

READINGTON PUBLIC SCHOOL DISTRICT
Grade 7 Spanish 2023

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I. PURPOSE AND OVERVIEW

The Readington School District's world language program provides a balanced instructional approach which includes common beliefs. The Spanish curriculum identifies the essential knowledge and skills that prepare students to communicate in Spanish, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, develop insight into the nature of the Spanish language and culture, and participate in multilingual communities at home and around the world. Authentic practice of these skills enables students to realize their potential as global citizens who think critically and solve problems using the communication and collaboration skills gained from learning world languages and cultures. In the Spanish World Language classroom, Readington Township students have the opportunity to:

- Be immersed in the target language.
- Communicate effectively and with appropriate cultural sensitivity with others verbally and in writing.
- Use interpretative and interpersonal modes to communicate.
- Be participating members of a global society.

The goal of world language is to prepare learners to apply their skills and understandings measured by the New Jersey Student Learning Standards (NJSLS) and to bring global competence to students' future careers and experiences. In grades K-5, students receive world language instruction in Spanish. Spanish is the foundation of the world language program in the Readington Township Schools. Recent data reveals that Spanish is the official language of over 20 nations in North, Central, and South America, as well as in Spain, several nations in Africa, and the Philippines.

Students will use the modes of interpretive, interpersonal, and presentational communication when in the World Language classrooms. The mission of the exploratory world language program in grades Kindergarten through Five is to transmit enjoyment of another language, to introduce cultures of other countries, and to provide an opportunity for students to begin communicating in a language other than their own native language.

As students near the end of Grade Five, they select a world language to study in Grades Six, Seven, and Eight. In Grades Six through Eight, students have the option to select French, Mandarin, or Spanish as their choice for World Language instruction. Native language speakers (those raised in an environment using mainly a language other than English) are supported so that they are able to continue to develop their heritage linguistic and cultural skills in order to become fully bilingual and biliterate in today's global environment. Native speakers may select to develop their native language while enrolled in the middle school grades. Native language speakers will refine pronunciation, build their writing skills, and advance reading proficiency in their native language.

II. COMPONENTS OF EFFECTIVE WORLD LANGUAGE CURRICULUM

The components of a successful world language curriculum identify with the 5 "C" goal areas (Communication, Cultures, Connections, Comparisons, and Communities) and the details of the standards for world language learning. Readington Township strives to educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. Our curriculum lays the foundation for students in grades K-8 so that all students will develop and maintain proficiency in English and at least one other language.

III. GOALS:

This curriculum is linked to the 2020 New Jersey Student Learning Standards for World Languages. Each unit is connected directly to the Mission and Vision, Performance Expectations, Disciplinary Concepts and Core Ideas, and Practices outlined in this document.

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. The data produced by formative and summative measurement is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, and presentations. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. SPANISH IB (Grade 7) PACING GUIDE

	Seventh Grade
Unit 1 Marking Period 1 Sep. - Nov.	<i>¿Para mantener la salud (3B)</i> <ul style="list-style-type: none"> • Talk about foods and beverages for dinner • Describe what people or things are like • Discuss food, health, and exercise choices • Understand cultural perspectives on diet and health • Indicate preference • Indicate agreement or disagreement • Express quantity • Describe something • Use plurals of adjectives • Conjugation in the present tense of the verb SER
Unit 2 Marking Period 2 Nov. -Jan.	<i>¿Adónde vas? (4A)</i> <ul style="list-style-type: none"> • Talk about locations in the community • Discuss leisure activities • Talk about where you go and with whom • Learn how to ask questions • Understand cultural perspectives on leisure activities • Ask and tell where you go • Talk about when things are done • Talk about where someone is from • Conjugation in the present tense of the verb IR (To go)
Unit 3 Marking Period 3 Feb. - Apr.	<i>¿Quieres ir conmigo? (4B)</i> <ul style="list-style-type: none"> • Talk about activities outside of school • Extend, accept, and decline invitations • Tell when an event happens • Understand cultural perspectives on after-school activities • Describe how someone feels • Tell what time something happens • Conjugation in the present tense of the verb Jugar (To play) • The letter <i>d</i> and <i>l</i> and <i>ll</i>
Unit 4	<i>¡Vamos a celebrar! (5A-5B)</i> <ul style="list-style-type: none"> • Describe Family members and friends • Talk about Family celebrations and parties • Understand cultural perspectives on family and celebrations.

