

Spanish  
Grade  
7A

June

2015

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The seventh A grade Spanish course is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language CCCS Standard 7.1.

**Fair Lawn  
Public Schools**

**Fair Lawn, NJ**  
**Fair Lawn School District**

**Committee Credits**  
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## Spanish 7A

### I. Course Synopsis

The Spanish 7A curriculum involves placing the students in meaningful, realistic situations where they must use their language skills for authentic communication purposes. All aspects of language acquisition are stressed including written, oral, reading, and auditory skills. Students are given the opportunity to take risks in the target language in simulated, yet practical situations. Cultural practices and products from people of different parts of the target-speaking world are incorporated routinely so that students may develop a sense of cultural plurality and thereby prepare themselves to become citizens of a global society.

### II. Philosophy & Rationale

#### A. Modes of Communication:

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of communication. The three modes are:

**The interpretive mode:** Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to listen “between the lines.”

**The interpersonal mode:** Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.

**The presentational mode:** Students present through oral and/or written communications information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this “one to many” mode of communication are making a presentation to a group or writing an article for the school newspaper.

#### B. “Can Do” statements

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

#### C. Proficiency vs. Performance

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students’ learning in terms of *proficiency* rather than performance. Language proficiency refers to a student’s ability to communicate spontaneously in a

language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency.

#### D. Integrated Performance Assessment

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics to show expectations.

### III. Scope & Sequence

There are four thematic units (Units 1-4); the goal is to study each unit within one marking period. Vocabulary, Language Functions, and Culture are embedded in each unit.

**Unit 1: Professions/Jobs (8-10 weeks):**

What will I be when I grow up?

**Unit 2: The Body and Emotions (8-10 weeks):**

How can I convey how I feel and what hurts to others?

**Unit 3: Leisure Recreational Activities and Telling time (8-10 weeks):**

What enrichment can travel bring to me?  
How does time affect my daily schedule?

**Unit 4: Let's go Shopping for Clothing (8-10 weeks):**  
How do I express myself by what I wear?

#### IV. Unit Descriptions

##### Unit 1: Professions/ Jobs

##### Enduring Understanding:

Middle School students will soon embark on a new journey to the high school and begin to map out and make plans for their futures. Understanding the different types of professions that exist will help the learner identify the career that best suits them.

##### Essential Questions:

1. What professions will I choose?
2. What jobs are available to me in my community?

##### Can Do Statements:

I can identify common occupations.

I can recognize gender differences in the workplace.

I can use the verb "*quiero*" appropriately.

I can express career preferences.

I can use the verb *ser* pertaining to professions.

I can ask where you work.

I can state where I work.

I can understand the importance of learning Spanish for my future career.

I can categorize jobs with the workplace.

### **Language Functions:**

- Vocabulary for professions
- Vocabulary for occupations
- Different workplaces
- Community vocabulary
- The verbs: *trabajar* and *ser*
- Review of the interrogative: *¿Dónde?*
- Gender differences

### **Benchmark Assessments/Suggested Activities**

- Presentation: What do I want to be?
- Flyswatter games
- Guess Who? (game)
- SymTalk
- Project: Successful Latinos and their careers
- Identify the profession according to the picture
- Quiz on professions

- Matching game professions with the workplace
- Bingo with profession vocabulary
- Quiz on the verb “*ser*”
- Quiz on the verb “*trabajar*”
- Quia.com
- Charades
- Pictionary

## Unit 2: The Body and Emotions

### Enduring Understanding:

Being healthy and strong enables a student to thrive as they grow. Understanding ones body and how it feels enables one to make healthy choices and also identify and express what hurts.

### Essential Questions:

1. What do I need to know about my body?
2. How do I express my emotions?

### Can Do Statements:

I can identify body parts in the target language.

I can express how I feel.

I can ask others how they feel.

I can express functions of the body.

I can explain where I have pain on my body.

**Language Functions:**

- Body parts vocabulary
- Emotion vocabulary
- The verb: *estar* and *doler*
- The interrogative word: ¿*Cómo*?

