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| **Grade 7** |
| **SUBJECT: World Language - Spanish** |
| **STANDARD:** * **7.1.NML.A-1, 2, 3, 4, 5. 6; B-1, 2. 3. 4. 5; C – 1, 2, 3, 4 All students will be able to communicate in at least one world language in addition to English**
* **8.1.A-B; 8.2 – All students will use computer applications to gather and organize information and to solve problems and develop an understanding of the nature and impact of technology: through different presentations, projects, research and assignments.**
 |
| **Unit 1: The Basics** |
|  | **TRANSFER (How will this apply to their lives?)** |
|  | *Students will be able to independently use their knowledge to…** Greet others, introduce themselves, and have a polite introductory conversation
* Learn aspects of the calendar incorporating numbers and changes in climate
* Learn what clothing is appropriate to different seasons and climates
* Role play meeting persons from Spanish cultures
* Crete a calendar with pictorial descriptions
* Present seasonal fashion show
 |
| **MEANING** |
| UNDERSTANDINGS * Identify components of the calendar
* Identify differences in Spanish calendars
* Complete activities that test these components
* Describe how weather affects clothing
* Compare weather and clothing for various cultures
* Practice greetings and expressions of courtesy
 | ESSENTIAL QUESTIONS* Are you able to interact in Spanish?
* Will you be able to dress appropriately in various Hispanic cultures?
* How will calendar knowledge help you schedule activities?
 |
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| **District Formative Assessment Plan** | **District Summative Assessment Plan** |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.* Teacher Observation
* Classroom participation
* Partner dialogue
 | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.** Teacher made tests
* Teacher made quizzes
* Vocabulary quizzes
 |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:4 -Innovating3 - Applying2 - Developing1 - Beginning | **Unit 1 Performance*** **Students will speak and write using Spanish words and phrases on grade level appropriate to the topic**
* **Observe student use of language during role play**
* **Student will self-assess knowledge during partner activities**
* **Create a 12 month pictorial calendar**
* **Cooperative group presentation of fashion show**
* **Use internet to research weather reports from different Hispanic countries**
 |
| **District Texts** | **District Supplementary Resources** |
|  NA |  Teacher generated worksheetsGamesPosters for class |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**3.1.6.D.13.3.6.D.7 | **Math**4.1.6.A.44.3.6.A.1 | **Social Studies**6.4.4.A.4 |
| **21st Century Skills/Career Education**8.1.4.A.28.1.4.B.7 | **Technology**9.1.4.A.29.1.4.B.39.2.4.B.29.2.4.C.2 |  |
| **Modifications and Accommodations** |
| **Special Education Students****Small group****Direct instruction****restate/rephrase****graphic organizers****modified assignments****chunking****intentional grouping****extended time** | **English Language Learners****Labels****word banks****visuals****student friendly definitions****extended time****chunking****intentional grouping** | **Students at Risk of School Failure** **graphic organizers****modified assignments****kinesthetic activities****restate/rephrase****chunking****intentional grouping** |
| **Gifted and Talented****leadership roles****intentional grouping****Targeted learning from assessment** | **Students with 504 Plans****breaks****chunking****preferential seating****visual reminders****restate/rephrase** |  |
| **Unit Duration: Instructional Days** |
| *13 weeks* |

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 |
| **Unit 2: School and Career** |
|  | **TRANSFER (How will this apply to their lives?)** |
|  | *Students will be able to independently use their knowledge to…** Learn vocabulary and structures related to the school environment
* Discuss topics such as schedules, activities, likes, and/or dislikes
* Identify the locations of various places and objects
* Identify locations of various places and objects associated with their scholastic careers
* Compare their own educational experiences with those of students in Spanish cultures
 |
| **MEANING** |
| UNDERSTANDINGS * The differences between the educational systems of target cultures
* What part culture plays in choosing a favorite activity
* How the educational process affects career goals
 | ESSENTIAL QUESTIONS* How do you express time in Spanish?
