

Module Title: Spanish Conversation

Subject: Exploratory Spanish	Grade: 7	Timeline: 4 days
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Module Overview:

In this unit, students will learn basic introductory conversation in Spanish. We will go over the punctuation, pronunciation, spelling, and usage of the phrases and words. We also be using the phrases orally as well as in a written format.

Module Objectives:

1. The students will be able to (TSWBAT) recognize the written form of basic Spanish conversation which includes correct usage of the accents and punctuation.
2. TSWBAT create and speak conversations that will show mastery of the Spanish.
3. TSWBAT create and write a comic strip demonstrating their understanding of the Spanish phrases.

Thematic Focus:

1. Spanish words and phrases require correct written usage of the accents and punctuation.
2. The Spanish language has several letters that are pronounced in a different manner than in English.
3. Students are encouraged to use the Spanish language as best as they can.

Essential Questions:

1. Are accents and punctuation necessary when writing in Spanish? Do you have to write them every time?
2. Which letters sound different? Are they always pronounced this way in every word or phrase?
3. Do the same rules of English apply to the Spanish language?
4. Are there similarities with the English language?
5. Is there an informal way of speaking the Spanish language similar to English slang?

Instructional Focus of Module:

<i>Communication</i>		<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	2.1	Word order in the Spanish language is not the same as it is in the English language.
1.2	Students understand and interpret spoken and written Spanish on a variety of topics.	Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.	
1.3	Students present information, concepts, and ideas in Spanish to		

an audience of listeners or readers on a variety of topics		
Connections		Comparisons
3.1 Students reinforce and further their knowledge of other disciplines through Spanish.	4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.	5.1 Students use Spanish both within and beyond the school setting.
3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures	4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.	5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Activities: Vocabulary worksheet	Reading Assessments: Writing Prompts & Assessments: Various written assessments such as worksheets Script of group skit Grammar Assessments: 1. Assessment of written and oral work 2. Skit presentation
Activities: Written practice	
Activities: Translating a Spanish conversation	
Activities: Skit	
Activities:	
Text:	
Activities:	
Text:	
Activities:	
Text:	
Activities:	
Writing Instruction:	
FCAs:	
Activities:	
Grammar Instruction:	
FCAs:	
Activities:	

Ongoing Standards Addressed in This Unit:

The MASD World Languages Department uses the National Standards of Foreign Language – The Five Cs.

<u>Communication</u>	
1.4	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
1.5	Students understand and interpret spoken and written Spanish on a variety of topics.
1.6	Students present information, concepts, and ideas in Spanish to an audience of listeners or

readers on a variety of topics

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through Spanish.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

Communities

- 5.1 Students use Spanish both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Unit 1 – Spanish Conversation

Theme Overview

Day 1:

Introduce words and phrases

Review worksheet

Days 2:

Translation activity

Days 3 and 4:

Write and perform skits

Module Title: Numbers 0-100

Subject: Exploratory Spanish	Grade: 7	Timeline: 4 days
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<p>Module Overview:</p> <p>In this unit, we will first review numbers 0-20 and the math symbols +, -, and = which they learned in 6th grade. I will introduce numbers 21-29; and then introduce the tens numbers for 30, 40, 50, 60, 70, 80, 90, & 100 and how to form the numbers in between the tens numbers. We will go over the pronunciation of the words. They will also learn how to write out phone numbers by grouping the numbers.</p>
<p>Module Objectives:</p> <ol style="list-style-type: none"> 1. The students will be able to (TSWBAT) recall Spanish numbers 0-20 from 6th grade. 2. TSWBAT correctly recall and identify the numbers in Spanish. 3. TSWBAT correctly write the Spanish words for numbers 0-100 in order to show their understanding of the Spanish words. 4. TSWBAT pronounce the words for the Spanish numbers 0-100.
<p>Thematic Focus:</p> <ol style="list-style-type: none"> 1. Spanish words and phrases require correct written usage of the accents and punctuation. 2. The Spanish numbers follow a pattern just like the numbers in English do. 3. Students are encouraged to use the Spanish language as best as they can.
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Are accents and punctuation necessary when writing in Spanish? Do you have to write them every time? 2. Which letters sound different? Are they always pronounced this way in every word or phrase? 3. Do the same rules of English apply to the Spanish language? 4. Are there similarities with the English language? 5. Is there an informal way of speaking the Spanish language similar to English slang?

