

**Preston Public Schools  
Preston, CT**

**World Language Curriculum – Spanish  
7<sup>th</sup> Grade**

Performance Standards	Receptive Skills (Speaking/Listening/ Reading)	Production Skills (Writing/Presenting )	Assessment
<b>1. Communication:</b> Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.			
<i>Interpersonal Communication:</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Students will be able to:			
--Describe what is being experienced in the moment.		X	--Written assessment.
--Complete important travel tasks.	X	X	--Situational assessment; --Technology-based assessment.
--Use expressions for managing conversations, i.e., show interest in what others are saying, take the floor, ask for help, check comprehension.	X		--Anecdotal assessment
--Use and respond to culturally appropriate nonverbal cues to communicate spoken messages and maintain listening comprehension.	X		--Anecdotal assessment
--Pronounce in Spanish to a comprehensible level.		X	--Observation; --Rubric (fluency).

<b><i>Interpretive Communication:</i></b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Students will be able to:			
--“Turn the question around” (TTQA) regarding familiar texts, specifically related to construction of questions and answers.	X	X	--Written assessment.
--Understand and categorize features of the environment.	X		--Technology-based assessment; --Written assessment. --Rubric (fluency).
--Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution (i.e., using other words and gestures to explain words and concepts).	X	X	--Anecdotal assessment.
--Paraphrase information derived from texts.	X	X	--Written assessment.
--Learn and apply new vocabulary.			--Written assessment.
--Solicit information from peers and process that information into a collective whole.	X	X	--Observation; --Rubric (content).
--Use context clues and background knowledge to comprehend spoken and written texts.	X	X	--Anecdotal assessment.
<b><i>Presentational Communication:</i></b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Students will be able to:			
--Present researched material to the class.		X	--Rubric (fluency).
--Present personal information to the class.		X	--Rubric (fluency/completion).
--Use technology to make class presentations.		X	--Rubric (content).
--Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in Spanish.		X	--Observation.

<b>2. Cultures:</b> Students interact with cultural competence and understanding.			
<i>Relating cultural practices/products to perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationships between the practices/products and perspectives of the cultures studied.			
Students will be able to:			
--Develop a basic understanding of specific aspects of Latin American history.	N/A	N/A	Not assessed.
--Develop understanding of the vast natural resources of Latin America.	N/A	N/A	Not assessed.
<b>3. Connections:</b> Students connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.			
<i>Making connections:</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.			
Students will be able to:			
--Discuss scientific themes (i.e., planets, animals, food cycles) in Spanish.	X	X	--Rubric (fluency/content). --Written assessment
--Describe the water cycle and different bodies of water in Spanish.	X	X	--Written assessment; --Rubric (fluency/content).
--Identify major land and water features of South America.	X	X	--Written assessment; --Technology-based assessment.
<b>4. Comparisons:</b> Students develop insight into the nature of language and culture in order to interact with cultural competence.			
<i>Language comparisons:</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.			
Students will be able to:			
--Understand syntactical similarities and differences between English and Spanish.	N/A	N/A	Not assessed.

<b>5. Communities:</b> Students communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.			
<b><i>Lifelong learning:</i></b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. Students will be able to:			
--Understand the impact and importance of multiple languages on their personal and professional goals both in higher level educational circumstances as well as in life in general.	N/A	N/A	Not assessed.