Marking Period 4 Apr. - June.	<ul style="list-style-type: none"> • Order meals in the restaurant • Understanding cultural perspectives on family celebrations • Differences between the verbs SER and ESTAR (Conjugations) • Talk about food, describe table settings, and express needs in a restaurant setting. • Conjugation in the present tense of the verb Tener (To have) • Possessive Adjectives - Expressing possession
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Seventh Grade Spanish <i>Para mantener la salud (3B)</i>
Desired Results
<p>Established Goals: Students will be able to use Spanish to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p>Interpretive mode 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p> <p>Interpersonal Mode 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change..</p> <p>Presentational Mode 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Intercultural Statements

- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
- Learners recognize and identify a few typical practices of the target culture.

Cultural Connections:

- The influence of Spanish and Latin American food
- Understand about soccer and the world cup in addition to the importance of diet for athletes
- Discuss the festival of La Tomatina in Buñol

Grammar Review of and Instruction with:

- Vocabulary: (cont.) food & beverages
- Expressions to discuss health and habits
- Expressions to discuss preferences, agreement, disagreement
- Adjectives to describe food
- Plural of adjectives
- The verb ser

Understandings:

- Exercise and the foods we eat influences our health
- The eating and dietary habits of people from Spanish-speaking countries may be different from those in the United States
- Certain foods and sports may be popular in both Spanish-speaking countries and the United States

Essential Questions:

- How do you discuss your favorite food and beverages?
- How do the cultural perspectives on diet, exercise, and health care in Spanish-speaking countries differ from those in the United States?
- Culture: What are some traditional dishes of Puerto Rico?

Can-Do Statements:

- I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.
- I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.
- I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.
- I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.
- I can understand information about food groups.
- I can understand information about activities to maintain good health.
- I can understand when others describe food.
- I can understand what I read about healthy eating habits and healthy foods.
- I can categorize foods and drinks (meats, fruits, vegetables, dairy, etc.).
- I can understand a short reading about eating habits.
- I can talk about dinner food preferences.
- I can describe people and foods.
- I can talk about my eating habits.
- I can talk about healthy and unhealthy lifestyles and make recommendations about healthy lifestyles.
- I can write about my own eating habits and food preferences.
- I can make recommendations about maintaining a healthy lifestyle. (Debes...)

Students will know/learn...

- Vocabulary of foods & beverages (meals)

- Name and describe foods and beverages
- Health & exercise vocabulary
- Expressions w/ “tener”
- Expressions of agreement, disagreement & preference (Quantities)
- Plural Adjectives - Noun/adjective agreement
- Interrogative words Gustar with nouns Present tense of –er and –ir verbs
- The verb hacer
- Verb “Ser” (present tense)
- Traditional cooking Historic landmarks in Puerto Rico Grocery shopping
- Students will know the influence of African percussion on Latin American music. (Amistad)
- Students will read about the imposition of the Spanish language on the native and indigenous civilizations of America. (Holocaust)
- Students will know about the art contribution of the Mexican artist Jose Clemente Orozco (LGBTQ and Disabilities)

Students will be able to...

- Describe food and activities to maintain good health
- Discuss food groups and diet
- Compare lifestyle choices in regards to food
- Understand health habits
- Use gender/number agreement with adjectives
- Use the present tense of ser
- Describe “la tomatina” festival
- Describe open air markets
- Talk about foods and beverages
- Ask questions Say which foods you and others like and don’t like
- Read a supermarket shopping list
- Read a supermarket ad

Interdisciplinary Connections

Language Arts: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development. Summarize the key supporting details and ideas. Activity: Students will read *The Very Hungry Caterpillar* in Spanish and write a very hungry animal book using the theme and details of the original text to guide their story.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Work productively in teams while using cultural/global competence. **9.4.8.DC.1:** Analyze the resource citations in online materials for proper use. **9.4.8.IML.13:** Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1). **9.4.8.TL.3:** Select appropriate tools to organize and present information digitally. Activity: Students will create and present a group project about the different food categories.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. Activity: Have student groups poll their classmates regarding their favorite cafeteria food. Have them create a graphic, chart or pie graph to report their findings.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). Activity: Students develop a survey to investigate the eating habits of the class, interview students, analyze the data in terms of good nutritional habits, synthesize it into a graph, and create a document to share the results with others.

Computer Science and Design Thinking

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. Activity: Students will use Google Earth to locate countries and places within that country.

