiar vocabulary and sentence structures to expand comprehension of written text; • Guessing the meaning of more complex written material using context, recognition of words that are similar in their own language (cognates) where appropriate, accompanying illustrations, and knowledge of situations and issues that they have acquired in their native language. <p>Writing (10%) The students will be able to compose notes of at least 30 words on a given topic using a variety of level-appropriate vocabulary and simple sentence structures without resources.</p>	<p>GRADE 5 VOCABULARY</p> <p>Food</p> <ul style="list-style-type: none"> • el jugo -juice • la leche -milk • las frutas -fruit • las legumbres - vegetables • las verduras -vegetables • la ensalada -salad • el helado -ice cream • la hamburguesa - hamburger • los perros calientes -hot dogs • la carne -meat • el pan -bread • la mantequilla -butter • la comida -food/main meal • la bebida -drink <p>Table Setting</p> <ul style="list-style-type: none"> • la mesa -table • el cubierto -table setting, place setting • el vaso -glass • el cuchillo -knife • la cuchara -spoon • el tenedor -fork • el plato -dish • la servilleta -napkin

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<ul style="list-style-type: none"> • Using familiar words and learned expressions to convey their intended message, including appropriate terms for objects, people, and activities in the everyday environment or associated with personal and family interests; • Using simple sentence structures, not necessarily limited to the present tense, to perform writing functions pertaining to every-day needs. <p>Culture The students will be able to understand and explain, in English, food, holidays, customs, special events, and social interactions associated with the culture of the target language. The students will use available resources to demonstrate understanding and/or gain appreciation for different aspects of the target culture, via projects or oral presentations</p> <ul style="list-style-type: none"> • Recognizing cultural patterns and traditions of the target cultures in the target language; • Understanding the cultural implications of the spoken language and of the dynamics of social interaction; • Correct target language using and interpreting cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain. 	<ul style="list-style-type: none"> • la taza -cup • el mantel -tablecloth • la sal -salt • la pimienta -pepper

Health and Welfare

In addition to the declarative knowledge outlined below, the expectation is that instruction will build upon and continuously reinforce key vocabulary from grades 5 and 6 as it relates to the unit topic.

Declarative Knowledge <i>STUDENTS KNOW AND UNDERSTAND</i>	Procedural Knowledge <i>STUDENTS ARE ABLE TO</i> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
Symptoms and Illnesses	<p>Listening (40%) The students will be able to demonstrate the following when given at least five sentences, which may include complex sentence structures with simple situations. Comprehension should be indicated by correct target language and appropriately responding in English and/or in the target language. Response may be oral or written and should demonstrate understanding of the conversation and/or speech.</p> <ul style="list-style-type: none"> • Understand information from providers of common public services in face-to-face communication; • Understand announcements broadcast over loudspeakers, radio, and television; • Follow informal face-to-face communications with familiar individuals and providers of common public services; • Follow simple narratives. <p>Speaking (30%) Students should use question words to initiate conversation, obtain information and respond appropriately in complete sentences to inversion, intonation and question. Questions should solicit simple</p>	<p>Symptoms and Illnesses</p> <ul style="list-style-type: none"> • el dolor – pain/ache • me duele(n) – it/they hurt(s) me • te duele(n) – it/they hurt(s) you • tener frío – to be cold • tener calor – to be hot • tener sueño – to be tired • la fiebre – fever • la tos – cough • la gripe – flu

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
Remedies	<p>responses with some additional information. Speech should be appropriate to the topic and easily understood by native speakers used to foreigners attempting to speak their language.</p> <ul style="list-style-type: none"> • Initiating conversations to obtain information; • Responding appropriately to simple statements and questions; • Repeating or rephrasing their utterances and utilizing non-verbal cues in order to make their speech comprehensible to the native speaker and to compensate for errors in pronunciation and structure. <p>The students will be able to sustain a conversation of at least 4 utterances based on a given speaking task. This task will be one of the following: expressions of socializing, providing or acquiring information or expressing personal feelings and opinions.</p> <ul style="list-style-type: none"> • Participating in conversations about everyday activities and interests at home, in school, and in the community, and about self, family and friends; • Composing language that consists primarily of familiar words and expressions for objects and people generally present in the every-day environment for personal and family interests; • Employing commonly used descriptors and simple sentence structures using the present tense and, occasionally, markers for past and future time. 	Remedies <ul style="list-style-type: none"> • la aspirina – aspirin • la medicina – medicine • el antibiótico – antibiotic • el jarabe – cough syrup GRADE 6 VOCABULARY No new vocabulary GRADE 5 VOCABULARY Parts of the Body <ul style="list-style-type: none"> • el cuerpo -body • la cabeza -head • el hombro -shoulder • la pierna -leg • el pie -foot • la nariz -nose • la boca -mouth • el ojo -eye • la oreja -ear • la mano -hand • el pelo -hair • el estómago -stomach • el corazón -heart • el dedo -finger • la cara -face • el cuello -neck

