HOLLISTON Public Schools

Unit 4: ¡Vamos a un restaurante!

Subject Area: World Language	**Course**: Spanish Grade 7	
Unit 4 Title: ¡Vamos a un restaurante!	**Start Date:** March	**End Date:** April
Unit Summary: This unit focuses on language used in a restaurant setting. Students learn to order food, interact with a waiter, and pay for a meal.The grammatical focus of this unit is on stem-changing verbs, specifically the irregular verbs “pedir” (to order) and “venir” (to come). There is also a focus on the differences between “ser” and “estar,” which both mean “to be.” Students also learn to use direct object pronouns (lo, la, los, las) to make their sentences more efficient and sound more natural when ordering food. The overall goal of this unit is to equip students with the skills to confidently dine at a Spanish-speaking restaurant, from ordering their meal to asking for and paying the bill.		

Stage 1: Desired Results

Massachusetts Novice Mid World Languages Standards

Communication Standards

1. *Interpretive Communication* - In texts and conversations on topics of high familiarity and interest to students, relying upon practiced or memorized words, phrases, and some sentences, supported by repetition, visual aids, and gestures, students:
    a. Recognize traits of multiple cultures and communities. (NM.1.a)
    b. Identify some basic facts from the text. (NM.1.b)
2. *Interpersonal Communication* - In conversations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:
    b. Respond to questions by expressing basic information about themselves. (NM.2.b)
    c. Ask highly predictable, formulaic questions. (NM.2.c)
3. *Presentational Communication* - In presentations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying

upon visual aids and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:

a. Demonstrate awareness and understanding of themselves and their audience. (NM.3.a)

b. Provide simple, basic, prepared information in culturally appropriate ways. (NM.3.b)

4. *Intercultural Communication* - In interactions in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:

a. Refer to some typical products and practices related to an audience's or interlocutor's culture to show basic cultural awareness and respect towards diversity. (NM.4.a)

Linguistic Cultures Standards

5. *Cultures* - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

a. Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities. (NM.5.a)

b. Recognize and identify factors that contribute to individual and cultural identities. (NM.5.b)

6. *Comparisons* - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by:

1. Identifying similarities and differences in the products, practices, and perspectives of their own and other cultures. (NM.6.a.1)

b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:

1. Identifying cognates. (NM.6.b.1) Massachusetts Curriculum Framework for World Languages 29

2. Comparing basic idiomatic expressions. (NM.6.b.2)

3. Identifying similarities and differences in the sound and writing systems. (NM.6.b.3)

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Transfer (Authentic, relevant application of learning to new situations)	
Students will be able to independently use their learning to… ● Label a table setting with a detailed description using the unit's vocabulary words. ● Write a detailed description about their favorite restaurant and what meal they like to eat there. They will include a description of their server, and mention if any utensils are needed/ if any utensils are missing. ● Pretend to "place an order" in Spanish to their favorite restaurant, while another student acts as the waiter/waitress to take their order and ask questions.	
Meaning	
Enduring Understandings **Students will understand that…** ● Mealtimes are more than just eating—they are opportunities for connection, tradition, and community. ● Customs and etiquette around food reflect deeper cultural values and priorities. ● Learning how to communicate in culturally appropriate ways helps build respect and understanding across cultures.	**Essential Questions** **Students will consider…** ● How do food and mealtimes bring people together in different cultures? ● In what ways do our food choices reflect our values, identity, and community? ● How can understanding and practicing cultural etiquette strengthen communication and connection? ● What does respectful service and hospitality look like across cultures?
Acquisition	
Knowledge **Students will know…** Vocabulary: To talk about people To describe things To describe how someone is feeling To talk out food To describe the table settings To talk about eating out To express needs	**Skills** **Students will be skilled at…** ● Exchanging information on places they go on different days of the week to do various leisure activities. ● listening to, reading, and writing information about restaurant meals and service ● writing about plans for a

• Me falt(n)... • Quisiera • traer Other: • Ahora • Algo mas? • De nada • Otro, -a • Que + adjective Grammar - to come • Vengo • Vienes • Vine • Venimos • Venis • Vienen	celebration • exchange information while describing physical features of family members • Understanding cultural perspectives on meals and mealtimes in the Spanish-speaking world

Unit 5: En mi dormitorio

Subject Area: World Language	**Course:** Spanish Grade 7	
Unit 5 Title: En mi dormitorio	**Start Date:** April	**End Date:** Mid May
Unit Summary: The topics of this unit are items in the bedroom. The grammar structures are adjectives, comparing and contrasting and superlatives.		

Stage 1: Desired Results

Massachusetts Novice Mid World Languages Standards

Communication Standards

1. *Interpretive Communication* - In texts and conversations on topics of high familiarity and interest to students, relying upon practiced or memorized words, phrases, and some sentences, supported by repetition, visual aids, and gestures, students:

a. Recognize traits of multiple cultures and communities. (NM.1.a)

b. Identify some basic facts from the text. (NM.1.b)

2. *Interpersonal Communication* - In conversations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:

b. Respond to questions by expressing basic information about themselves. (NM.2.b)

c. Ask highly predictable, formulaic questions. (NM.2.c)

3. *Presentational Communication* - In presentations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon visual aids and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:

a. Demonstrate awareness and understanding of themselves and their audience. (NM.3.a)

4. *Intercultural Communication* - In interactions in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:

a. Refer to some typical products and practices related to an audience's or interlocutor's culture to show basic cultural awareness and respect towards diversity. (NM.4.a)

Linguistic Cultures Standards

5. *Cultures* - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

b. Recognize and identify factors that contribute to individual and cultural identities. (NM.5.b)

6. *Comparisons* - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:

1. Identifying cognates. (NM.6.b.1) Massachusetts Curriculum Framework for World Languages 29

3. Identifying similarities and differences in the sound and writing systems. (NM.6.b.3)

Transfer (Authentic, relevant application of learning to new situations)

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Students will be able to independently use their learning to…

- Create an ad for a room describing the items in it and how much it costs. Have students "call" the owner and ask questions about things that were not included in the ad: on street parking, taking pets, storage space...