Assessment Evidence

Formative:

- Teacher Observation (Pair Work)

Interpersonal:

- Ask for information relating to restaurants
- Engage in conversations relating to food /beverages that you like/ dislike
- Share opinions and preferences on food

Interpretive:

- Recognize and use appropriate register/honorifics in greetings, leave takings, and introductions
- Request and apply appropriately using phrases
- Recognize and use honorifics in simple social correspondence

Presentation:

- Use words, phrases, and memorized sentences to describe people and food
- Explain cultural perspectives on healthcare
- Write a letter to your principal about your school cafeteria

Summative:

- Rubrics (Speaking, writing, participation)

Interpersonal:

- Request and apply appropriately using phrases
- Request and reply in food dialogue
- Ask questions about the attributes of foods (restaurant dialogue)

Interpretive:

- Demonstrate understanding of oral classroom language
- Students will make a list of words they recognize and a list of words they could hear off an audio presentation
- Students will order a number of video sequences
- Show understanding of the main idea of simple written materials like authentic restaurant menus, by answering yes/no questions
- On level multiple format quiz
- On level and modified multiple format test

Presentation:

- Perform a restaurant dialogue
- Create and present a menu

Benchmark:

- [Written Composition \(Rubric\)](#)
- [Oral Assessment \(Rubric\)](#)

Alternative:

- Performance-based speaking
- Interview
- Tour map

Resources for Instruction

Core Resources:

Textbook: *Avancemos 1* published by Houghton Mifflin Harcourt publishing Company 2018.

Supplemental Materials:

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Spanish English Dictionary

Stephen Krashen's "Principles and Practice in Second Language Acquisition" DVD's Selena, La Quinceañera, Spanglish

Subject-specific leveled texts are available in school book rooms and classroom libraries.

Technology:

<http://www.studyspanish.com/tutorial.htm>

<http://www.learnspanish.com/>

<http://spanish.about.com>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com>

www.quizlet.com

www.dragondictation.com

Seventh Grade Spanish
¿Adónde vas? - (4A)

Desired Results

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- Learners recognize and identify a few typical practices of the target culture.

Cultural Connections:

- Understand leisure enjoyment in the Spanish speaking countries
- The social aspect of the town square in Tegucigalpa
- Francisco de Goya and his paintings; Jose Antonio Velasquez and his paintings; the musical styles bomba and plena

Grammar Review of and Instruction with:

- Expressions for where you go and with whom
- Expressions for when things are done and where someone is from
- The irregular verb ir to state where someone is going
- Interrogative words to ask questions

Understandings:

- Learning expressions for where you go and with whom allow students to share information about their activities
- Question words are essential for conversation

Essential Questions:

- Which places in a community are important, and why?
- How do you describe places in the school setting?
- How does leisure time influence culture?
- What are some Mexican and Dominican cultural elements?

Can-Do Statements:

- I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.

<ul style="list-style-type: none"> • I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. • I can understand a phone message about when and where to meet a friend. • I can understand a short audio announcement about an event (when and where). • I can understand a printed event announcement such as a poster, flyer, or advertisement. • I can ask and give details about after school and weekend activities. • I can tell what I will do after school and on weekends. • I can give details about my plans (when, where, who and what). • I can write about what I will do after school and on weekends. • I can give written details about my plans (when, where, who and what). 	
<p><i>Students will know/learn...</i></p> <ul style="list-style-type: none"> • Vocabulary of leisure activities and places • Expressions for where you go and with whom • Expressions for when things are done and where someone is from - Interrogative words • Verbs “ir” and “estar” (present tense) • Cultural perspectives on leisure activities • The meaning and role of children’s rhymes from the Spanish-speaking world <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Listen and read about leisure activities and schedules • Talk and write about places to go and activities to do during free time • Exchange information about weekend plans • Compare leisure activities in the Spanish-speaking world to the USA • Answer questions about leisure activities • Correctly conjugate the verb ir • Speak, read, write and listen about vocabulary associated with locations in a community and leisure activities during or away from school. 	
Interdisciplinary Connections	
<p>Math: 7.RP Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. Activity: Converting kilometers to miles.</p>	
Career Readiness, Life Literacies, and Key Skills	
<p>Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities). 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. Activity: Students will read and reflect on the lifestyles and leisure activities in Spanish-speaking countries, also discussing the implications of climate change.</p> <p>9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual’s earning power. Activity: While working with a peer, students will write, practice and present a dialogue focused on their future plans orally.</p>	
Computer Science and Design Thinking	
<p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. Activity: Create a flyer about culturally appropriate leisure activities using vocabulary from the current unit with a focus on the impact of technology.</p>	
Assessment Evidence	
Formative:	Benchmark:

<p><i>Interpersonal:</i></p> <ul style="list-style-type: none"> • Ask questions of classmates he or she prefers • Provide information about where they go on different days of the week • Talk to a partner about the things that you should eat and drink in order to be healthy <p><i>Interpretive:</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of oral instructions about food being sold in a market • Read an advertisement and show comprehension by answering some questions • Listen to and watch a video about leisure activities. Students will make a list of words they recognize and a list of words they could hear • Listen to information about Plaza Morazan. Teacher will play audio/video in parts to check for comprehension of different segments • Journals <p><i>Presentation:</i></p> <ul style="list-style-type: none"> • Pronounce and use the vocabulary correctly • Present information about leisure activities and locations to the class • Reply to an email message • Perform a short skit about a student's first day of school <p>Summative:</p> <p><i>Interpersonal:</i></p> <ul style="list-style-type: none"> • Answer questions of classmates about the food you should eat • Read about and describe food festivals • Ask for what food to bring to a party • Interpret artwork (Diego Rivera, p. 176) <p><i>Interpretive:</i></p> <ul style="list-style-type: none"> • Read and listen to information about leisure activities and locations. As students read, they should explain orally or in writing the connections that each image has to the text • Read about St. Augustine, Florida. The teacher will assign students 	<ul style="list-style-type: none"> • Written Composition (Rubric) • Oral Assessment (Rubric) <p>Alternative:</p> <ul style="list-style-type: none"> • Entrance/Exit slips • Graphic Organizers • Peer/self Assessment
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<p>alone, in pairs, or as a whole class, to make an outline of the passage they read</p> <ul style="list-style-type: none"> • Read a mall advertisement about scheduled activities and students will generate questions about the whole text to ask their partner or classmates • On level multiple format quiz • On level and Modified multiple format Test <p>Presentation:</p> <ul style="list-style-type: none"> • Write an article for the school newspaper about your typical school day. 	
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Resources for Instruction

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<http://spanish.about.com>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com>

<http://a4esl.org/>

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www.dragondictation.com

Seventh Grade Spanish *¿Quieres ir conmigo? - (4B)*

Desired Results

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Cultural Connections:

- Understanding of the cultural differences and lifestyles as well as struggles of some Spanish speaking cultures
- Festival "la noche de los rábanos" and other local festivals around the Spanish speaking countries

Understandings:

- Learning vocabulary and phrases about invitations and leisure activities enables students to converse
- Verbs are an important part of the communication process.

Essential Questions:

- How does the ability to ask questions impact communication between groups of people?
- Why does an invitation need to take multiple forms, and how does language and culture impact those forms?

<p>Grammar Review of and Instruction with:</p> <ul style="list-style-type: none"> • Vocabulary of sports & other leisure activities • Expressions to extend, accept or decline invitations • Adjectives for how someone feels • Time expressions • Future formation (ir+a+Inf.) • Verb “jugar” (present tense) 	
<p>Can-Do Statements:</p> <ul style="list-style-type: none"> • I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts. • I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations. • I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. • I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. • I can understand a spoken invitation of where and when an event takes place. • I can understand when someone expresses his/her feelings. • I can understand invitations such as cards, emails, evites, and texts. • I can accept and decline an invitation to do something or go somewhere. • I can invite someone to do something or go somewhere with me. • I can express how I feel in a variety of situations. • I can extend, accept, or decline an invitation. • I can write an invitation to an event starting time and place. 	
<p><i>Students will know/learn...</i></p> <ul style="list-style-type: none"> • Places • The verb Ir and its verb formations (Ir + a + location, Ir + a + verb) • Leisure activities and sports • Feelings • At what time something is • How to extend, accept and decline invitations • The verb jugar and u-ue & o-ue stem changing verbs in the present tense <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Listen to and read invitations and responses • Discuss and write an invitation and an activity plan • Exchange information while responding to an invitation • Understand cultural differences regarding extracurricular activities • Compare and contrast the careers of 2 athletes • Correctly use ir a + infinitive • Use the verb jugar correctly 	
Interdisciplinary Connections	
<p>Language Arts: NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Activity: Students will read about and compare the lives of two famous golfers Sergio Garcia and Lorena Ochoa Reyes.</p>	
Career Readiness, Life Literacies, and Key Skills	
<p>Career Readiness, Life Literacies, and Key Skills Practices: Work productively in teams while using cultural/global competence. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.TL.3: Select</p>	

appropriate tools to organize and present information digitally. **9.4.8.IML.11:** Predict the personal and community impact of online and social media activities. Activity: Students will work in groups using the target language to discuss social issues that middle schoolers face in Spanish- speaking countries.