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<p>Reading (20%) The students will be able to obtain information from a variety of print media and demonstrate comprehension of the main idea(s) with detail in English or the target language. Answers to level-appropriate questions can be in oral or written form. Students may use cognates and visual cues to assist in recognition of the main ideas even though the passage may contain unfamiliar material.</p> <ul style="list-style-type: none"> • Obtaining information from short notes or brief messages about the everyday activities and interests of young people and familiar adults, posters illustrating issues and people in the target cultures, printed advertisements, and illustrated simple texts from newspapers and magazines containing information about people or contemporary issues that are important to the students and to members of the target cultures; • Making use of familiar vocabulary and sentence structures to expand comprehension of written text; • Guessing the meaning of more complex written material using context, recognition of words that are similar in their own language (cognates) where appropriate, accompanying illustrations, and knowledge of situations and issues that they have acquired in their native language. <p>Writing (10%) The students will be able to compose notes of at least 30 words on a given topic using a variety of level-appropriate vocabulary and simple sentence structures without resources.</p>	<ul style="list-style-type: none"> • la espalda -back • el brazo -arm • el codo -elbow • la garganta -throat • la rodilla -knee • el diente -tooth • el trasero -behind

Declarative Knowledge <i>STUDENTS KNOW AND UNDERSTAND</i>	Procedural Knowledge <i>STUDENTS ARE ABLE TO</i> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<ul style="list-style-type: none"> • Using familiar words and learned expressions to convey their intended message, including appropriate terms for objects, people, and activities in the everyday environment or associated with personal and family interests; • Using simple sentence structures, not necessarily limited to the present tense, to perform writing functions pertaining to every-day needs. <p>Culture The students will be able to understand and explain, in English, food, holidays, customs, special events, and social interactions associated with the culture of the target language. The students will use available resources to demonstrate understanding and/or gain appreciation for different aspects of the target culture, via projects or oral presentations</p> <ul style="list-style-type: none"> • Recognizing cultural patterns and traditions of the target cultures in the target language; • Understanding the cultural implications of the spoken language and of the dynamics of social interaction; • Correct target language using and interpreting cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain. 	

Shopping

In addition to the declarative knowledge outlined below, the expectation is that instruction will build upon and continuously reinforce key vocabulary from grades 5 and 6 as it relates to the unit topic.

Declarative Knowledge <i>STUDENTS KNOW AND UNDERSTAND</i>	Procedural Knowledge <i>STUDENTS ARE ABLE TO</i> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
Clothing	<p>Listening (40%) The students will be able to demonstrate the following when given at least five sentences, which may include complex sentence structures with simple situations. Comprehension should be indicated by correct target language and appropriately responding in English and/or in the target language. Response may be oral or written and should demonstrate understanding of the conversation and/or speech.</p> <ul style="list-style-type: none"> • Understand information from providers of common public services in face-to-face communication; • Understand announcements broadcast over loudspeakers, radio, and television; • Follow informal face-to-face communications with familiar individuals and providers of common public services; • Follow simple narratives. <p>Speaking (30%) Students should use question words to initiate conversation, obtain information and respond appropriately in complete sentences to inversion, intonation and question. Questions should solicit simple</p>	<p>Clothing</p> <ul style="list-style-type: none"> • los zapatos de tenis - sneakers • los pantalones cortos; los shorts -shorts • el bolso -purse • las gafas -glasses • las gafas de sol -sun glasses • los jeans; los tejanos – jeans • los pijamas – pajamas • la ropa interior – underwear • el gorro – knit hat • la gorra – baseball cap

