Maywood Public Schools

Spanish
Grade 7

Spanish Grade 7

## I.	Introduction/Overview/Philosophy

The main objective of the Spanish program is to enable the student to attain a measurable degree of communicative competency and proficiency in each of the four language skills: listening, speaking, reading, and writing. Through an essentially inductive approach, students will gain an understanding of how the language is structured and how they can use this knowledge to express their own needs and talk about the world around them. Grammar and vocabulary are logically sequenced and grouped to make their acquisition as natural as possible. The teaching of Hispanic culture is an integral part of the program, in which authentic and contemporary topics are presented. In order to insure a high interest level, a wide range of exercises, activities, and resources are used.

## II.	Objectives

Course Outline:

1. **Unit 1**
   - a. Topics
     - 1. Physical descriptions and personality traits
     - 2. Nationalities
     - 3. School supplies
   - b. Culture
     - 1. School children in Spain and Latin America
     - 2. Spanish speakers in the United States
     - 3. Characters from the novel El Quijote
     - 4. Overview of El Quijote
   - c. Functions
     - 1. How to describe people
     - 2. How to tell where someone is from
     - 3. How to tell what subjects you take and express opinions about them
   - d. Grammar
     - 1. Nouns and adjectives
     - 2. The verb Ser
     - 3. Tú and usted

2. **Unit 2**
   - a. Topics
     - 1. Families and pets
     - 2. Houses and apartments
     - 3. Rooms and furniture
   - b. Culture
     - 1. Families and homes in the Spanish speaking world
     - 2. Pets in the Spanish speaking world
     - 3. Quito, Ecuador

4. Galapagos Islands
c. Functions
1. How to talk about families and pets
2. How to describe a house or apartment
3. How to describe rooms and some furnishings
d. Grammar
1. The verb tener
2. Possessive adjectives

3. **Unit 3**
a. Topics
1. In the classroom
2. School clothes and school supplies
3. After school activities
b. Culture
1. School uniforms in Spain and Latin America
2. School and after school activities in Spanish speaking countries and   the United States
3. Working habits of young people in the Spanish speaking world
c. Functions
1. How to talk about what you do in school
2. How to identify some school clothes and school supplies
3. How to talk about what you and your friends do after school
d. Grammar
1. Present tense of ar verbs
2. The verbs ir, dar and estar
3. The contractions al and del

4. **Unit 4**
- Topics
1. Foods and beverages
2. Eating at a cafe
- Culture
1. Eating habits in the Spanish speaking world compared to the USA
2. Eating times in the Spanish speaking world compared to the USA
3. Spanish tapas
4. Typical dishes from the Spanish speaking world
5. Simón Bolivar, a Latin American hero
- Functions
1. How to identify food
2. How to describe breakfast, lunch and dinner
3. How to find a table at a café
4. How to order food at a café
5. How to pay the bill at a cafe
- Grammar
1. Present tense of er and ir verbs
2. Expressions with the infinitive – ir a, tener que, acabar de

5. **Unit 5**

- Topics
    1. Soccer
    2. Baseball
    3. Basketball
    4. Tennis
    5. Uniforms
    6. Colors
- Culture
    1. Sports in Spanish-speaking countries compared to the United States
    2. Baseball player Roberto Clemente
    3. Jai Alai
- Functions
    1. How to talk about sports
    2. How to describe a soccer uniform
    3. How to identify colors
- Grammar
    1. Present tense of stem changing verbs
    2. Interesar, aburrir, gustar

6. Structure and Grammatical Topics
    - Definite and indefinite articles
    - Adjective and noun agreement
    - *Ser* - to be
    - Conjugating *-ar* verbs in the present tense
    - *Tú* versus *Usted*
    - *Dar* - to give, *ir* - to go and *estar* - to be
    - The contractions *al* and *del*
    - Conjugating *-er* and *-ir* verbs
    - *Tener* - to have
    - *Tener que* - to have to
    - *Ir a* - to go to
    - Possessive adjectives
    - Radical change verbs e to *ie*, o to *ue*
    - *Interesar, aburrir* and *gustar*

