

READINGTON PUBLIC SCHOOL DISTRICT

Grade 7 Spanish 2020

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Approval Date:

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I. PURPOSE AND OVERVIEW

The Readington School District 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 culture 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 NJSL (New Jersey Student Learning Standards) and to bring a global competence to students' future careers and experiences. The K-8 grade curriculum is designed to build on the curriculum from previous grades, standing on the shoulders of the instruction that occurs in each previous grade. 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 in the Philippines. In addition, over 22 million people of Latin America and Spanish descent live in the United States.

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 one of three languages: French, Mandarin, or Spanish as their choice for World Language Instruction. Typically students remain in the same world language throughout the middle school grades to build proficiency in the study of world language and prepare them for high school and beyond. 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 bi-literate 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, develop their writing skills, and advance reading proficiency in the 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. Language and communication are at

the heart of the human experience. 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. Children who come to school from non-English backgrounds will have opportunities to develop further proficiencies in their first language.

Goal Areas:

- **Communication**
Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
- **Cultures**
Interact with cultural competence and understanding
- **Connections**
Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
- **Comparison**
Develop insight into the nature of language and culture in order to interact with cultural competence
- **Communities**
Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

III. GOALS (The goals of the curriculum include language to reflect the current educational landscape, including:

- The New Jersey Student Learning Standards
- College and Career Readiness Standards
- 21st Century Skills

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.	<p><i>¿Para mantener la salud (3B)</i></p> <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.	<p><i>¿Adónde vas? (4A)</i></p> <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.	<p><i>¿Quieres ir conmigo? (4B)</i></p> <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 Marking Period 4 Apr. - June.	<p><i>¡Vamos a celebrar! (5A-5B)</i></p> <ul style="list-style-type: none"> • Describe Family members and friends • Talk about Family celebrations and parties • Understand cultural perspectives on family and celebrations. • 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

Seventh Grade Spanish

Para mantener la salud (3B)

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.

Novice-Mid Proficiency Level:

Interpretive mode

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics

Presentational Mode

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Cultural Connections:

Understandings:

<ul style="list-style-type: none"> • 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 <p>Grammar Review of and Instruction with:</p> <ul style="list-style-type: none"> • Vocabulary: (cont.) food & beverages • Expressions to discuss health and habits • Expressions to discuss preferences, agreement, disagreement • Expressions to order food at a restaurant • Adjectives to describe food • Plural of adjectives • The verb ser 	<ul style="list-style-type: none"> • 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 <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the similarities and differences between teenagers of Spanish-speaking countries and those of the United States? • How do the cultural perspectives on diet, exercise, and health care in Spanish-speaking countries differ from those in the United States?
<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 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...) 	
<p>Students will know/learn...</p> <ul style="list-style-type: none"> • Name and describe foods and beverages • Vocabulary of foods & beverages for dinner • Health & exercise vocabulary • Expressions w/ “tener” • Expressions of agreement, disagreement & preference (Quantities) 	

- Plural Adjectives - Noun/adjective agreement
- Verb “Ser” (present tense)

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

Interdisciplinary Connections

Technology: 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. Activity: Students will use Google Earth to locate countries and places within that country.

Language Arts: NJSLSA.R.2. 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.

21st Century Skills

Career Ready Practices:

CRP3. Attend to personal health and financial well-being. 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.

Career Awareness, Exploration, and Preparation:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. Activity: Working in groups, students talk about their eating habits, and the way diet can affect personal health.

Assessment Evidence

Formative:

- Teacher Observation (Pair Work)
- Interpersonal:***
- Ask for information relating to restaurants
 - Share likes and dislikes about food
 - Share opinions and preferences on food
- Interpretive:***

Benchmark:

- Written Composition (Rubric)
- Oral Assessment (Rubric)

Alternative:

- Performance-based speaking
- Interview
- Tour map

- 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
- Use words, phrases, and memorized sentences to people to talk about healthy and unhealthy lifestyles

Summative:

- Rubrics (Speaking, writing, participation)

Interpersonal:

- Request and apply appropriately using phrases
- Request and reply in restaurant 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

Presentation:

- Perform a restaurant dialogue
- Create and present a menu

Resources for Instruction

Core Resources:

Textbooks: *Realidades B*, Prentice Hall, 2004.

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

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
¿Adónde vas? - (4A)

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.

Novice-Mid Proficiency Level:**Interpretive**

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics

Presentation

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from 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 does leisure time influence culture?
- How do social interactions in a culture influence leisure time?

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.
- 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.