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<p>Reading (20%) The students will be able to obtain information from a variety of print media and demonstrate comprehension of the main idea(s) with detail in English or the target language. Answers to level-appropriate questions can be in oral or written form. Students may use cognates and visual cues to assist in recognition of the main ideas even though the passage may contain unfamiliar material.</p> <ul style="list-style-type: none"> Obtaining information from short notes or brief messages about the everyday activities and interests of young people and familiar adults, posters illustrating issues and people in the target cultures, printed advertisements, and illustrated simple texts from newspapers and magazines containing information about people or contemporary issues that are important to the students and to members of the target cultures; Making use of familiar vocabulary and sentence structures to expand comprehension of written text; Guessing the meaning of more complex written material using context, recognition of words that are similar in their own language (cognates) where appropriate, accompanying illustrations, and knowledge of situations and issues that they have acquired in their native language. <p>Writing (10%) The students will be able to compose notes of at least 30 words on a given topic using a variety of level-appropriate vocabulary and simple sentence structures without resources.</p>	<p>Buying and Selling</p> <ul style="list-style-type: none"> ¿Cuánto cuesta? -How much does it cost? Cuesta(n). -It costs / They cost.... el precio -the price <p>GRADE 5 VOCABULARY</p> <p>Clothing</p> <ul style="list-style-type: none"> la ropa -clothing, clothes los pantalones -pants la camisa -shirt la blusa -blouse la falda -skirt el vestido -dress el abrigo -coat el sombrero -hat la bota/ las botas -boot el zapato/ los zapatos -shoe los calcetines -socks la chaqueta -jacket el impermeable -rain coat la camiseta -tee shirt el suéter -sweater el chaleco -vest

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<ul style="list-style-type: none"> • Using familiar words and learned expressions to convey their intended message, including appropriate terms for objects, people, and activities in the everyday environment or associated with personal and family interests; • Using simple sentence structures, not necessarily limited to the present tense, to perform writing functions pertaining to every-day needs. <p>Culture The students will be able to understand and explain, in English, food, holidays, customs, special events, and social interactions associated with the culture of the target language. The students will use available resources to demonstrate understanding and/or gain appreciation for different aspects of the target culture, via projects or oral presentations</p> <ul style="list-style-type: none"> • Recognizing cultural patterns and traditions of the target cultures in the target language; • Understanding the cultural implications of the spoken language and of the dynamics of social interaction; • Correct target language using and interpreting cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain. 	<p>Currency</p> <ul style="list-style-type: none"> • el euro- euro (In Spain, Europe) • los pesos -currency in Mexico and other Latin American countries • el dinero -money • la moneda -coin, currency <p>Structure</p> <ul style="list-style-type: none"> • verb: llevar- yo llevo- I am wearing, I wear • tú llevas- You are wearing, you wear • ¿Qué llevas tú? What are you wearing?, What do you wear?

Community and Neighborhood

In addition to the declarative knowledge outlined below, the expectation is that instruction will build upon and continuously reinforce key vocabulary from grades 5 and 6 as it relates to the unit topic.

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO <small>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</small>	Key Vocabulary
Places	<p>Listening (40%) The students will be able to demonstrate the following when given at least five sentences, which may include complex sentence structures with simple situations. Comprehension should be indicated by correct target language and appropriately responding in English and/or in the target language. Response may be oral or written and should demonstrate understanding of the conversation and/or speech.</p> <ul style="list-style-type: none"> • Understand information from providers of common public services in face-to-face communication; • Understand announcements broadcast over loudspeakers, radio, and television; • Follow informal face-to-face communications with familiar individuals and providers of common public services; • Follow simple narratives. <p>Speaking (30%) Students should use question words to initiate conversation, obtain information and respond appropriately in complete sentences to inversion, intonation and question. Questions should solicit simple</p>	<p>Places</p> <ul style="list-style-type: none"> • el restaurante – restaurant • el café – coffee shop • el (super)mercado – (super)market • la tienda – store • el aeropuerto – airport • el banco – bank • la farmacia – pharmacy • el hospital – hospital • el cine – cinema • el parque – park • la biblioteca – library • el museo – museum • el hotel – hotel • la estación del tren -train station • la playa –beach