7. Possible Cultural Topics
    - Spain
        1. map
        2. Madrid
        3. artists and paintings
        4. Miguel de Cervantes Saavedra, El Quijote
    - Mexico
        1. map
        2. Mexico City
        3. artists and paintings
        4. Mexican - Americans
        5. archeological sites
        6. indigenous clothing

- Venezuela
  1. map
  2. Caracas
  3. Simón Bolívar
- Chile
  1. map
  2. Santiago
  3. Punta Arenas
  4. author, Gabriela Mistral
- Argentina
  1. map
  2. Buenos Aires
  3. los gauchos
- Perú
  1. map
  2. Lima
  3. archeological sites
  4. indigenous clothing
  5. San Martín
- Puerto Rico
  1. map
  2. San Juan
- Cuba
  1. map
  2. La Habana
  3. Cuban-Americans
- the Importance of Family
- Celebrations
  1. baptism
  2. la quinceañera
- Eating Habits between the USA and Spanish-speaking countries
- Schools in the USA and Spanish-speaking countries
- Open Air Markets

Workplace Readiness
As the students' progress through the course, their communicative competence will increase. They will be able to use Spanish both within and beyond the school setting. They will also be able to use Spanish as an ancillary skill in the workplace.

Career
During the sequence of the Spanish program, the importance of the language is discussed in terms of career opportunities. The students will become aware of careers in business, education, international political affairs, translation and interpretation.

Student Outcomes:

This course will address the three modes of communication: interpretive, interpersonal and presentational. Through these modes students will be able to:

- Demonstrate understanding in spoken and written communication within appropriate cultural contexts.
- Engage in direct oral/and or written communication with others.
- Present orally and/or in writing information, concepts, and ideas to an audience of listeners or readers with no immediate interaction.

Students will also be able to:
- give or respond to simple instructions and commands
- model sounds from teacher, taped activities, videos, songs and poems
- describe pictures, cue cards, and objects
- ask and answer questions about such
- have interaction with role play and directed dialogs
- organize thoughts in simple sentences
- retell stories based on story-telling technique
- write invitations, descriptive sentences of someone they know, self-descriptions, short paragraphs
- complete written workbook activities
- write dictations
- identify and list simple descriptions
- understand short conversations and respond to questions in the target language.
- understand concepts through listening activities and answer questions and retell stories
- react to other students in the class in interactive listening activities
- read short dialogs, descriptive paragraphs, poems, and short stories, short articles from a magazine
- discuss in short sentences in the target language the reading selections presented
- understand the interaction of language and culture
- understand culture through the presentations of films and videos
- have an awareness of contemporary Spanish culture with videos, pictures, magazine and newspaper articles
- study holidays and special events
- understand the cultures of Spanish-speaking countries with maps, internet activities, and computer games and activities

New Jersey Student Learning Standards
CAREER READY PRACTICES
CRP1   Act as a responsible and contributing citizen and employee.
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP2   Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation
CRP4   Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology.

They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand A. Technology Operations and Concepts
> 8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools

Strand C. Communication and Collaboration
> 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

Strand D. Digital Citizenship
> 8.1.8.D.4 Assess the credibility and accuracy of digital content.

Strand E. Research and Information Fluency
> 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.

21ST CENTURY LIFE AND CAREERS
Standard 9.2 Career Awareness, Exploration, And Preparation
Strand B. Career 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.

NEW JERSEY STUDENT LEARNING STANDARDS FOR WORLD LANGUAGES (2014)
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.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.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

III.   Proficiency Levels

The American Council on the Teaching of Foreign Languages (ACTFL) has developed the following generic guidelines for language proficiency in speaking, listening, reading and writing. The descriptions are intended to be representative of the ranges of ability, not exhaustive and all encompassing, and to apply to stages of proficiency, rather than to achievement within a specific curriculum.

