

**Cliffside Park Middle School**  
**7th Grade Spanish Curriculum**  
**August 2018**

**Unit 1**

**Subject: Spanish**  
**Grade: 7**

**Student Learning Objectives**

- Students will be able to write, analyze, and communicate the introductory material of the Spanish language.

**Enduring Understandings**

- Students will understand that asking and answering questions is essential when meeting and getting to know new people.
- Students will understand that school experiences vary between cultures and reflect cultural perspectives.

**Essential Questions**

- Who am I and how can I get to know you?
- How are my experiences at school similar experiences yet different than previous years?

**Standards**

**Interpretive:**

- 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.

**Interpersonal:**

- 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 topics or on topics studied in other content areas.

**Presentational:**

- 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).

**21st Century**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

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

CRP11. Use technology to enhance productivity.

**Technology**

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

**Concepts and Skills**

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home  
Unit 4--Food, Glorious Food  
Unit 5--Celebrations!  
Unit 6--Migratory Animals  
Unit 7--Going Green

## **Assessments**

### **Formative Assessments:**

- Place four signs on walls of each of the four corners of the room. Label the signs with choices or categories that form possible responses to a single question or prompt. Direct students to read the signs, listen to a corresponding question or prompt, and then move to one of the four choices in the room. Encourage students to talk in their four small groups explaining their reasons for making the choice of that corner.
- Introduce people and respond in a culturally appropriate way to an introduction
- Create a daily schedule and telling time using numbers from one thru one hundred by specifying routines and extra-curricular activities

### **Summative Assessments:**

- Writing Assessment
- Teacher Checklist or Rubric
- Chapter Test- reading, writing, listening skills
- Google Maps Assessment

### **Benchmark Assessments:**

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

## **Interdisciplinary**

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

## **Materials**

- Workbook--Reteach and Practice, Holt McDougal (Avancemos)
- Workbook-Ven Conmigo, Holt McDougal
- Textbook-Santillana Middle School text

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>● Introduce people and respond in a culturally appropriate way to an introduction</li> <li>● Amplify learning by providing more challenging texts</li> <li>● Allow G &amp; T students to complete author studies on specific writers during this time period</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> <li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<ul style="list-style-type: none"> <li>● Describe and compare parts of the school building, classes, personnel, and typical school schedules</li> <li>● Recognize sounds</li> <li>● Create a bingo game</li> <li>● Allow for peer to peer collaboration within the classroom</li> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in appropriate modifications and accommodation</li> </ul>	<ul style="list-style-type: none"> <li>● Describe and compare parts of the school building, classes, personnel, and typical school schedules</li> <li>● Recognize sounds</li> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>

	<p>s for all assessments</p> <ul style="list-style-type: none"><li>• Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li><li>• Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li><li>• Student may create a Google Slide presentation and explain information in their native language</li></ul>	
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## Unit 2

**Subject: Spanish**  
**Grade: 7**

### **Student Learning Objectives**

- Students will be able to express their culture by using the Spanish language.

## **Enduring Understandings**

- Adolescents are involved in various activities with respect to their personal interests, such as music, sports, hobbies, etc.
- Relate to other students in the classroom when describing themselves.

## **Essential Questions**

- How do you emphasize that you do like something or that you do not like it either?
- What impact does gender have on the Spanish language?
- How are the people that I associate with similar/different from me?

## **Standards**

### **Interpretive:**

- 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.

### **Interpersonal:**

- 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 topics or on topics studied in other content areas.

### **Presentational:**

- 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).

### **21st Century**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

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

CRP11. Use technology to enhance productivity.

### **Technology**

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

### **Concepts and Skills**

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

### **Assessments**

#### **Formative Assessments:**

- Introduce group members by using Spanish adjectives
- Interview a classmate
- Ask and answer about family relationships
- Ask and answer about feelings

#### **Summative Assessments:**

- Writing Assessment
- Chapter Test- reading, writing, listening skills

- Google Maps Assessment

**Benchmark Assessments:**

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

**Interdisciplinary**

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

**Materials**

- Workbook--Reteach and Practice, Holt McDougal (Avancemos)
- Workbook-Ven Conmigo, Holt McDougal
- Textbook-Santillana Middle School text

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>● Encourage oral language interaction among students regarding a content topic.</li> <li>● Compare class schedule; United States-Hispanic country of your choice.</li> <li>● Amplify learning by providing more</li> </ul>	<ul style="list-style-type: none"> <li>● Have students work in small groups to list a word for every letter in the alphabet.</li> <li>● Ask and answer about feelings</li> <li>● Allow for peer to peer collaboration within the classroom</li> </ul>	<ul style="list-style-type: none"> <li>● Have students work in small groups to list a word for every letter in the alphabet.</li> <li>● Ask and answer about feelings</li> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers</li> </ul>