<ul style="list-style-type: none"> • 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 • Verb “ir” (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 	
<p style="text-align: center;">Interdisciplinary Connections</p>	
<p>Technology: 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. Activity: Create a flyer about culturally appropriate leisure activities using vocabulary from the current unit.</p> <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>	
<p style="text-align: center;">21st Century Skills</p>	
<p>Career Ready Practice: CRP1. Act as a responsible and contributing citizen and employee. Activity: While working with a peer, students will write, practice and present a dialogue orally.</p> <p>Career Awareness, Exploration, and Preparation: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. Activity: Working as a team, students will make a collage of their favorite activities and write a paragraph about them.</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Formative:</p> <p><i>Interpersonal:</i></p> <ul style="list-style-type: none"> • Ask questions of classmates he or she prefers 	<p>Benchmark:</p> <ul style="list-style-type: none"> • Written Composition (Rubric) • Oral Assessment (Rubric)

- 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

Interpretive:

- 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

Presentation:

- 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

Summative:

Interpersonal:

- 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)

Interpretive:

- Read and listen to information about leisure activities and

Alternative:

- Entrance/Exit slips
- Graphic Organizers
- Peer/self Assessment

<p>locations. As students read, they should explain orally or in writing the connections that each image has to the text</p> <ul style="list-style-type: none"> • Read about St. Augustine, Florida. The teacher will assign students alone, in pairs, or as a whole class, to make an outline of the passage they read • Read a mall advertisement about scheduled activities and students will generate questions about the whole text to ask their partner or classmates <p>Presentation:</p> <ul style="list-style-type: none"> • Write and present a skit • Prepare and present a poster about good health 	
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Resources for Instruction

Core Resources:

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Supplemental Materials:

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

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 *¿Quieres ir conmigo? - (4B)*

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.

Novice-Mid Proficiency Level:

Interpretive

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics

Presentational

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.

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

Grammar Review of and Instruction with:

- Vocabulary of sports & other leisure activities

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?

<ul style="list-style-type: none"> • Expressions to extend, accept or decline invitations • Adjectives for how someone feels • Time expressions • Future formation (ir+a+Inf.) • Verb “jugar” (present tense) 	<ul style="list-style-type: none"> • Why does an invitation need to take multiple forms, and how does language and culture impact those forms?
<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 	
<p align="center">Interdisciplinary Connections</p>	

Technology: 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. Activity: Vocabulary activities, Internet links

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.

21st Century Skills

Career Ready Practice: CRP1. Act as a responsible and contributing citizen and employee. Activity: Practice asking and answering questions out loud with a partner.

Career Awareness, Exploration, and Preparation: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. Activity: Read and talk about Spanish people or Spanish descent with different skills and occupations.

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

Benchmark:

- Written Composition (Rubric)
- Oral Assessment (Rubric)

Alternative:

- Writing presentation

<p><i>Presentation:</i></p> <ul style="list-style-type: none"> • Present information about leisure activities and locations • Invite another student to a place and tell what time you will go <p>Summative:</p> <p><i>Interpersonal:</i></p> <ul style="list-style-type: none"> • Participate in a discussion about activities outside of school • 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><i>Interpretive:</i></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 <p><i>Presentation:</i></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:

Textbooks: *Realidades A* published by Prentice Hall, 2004.

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.

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.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics

Presentational Mode

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.

Cultural Connections:

- Discuss the importance of the quinceañera celebrations for teenagers

Understandings:

- Family and restaurant vocabulary allow students to share information about their family traditions and celebrations

<ul style="list-style-type: none"> • Cultural insights into restaurants and cafes in the Spanish speaking world • 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 	<ul style="list-style-type: none"> • Possessive adjectives are part of what allow students to understand and express their needs in a foreign language <p>Essential Questions:</p> <ul style="list-style-type: none"> • 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?
<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

Students will be able to...

- Listen to and read descriptions of family members and family relationships
- Tak 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
- Ask politely to have something brought to you
- Order a meal in a restaurant

Interdisciplinary Connections

Technology: 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. Activity: Working with a partner, students will create a menu.

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.

Art : 1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. Activity: Students will evaluate art in the countries of the target language by getting acquainted with painters, musicians, artistic movements and indigenous art of the target culture. They will also identify common characteristics and how they compare with the same elements in the English/American culture.

21st Century Skills

Career Ready Practice: CRP4. Communicate clearly and effectively and with reason. Activity: Students read several authentic menus and identify which would be appropriate for different people based on likes/dislikes and special dietary needs.

Career Awareness, Exploration, and Preparation: 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. Activity: Students work in groups to research local restaurants and the careers associated with them. Then produce restaurant reviews in the target language.

Assessment Evidence

Formative:

Interpersonal:

Benchmark:

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

<ul style="list-style-type: none"> • Ask to a partner about families and celebrations • Share information about favorite activities and preferences • Ask and tell ages of family members <p>Interpretive:</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>Presentation:</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>Summative:</p> <p>Interpersonal:</p> <ul style="list-style-type: none"> • 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 <p>Interpretive:</p> <ul style="list-style-type: none"> • Identify written words based on their pronunciation (Diminutives) • Show limited comprehension of the main idea of a written story (La quinceañera) <p>Presentation:</p> <ul style="list-style-type: none"> • Present information or results orally to the class. Show pictures of some family members and talk about them • Write and present a skit of the restaurant • Write a review of your favorite restaurant 	<p>Alternative:</p> <ul style="list-style-type: none"> • Writing presentation • Oral presentation
<p align="center">Resources for Instruction</p>	
<p>Core Resources: Textbooks: <u>Realidades B</u> published by Prentice Hall, 2004.</p> <p>Supplemental Materials: <u>Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom</u> by Alice Kosnik.</p>	

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

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>

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