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>Contractions</p> <ul style="list-style-type: none"> • To the • From the 	<p>responses with some additional information. Speech should be appropriate to the topic and easily understood by native speakers used to foreigners attempting to speak their language.</p> <ul style="list-style-type: none"> • Initiating conversations to obtain information; • Responding appropriately to simple statements and questions; • Repeating or rephrasing their utterances and utilizing non-verbal cues in order to make their speech comprehensible to the native speaker and to compensate for errors in pronunciation and structure. <p>The students will be able to sustain a conversation of at least 4 utterances based on a given speaking task. This task will be one of the following: expressions of socializing, providing or acquiring information or expressing personal feelings and opinions.</p> <ul style="list-style-type: none"> • Participating in conversations about everyday activities and interests at home, in school, and in the community, and about self, family and friends; • Composing language that consists primarily of familiar words and expressions for objects and people generally present in the every-day environment for personal and family interests; • Employing commonly used descriptors and simple sentence structures using the present tense and, occasionally, markers for past and future time. 	<p>Contractions</p> <ul style="list-style-type: none"> • al-to the • del-from, of the

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<p>Reading (20%) The students will be able to obtain information from a variety of print media and demonstrate comprehension of the main idea(s) with detail in English or the target language. Answers to level-appropriate questions can be in oral or written form. Students may use cognates and visual cues to assist in recognition of the main ideas even though the passage may contain unfamiliar material.</p> <ul style="list-style-type: none"> • Obtaining information from short notes or brief messages about the everyday activities and interests of young people and familiar adults, posters illustrating issues and people in the target cultures, printed advertisements, and illustrated simple texts from newspapers and magazines containing information about people or contemporary issues that are important to the students and to members of the target cultures; • Making use of familiar vocabulary and sentence structures to expand comprehension of written text; • Guessing the meaning of more complex written material using context, recognition of words that are similar in their own language (cognates) where appropriate, accompanying illustrations, and knowledge of situations and issues that they have acquired in their native language. <p>Writing (10%) The students will be able to compose notes of at least 30 words on a given topic using a variety of level-appropriate vocabulary and simple sentence structures without resources.</p>	

Declarative Knowledge <i>STUDENTS KNOW AND UNDERSTAND</i>	Procedural Knowledge <i>STUDENTS ARE ABLE TO</i> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<ul style="list-style-type: none"> • Using familiar words and learned expressions to convey their intended message, including appropriate terms for objects, people, and activities in the everyday environment or associated with personal and family interests; • Using simple sentence structures, not necessarily limited to the present tense, to perform writing functions pertaining to every-day needs. <p>Culture The students will be able to understand and explain, in English, food, holidays, customs, special events, and social interactions associated with the culture of the target language. The students will use available resources to demonstrate understanding and/or gain appreciation for different aspects of the target culture, via projects or oral presentations</p> <ul style="list-style-type: none"> • Recognizing cultural patterns and traditions of the target cultures in the target language; • Understanding the cultural implications of the spoken language and of the dynamics of social interaction; • Correct target language using and interpreting cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain. 	

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
Related Expressions	<p>should be appropriate to the topic and easily understood by native speakers used to foreigners attempting to speak their language.</p> <ul style="list-style-type: none"> • Initiating conversations to obtain information; • Responding appropriately to simple statements and questions; • Repeating or rephrasing their utterances and utilizing non-verbal cues in order to make their speech comprehensible to the native speaker and to compensate for errors in pronunciation and structure. <p>The students will be able to sustain a conversation of at least 4 utterances based on a given speaking task. This task will be one of the following: expressions of socializing, providing or acquiring information or expressing personal feelings and opinions.</p> <ul style="list-style-type: none"> • Participating in conversations about everyday activities and interests at home, in school, and in the community, and about self, family and friends; • Composing language that consists primarily of familiar words and expressions for objects and people generally present in the every-day environment for personal and family interests; • Employing commonly used descriptors and simple sentence structures using the present tense and, occasionally, markers for past and future time. 	Related Expressions <ul style="list-style-type: none"> • ¡Buenas vacaciones! – Have a good vacation! • ¡Buen viaje! – Have a good trip! GRADE 6 VOCABULARY Means of Transportation <ul style="list-style-type: none"> • los modos de transporte -means of transportation • el avión -plane • el coche / el auto / el carro -car • el autobús / el autobús escolar -bus / school bus • a pie -on foot • el taxi -taxi • el metro -subway • la bicicleta -bicycle • el barco -boat