9.2.8.CAP3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. **9.4.2.Cl.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). Activity: Students will read about and compare the lives of two famous golfers Sergio Garcia and Lorena Ochoa Reyes.

Computer Science and Design Thinking

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. Activity: Vocabulary activities, Internet links

Assessment Evidence

Formative:

Interpersonal:

- Talk about leisure activities and locations
- Talk about where they go on different days of the week
- Talk about people and their destinations

Interpretive:

- Read and listen to information about leisure activities and locations. As students read, they should be asked to explain orally or in writing the connections that each image has to the text
- Read about La noche de los rábanos. The teacher will assign students alone, in pairs, or as a whole class, to make an outline of the passage they read
- Listen to and watch a video about leisure activities. Students will make a list of words they recognize and a list of words they could hear
- Listen to information about Plaza Morazan. Teacher will play audio/video in parts to check for comprehension of different segments
- Read a mall advertisement about scheduled activities. Students will generate questions about the whole text to ask their partner or classmates

Presentation:

- Present information about leisure activities and locations
- Invite another student to a place and tell what time you will go

Summative:

Interpersonal:

- Participate in a discussion about activities outside of school

Benchmark:

- [Written Composition \(Rubric\)](#)
- [Oral Assessment \(Rubric\)](#)

Alternative:

- Writing presentation

<ul style="list-style-type: none"> • Interview students to gather information. Ask about sports he or she knows or does not know how to play • Describe how people are feeling according to a picture <p>Interpretive:</p> <ul style="list-style-type: none"> • Listen and identify ideas or photos • Use context in order to complete a text • Synthesizing key concepts in a reading passage • On Level multiple format quiz • On Level and modified multiple format test <p>Presentational:</p> <ul style="list-style-type: none"> • Present information or results orally to the class, telling what time some activities take place • Reply to an email message • Perform a short skit about a student's first day of school 	
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Resources for Instruction

Core Resources:

Textbook: *Avancemos I* published by Houghton Mifflin Harcourt Publishing Company 2018.

Supplemental Materials:

Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom by Alice Kosnik.

Breaking the Spanish Barrier by John Conner.

Improving Foreign Language Speaking Through Formative Assessment by Harry Tuttle and Alan Tuttle.

Subject-specific leveled texts are available in school bookrooms and classroom libraries.

Technology:

<http://www.studyspanish.com/tutorial.htm>

<http://www.learnspanish.com/>

<http://spanish.about.com>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com>

<http://a4esl.org/>

www.quizlet.com

www.dragondictation.com

Seventh Grade Spanish *¡Vamos a celebrar! (5A-5B)*

Desired Results

Established Goals: Students will be able to use Spanish to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Interpretive mode

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Interpersonal Mode

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change..

Presentational Mode

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Intercultural Statements

- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
- Learners recognize and identify a few typical practices of the target culture.

Cultural Connections:

- Discuss the importance of the quinceañera celebrations for teenagers
- Cultural insights into restaurants and cafes in the Spanish speaking world

Understandings:

- Family and restaurant vocabulary allow students to share information about their family traditions and celebrations
- Possessive adjectives are part of what allow students to understand and express their needs in a foreign language

Essential Questions:

- What is a family unit in Hispanic culture as compared to a family unit in our culture?
- How does the concept of dining change among cultures?
- How are vocabulary and possessives used to communicate effectively?

