

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

Unit 1

Subject: Spanish Native
Grade: 7

Student Learning Objectives

- Students will be able to explain characteristics about one's self to a peer.

Enduring Understandings

- Personality traits, environment, opportunities, and internal drive affect our current experience and long-term outcomes.
- Who we are as people and all of our experiences make us unique.

Essential Questions

- How am I unique?
- How do my personality traits affect who I am?

Standards

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:

- Describe themselves in detail and compare and contrast their descriptions with a partner.
- Complete a personality questionnaire.
- Read texts about fictional characters and list the personality traits.
- Write about the places that they have lived in or visited throughout their lives.
- Discuss the origin and meaning of common last names.

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

- Me Llamo Maria Isabel
- Alma Flor Ada La Casa de Mango Street
- Sandra Cisneros
- www.significadosdelosnombres.com
- www.heraldaria.com

| Modifications to Support Gifted and Talented Students | Modifications to Support English Language Learners | Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners) |
|--|---|--|
| <ul style="list-style-type: none"> ● Interviewing a classmate. (interpersonal speaking) ● Reading a text about a fictional character and listing the personality traits. (interpretive reading & presentational writing) ● Creating a collage of the things that represent themselves, and presenting it to the class. (presentational speaking) ● Introduce people and respond in a culturally appropriate way to an introduction ● Amplify learning by providing more | <ul style="list-style-type: none"> ● Analyze and deliberate on etiquette and protocol rules from their various cultures. Role-play how to introduce people in the target language. Write a list of home and school responsibilities and compare with a partner. ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate | <ul style="list-style-type: none"> ● Describe and compare parts of the school building, classes, personnel, and typical school schedules ● Recognize sounds ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Analyze and deliberate on etiquette and protocol rules from their various cultures. Role-play how to introduce people in the target language. ● Write a list of home and school responsibilities and compare with a partner. ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student |

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| <p>challenging texts</p> <ul style="list-style-type: none"> ● Allow G & T students to complete author studies on specific writers during this time period ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study | <p>modifications and accommodations for all assessments</p> <ul style="list-style-type: none"> ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language | |
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Unit 2

Subject: Spanish Native
Grade: 7

Student Learning Objectives

- Students will be able to identify geographical features of a society and explain its impact on the people.

Enduring Understandings

- The geography, landforms and climate of a region have many effects on a society's culture and how people live.
- Culture and language are inseparable; they influence and reflect each other.

Essential Questions

- How does where people live affect their culture?
- Which cultural elements influence the choices people make?

Standards

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.

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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:**

- Draw and label maps of Latin-American and other Spanish-speaking countries.
- Research the significance of Spanish Heritage month, and the way the Latino

community celebrates it.

- Read authentic articles about a recent natural disaster that occurred in a Spanish-speaking country and discuss the effects on the country as a whole.
- Create graphs of the weather patterns of Spanish speaking countries.

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

- Cuando la tía Lola Vino de Visita a Quedarse
- Julia Alvarez Cómo las hermanas Garcia Perdieron su Acento
- Julia Alvarez La Casa en Mango Street
- Sandra Cisneros Trabajo de Campo
- Rose del Castillo Weather in Spanish - www.español.weather.com
- Weather forecasts in Spanish - www.telemundo47.com
- Spanish Newspaper Articles (El Diario, El Pais, La Nación, La Prensa, La Vanguardia)
- Hispanic vs. Latino Video - <https://www.youtube.com/watch?v=GBt5rMD2aDc>
- HBO Habla Ya Celebrity - <https://www.youtube.com/watch?v=yjkJfnbhOFI>

| Modifications to Support Gifted and Talented Students | Modifications to Support English Language Learners | Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners) |
|---|--|---|
| <ul style="list-style-type: none"> • Compare and contrast Spanish-speakers | <ul style="list-style-type: none"> • Create collaborative presentations | <ul style="list-style-type: none"> • Analyze the cultural significance in songs and generate lists of songs representing the cultures. |

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| <p>ng countries of their choice.</p> <ul style="list-style-type: none"> ● Construct reflective essays on the different dialects among Spanish-speaking countries. ● Encourage oral language interaction among students regarding a content topic. ● Compare class schedule; United States-Hispanic country of your choice. ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on specific writers during this time period ● Create Google Slide presentation on pertinent topics | <p>emphasizing cultural respect.</p> <ul style="list-style-type: none"> ● View multimedia presentations regarding heritage and demonstrate understanding (i.e. open-ended questions, turn and talk, class discussions). ● Research traditional clothing from Spanish-speaking countries and present findings to the class. ● Have students work in small groups to list a word for every letter in the alphabet. ● Ask and answer about feelings ● Allow for peer to peer collaboration within the classroom | <ul style="list-style-type: none"> ● Find and compare the lyrics of their family's place of origin's national anthem to the "Star Spangled Banner". ● Research famous people from their family's place of origin and share within small groups. ● Ask and answer about feelings ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student |
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| <p>from within the unit</p> <ul style="list-style-type: none">● Allow G & T students to identify and define higher level terms within the unit of study | <ul style="list-style-type: none">● Assign an English speaking mentor to help student with language difficulties● Have ELL teacher assist in appropriate modifications and accommodations for all assessments● Use information from the WIDA testing to help facilitate individualized assessments for ELL students● Allow student access to native dictionary to help with the understanding of vocabulary within the unit● Student may create a Google Slide presentation and explain information in | |
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| | their native language | |
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Unit 3

Subject: Spanish Native
Grade: 7

Student Learning Objectives

- Students will be able to evaluate how a country's economic standing influences the educational rights of the students

Enduring Understandings

- A quality education is a vital human right. Children around the globe do not all receive an equal education.
- Culture and geography impact students' access to education and their school experience.
- There are many resources available at school to promote student success; however, it is up to the individual to achieve success.