Speaking

1. Novice
The Novice level is characterized by an ability to communicate minimally with learned material.
2. Novice-Low
Oral production consists of isolated words and perhaps a few high- frequency phrases. Essentially no functional communicative ability.
3. Novice-Mid
Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
4. Novice-High
Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple re-combinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.
5. Intermediate
The Intermediate level is characterized by an ability to create with the language by combining and recombining learned elements, though primarily a reactive mode; initiate, minimally sustain, and close in a simple way basic communicative tasks; and ask and answer questions.
6. Intermediate-Low
Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.
7. Intermediate-Mid
Able to handle successfully a variety of uncomplicated, basic and communicative task and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs: e.g., personal history and leisure-time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.
8. Intermediate-High
Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narrative and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speaking at this level, but repetition may still be required.

Listening
These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.
1. Novice-Low
Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.
2. Novice-Mid
Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.
3. Novice-High
Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.

4. Intermediate-Low
Able to understand sentence-length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.
5. Intermediate-Mid
Able to understand sentence-length utterances which consist of re-combinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.
6. Intermediate-High
Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

Reading
These guidelines assume all reading texts to be authentic and legible.
1. Novice-Low
Able occasionally to identify isolated words and/or major phrases when strongly supported by context.
2. Novice-Mid
Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly

contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

3. Novice-High

Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High-level reader may be able to derive meaning from material at a slightly higher level where context and/or extra-linguistic background knowledge are supportive.

4. Intermediate -Low

Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

5. Intermediate-Mid

Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

6. Intermediate-High

Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Writing

1. Novice-Low

Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

2. Novice-Mid

Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

3. Novice-High

Able to write simple fixed expressions and limited memorized material and some re-combinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

4. Intermediate-Low

Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of re-combinations of learned vocabulary and structures into simple

sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and in formation of non-alphabetic symbols, but writing can be understood by natives used to the writing of non-natives.

5. Intermediate-Mid

Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., non-past, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

6. Intermediate-High

Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

IV.   Methods of Assessment

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

1. Proficiency Assessment- The emphasis is on performances, what students can do with the language and to what extent they can transfer the language into real-life settings.
2. Achievement Assessment- It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
3. Pro-achievement Assessment- It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.
4. One-on-one assessment
5. Group assessment
6. Portfolio assessment
7. Peer assessment
8. Self-assessment
9. Project-Based Assessments
10.   Benchmark Assessments
11.   Listening Comprehension
12.   Test and Quizzes
13.   Oral presentations
14.   Research projects

V.   Grouping

The students in this course are heterogeneously grouped according to grade level.

VI.   Articulation/Scope & Sequence/Time Frame

It is a full-year course.

VII.   Resources

Texts/Supplemental Reading/References

1. Speakers may be invited to address the classes on cultural topics.
2. Various text and supplemental reading
3. Web-based review programs and games such as Kahoot, Quizlet, Google Voice, the studystack.com, conjuguemos.com, the studyspanish.com
4. New Jersey State Department of Education, (1999) World Language Curriculum Framework, Trenton, NJ.
5. Maps, DVD's, and other authentic resources
6. Various magazines and current event focused websites

VIII.   Suggested Activities

- modeling utterances after the teacher, audio activities and singing
- Interpretation and description of pictures, cartoons, etc.
- asking and answering questions
- Directed dialogues
- Reading aloud
- Retelling stories
- General conversation
- Listening to the teacher and peers
- Listening and/or viewing authentic audio such as television, songs, radio, etc.
- web-based activities
- Reading poems and stories
- Current events
  1. Vocabulary flash cards
  2. Online textbook exercises
  3. Games and puzzles
  4. Sentence and paragraph completions and construction
  5. Guided compositions
  6. Dictations
- Watch cultural films
- Geography lessons and map activities
- Field trips determined by the teacher
- Technology based projects
- Integrating career studies into world language topics being studied.

