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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 -Innovating  3 - Applying  2 - Developing  1 - 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 worksheets  Games  Posters for class | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | | |
| **ELA**  3.1.6.D.1  3.3.6.D.7 | | **Math**  4.1.6.A.4  4.3.6.A.1 | | **Social Studies**  6.4.4.A.4 |
| **21st Century Skills/Career Education**  8.1.4.A.2  8.1.4.B.7 | | **Technology**  9.1.4.A.2  9.1.4.B.3  9.2.4.B.2  9.2.4.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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| **Grade 7** | | | | | |
| **SUBJECT: World Language - Spanish** | | | | | |
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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 -Innovating  3 - Applying  2 - Developing  1 - 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 worksheets  Games  Posters for class | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | | | |
| **ELA**  3.1.6.D.1  3.3.6.D.7 | | **Math**  4.1.6.A.4  4.3.6.A.1 | | | **Social Studies**  6.4.4.A.4 |
| **21st Century Skills/Career Education**  8.1.4.A.2  8.1.4.B.7 | | **Technology**  9.1.4.A.2  9.1.4.B.3  9.2.4.B.2  9.2.4.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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| **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 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? | |
|
| **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 -Innovating  3 - Applying  2 - Developing  1 - 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 worksheets  Games  Posters for class | |
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| **ELA**  3.1.6.D.1  3.3.6.D.7 | | **Math**  4.1.6.A.4  4.3.6.A.1 | | **Social Studies**  6.4.4.A.4 |
| **21st Century Skills/Career Education**  8.1.4.A.2  8.1.4.B.7 | | **Technology**  9.1.4.A.2  9.1.4.B.3  9.2.4.B.2  9.2.4.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** |
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| **Unit Duration: Instructional Days** | | | | |
| *13 weeks* | | | | |