

Course Information			
Academic Year	2023-2024	Level(s)	Not Leveled
Language	Spanish	Grade(s)	7th Grade
EOY Proficiency Level Targets	Novice Mid-Novice High		

UNIT	7th Annual Unit Plan	
1	Title, Theme/Topic and Length of Unit	Mi identidad, Mi comunidad
	Essential Question(s)	What makes up one's identity and community?
	Domain 1: Communication (Interpretive, Interpersonal, Presentational & Intercultural)	Students will be able to: - Describe elements of their identity - Describe themselves and others - Describe where they and others are from - Write about what you and members of your community do together
	Domain 2: Linguistic Cultures (Cultures & Comparisons)	Products and Practices: Cultural practices that are central to identity, Characteristics that are central to identity *Hispanic Heritage Month Linguistic Comparisons: adjectives, geographical locations, ethnicities; identity descriptors, review descriptions, relationship verbs
	Domain 3: Lifelong Learning (Connections, Communities, SEL & Social Justice)	Connections: Geography of the spanish speaking world Communities: Students create classroom community by learning about each others identities (RJC) <u>Social Justice Standard ID.6-8.1</u> Comfortably talk about my family and myself and describe our various group identities. <u>Social Justice Standard ID.6-8.5</u> Understand Latino/Hispanic/Spanish identity; relate to one's own identity <u>Social Justice Standard ID.6-8.3</u> Know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person. <u>Social Justice Standard DI.6-8.7</u> ID.6-8.1 I know and like who I am and can comfortably talk about my family and myself and describe our various group identities.

		<u>Social Justice Standard JU.6-8.11</u> Relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using <u>SEL Framework- Self Awareness</u> Identifying one's emotions Integrating personal and social identities Identifying personal, cultural, and linguistic assets <u>SEL Framework- Relationship Skills</u> Communicating effectively & Developing positive relationships
2	Title, Theme/Topic and Length of Unit	¿Cómo es la vida de un estudiante?
	Essential Question(s)	What does it mean to be a student?
	Domain 1: Communication (Interpretive, Interpersonal, Presentational & Intercultural)	Students will be able to: • Write a letter to a pen pal about a typical school day • Discuss various school topics (uniforms, recess, hw, etc.) • Read and interpret information about hispanic schools
	Domain 2: Linguistic Cultures (Cultures & Comparisons)	Products and Practices: School schedules in Spanish-Speaking communities and our own (Required courses) School supplies and uniforms in Spanish communities and our own Linguistic Comparisons: school supplies, school subjects, places around the school, actions we do in school, telling time, irregular yo verbs, hay
	Domain 3: Lifelong Learning (Connections, Communities, SEL & Social Justice)	<u>SEL Framework- Relationship Skills</u> Communicating effectively (PenPal Letters & TALK/CAFE debates) <u>UN Sustainable Development Goals:</u> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
3	Title, Theme(s)/Topic(s) and Length of Unit	¿Qué planes tienes fuera del colegio?
	Essential Question(s)	What activities outside of the classroom do you enjoy?
	Domain 1: Communication (Interpretive, Interpersonal, Presentational & Intercultural)	Students will be able to • Discuss how they feel, what they feel like doing, and what they have to do • Make plans plans at specific locations • Make, accept, and/or decline invitations
	Domain 2: Linguistic Cultures (Cultures & Comparisons)	Products and Practices: Accepting and declining invitations

		Invitations for events Linguistic Comparisons: Expressing the simple future (positively/negatively), providing a respectful reason/excuse, using the verb ir, tener expressions, familiar places around town
	Domain 3: Lifelong Learning (Connections, Communities, SEL & Social Justice)	<u>SEL Framework</u>- Relationship Skills Communicating effectively with peers to make plans after school
4	Title, Theme(s)/Topic(s) and Length of Unit	¿Cómo es nuestra comunidad (family)?
	Essential Question(s)	Who is a part of my circle of support?
	Domain 1: Communication (Interpretive, Interpersonal, Presentational & Intercultural)	Students will be able to: • Discuss family members and their characteristics • Discuss what families do together • Discuss some family traditions in Spanish speaking countries and their own
	Domain 2: Linguistic Cultures (Cultures & Comparisons)	Products and Practices: Various videos of Hispanic kids sharing about their families Learning about hispanic traditions (quinceañera, la loteria) Linguistic Comparisons: Possessive adjectives (my, your, etc.) Identity descriptors, review adjective agreement, relationship verbs with Direct object (help me, support me, etc.) Stem-changing verbs
	Domain 3: Lifelong Learning (Connections, Communities, SEL & Social Justice)	<u>SEL Framework</u>- Social Awareness Reflect on one's role in promoting personal, family, and community well-being & Show concern for the feelings of others
4 Mini	Title, Theme(s)/Topic(s) and Length of Unit	Encanto Mini Unit (Alongside family and house)
	Essential Question(s)	Who is a part of my circle of support?
	Domain 1: Communication (Interpretive, Interpersonal, Presentational & Intercultural)	Students will be able to: • Identify and discuss family members from Encanto • Describe characteristics of family members in Encanto and what they often do • Discuss the people in their support circle (personality description and what they like to do together) • Identify and discuss some traditions in Spanish speaking countries and their own

	Domain 2: Linguistic Cultures (Cultures & Comparisons)	Products and Practices: “Encanto” highlights the importance of family through the Latinx perspective and depicts many elements of Colombian culture, such as clothing, music, geographic features, and food Linguistic Comparisons: Adjective agreement, stem changing verbs
	Domain 3: Lifelong Learning (Connections, Communities, SEL & Social Justice)	<u>SEL Framework- Social Awareness</u> Reflect on one's role in promoting personal, family, and community well-being & Show concern for the feelings of others
5	Title, Theme(s)/Topic(s) and Length of Unit	¿Qué estás haciendo en casa?
	Essential Question(s)	What makes a house a home?
	Domain 1: Communication (Interpretive, Interpersonal, Presentational & Intercultural)	Students will be able to: • Compare their home to other's home s • Analyze how their interests and responsibilities influence their description of an ideal home • Determine the ideal home for a family with certain characteristics, interests and responsibilities • Create and defend a plan for an ideal home
	Domain 2: Linguistic Cultures (Cultures & Comparisons)	Products and Practices: Homes and architecture from the Spanish-speaking world, such as the floating houses of the Uros in Lake Titicaca and the Gaudí houses in Barcelona Linguistic Comparisons: Estar + prepositions Present Progressive Parts of a home, Furniture, Chores
	Domain 3: Lifelong Learning (Connections, Communities, SEL & Social Justice)	<u>Social Justice Standard ID.6-8.5</u> I know there are similarities and differences between my home culture and the other environments and cultures I encounter <u>SEL Framework- Relationship Skills</u> Communicating effectively (TALK/CAFE debates)

6	Title, Theme(s)/Topic(s) and Length of Unit	Misterio en (Clarke/Diamond)
	Essential Question(s)	How can I write a compelling mystery? How can I collaborate to create a mystery story?
	Domain 1: Communication (Interpretive, Interpersonal, Presentational & Intercultural)	Students will be able to: • Read and interact with a mystery story • Write a story by using the present tense and other previously learned grammar, such as location words
	Domain 2: Linguistic Cultures (Cultures & Comparisons)	Products and Practices: Linguistic Comparisons: • Estar + present progressive
	Domain 3: Lifelong Learning (Connections, Communities, SEL & Social Justice)	<u>SEL Framework- Relationship Skills</u> Communicating effectively & Developing positive relationships ~Joy in Learning~