Instructional Focus of Module:

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.7 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.8 Students understand and interpret spoken and written Spanish on a variety of topics. 1.9 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics	2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.	Word order in the Spanish language is not the same as it is in the English language.
Connections	Comparisons	Communities

3.1	Students reinforce and further their knowledge of other disciplines through Spanish.	4.1	Students demonstrate understanding of the nature of language through comparisons between Spanish and English.	5.1	Students use Spanish both within and beyond the school setting.
3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures	4.2	Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.	5.2	Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Activities: Vocabulary notes Activities: Written practice Activities: White board practice Activities: Slap board game Activities: Kahoot! Review Text: Activities: Text: Activities: Text: Activities: Writing Instruction: FCAs: Activities: Grammar Instruction: FCAs: Activities:	Reading Assessments: Writing Prompts & Assessments: Various written assessments such as worksheets Formal assessment through use of white board activity. Grammar Assessments: Assessment of written and oral work
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Ongoing Standards Addressed in This Unit:

The MASD World Languages Department uses the National Standards of Foreign Language – The Five Cs.

<u>Communication</u>	
1.10	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
1.11	Students understand and interpret spoken and written Spanish on a variety of topics.
1.12	Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics
<u>Cultures</u>	
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.
2.2	Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through Spanish.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

Communities

- 5.1 Students use Spanish both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Unit 2 – Numbers 0-100

Theme Overview

Day 1:

Introduce words and phrases

Phone numbers

Review worksheet

Day 2:

White board practice

Day 3:

Slap board game

Day 4:

Kahoot! Review

Module Title: Asking and Telling Age

Subject: Exploratory Spanish	Grade: 7	Timeline: 2 days
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Module Overview:
In this unit, students will learn how to ask and tell people's age by using several Spanish phrases. We will also briefly review numbers 0-100. We will go over the pronunciation of the words as well as which phrase to use and when.
Module Objectives:
<ol style="list-style-type: none"> 1. The students will be able to (TSWBAT) recall Spanish numbers 0-100 from the previous unit. 2. TSWBAT know when to use each phrase. 3. TSWBAT converse with a partner to ask each other's age and respond. 4. TSWBAT write questions and answers in order to ask and tell people's ages.
Thematic Focus:
<ol style="list-style-type: none"> 1. Spanish words and phrases require correct written usage of the accents and punctuation. 2. One must choose the correct phrase when asking and telling someone's age. 3. Students are encouraged to use the Spanish language as best as they can with correct pronunciation
Essential Questions:
<ol style="list-style-type: none"> 1. Are accents and punctuation necessary when writing in Spanish? Do you have to write them every time? 2. Which letters sound different? Are they always pronounced this way in every word or phrase? 3. Do the same rules of English apply to the Spanish language? 4. Are there similarities with the English language? 5. Is there an informal way of speaking the Spanish language similar to English slang?

Instructional Focus of Module:

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.13 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.14 Students understand and interpret spoken and written Spanish on a variety of topics. 1.15 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics	2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.	Word order in the Spanish language is not the same as it is in the English language.
Connections	Comparisons	Communities

3.1	Students reinforce and further their knowledge of other disciplines through Spanish.	4.1	Students demonstrate understanding of the nature of language through comparisons between Spanish and English.	5.1	Students use Spanish both within and beyond the school setting.
3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures	4.2	Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.	5.2	Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Activities: Vocabulary notes Activities: Written practice Activities: Communicative pair activity Text: Activities: Text: Activities: Text: Activities: Text: Activities: Text: Activities: Writing Instruction: FCAs: Activities: Grammar Instruction: FCAs: Activities:	Reading Assessments: Writing Prompts & Assessments: 1. Various written assessments such as worksheets 2. Conversation activity with partner Grammar Assessments: 1. Assessment of written and oral work
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Ongoing Standards Addressed in This Unit:

The MASD World Languages Department uses the National Standards of Foreign Language – The Five Cs.