**Benchmark Assessments:**

- “Simón Dice”
- Charades
- Pictionary
- SmartBoard interactive activities
- Create your own Monster
- Quia.com
- Listening activities with body and vocabulary
- Flyswatter game
- Bingo with body vocabulary
- SymTalk activities

- Body Song (Head, Shoulders Knees and Toes)
- Quiz on the body vocabulary
- Oral assessment on the verb *Doler*
- Quiz on emotions

### **Unit 3: Telling Time with Leisure and Recreational Activities (8-10 weeks):**

#### **Enduring Understanding:**

Our interests in sports, music, drama, technology, and the world help determine the experiences we have, the friends we meet, and the things we learn. Our identity is shaped by our hobbies and extracurricular activities. Lets keep enjoying the hobbies we already have and also explore what else is out there for us to discover.

#### **Essential Questions:**

1. What time is it?
2. How do time expressions vary between English and Spanish?
3. What do you do in your spare time?
4. What pastimes and activities do you and others like?

#### **Can Do Statements:**

I can ask what time it is.

I can tell what time it is.

I can convert military time.

I can use “*menos*” and “*y*” correctly when telling time.

I can substitute “*cuarto*” in place of 15 minutes.

I can substitute “*media*” in place of 30 minutes.

I can express noon and midnight.

**Language Functions:**

- Vocabulary for numbers 1-30
- Time expressions
- Review of the verb “*ser*”
- AM/PM expressions
- Pastime activities
- Sports
- the verbs: *gustar/jugar/ir*
- Interrogatives: *¿Adónde?* and *¿Dónde?*

**Benchmark Assessments/Suggested Activities:**

- Share with a partner about your pastimes
- Project: create a collage with their favorite pastimes
- PowerPoint game with leisure time activities
- Fly swatter game
- Charades
- Pictionary
- Quia.com
- Bingo
- Survey students on their favorite recreational activities
- Scavenger hunt “finding likes and dislikes of fellow classmates”

- SymTalk
- Create your own clock
- SmartBoard interactive activities
- Number line
- Guess what time it is according to the situation
- YouTube video “¿Qué Hora es?”
- Bingo with number review
- Quiz on numbers 1-30 and time expressions

#### **Unit 4: Let's go Shopping for Clothing (8-10 weeks):**

##### **Enduring Understanding:**

Everyone expresses themselves differently and clothing choices are just one way that we do so. Cultures use clothing to identify themselves as part of a group. Different cultures have their own traditional clothing that is representative of the people who wear it. Clothing choices and prices vary depending on the part of the world where one is.

##### **Essential Questions:**

1. How do stores in Hispanic countries create a different shopping experience for Americans?
2. How do we identify specialty stores?

3. What do I wear that makes me unique?
4. How do the seasons influence my clothing?

**Can-Do Statements:**

- I can identify stores and shops.
- I can identify shopkeepers.
- I can distinguish products sold in various stores.
- I can apply currency vocabulary to a shopping experience.
- I can associate products with where they are sold.
- I can identify clothing.
- I can describe what one is wearing.
- I can classify clothing by gender.
- I can associate clothing with seasons.

**Language Functions:**

- Vocabulary for specialty stores
- Review of food vocabulary
- Review of clothing vocabulary
- The verbs: *comprar/costar/llevar*
- Interrogative: *¿Cuánto?, ¿Qué?*
- Basic clothing vocabulary
- Seasons
- Review of body vocabulary

- Review of colors

**Suggested Activities/ Benchmark Assessments:**

- Design different outfits according to the seasons
- create a catalog and label clothing
- Fashion show (clothing of the day)
- Picture prompts
- Flyswatter game
- Wordsearch
- Quia.com
- SmartBoard interactive games (vortex)
- Bingo
- Pictionary
- Sketch/Create a market place
- Classroom market (students are in charge of selling merchandise in a makeshift marketplace)
- *“La Bolsa Magica”*
- Skit: Going to the Mall
- SmartBoard interactive activities
- SymTalk
- Quiz on clothing vocabulary
- Quiz on specialty stores

**V. Core Instructional Materials:**

Suggested materials that teachers use are, but are not limited to:

- authentic readings found online
- authentic readings found in newspapers, magazines
- culturally/linguistically appropriate videos found on websites such as [www.youtube.com](http://www.youtube.com), [www.teachertube.com](http://www.teachertube.com), [www.senorwooly.com](http://www.senorwooly.com), <https://www.youtube.com/user/papitus>
- online game resources found on websites such as [www.quia.com](http://www.quia.com), [www.quizlet.com](http://www.quizlet.com), [www.spanishspanish.com](http://www.spanishspanish.com)
- Our WL teacher website
- Realidades (Textbook)
- Ven Conmigo (Textbook)