IX.   Methodologies

Realizing that each student has a unique way of learning, it is important to vary teaching methods. Listed below are several different methods, which may be used in combination.

1. Inductive Approach- A strategy that enables classroom instruction to be conducted in the target language, an inductive approach to grammar teaches concrete vocabulary through pictures and objects, while abstract vocabulary is taught by association of ideas.
2. Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.
3. Dialogue Journals- A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in the target language. The dialogue can be conducted by e-mail where it is available.
4. Interviews- A strategy for gathering information and reporting.
5. Cloze- Open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.
6. Cultural Presentations- A strategy for creating an exhibit that is focused on aspects of the target culture.
7. The Learning Cycle- A sequence of lessons designed to have students engage in exploratory investigations, construct language and compare culture concepts to their own lives.
8. Read and Retell- An all-purpose strategy that involves students retelling a passage in the target language as they remember it.
9. Brainstorming- A strategy for eliciting ideas from a group and communicating them in the target language in oral or written form.
10.   Problem Solving- A learning strategy in which students apply knowledge to solve problems.
11.   Reflective Thinking- A strategy in which students reflect on what was learned after a lesson is finished, either orally or in written form.
12.   Field Experience- A planned learning experience for students to observe, study, and participate in expressions of the target culture (s) in a setting off the school grounds, using the community as a laboratory.
13.   Free Writing- A strategy for encouraging students to express ideas by writing in the target language.
14.   Free Reading- A strategy for encourageng students to read in the target language.
15.   Project Based Learning- A strategy by which students gain knowledge skills by working for an extended period of time to investigate and respond to an authentic, engaging, complex question problem or challenge.
16.   Flipped classroom- A strategy that reverses traditional learning environment by delivering instructional content often online outside of the classroom.
17.   Thematic instruction- A strategy that uses the organization of curriculum around macro "themes," it integrates basic disciplines with the exploration of a broad subject.

X.   Interdisciplinary Connections

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

As the students' progress through the levels of the Spanish program so, too, will the interdisciplinary content progress. They will gain an insight that the study of Spanish offers much to their overall education.
Some suggestions for content-based topics that may be used:

1. Art
    a. Draw with various media
    b. Observe art work

2. Language Arts
   a. Follow a one-step oral direction
   b. Compare and contrast language
   c. Recall presented materials
   d. Listen for a variety of purposes
   e. Activate prior knowledge
   f. Listen to various forms of music
   g. Describe objects/pictures
   h. Communicate in complete sentences
   i. Obtain information by asking questions
   j. Participate in various forms of oral communication
   k. Interact verbally in informal situations
   l. Make introductions
   m. Read and respond to different types of literature
   n. State purpose for listening to a story
   o. Expand vocabulary
   p. Recall sequence of events
   q. Identify/restate details
3. Mathematics
   a. Reason, connect mathematical understandings
   b. Observe/compare by measurable attributes
   c. Count objects
   d. Represent quantities
   e. Model number composition
4. Music
   a. Sing songs in a limited range
   b. Perform a repertoire of songs

5. Reading
   a. Identify the main character (s)
   b. Describe the main character (s)
   c. Identify the plot
   d. Identify the outcome of the story
6. Science
      a. Observe weather conditions
      b. Explore the effects of weather
7. Social Studies
      a. Recognize similarities between self and others
      b. Describe personal feelings
      c. Demonstrate the relationship of feelings to actions
      d. Demonstrate an understanding of the concept of rule
      e. Demonstrate courteous behavior when interacting
      f. Apply appropriate personal decision-making skills
      g. Recognize the importance of each individual to the group
      h. Evaluate the consequences of decisions
      i. Define the Earth as being made up of land and water
      j. Be introduced to other people and places
      k. Recognize human needs
      l. Define family in various ways
      m. State how people are more alike than different

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)
- Repetition for vocabulary
- Re-teach and review
- Pair-Share
- TPRS
- Multiple intelligence learning
- Notebook checks
- Internet games
- Written responses
- Interactive activities
- Small group instruction
- Modified assessments
- Group/partner activities