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<p>Reading (20%) The students will be able to obtain information from a variety of print media and demonstrate comprehension of the main idea(s) with detail in English or the target language. Answers to level-appropriate questions can be in oral or written form. Students may use cognates and visual cues to assist in recognition of the main ideas even though the passage may contain unfamiliar material.</p> <ul style="list-style-type: none"> • Obtaining information from short notes or brief messages about the everyday activities and interests of young people and familiar adults, posters illustrating issues and people in the target cultures, printed advertisements, and illustrated simple texts from newspapers and magazines containing information about people or contemporary issues that are important to the students and to members of the target cultures; • Making use of familiar vocabulary and sentence structures to expand comprehension of written text; • Guessing the meaning of more complex written material using context, recognition of words that are similar in their own language (cognates) where appropriate, accompanying illustrations, and knowledge of situations and issues that they have acquired in their native language. <p>Writing (10%) The students will be able to compose notes of at least 30 words on a given topic using a variety of level-appropriate vocabulary and simple sentence structures without resources.</p>	

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	<ul style="list-style-type: none"> • Using familiar words and learned expressions to convey their intended message, including appropriate terms for objects, people, and activities in the everyday environment or associated with personal and family interests; • Using simple sentence structures, not necessarily limited to the present tense, to perform writing functions pertaining to every-day needs. <p>Culture The students will be able to understand and explain, in English, food, holidays, customs, special events, and social interactions associated with the culture of the target language. The students will use available resources to demonstrate understanding and/or gain appreciation for different aspects of the target culture, via projects or oral presentations</p> <ul style="list-style-type: none"> • Recognizing cultural patterns and traditions of the target cultures in the target language; • Understanding the cultural implications of the spoken language and of the dynamics of social interaction; • Correct target language using and interpreting cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain. 	

Leisure

In addition to the declarative knowledge outlined below, the expectation is that instruction will build upon and continuously reinforce key vocabulary from grades 5 and 6 as it relates to the unit topic.

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO <small>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</small>	Key Vocabulary
Leisure Time Activities	<p>Listening (40%) The students will be able to demonstrate the following when given at least five sentences, which may include complex sentence structures with simple situations. Comprehension should be indicated by correct target language and appropriately responding in English and/or in the target language. Response may be oral or written and should demonstrate understanding of the conversation and/or speech.</p> <ul style="list-style-type: none"> • Understand information from providers of common public services in face-to-face communication; • Understand announcements broadcast over loudspeakers, radio, and television; • Follow informal face-to-face communications with familiar individuals and providers of common public services; • Follow simple narratives. <p>Speaking (30%) Students should use question words to initiate conversation, obtain information and respond appropriately in complete sentences to inversion, intonation and question. Questions should solicit simple</p>	<p>Leisure Time Activities</p> <ul style="list-style-type: none"> • coleccionar -to collect • sacar fotografías -to take pictures • el partido -competitive game or match • correr -to run • jugar videojuegos – to play videogames • hacer snowboard – to snowboard • andar en monopatín – to ride a skateboard • enviar un texto – to send a text • hablar por teléfono celular – to talk on the cell phone • ver una película – to see a movie • pasear – to take a walk • leer – to read • poder – to be able to/can

