

Quinton Township School District
Spanish
7th Grade

[Pacing Guide](#)

Marking Period:	1-2	Unit Title:	Unit 3: Cierra la puerta	Pacing:	18 days
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Unit Summary: Students will learn time and to describe a sequence of events.

Objectives:

- SW learn to express time & timing
- SW learn to describe sequences
- SW learn to respond to commands
- SW learn to use vocabulary about opening and shutting items
- SW learn core vocabulary:
 - son las (ocho) it's (eight) o'clock
 - abre la puerta opens the door
 - nunca cierra never closes
- SW learn to effectively use Google applications and other websites to complete assignments.

Essential Questions:

- Who are authority figures in my life?

- How do I typically respond to requests from authority figures?
- How would I describe my character?
- How would others describe my character?

New Jersey Student Learning Standards/Learning Targets:

- 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.
- 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.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.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.

Interdisciplinary Connections: SL.PE.7.1

Career Readiness, Life Literacies, and Key Skills: 9.4.8.GCA.1

Computer Science and Design Thinking: 9.4.8.TL.3

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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Key: *Amistad ^Holocaust #Climate Change ()DEI +LGBTQ @AAPI

• Introduce vocabulary • Read Linda Ronstadt biography • CLOZE lyrics • Personalized Questions & Answers • MovieTalk “Knock Knock” • Read “Knock Knock” still frame slideshow reading • Students retell “Knock Knock” to a partner • TPRS: ¡Cierra la puerta! • Up/Down listening assessment • Recall class story while students illustrate in three frames • Blind Retell of class story • Horizontal conjugation • Students write a story based on 6-frame story board • Students take reading assessment • MovieTalk “Destiny”	• Martina Bex Dice Unit 3 Overview: https://docs.google.com/document/d/1RkCA4TjqCvS6SHBCJAdETgeByEVbAfg6iAR6tvvgcoEc/edit • Martina Bex Unit 3 Resources: https://drive.google.com/drive/u/0/search?q=unit%2003	• Martina Bex materials included in Somos 1 Unit 03 Lesson Plans • Slide Show • Song: “El Reloj” • Movie Talk: “Knock Knock” • Readings • Listening, Reading, Writing Assessments	• Smart Board Applications • Google Forms • Slide Show Presentation
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Assessments	
Formative Assessments • Campanadas • Student oral response • Participation in Story Asking • Worksheets	Summative Assessments • Listening Assessment • Writing Assessment Suggested Skills To Be Assessed: <i>Listening Assessment - Listen To A Story In Spanish And Respond To Comprehension Questions</i> <i>Reading Assessment - Read A Story In Spanish And Respond To Comprehension Questions</i> <i>Writing Assessment - Describe Each Frame Of A Three-Frame Storyboard</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent	• Promote self-initiated and self-directed learning for growth through independent projects.

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- Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when appropriate. - Allow for collaboration through strategically selected groups. - Utilize assistive technology as appropriate. - Utilize graphic organizers. - Provide and model sentence frames/sentence starters. - Utilize manipulatives as necessary. - Provide breaks to allow for refocusing as necessary.	- Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write. - Translate printed communications in native language for parents. - Hold conferences with translator present.	- conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Marking Period:	3-4	Unit Title:	Unit 4: La universidad	Pacing:	18 days
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Unit Summary: Graduation and preparing for the future

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Objectives:

- SW learn to talk about interests and talents
- SW learn to make future plans
- SW learn to discuss school subjects/classes
- SW learn to talk about identity
- SW learn core vocabulary:
 - habla s/he talks (speaks)
 - toma s/he takes
 - quiere ser s/he wants to be
- SW learn to effectively use Google applications and other websites to complete assignments.

Essential Questions:

- What might I want to be after I graduate?
- How do I need to prepare myself for my future?
- What are my unique talents, abilities, and interests?

New Jersey Student Learning Standards/Learning Targets:

- 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.
- 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.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.

Interdisciplinary Connections: SL.PE.7.1

Career Readiness, Life Literacies, and Key Skills: 9.4.8.GCA.1

Computer Science and Design Thinking: 9.4.8.TL.3

Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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• Introduce vocab • PQA • “Quiero ser” by Nubeluz • Card Talk: ¿Qué quieres ser? • TPRS “La universidad” • Up/Down formative listening assessment • Top 10 to simplify story • Running dictation • Listening assessment w/illustrations from Running dictation • Parallel reading • Same/Different • Character guessing game • Read together ‘Universities in Spanish speaking countries’ • Discuss reading • Campanada • Hidden talent discussion/questionnaire slideshow • Infograph analysis • Reading assessment • Writing assessment • Quiero ser by Amaia Montero	• Martina Bex Unit 4 Overview: https://docs.google.com/document/d/1M-ANRA6g0IPLvIHxVZZDUftRLb9PceRcJ1LWhMPMkc8/edit • Martina Bex Unit 4 Resources: https://docs.google.com/presentation/d/1i2tawfQwzIKXqPp_ZJDjFRqjgAr7skpal8FOahSIuh0/edit#slide=id.p4	• Martina Bex materials included in Somos 1 Unit 04 Lesson Plans • Slide Show • Song: “Quiero ser” • Card Talk: ¿Qué quieres ser? • Readings • Listening, Reading, Writing Assessments	• Smart Board Applications • Google Forms • Slide Show Presentation
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Assessments	
Formative Assessments • Campanadas • Student oral response • Participation in Story Asking • Worksheets • Google Forms	Summative Assessments • Listening Assessment - ‘pick The Pic’ (After Running Dictation) • Reading Assessment - El Colegio San Patricio • Writing Assessment - “Quiero Ser” Focused Free Write Suggested Skills To Be Assessed: <i>Listening</i> <i>Reading</i> <i>Writing</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with

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directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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