Differentiation for Enrichment
- Dialogues
- Elevated vocabulary
- Elevated prompts
- Sentence completion
- Grammar through context
- Skits
- Student choice
- Student driven projects
- Internet research
- TPRS
- Supplemental assignments
- Multiple levels of questions
- Multiple intelligence learning

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
PRELIMINARY CHAPTER Vocabulary ☐ Greeting people ☐ Saying good-bye ☐ Speaking politely ☐ Counting ☐ Finding out the price ☐ Months of the year ☐ Asking and telling time ☐ Seasons and weather	4 weeks	*For Support:* • Repetition for vocabulary • Re-teaching and review • Pair-Share –working in pairs to ask each other simple questions of greeting in Spanish *For Enhancement:* • Dialogues • Use of elevated vocabulary and prompts	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.C.2 7.1.NM.B.2 7.1.NM.C.5 8.1.8.A.1 8.1.8.C.1 8.1.8.D.4 8.1.8.E.1 9.2.8.B.3 CRP1,2,4,5,6,7 8,9,10,11,12	*Formative Assessment:* • Homework/Classwork • Anticipatory Set- greeting each other in the target language. • Oral Presentation on ordering in a restaurant • Preliminary vocabulary quiz *Summative Assessment* • Chapter test on the preliminary chapter- fill in the blank, sentence completion
UNIT 1 Vocabulary • Identify and describe people and things • Tell where someone is from • Tell what subjects you take and express opinions about them Grammar • Nouns-Adjectives Articles	6 weeks	*For Support:* • TPRS • Multiple intelligence learning- Bodily-Kinesthetic • Notebook check on textbook activities *For Enhancement:* • Sentence completion	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.C.2 7.1.NM.B.2 7.1.NM.C.5 8.1.8.A.1 8.1.8.C.1	*Formative Assessment:* • Homework • Exit Slip- using the verb ser • Vocabulary Quiz for Vocabulary 1 and 2 • Grammar quiz on Subject Pronouns & Ser, Definite articles, nouns and adjectives

• Verb SER • Tu vs Usted Reading • Berto y sus buenas ideas		exercises • Elevated vocabulary • Elevated journal prompts • Grammar through context (Spanish pronouns)	8.1.8.D.4 8.1.8.E.1 9.2.8.B.3 CRP1,2,4,5,6,7 8,9,10,11,12	• Quiz on vocabulary and story line of El Raton Pablito *Summative Assessment* • Preliminary Assessment of writing and listening proficiency

UNIT 2
Vocabulary
   ☐ Talk about family and pets
   ☐ Describe a house or apartment
   ☐ Describe rooms and some furnishing
Grammar
   ☐ Verb Tener
   ☐ Possessive adjectives
Reading
   ☐ Berto y sus buenas ideas
	6 weeks	*For Support:*
		• TPRS
		• Internet Games: Kahoot, Quizlet Live
		• Written responses when describing family and dwellings
		• Notebook check on interactive activities (online *estudio*)
		
		For Enhancement:
		• Create family tree
		• Create ideal house
		• Skits using family vocabulary and Tener
			7.1.NM.A.1
			
			7.1.NM.A.2
			
			7.1.NM.C.2
			
			7.1.NM.B.2
			
			7.1.NM.C.5
			
			8.1.8.A.1
			8.1.8.C.1
			8.1.8.D.4
			8.1.8.E.1
			9.2.8.B.3
			CRP1,2,4,5,6,7 8,9,10,11,12
				Formative Assessment:
				• *Estudio* homework assignments
				• Anticipatory/Exit-dialogue
				• Quiz on family and house vocabulary
				• Grammar quiz on tener and possessive adjectives
				• Quiz on Chapter 2 of El Raton Pablito
				
				Summative Assessment
				• Chapter Test- assessing writing, reading and listening skills