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
Sports Equipment	<p>responses with some additional information. Speech should be appropriate to the topic and easily understood by native speakers used to foreigners attempting to speak their language.</p> <ul style="list-style-type: none"> • Initiating conversations to obtain information; • Responding appropriately to simple statements and questions; • Repeating or rephrasing their utterances and utilizing non-verbal cues in order to make their speech comprehensible to the native speaker and to compensate for errors in pronunciation and structure. <p>The students will be able to sustain a conversation of at least 4 utterances based on a given speaking task. This task will be one of the following: expressions of socializing, providing or acquiring information or expressing personal feelings and opinions.</p> <ul style="list-style-type: none"> • Participating in conversations about everyday activities and interests at home, in school, and in the community, and about self, family and friends; • Composing language that consists primarily of familiar words and expressions for objects and people generally present in the every-day environment for personal and family interests; • Employing commonly used descriptors and simple sentence structures using the present tense and, occasionally, markers for past and future time. 	Sports Equipment <ul style="list-style-type: none"> • el equipo –equipment, team • el balón -ball • la pelota -ball -tennis, golf, baseball • la red -net • el bate -bat • el bastón -ski pole • el guante de béisbol - baseball glove • los esquís -skis • las botas -boots • la cancha -court • la pista -track, rink • el cesto -basketball net • el patín/los patines - skate(s) • el casco -helmet • el palo -stick/pole • la raqueta –racquet • el partido – game, match • el juego – board game • el lacrosse – lacrosse • el hockey – hockey • la piscina – swimming pool

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>Sports with jugar</p>	<p>Reading (20%) The students will be able to obtain information from a variety of print media and demonstrate comprehension of the main idea(s) with detail in English or the target language. Answers to level-appropriate questions can be in oral or written form. Students may use cognates and visual cues to assist in recognition of the main ideas even though the passage may contain unfamiliar material.</p> <ul style="list-style-type: none"> • Obtaining information from short notes or brief messages about the everyday activities and interests of young people and familiar adults, posters illustrating issues and people in the target cultures, printed advertisements, and illustrated simple texts from newspapers and magazines containing information about people or contemporary issues that are important to the students and to members of the target cultures; • Making use of familiar vocabulary and sentence structures to expand comprehension of written text; • Guessing the meaning of more complex written material using context, recognition of words that are similar in their own language (cognates) where appropriate, accompanying illustrations, and knowledge of situations and issues that they have acquired in their native language. <p>Writing (10%) The students will be able to compose notes of at least 30 words on a given topic using a variety of level-appropriate vocabulary and simple sentence structures without resources.</p>	<ul style="list-style-type: none"> • el esquí – skiing • jugar – to play (sports/games) <p>Sports with jugar-- all forms</p> <p>GRADE 6 VOCABULARY</p> <p>Leisure Time Activities</p> <ul style="list-style-type: none"> • los pasatiempos - pastimes, hobbies • cantar -to sing • bailar -to dance • mirar la televisión -to watch television • jugar deportes -to play sports

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<ul style="list-style-type: none"> • Using familiar words and learned expressions to convey their intended message, including appropriate terms for objects, people, and activities in the everyday environment or associated with personal and family interests; • Using simple sentence structures, not necessarily limited to the present tense, to perform writing functions pertaining to every-day needs. <p>Culture The students will be able to understand and explain, in English, food, holidays, customs, special events, and social interactions associated with the culture of the target language. The students will use available resources to demonstrate understanding and/or gain appreciation for different aspects of the target culture, via projects or oral presentations</p> <ul style="list-style-type: none"> • Recognizing cultural patterns and traditions of the target cultures in the target language; • Understanding the cultural implications of the spoken language and of the dynamics of social interaction; • Correct target language using and interpreting cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain. 	<ul style="list-style-type: none"> • montar -to ride • patinar -to skate • esquiar -to ski • nadar -to swim • hablar por teléfono -to talk on the phone • tocar instrumentos -to play a musical instrument • practicar -to practice • patinar en línea -to rollerblade • patinar en hielo -to ice skate <p>Hobbies/Sports/Other Interests</p> <ul style="list-style-type: none"> • los deportes -sports • el béisbol -baseball • el fútbol -soccer • el fútbol americano - football • el tenis -tennis • el volibol -volleyball • el baloncesto -basketball

Earning a Living

In addition to the declarative knowledge outlined below, the expectation is that instruction will build upon and continuously reinforce key vocabulary from grades 5 and 6 as it relates to the unit topic.

