

# **WORLD LANGUAGES - GRADE 7**

Full-year course

## **CONTENT, SCOPE, AND SEQUENCE**

The following themes are interwoven to provide the framework by which students communicate as they explore cultural perspectives, make connections and comparisons, and prepare to participate in local and global communities. The grammatical structures presented following the themes and topics below, are offered as an important component to the logical continuum of the language acquisition process, but it is not the focus of instruction in the world languages classroom. Students explore grammar through context and with an emphasis of its functionality within the communicative approach.

### Themes

#### A. My community

1. My city, places and buildings, transportation, directions (suggested time 5-6 weeks)
  - a. identify places, describe cities, request directions
  - b. provide directions within neighborhood
  - c. describe activities done in specific places
2. Shopping (suggested time 5-6 weeks)
  - a. talk about gifts
  - b. talk about kinds of stores
  - c. apply knowledge of numbers to make purchases
  - d. give instructions
  - e. identify and describe a “bargain”

#### B. My free time (suggested time 5-6 weeks)

1. talk about free time during weekdays, weekends, and vacation
2. identify hobbies/sports
3. express preferences

#### C. The world around me (suggested time 6-7 weeks)

1. compare/contrast target language holidays with other holidays
2. draw parallels between vacation periods in America and target language countries
3. talk about vacation destinations
4. locate capital cities
5. discuss means of transportation
6. apply knowledge of numbers to discuss currency
7. identify weather-specific activities
8. talk about clothing/seasons

D. Yum! (suggested time 6-7 weeks)

1. the Restaurant
2. order food
3. ask for the check
4. identify/describe food/drinks
5. identify table settings
6. differentiate foods between the U.S. and the target cultures
7. identify food temperatures

Grammatical Structures

1. French

- a. using the verb *aller* and the preposition *à*
- b. describing people and things with possessive adjectives
- c. talking about living arrangements using *chez*
- d. talking about future plans using le futur proche (*aller* + infinitive)
- e. combining prepositions *à* and *de* with definite articles
- f. talking about where one is coming from using the verb *venir*
- g. using adjectives to describe people and things
- h. describing people and things using irregular adjectives
- i. using the verbs *acheter*, *préférer*, *mettre* to talk about clothing
- j. comparing people and things using comparative adjectives
- k. using the present tense of regular *-ir* and *-re* verbs
- l. describing things using demonstrative and interrogative adjectives
- m. talking about people using the pronoun *on*
- n. giving commands and suggestions using the imperative tense
- o. talking about activities using *faire*
- p. describing oneself and others using expressions with *avoir*
- q. talking about what one sees using the verb *voir*
- r. describing past events using the passé composé of regular *-er*, *-ir* and *-re*
- s. verbs in the affirmative and negative
- t. describing past events using the passé composé of irregular verbs (*être*, *avoir*, *faire*, *mettre*, *voir*)
- u. talking about where one went using the passé composé of *aller*
- v. discussing past actions using the passé composé with *être* (*arriver*, *rester*, *venir*, *sortir*, *entrer*, *rentrer*)
- w. talking about a series of events using adverbs of sequence
- x. expressing wants and needs using the verb *vouloir*
- y. talking about what one eats and drinks using the verbs *prendre* and *boire*

2. Spanish

- a. identifying gender: masculine and feminine nouns
- b. knowing how numbers affect articles and adjectives
- c. using definite and indefinite articles
- d. demonstrating knowledge of subject pronouns and verb conjugations
- e. knowing how to question and respond in the present tense

- f. expressing affirmative and negative answers
- g. using the simple future: *ir + a + infinitivo*
- h. distinguishing between having feelings and possessions, with the verb *tener*
- i. using present conjugations of *ser, estar, gustar*, and their uses
- j. expressing obligations with *tener que*
- k. using pronouns to clarify or emphasize the subject of an action
- l. understanding and employing adjective agreement: characteristics and belongings
- m. expressing present tense of regular (-ar, -er, -ir) verbs
- n. using regular present tense verbs with irregular yo forms: *tener y conocer*
- o. introducing briefly the verbs *hacer* and *jugar*
- p. demonstrating knowledge of e:ie stem changing verbs in the present tense.
- q. demonstrating knowledge of o:ue stem changing verbs in the present tense.
- r. demonstrating knowledge of e:i stem changing verbs in the present tense.
- s. giving and following regular and irregular affirmative tú commands

#### Cultural Perspectives, Products, and Practices

1. Discussing differences between towns and living establishments in various target- language-speaking countries
2. Exploring the cultural practices of target-language-speaking peoples including aspects of environment, sports, entertainment, food and art
3. Comparing architectural structures of target-language-speaking countries
4. Talking about how those in target-language-speaking countries travel throughout their towns
5. Discussing cultural traditions and currencies when shopping in target-language- speaking countries
6. Observing cultural similarities and differences between meals and dining etiquette
7. Comparing and contrasting personal style as it relates to fashion and society