<u>Communication</u>	
1.16	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
1.17	Students understand and interpret spoken and written Spanish on a variety of topics.
1.18	Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics
<u>Cultures</u>	
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.

Connections

3.1 Students reinforce and further their knowledge of other disciplines through Spanish.

3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.

Comparisons

4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.

4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

Communities

5.1 Students use Spanish both within and beyond the school setting.

5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Unit 3 – Asking and Telling Age

Theme Overview

Day 1:

Introduce words and phrases

Review worksheet

Day 2:

Communicative pair activity

Module Title: Descriptive Adjectives

Subject: Exploratory Spanish	Grade: 7	Timeline: 5 days
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Module Overview:
In this unit, students will learn how to describe people using Spanish adjectives for personality traits as well as physical traits.
Module Objectives:
<ol style="list-style-type: none"> 1. The students will be able to (TSWBAT) identify the Spanish adjectives. 2. TSWBAT understand and use the Spanish adjectives to describe people. 3. TSWBAT understand the concept of masculine and feminine adjectives.
Thematic Focus:
<ol style="list-style-type: none"> 1. Spanish words and phrases require correct written usage of the accents and punctuation. 2. One must choose the correct adjective ending when describing a person. 3. Students are encouraged to use the Spanish language as best as they can.
Essential Questions:
<ol style="list-style-type: none"> 1. Are accents and punctuation necessary when writing in Spanish? Do you have to write them every time? 2. Why does the Spanish language use masculine and feminine endings? 3. Do the same rules of English apply to the Spanish language? 4. Are there similarities with the English language? 5. Is there an informal way of speaking the Spanish language similar to English slang?

Instructional Focus of Module:

<i>Communication</i>		<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.19	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.	Word order in the Spanish language is not the same as it is in the English language.
1.20	Students understand and interpret spoken and written Spanish on a variety of topics.		
1.21	Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics		
<i>Connections</i>		<i>Comparisons</i>	<i>Communities</i>
3.1	Students reinforce and further their knowledge of other disciplines through Spanish.	4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and	5.1 Students use Spanish both within and beyond the school setting.
3.2	Students acquire		5.2 Students show evidence of becoming life-long

information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures	4.2	English. Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.	learners by using Spanish for personal enjoyment and enrichment.
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Activities: Vocabulary notes	Reading Assessments: Writing Prompts & Assessments: Various written assessments such as worksheets Grammar Assessments: Assessment of written and oral work Name acrostic project
Activities: Written practice	
Activities: Word search	
Activities: Name acrostic project	
Activities: Game	
Text:	
Activities:	
Text:	
Activities:	
Text:	
Activities:	
Writing Instruction:	
FCAs:	
Activities:	
Grammar Instruction:	
FCAs:	
Activities:	

Ongoing Standards Addressed in This Unit:

The MASD World Languages Department uses the National Standards of Foreign Language – The Five Cs.

<p><u>Communication</u></p> <p>1.22 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.23 Students understand and interpret spoken and written Spanish on a variety of topics.</p> <p>1.24 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through Spanish.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.</p> <p><u>Comparisons</u></p>

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| 4.1 | Students demonstrate understanding of the nature of language through comparisons between Spanish and English. |
| 4.2 | Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own. |
| <u>Communities</u> | |
| 5.1 | Students use Spanish both within and beyond the school setting. |
| 5.2 | Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment. |

Unit 4 – Descriptive Adjectives

Theme Overview

Day 1:

Introduce words and phrases

Review worksheet

Day 2:

Word search

Days 3 and 4:

Name acrostic project

Day 5:

Name acrostic project

Module Title: The Calendar

Subject: Exploratory Spanish	Grade: 7	Timeline: 2 days
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Module Overview:

In this unit, students will learn how to write the date in Spanish as well as recall the days of the week and the months they learned in 6th grade.