<ul style="list-style-type: none"> • Discuss and compare the importance of family relationships in Spanish-speaking countries and the United States • Compare the importance and format of last names in the Spanish-speaking world • Discuss the importance of Papel Picado, a traditional Mexican art form <p>Grammar Review of and Instruction with:</p> <ul style="list-style-type: none"> • Family members Vocabulary • Party objects • Possessive Adjectives • Verb “tener” (g, ie) (present tense) • Adjectives for people & things • Expressions for feelings & needs • Restaurant/table articles • Verb “venir”(g, ie) (present tense) • Ser vs. Estar and continued use of TENER as to be 	
<p><i>Can-Do Statements:</i></p> <ul style="list-style-type: none"> • I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations. • I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. • I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences. • I can understand basic descriptions of family members. • I can understand a discussion about family celebrations. • I can understand personal emails, notes and other short readings about family and family celebrations. • I can talk about my family (interests, age and relationship). • I can ask for and give information about my family. • I can talk about my family tree. • I can give information about relationships and age. • I can write descriptions about my family. • I can write about what my family members like and don't like. 	
<p><i>Students will know/learn...</i></p> <ul style="list-style-type: none"> • Family members and pets • Age • The verb Tener and e-ie present tense stem-changing verbs • Possessive adjectives • The verb Venir • Preterite tense conjugations of regular -ar, -er and -ir verbs • Present tense conjugations of irregular -gar, -car, and -zar verbs <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Listen to and read descriptions of family members and family relationships • Talk and write about family, friends, and celebrations • Exchange information while describing your family • Understand cultural perspectives on family and celebrations in the Spanish-speaking world • Talk about family celebrations • Describe family members and friends 	

<ul style="list-style-type: none"> • Ask and tell ages • Express possession 	
Interdisciplinary Connections	
<p>English Language Arts: NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone. Activity: Reading and writing short stories.</p> <p>Visual and Performing Art: 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods. Activity: Students will evaluate music in the countries of the target language by getting acquainted with music and musicians of the target culture.</p>	
Career Readiness, Life Literacies, and Key Skills	
<p>Career Readiness, Life Literacies, and Key Skills Practices: Demonstrate creativity and innovation. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. Activity: Students are going to interview a family member and share their responses with the class.</p> <p>9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. Activity: Students read several authentic menus and identify which would be appropriate for different people based on likes/dislikes and special dietary needs. Discuss the possibility of a career in the restaurant or hospitality industry.</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). Activity: Students work in groups to research local restaurants and the careers associated with them. Then produce restaurant reviews in the target language.</p>	
Computer Science and Design Thinking	
<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Activity: Working with a partner, students will create a digital menu.</p>	
Assessment Evidence	
<p>Formative:</p> <p><i>Interpersonal:</i></p> <ul style="list-style-type: none"> • Ask a partner about families and celebrations • Share information about favorite activities and preferences • Ask and tell ages of family members <p><i>Interpretive:</i></p> <ul style="list-style-type: none"> • Identifies, models, and displays the cognates from students' home languages that are similar to target vocabulary, especially in the content areas, e.g., biografía, optimismo • Listen and evaluate or interpret information, videohistoria <p><i>Presentation:</i></p> <ul style="list-style-type: none"> • Describe images to a classmate • Ask and tell about families • Use words or phrases to describe family members and friends • Ask politely to have something brought to you 	<p>Benchmark:</p> <ul style="list-style-type: none"> • Written Composition (Rubric) • Oral Assessment (Rubric) <p>Alternative:</p> <ul style="list-style-type: none"> • Writing presentation • Oral presentation

Summative:

Interpersonal:

- Answer simple questions about family members
- Present a description of a famous person using descriptive adjectives
- Interview a family member
- Discuss what a quinceañera is

Interpretive:

- Identify written words based on their pronunciation (Diminutives)
- Show limited comprehension of the main idea of a written story (La quinceañera)
- Respond to listening comprehension exercises
- On Level multiple format quiz
- On Level and modified multiple format test

Presentation:

- Present information or results orally to the class. Show pictures of some family members and talk about them
- Create a Family Tree Poster or Family Album with a real or fictitious family

Resources for Instruction

Core Resources:

Textbook: *Avancemos I* published by Houghton Mifflin Harcourt Publishing Company 2018.

Supplemental Materials:

Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom by Alice Kosnik.

Breaking the Spanish Barrier by John Conner.

Improving Foreign Language Speaking Through Formative Assessment by Harry Tuttle and Alan Tuttle.

Spanish English Dictionary

Stephen Krashen's "Principles and Practice in Second Language Acquisition" DVD's Selena, La Quinceañera, Spanglish

Subject-specific leveled texts are available in school bookrooms and classroom libraries.

Technology:

<http://www.studyspanish.com/tutorial.htm>

<http://www.learnspanish.com/>

<http://spanish.about.com>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com>

<http://a4esl.org/>

www.quizlet.com

www.dragondictation.com

New Jersey Administrative Code Summary and Statutes covered in this document:

Integration of 21st Century Themes and Skills and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and

instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). “Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.