UNIT 3: Vocabulary • Talk about what you do in school • Identify some school clothes and school supplies • Talk about what your friends do after school Grammar	8 weeks	*For Support* • *Estudio* – Powerteach & whiteboard activities • Notebook check on *estudio* assignments • Internet – Kahoot and Quizlet Live *For Enhancement*	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.C.2 7.1.NM.B.2 7.1.NM.C.5 8.1.8.A.1	*Formative Assessment* • Homework worksheets • Vocabulary Quiz on Vocabulary 1 and 2 • Grammar Quiz: present tense –ar verbs, Ir, Dar, Estar, Al & Del *Summative Assessment*

• Present tense –ar verbs • Verbs IR-DAR-ESTAR • Contractions al and del Readings • Berto y sus buenas ideas. • Compare school and after-school activities in Spanish speaking countries and the United States		• Grammar through context on –ar verbs • Student driven projects – create sentences & illustrate classes you are taking • Internet research activities on differences between schools in Latin America and the United States	8.1.8.C.1 8.1.8.D.4 8.1.8.E.1 9.2.8.B.3 CRP1,2,4,5,6,7 8,9,10,11,12	• Poster on La Semana De…. (using school vocabulary) • Chapter Test – Listening and Writing Proficiency
UNIT 4 Vocabulary • Identify foods and discuss meals • Talk about places where you eat • Order food or a beverage at a café • Compare eating habits in Spain, Latin America and the United States Grammar • Present tense of –er & -ir verbs • Expressions with the infinitive – ir a, tener que, acabar de Reading • Berto y sus buenas ideas	8 weeks	*For Support* • Internet Games – Kahoot, • Quizlet • Small group instruction on grammar • Interactive conversations (online *estudio*) • Modified Assessments *For Enhancement* • Student driven projects-skits, presenations • TPRS • Vocabulario & Dialogo en Vivo from *estudio*	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.C.2 7.1.NM.B.2 7.1.NM.C.5 8.1.8.A.1 8.1.8.C.1 8.1.8.D.4 8.1.8.E.1 9.2.8.B.3 CRP1,2,4,5,6,7 8,9,10,11,12	*Formative Assessment* • Homework • Class discussion on eating habits in Latin American countries • Food/Vocabulary quiz • Grammar Quiz – er & ir verbs • Restaurant skit presentations- focusing on restaurant activities *Summative Assessment* • Chapter Test- assessing writing and listening skills • Menu Project- creating your own menus for a restaurant with oral presentation
UNIT 5	8 weeks	*For Support:*	7.1.NM.A.1	*Formative Assessment:*

Vocabulary
  • Talk about sports
  • Describe a soccer uniform
  • Identify colors
  • Comparing team sports in the U.S. and Spanish-speaking countries
Grammar
  • Present tense of stem-changing verbs
  • Verbs such as interesar, aburrir and gustar
Reading
  • Berto y sus buenas ideas
		• Re-teaching and review from *estudio*
		• Partner/group activities on *estudio*
		• Modified Tests
		• TPRS
		
		For Enhancement:
		• Multiple levels of questions
		• Multiple Intelligence learning- Bodily–Kinesthetic activities
		• Internet research on Spanish sports player
		• Multiple levels of questions
			7.1.NM.A.2
			
			7.1.NM.A.3
			
			7.1.NM.C.2
			
			7.1.NM.B.2
			
			7.1.NM.C.5
			
			8.1.8.A.1
			8.1.8.C.1
			8.1.8.D.4
			8.1.8.E.1
			9.2.8.B.3
			CRP1,2,4,5,6,7
			8,9,10,11,12
				• *Estudio* homework activities
				• Anticipatory/Exit Slip
				• Sports vocabulary quiz
				• Grammar quiz on stem-changing verbs in the present tense
				
				Summative Assessment
				• Oral Presentation-Google slide show on famous Spanish sports player
				• Chapter test – written, reading and listening skills