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO <small>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</small>	Key Vocabulary
Occupations	<p>Listening (40%) The students will be able to demonstrate the following when given at least five sentences, which may include complex sentence structures with simple situations. Comprehension should be indicated by correct target language and appropriately responding in English and/or in the target language. Response may be oral or written and should demonstrate understanding of the conversation and/or speech.</p> <ul style="list-style-type: none"> • Understand information from providers of common public services in face-to-face communication; • Understand announcements broadcast over loudspeakers, radio, and television; • Follow informal face-to-face communications with familiar individuals and providers of common public services; • Follow simple narratives. <p>Speaking (30%) Students should use question words to initiate conversation, obtain information and respond appropriately in complete sentences to inversion, intonation and question. Questions should solicit simple</p>	<p>Occupations</p> <ul style="list-style-type: none"> • las profesiones - professions • el/la vendedor/a – salesperson • el/la dentista – dentist • el/la artista – artist • el/la médico/a – doctor • el/la enfermero/a – nurse • el/la cartero/a – mail carrier • el/la policía – police officer • el/la negociante – business person • el/la programador/a de computadoras – computer programmer • el/la secretario/a – secretary • el/la camarero/a – waitress/waiter • el/la piloto/a – pilot • el/la plomero/a – plumber

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<p>responses with some additional information. Speech should be appropriate to the topic and easily understood by native speakers used to foreigners attempting to speak their language.</p> <ul style="list-style-type: none"> • Initiating conversations to obtain information; • Responding appropriately to simple statements and questions; • Repeating or rephrasing their utterances and utilizing non-verbal cues in order to make their speech comprehensible to the native speaker and to compensate for errors in pronunciation and structure. <p>The students will be able to sustain a conversation of at least 4 utterances based on a given speaking task. This task will be one of the following: expressions of socializing, providing or acquiring information or expressing personal feelings and opinions.</p> <ul style="list-style-type: none"> • Participating in conversations about everyday activities and interests at home, in school, and in the community, and about self, family and friends; • Composing language that consists primarily of familiar words and expressions for objects and people generally present in the every-day environment for personal and family interests; • Employing commonly used descriptors and simple sentence structures using the present tense and, occasionally, markers for past and future time. 	<ul style="list-style-type: none"> • el/la músico/a – musician • el/la mozo/a; el/la aeromozo/a – flight attendant

Declarative Knowledge STUDENTS KNOW AND UNDERSTAND	Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<p>Reading (20%) The students will be able to obtain information from a variety of print media and demonstrate comprehension of the main idea(s) with detail in English or the target language. Answers to level-appropriate questions can be in oral or written form. Students may use cognates and visual cues to assist in recognition of the main ideas even though the passage may contain unfamiliar material.</p> <ul style="list-style-type: none"> • Obtaining information from short notes or brief messages about the everyday activities and interests of young people and familiar adults, posters illustrating issues and people in the target cultures, printed advertisements, and illustrated simple texts from newspapers and magazines containing information about people or contemporary issues that are important to the students and to members of the target cultures; • Making use of familiar vocabulary and sentence structures to expand comprehension of written text; • Guessing the meaning of more complex written material using context, recognition of words that are similar in their own language (cognates) where appropriate, accompanying illustrations, and knowledge of situations and issues that they have acquired in their native language. <p>Writing (10%) The students will be able to compose notes of at least 30 words on a given topic using a variety of level-appropriate vocabulary and simple sentence structures without resources.</p>	

Declarative Knowledge <i>STUDENTS KNOW AND UNDERSTAND</i>	Procedural Knowledge <i>STUDENTS ARE ABLE TO</i> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
	<ul style="list-style-type: none"> • Using familiar words and learned expressions to convey their intended message, including appropriate terms for objects, people, and activities in the everyday environment or associated with personal and family interests; • Using simple sentence structures, not necessarily limited to the present tense, to perform writing functions pertaining to every-day needs. <p>Culture The students will be able to understand and explain, in English, food, holidays, customs, special events, and social interactions associated with the culture of the target language. The students will use available resources to demonstrate understanding and/or gain appreciation for different aspects of the target culture, via projects or oral presentations</p> <ul style="list-style-type: none"> • Recognizing cultural patterns and traditions of the target cultures in the target language; • Understanding the cultural implications of the spoken language and of the dynamics of social interaction; • Correct target language using and interpreting cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain. 	