<p>challenging texts</p> <ul style="list-style-type: none"><li>● Allow G &amp; T students to complete author studies on specific writers during this time period</li><li>● Create Google Slide presentation on pertinent topics from within the unit</li><li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li></ul>	<ul style="list-style-type: none"><li>● Assign an English speaking mentor to help student with language difficulties</li><li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li><li>● Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li><li>● Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li><li>● Student may create a Google Slide presentation and explain information in</li></ul>	<ul style="list-style-type: none"><li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li><li>● Students will not be penalized for spelling and grammar errors</li><li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li></ul>
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	their native language	
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### Unit 3

**Subject: Spanish**  
**Grade: 7**

#### **Student Learning Objectives**

- Students will be able to compare the culture in the US to that of a Spanish speaking country.

#### **Enduring Understandings**

- My classmate and I have similarities and differences in our appearance and personalities.
- School schedules in different countries vary because of cultural differences.
- As a student, there are certain requirements that I must meet in order to be successful.

#### **Essential Questions**

- How do schools in Spanish speaking countries differ from those in the US?
- How does my school schedule reflect my culture?
- How does the way students dress reflect a culture?

#### **Standards**

##### **Interpretive:**

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- 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.

**Interpersonal:**

- 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 topics or on topics studied in other content areas.

**Presentational:**

- 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).

**21st Century**

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

CRP11. Use technology to enhance productivity.

**Technology**

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

**Concepts and Skills**

Unit 1--All About Me  
Unit 2--School Days  
Unit 3--Home, Sweet, Home  
Unit 4--Food, Glorious Food  
Unit 5--Celebrations!  
Unit 6--Migratory Animals  
Unit 7--Going Green

## **Assessments**

### **Formative Assessments:**

- Proceeds as in Think-Pair-Share. After student PAIRS share their responses, asks each pair to meet with another pair and individually SHARE responses again.
- Directs students to form two circles – one inside with students facing out and the other outside with students facing in. Each student faces a partner. Provides each student with a note card specifying a problem or content question on one side and the answer on the other. The cards and questions are different for each student.
- Make a class birthday calendar

### **Summative Assessments:**

- Writing Assessment
- Chapter Test- reading, writing, listening skills
- Google Maps Assessment

### **Benchmark Assessments:**

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

## **Interdisciplinary**

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

## **Materials**

- Workbook--Reteach and Practice, Holt McDougal (Avancemos)
- Workbook-Ven Conmigo, Holt McDougal
- Textbook-Santillana Middle School text

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>● Copy/write words, phrases, or simple guided texts on familiar topics</li> <li>● Use appropriate greetings at a given time of day</li> <li>● Encourage oral language interaction among students regarding a content topic.</li> <li>● Compare class schedule; United States-Hispanic country of your choice.</li> <li>● Amplify learning by providing more challenging texts</li> <li>● Allow G &amp; T students to complete author studies on specific writers during this time period</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>● Make a class birthday calendar</li> <li>● Have students work in small groups to list a word for every letter in the alphabet.</li> <li>● Ask and answer about feelings</li> <li>● Allow for peer to peer collaboration within the classroom</li> <li>● Assign an English speaking mentor to help student with language difficulties</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>● Make a class birthday calendar</li> <li>● Have students work in small groups to list a word for every letter in the alphabet.</li> <li>● Ask and answer about feelings</li> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>

<ul style="list-style-type: none"> <li>• Create Google Slide presentation on pertinent topics from within the unit</li> <li>• Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<ul style="list-style-type: none"> <li>• Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>• Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>• Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>• Student may create a Google Slide presentation and explain information in their native language</li> </ul>	
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## Unit 4

Subject: Spanish

**Grade: 7**

### **Student Learning Objectives**

- Students will be able to gain an understanding about their health.

### **Enduring Understandings**

- Understand how historical influences affect the food that people eat.
- Express their feelings about foods and drinks.

### **Essential Questions**

- At what time do you eat different meals throughout the day?
- Which foods are good/bad for your health?

### **Standards**

#### **Interpretive:**

- 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.

#### **Interpersonal:**

- 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 topics or on topics studied in other content areas.

**Presentational:**

- 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).

**21st Century**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

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

CRP11. Use technology to enhance productivity.

**Technology**

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

**Concepts and Skills**

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

**Assessments**

**Formative Assessments:**

- Compare class schedule; United States- Hispanic country of your choice.