## VI. Assessments

### Formative Assessments

- Vocabulary Practice
- Exit Tickets
- Think, Pair, Share
- Speaking Practice
- Inside / Outside circle
- Deductive Reasoning Reading
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation

- Rough Drafts

#### Summative Assessments

- Vocabulary Quizzes
- Integrated Performance Assessments
- Recorded Speaking
- Skit / Dialogue
- Presentational writing
- Projects
- Presentations

### **VII. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students**

<b><u>Accommodations</u></b>			
<u>Preferential seating</u>	<u>Repeating/ simplifying of directions</u>	<u>Ample use of visuals</u>	<u>Use of manipulatives</u>
<u>Strategic/flexible grouping and pairing</u>	<u>Clear visual, verbal and demonstrative modeling</u>	<u>Kinesthetic activities</u> <u>Rhythm, music, body</u>	<u>Use of graphic organizers</u>

		<u>movements</u>	
<u>Ample wait time before calling on students</u>	<u>Think/Pair/Share</u>	<u>Teach vocab in context, and in small chunks</u>	<u>Frequent repetition</u>
<u>Student self-assessment, self-monitoring of progress</u>	<u>Have students set personal growth goals</u>	<u>Break down assignments into manageable parts/tasks</u>	<u>Learning centers or stations that address varied activities, skills, learning modalities</u>
<p><b><u>Speaking</u></b>  <i>Provide:</i>  <u>sentence starters</u>  <u>processing time</u>  <u>cues and prompts</u>  <u>embedded choices</u>  <u>practice time</u></p>	<p><b><u>Groups/Pairs</u></b>  <i>Teach:</i>  <u>rules and expectations</u>  <u>skills of independence – bridging phrases.</u>  <u>disagreeing agreeably.</u>  <u>voice level</u>  <u>strategies for moving in and out of groups</u>  <u>signal for getting teacher’s attention</u>  <i>Allow:</i>  <u>Flexible grouping</u>  <u>Adequate/extra time</u>  <u>Assign group roles</u></p>	<p><b><u>Reading</u></b>  <i>Use:</i>  <u>peer tutoring</u>  <u>label main ideas</u>  <u>label 5 W’s</u>  <u>visual imagery</u>  <u>graphic organizers</u>  <i>Allow:</i>  <u>Highlighting of key words/concepts</u>  <u>Silent pre-reading</u>  <u>Partner reading</u>  <i>Teach:</i>  <u>Pre-reading strategies</u>  <u>‘During’ reading strategies</u>  <u>Post-reading strategies</u></p>	<p><b><u>Writing</u></b>  <u>Shorten task</u>  <u>Require lists rather than sentences</u>  <i>Allow:</i>  <u>note-taking</u>  <u>visual representation of ideas</u>  <u>collaborative writing</u>  <u>Brainstorm word bank</u>  <u>Pre-writing with graphic organizers</u>  <i>Provide:</i>  <u>Model of writing</u>  <u>Structure for writing</u>  <u>Fill-in-blank form for</u></p>

			<u>note-taking</u>
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### **VIII. New Jersey Core Curriculum Content Standards**

- *Common Core Curriculum Standards* (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NM.pdf>)

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.

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
- 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).
- *Technology standards (<http://www.state.nj.us/education/cccs/2014/tech/>):*

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software

8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- *Workplace readiness standards* (<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>):

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- *21<sup>st</sup> Century Content Standards* (<http://www.state.nj.us/education/cccs/standards/9/#91>):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its

implications for solving problems, using multiple perspectives.

### **VIII. Interdisciplinary Connections and Alignment to Technology standards**

The following topics have connections to other content areas:

- Social Studies - Geography of Target Language Countries, Formation of surnames, Service Learning

6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically, and today.

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- Math - Metric system, Celsius / Fahrenheit, 12 hours / 24 hour clock

CCSS.MATH.CONTENT.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs

CCSS.MATH.CONTENT.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

- English - Central Idea/Summarizing, Transition words, Sequencing of events

CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Technology - *See above*
- 21st Century Life and Careers - *See above*