Module Objectives:

1. The students will be able to (TSWBAT) recall the Spanish words for the days of the week and months in Spanish.
2. TSWBAT learn how to write the date in Spanish for the 1st of the month as well as for the rest of the month.
3. TSWBAT apply the information to complete a calendar activity.

Thematic Focus:

1. The Spanish days of the week and the months are not capitalized.
2. The first day of the Spanish week is Monday, when written on a calendar.
3. There are two formulas to use when writing the date.

Essential Questions:

1. Are accents and punctuation necessary when writing in Spanish? Do you have to write them every time?
2. Why don't we capitalize the days and the months?
3. Why is the first day of the week Monday and not Sunday?
4. Are there similarities with the English language?

Instructional Focus of Module:

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
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1.25	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.	Word order in the Spanish language is not the same as it is in the English language.	
1.26	Students understand and interpret spoken and written Spanish on a variety of topics.				
1.27	Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics				
Connections		Comparisons		Communities	
3.1	Students reinforce and further their knowledge of other disciplines through Spanish.	4.1	Students demonstrate understanding of the nature of language through comparisons between Spanish and English.	5.1	Students use Spanish both within and beyond the school setting.
3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures	4.2	Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.	5.2	Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Text Set:

<p>Anchor Text:</p> <p>Activities:</p> <hr/> <p>Text:</p> <p>Activities:</p>	<p>Reading Assessments:</p> <hr/> <p>Writing Prompts & Assessments:</p> <p>1. Various written assessments such as worksheets</p> <hr/> <p>Grammar Assessments:</p> <p>1. Assessment of written and oral work</p>
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Writing Instruction: FCAs: Activities:	
Grammar Instruction: FCAs: Activities:	

Ongoing Standards Addressed in This Unit:

The MASD World Languages Department uses the National Standards of Foreign Language – The Five Cs.

Communication

- 1.28 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.29 Students understand and interpret spoken and written Spanish on a variety of topics.
- 1.30 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through Spanish.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

Communities

- 5.1 Students use Spanish both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Module Title: Clothes and the verb Llevar

Subject: Exploratory Spanish	Grade: 7	Timeline: 5 days
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Module Overview:
In this unit, students will learn the Spanish words for clothing and accessories as well the verb llevar (to wear) in order to describe what people are wearing.
Module Objectives:
<ol style="list-style-type: none"> 1. The students will be able to (TSWBAT) identify the Spanish words for clothing and accessories in Spanish. 2. TSWBAT learn how to use the verb llevar. 3. TSWBAT write complete sentences to describe the clothing and accessories people are wearing.
Thematic Focus:
<ol style="list-style-type: none"> 1. The Spanish words for clothes and accesories. 2. The 3 forms of the verb llevar.
Essential Questions:
<ol style="list-style-type: none"> 1. Are accents and punctuation necessary when writing in Spanish? Do you have to write them every time? 2. Which form of the verb llevar should I use?

Instructional Focus of Module:

<i>Communication</i>		<i>Cultures</i>		<i>Grammar Eligible Content</i>	
1.31	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.	Word order in the Spanish language is not the same as it is in the English language.	
1.32	Students understand and interpret spoken and written Spanish on a variety of topics.				
1.33	Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics				
<i>Connections</i>		<i>Comparisons</i>		<i>Communities</i>	
3.1	Students reinforce and further their knowledge of other disciplines through Spanish.	4.1	Students demonstrate understanding of the nature of language through comparisons between Spanish and English.	5.1	Students use Spanish both within and beyond the school setting.
3.2	Students acquire information and recognize the distinctive	4.2	Students demonstrate	5.2	Students show evidence of becoming life-long learners by using Spanish for personal enjoyment

viewpoints that are only available through the Spanish language and its cultures	understanding of the concept of culture through comparisons between Hispanic cultures and their own.	and enrichment.
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Activities: Vocabulary notes Activities: Written practice Activities: Label clothes Activities: Llevar notes Activities: Written practice Activities: Communicative pair activity Text: Activities: Text: Activities: Writing Instruction: FCAs: Activities: Grammar Instruction: FCAs: Activities:	Reading Assessments: Writing Prompts & Assessments: Various written assessments such as worksheets and oral review exercises. Grammar Assessments: Assessment of written and communicative pair activity
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Ongoing Standards Addressed in This Unit:

The MASD World Languages Department uses the National Standards of Foreign Language – The Five Cs.

<p><u>Communication</u></p> <p>1.34 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.35 Students understand and interpret spoken and written Spanish on a variety of topics.</p> <p>1.36 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through Spanish.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between</p>
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Hispanic cultures and their own.

Communities

5.1 Students use Spanish both within and beyond the school setting.

5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Unit 6 – Clothes and the verb llevar

Theme Overview

Day 1:

Introduce words and phrases

Review worksheet

Day 2:

Written practice - packet

Day 3:

Label catalog pictures

Day 4:

Llevar and written practice

Day 5:

Communicative pair activity

Module Title: Fashion Show

Subject: Exploratory Spanish	Grade: 7	Timeline: 5 days
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Module Overview:
In this unit, students will create a script for a Fashion Show in groups which is a project encompassing everything they have learned during the 7.5 weeks. Greetings, introductions, age, adjectives, clothes, llevar, and farewells.
Module Objectives:
<ol style="list-style-type: none"> 1. The students will be able to (TSWBAT) write the script for the Fashion Show using the directions and words and phrases from their vocabulary sheets. 2. TSWBAT correctly point to the clothes and accessories while modeling. 3. TSWBAT perform the fashion show as a group.
Thematic Focus:
1. Create a Fashion Show in Spanish by using vocabulary and concepts from the 7.5 weeks.
Essential Questions:
1. Are accents and punctuation necessary when writing in Spanish? Do you have to write them every time?

Instructional Focus of Module:

<i>Communication</i>		<i>Cultures</i>		<i>Grammar Eligible Content</i>	
1.37	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.	Word order in the Spanish language is not the same as it is in the English language.	
1.38	Students understand and interpret spoken and written Spanish on a variety of topics.				
1.39	Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics				
<i>Connections</i>		<i>Comparisons</i>		<i>Communities</i>	
3.1	Students reinforce and further their knowledge of other disciplines through Spanish.	4.1	Students demonstrate understanding of the nature of language through comparisons between Spanish and English.	5.1	Students use Spanish both within and beyond the school setting.
3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the	4.2	Students demonstrate understanding of the concept of culture	5.2	Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Spanish language and its cultures	through comparisons between Hispanic cultures and their own.
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Activities: Fashion show directions and example script Activities: Write script in groups Activities: Practice fashion show Activities: Presentation of fashion shows Text: Activities: Text: Activities: Text: Activities: Text: Activities: Writing Instruction: FCAs: Activities: Grammar Instruction: FCAs: Activities:	Reading Assessments: Narrator will correctly read their groups fashion show script. Writing Prompts & Assessments: Various written assessments such as worksheets and oral review exercises. Written script of Fashion Show Fashion Show Presentation – with rubric Grammar Assessments: Assessment of written and oral work
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Ongoing Standards Addressed in This Unit:

The MASD World Languages Department uses the National Standards of Foreign Language – The Five Cs.

<p><u>Communication</u></p> <p>1.40 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.41 Students understand and interpret spoken and written Spanish on a variety of topics.</p> <p>1.42 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through Spanish.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons</p>

- between Spanish and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.
- Communities
- 5.1 Students use Spanish both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Unit 7 – Fashion Show

Theme Overview

Day 1:

Go over Fashion show expectations and directions

View example of script template

Organize groups

Day 2:

Script writing

Days 3 and 4:

Practice fashion show

Day 5:

Presentations of Fashion Show