- Compare a Spanish restaurant menu to an Italian restaurant menu
- Interpret artwork

**Summative Assessments:**

- Writing Assessment
- Chapter Test- reading, writing, listening skills
- Google Maps Assessment

**Benchmark Assessments:**

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

**Interdisciplinary**

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

**Materials**

- Workbook--Reteach and Practice, Holt McDougal (Avancemos)
- Workbook-Ven Conmigo, Holt McDougal
- Textbook-Santillana Middle School text

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>● Copy/write words, phrases, or simple guided texts on familiar topics</li> <li>● Use appropriate greetings at a given time of day</li> </ul>	<ul style="list-style-type: none"> <li>● Interpret artwork</li> <li>● Recognize a few common gestures and cultural practices associated with</li> </ul>	<ul style="list-style-type: none"> <li>● Interpret artwork</li> <li>● Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>● Make a class birthday calendar</li> <li>● Have students work in small groups to list a word for every letter in the alphabet.</li> <li>● Ask and answer about feelings</li> </ul>

<ul style="list-style-type: none"> <li>● Encourage oral language interaction among students regarding a content topic.</li> <li>● Compare class schedule; United States-Hispanic country of your choice.</li> <li>● Amplify learning by providing more challenging texts</li> <li>● Allow G &amp; T students to complete author studies on specific writers during this time period</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> <li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<p>the target culture(s).</p> <ul style="list-style-type: none"> <li>● Make a class birthday calendar</li> <li>● Have students work in small groups to list a word for every letter in the alphabet.</li> <li>● Ask and answer about feelings</li> <li>● Allow for peer to peer collaboration within the classroom</li> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>● Use information from the WIDA</li> </ul>	<ul style="list-style-type: none"> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>
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	<p>testing to help facilitate individualized assessments for ELL students</p> <ul style="list-style-type: none"> <li>• Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>• Student may create a Google Slide presentation and explain information in their native language</li> </ul>	
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## Unit 5

**Subject: Spanish**  
**Grade: 7**

**Student Learning Objectives**

- Students will be able to explain various activities and sports from their culture.

**Enduring Understandings**

- Teens are involved in various activities with respect to their personal interests, such as music, sports, hobbies, etc.
- One can engage in different activities in various places.

## **Essential Questions**

- What are my favorite sports?
- How do leisure activities differ in the US and abroad?
- How can I say where someone is going?

## **Standards**

### **Interpretive:**

- 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.

### **Interpersonal:**

- 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 topics or on topics studied in other content areas.

### **Presentational:**

- 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).

### **21st Century**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.

### **Technology**

- 8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- 8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.
- 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

### **Concepts and Skills**

- Unit 1--All About Me
- Unit 2--School Days
- Unit 3--Home, Sweet, Home
- Unit 4--Food, Glorious Food
- Unit 5--Celebrations!
- Unit 6--Migratory Animals
- Unit 7--Going Green

### **Assessments**

#### **Formative Assessments:**

- Compare popular sports in Spanish speaking countries compared to the US
- Create a uniform of a Spanish football club
- Design a stadium and label the places in Spanish
- Write and present descriptions about oneself and others

#### **Summative Assessments:**

- Writing Assessment
- Chapter Test- reading, writing, listening skills
- Google Maps Assessment

#### **Benchmark Assessments:**

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

**Interdisciplinary**

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

**Materials**

- Workbook--Reteach and Practice, Holt McDougal (Avancemos)
- Workbook-Ven Conmigo, Holt McDougal
- Textbook-Santillana Middle School text

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>• Copy/write words, phrases, or simple guided texts on familiar topics</li> <li>• Use appropriate greetings at a given time of day</li> <li>• Encourage oral language interaction among students regarding a content topic.</li> <li>• Compare class schedule; United States-Hispanic</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain information from a conversation</li> <li>• Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>• Make a class birthday calendar</li> <li>• Have students work in small groups to list a word for every</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain information from a conversation</li> <li>• Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>• Make a class birthday calendar</li> <li>• Have students work in small groups to list a word for every letter in the alphabet.</li> <li>• Ask and answer about feelings</li> <li>• Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>• Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>• Text to speech</li> </ul>

<p>country of your choice.</p> <ul style="list-style-type: none"> <li>● Amplify learning by providing more challenging texts</li> <li>● Allow G &amp; T students to complete author studies on specific writers during this time period</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> <li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<p>letter in the alphabet.</p> <ul style="list-style-type: none"> <li>● Ask and answer about feelings</li> <li>● Allow for peer to peer collaboration within the classroom</li> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>● Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>● Allow student access to native dictionary to</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be provided with graphic organizers</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>
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	<p>help with the understanding of vocabulary within the unit</p> <ul style="list-style-type: none"><li>• Student may create a Google Slide presentation and explain information in their native language</li></ul>	
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