* Can you compare your schedule to that of a student in the target culture?
* What affects your choice of favorite activities?
* How does your culture affect your choice of activity and career?
 |
|
| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.* Teacher Observation
* Classroom participation
* Partner dialogue
 | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.** Teacher made tests
* Teacher made quizzes
* Vocabulary quizzes
 |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:4 -Innovating3 - Applying2 - Developing1 - Beginning | **Unit 2 Performance*** **Creation and presentation of Lawnside Public School PBSIS Handbook in Spanish**
* **Operate a “classroom supply shop” using artificial currency of target countries**
* **Observe student use of Spanish during role play**
* **Students will self assess knowledge during partner activities**
* **Students will use the internet to communicate with schools from different target countries**
 |
| **District Texts** | **District Supplementary Resources** |
|  NA |  Teacher generated worksheetsGamesPosters for class |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**3.1.6.D.13.3.6.D.7 | **Math**4.1.6.A.44.3.6.A.1 | **Social Studies**6.4.4.A.4 |
| **21st Century Skills/Career Education**8.1.4.A.28.1.4.B.7 | **Technology**9.1.4.A.29.1.4.B.39.2.4.B.29.2.4.C.2 |  |
| **Modifications and Accommodations** |
| **Special Education Students****Small group****Direct instruction****restate/rephrase****graphic organizers****modified assignments****chunking****intentional grouping****extended time** | **English Language Learners****Labels****word banks****visuals****student friendly definitions****extended time****chunking****intentional grouping** | **Students at Risk of School Failure** **graphic organizers****modified assignments****kinesthetic activities****restate/rephrase****chunking****intentional grouping** |
| **Gifted and Talented****leadership roles****intentional grouping****Targeted learning from assessment** | **Students with 504 Plans****breaks****chunking****preferential seating****visual reminders****restate/rephrase** |  |
| **Unit Duration: Instructional Days** |
| *13 weeks* |

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 |
| **Unit 3: My Family and I** |
|  | **TRANSFER (How will this apply to their lives?)** |
|  | *Students will be able to independently use their knowledge to…** Describe family relationships
* Describe themselves and others
* Ask for and give personal information
* Describe the importance of immediate extended family in target cultures
 |
| **MEANING** |
| UNDERSTANDINGS* Family dynamics change according to culture
* The importance of noun/adjective agreement in Spanish
* How to express possession
* How to express opinions
* How to express and ask for personal information
 | ESSENTIAL QUESTIONS* What words describe family relationships?
* How do you describe physical traits and personality?
* How do you express ownership?
* How do you express what you think?
* How do you express information about yourself?
 |
|
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* Classroom participation
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* Teacher made quizzes
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 |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:4 -Innovating3 - Applying2 - Developing1 - Beginning | **Unit 3 Performance*** **Students will describe family members depicted in an authentic work of art and create a “living” family portrait**
* **Observe students use of language during role play**
* **Student will self-assess knowledge during partner activities**
* **Students will research famous Hispanic person**
* **Students will interview each other for passport application**
* **Students will use PowerPoint to create a family album**
* **Create family portrait**
 |
| **District Texts** | **District Supplementary Resources** |
| NA  |  Teacher generated worksheetsGamesPosters for class |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**3.1.6.D.13.3.6.D.7 | **Math**4.1.6.A.44.3.6.A.1 | **Social Studies**6.4.4.A.4 |
| **21st Century Skills/Career Education**8.1.4.A.28.1.4.B.7 | **Technology**9.1.4.A.29.1.4.B.39.2.4.B.29.2.4.C.2 |  |
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| **Gifted and Talented****leadership roles****intentional grouping****Targeted learning from assessment** | **Students with 504 Plans****breaks****chunking****preferential seating****visual reminders****restate/rephrase** |  |
| **Unit Duration: Instructional Days** |
| *13 weeks* |