

## GRADE 7 SPANISH (STANDARD)

All year, 3 hours per week

### QUARTER 1

In Quarter 1 students work on the Unit “*¡Me Voy de Intercambio!*” where they learn how to express and exchange personal information orally and in writing. By the end of the unit they are able to understand and answer questions related to name, country of origin, nationality, date and place of birth, profession, address and likes and dislikes. They complete authentic immigration forms and are interviewed by their Native-speaker classmates. They also research Spanish-speaking countries as they have to take on a new name and nationality.

### QUARTER 2

In Quarter 2 we work on the Units *School Life* and *Schedules*. Students are able to talk and write about their typical school day – describe their timetable, describe classroom activities and discuss their preferences, and talk about obligations and needs in a school situation. Students write pen pal letters in which they talk about themselves, their families and their school lives. The vocabulary areas which we study are: places in the school, school supplies, verbs, school subjects, question words and frequency adverbs. The grammatical topics studied in these contexts are: present tense of regular verbs and the irregular verbs *estar* and *ir*, expressing obligation and telling time.

### QUARTER 3

In Quarter 3 students work on the Units *After-School Activities* and *Expressing Emotions* in which they are able to talk about preferences in free-time activities and describe feelings and emotions. Students continue to practice the conjugation of regular verbs in the present tense and become more familiar with sentence and question construction. They learn a number of irregular verbs in the present tense, expressing future plans with the construction *ir a + infinitive*, and expressing feelings and conditions with *estar + adjective*.

### QUARTER 4

In Quarter 4 students work on expressing feelings and conditions, extending, accepting and declining invitations, language used in telephone conversations, and expressing likes and dislikes with a range of free-time activities. Students learn to use the verb expressions “*acabar de*” and “*venir de*” in context to express what they have just done and where they are coming from. As a project to widen their knowledge of Hispanic culture and history, students build models of Aztec and Mayan monuments and made Powerpoint presentations with their information.