Meaning	
Enduring Understandings **Students will understand that…** ● Students in different countries personalize their bedrooms to match their personality.	**Essential Questions** **Students will consider…** ● How do I interpret the cultural practice of siestas? ● What kind of living space do young people have in their home?
Acquisition	
Knowledge **Students will know…** Vocabulary/Grammar: Unit 5 En mi dormitorio	**Skills** **Students will be skilled at…** ● listening to and reading descriptions of bedrooms and colors ● talking and writing about their room ● surveying classmates about their bedrooms and compare bedrooms ● identifying cultural practices in an authentic video about homes and home decor

Unit 6: ¿Cómo es tu casa?

Subject Area: World Language	Course: Spanish Grade 7	
Unit 6 Title: ¿Cómo es tu casa?	**Start Date:** Mid May	**End Date:** June
Unit Summary: The topics of this unit are house vocabulary and chores. The grammar structures are affirmative commands and the present progressive tense.		

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Stage 1: Desired Results

Massachusetts Learning Standards

Novice Mid World Languages Standards

Communication Standards

1. *Interpretive Communication* - In texts and conversations on topics of high familiarity and interest to students, relying upon practiced or memorized words, phrases, and some sentences, supported by repetition, visual aids, and gestures, students:
    a. Recognize traits of multiple cultures and communities. (NM.1.a)
    b. Identify some basic facts from the text. (NM.1.b)

2. *Interpersonal Communication* - In conversations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:
    a. Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy. (NM.2.a)
    b. Respond to questions by expressing basic information about themselves. (NM.2.b)
    c. Ask highly predictable, formulaic questions. (NM.2.c)

3. *Presentational Communication* - In presentations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon visual aids and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:
    a. Demonstrate awareness and understanding of themselves and their audience. (NM.3.a)
    b. Provide simple, basic, prepared information in culturally appropriate ways. (NM.3.b)

4. *Intercultural Communication* - In interactions in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:
    a. Refer to some typical products and practices related to an audience's or interlocutor's culture to show basic cultural awareness and respect towards diversity. (NM.4.a)
    b. Use appropriate rehearsed gestures and behaviors. (NM.4.b)

c. Recognize some behaviors that are likely to offend members of target-language cultures. (NM.4.c)

Linguistic Cultures Standards

5. *Cultures* - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

a. Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities. (NM.5.a)

b. Recognize and identify factors that contribute to individual and cultural identities. (NM.5.b)

6. *Comparisons* - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by:

1. Identifying similarities and differences in the products, practices, and perspectives of their own and other cultures. (NM.6.a.1)

2. Recognizing stereotypes and/or generalizations in their own and other cultures. (NM.6.a.2)

b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:

1. Identifying cognates. (NM.6.b.1) Massachusetts Curriculum Framework for World Languages 29

2. Comparing basic idiomatic expressions. (NM.6.b.2)

3. Identifying similarities and differences in the sound and writing systems. (NM.6.b.3)

Lifelong Learning Standards

7. *Connections* - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. (NM.7.a)

b. Recognize, exchange, and present diverse perspectives and distinctive viewpoints from authentic age appropriate materials. (NM.7.b)

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8. *Communities* - In settings that students would find familiar and highly predictable, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students fully and consistently:

a. Apply cultural and linguistic skills to participate in the school, local, and global community by:

1. Identifying resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (NM.8.a.1)
2. Identifying needs and/or injustices and taking collective action to contribute to strong communities. (NM.8.a.2)

b. Become lifelong learners by:

1. Using languages for enjoyment and enrichment and exploring more options for doing so. (NM.8.b.1)
2. Interacting with speakers/signers of the target language to build diverse relationships. (NM.8.b.2)
3. Identifying uses of the target language in the community. (NM.8.b.3)
4. Choosing goals for linguistic and cultural growth and reflecting upon progress. (NM.8.b.4)

Transfer (Authentic, relevant application of learning to new situations)

Students will be able to independently use their learning to…

- Listen to conversations about chores and read housing adds
- Talk about household chores and write a description of a house or apartment
- Exchange information while giving advice
- Explain how houses in the Spanish-speaking world compare to those in the United States

Meaning

Enduring Understandings	Essential Questions
Students will understand that… ● Family members share various household responsibilities. ● Houses vary depending on the needs of the people living in them.	**Students will consider…** ● How do I understand cultural perspectives regarding homes and privacy? ● How do I explain how houses in the Spanish-speaking world compare to those in the United States?

	• How are houses and household chores similar and different around the world?
Acquisition	
Knowledge **Students will know…** Vocabulary/Grammar: Unit 6 ¿Como es tu casa?	**Skills** **Students will be skilled at…** • Identifying cultural practices in an authentic video about household chores. • Understanding cultural perspectives regarding homes and privacy. • Explaining how houses in the Spanish-speaking world compare to those in the United States.