Essential Questions

- How do adolescents' school experiences differ from culture to culture?

Standards

Standards

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- 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:

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- 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.
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21st Century

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CRP2. Apply appropriate academic and technical skills.

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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

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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

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Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

Formative Assessments:

- Compare their current school schedules with schedules of students in Spanish-speaking countries.
- Engage in oral discourse about a typical day at school.
- Research a typical school day in a Spanish-speaking country and compare it to one in the United States.
- Present, in small groups, the similarities and differences of school schedules and class offerings in a Spanish-speaking country of their choice.

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

- "Primero de secundaria" by Gary Soto "El Ruego del Libro"
- Gabriella Mistral Barrio Boy
- Ernesto Galarza Cuando era Puertorriqueña
- Esmeralda Santiago biography

| Modifications to Support Gifted and Talented Students | Modifications to Support English Language Learners | Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners) |
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| <ul style="list-style-type: none"> ● Talk about clubs and extra-curricular activities in small groups. ● Read “Primero de secundaria” by Gary Soto and answer open-ended comprehension questions. ● Copy/write words, phrases, or simple guided texts on familiar topics ● Use appropriate greetings at a given time of day ● Encourage oral language interaction among students regarding a content topic. ● Compare class schedule; United States-Hispanic | <ul style="list-style-type: none"> ● Visualize and write school goals for the year and the following years. ● Develop strategies for note-taking and test-taking study skills. ● Interview family members or ESL students who have studied in another country to distinguish what they like or do not like about school in the United States. ● Recognize a few common gestures and cultural practices associated with the target culture(s). | <ul style="list-style-type: none"> ● Recognize a few common gestures and cultural practices associated with the target culture(s). ● Explain their likes and dislikes of middle school, and then discuss the things they would like to add or change. ● Write a persuasive letter asking for a change at the middle school after researching schools in other countries. ● Ask and answer about feelings ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student |

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| <p>country of your choice.</p> <ul style="list-style-type: none">● Amplify learning by providing more challenging texts● Allow G & T students to complete author studies on specific writers during this time period● Create Google Slide presentation on pertinent topics from within the unit● Allow G & T students to identify and define higher level terms within the unit of study | <ul style="list-style-type: none">● Make a class birthday calendar● Have students work in small groups to list a word for every letter in the alphabet.● Ask and answer about feelings● Allow for peer to peer collaboration within the classroom● Assign an English speaking mentor to help student with language difficulties● Have ELL teacher assist in appropriate modifications and accommodations for all assessments● Use information from the WIDA testing to help facilitate | |
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| | <p>individualized assessments for ELL students</p> <ul style="list-style-type: none"> • Allow student access to native dictionary to help with the understanding of vocabulary within the unit • Student may create a Google Slide presentation and explain information in their native language | |
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Unit 4

Subject: Spanish Native
Grade: 7

Student Learning Objectives

- Students will be able to express how their point of view has changed on various topics throughout their lifetime.

Enduring Understandings

- Viewpoints can change as one matures and evolves.
- Viewpoints are tied to one's environment, social class, experiences, and family structure.

Essential Questions

- How has your point view changed over time?
- How can my family, friends, environment, and other factors influence my viewpoints?

Standards

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

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- CRP2. Apply appropriate academic and technical skills.
- CRP7. Employ valid and reliable research strategies.
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- 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
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- Unit 5--Celebrations!
- Unit 6--Migratory Animals
- Unit 7--Going Green

Assessments

Formative Assessments:

- Read, annotate, and summarize current event articles from a Spanish newspaper.
- Write reflective essays on current events.
- Role-play about the possible outcomes of a current event.
- Debate about controversial topics with peers.
- Analyze the power of social-media on purchasing habits.

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

- People en Español CNNenespañol.com
- Primer Impacto Mexican Newspaper <http://www.cronica.com.mx/noticias.php>
- Costa Rican Newspaper <https://www.nacion.com/>
- Argentinian Newspaper <https://www.clarin.com/>
- BrainPop en Español (Hechos y Opiniones) - https://esp.brainpop.com/espanol/la_escritura/hechos_y_opinion/
- Information on Debates - <https://www.youtube.com/watch?v=UA0tIFUYcuo>

| Modifications to Support Gifted and Talented Students | Modifications to Support English Language Learners | Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners) |
|---|--|---|
| <ul style="list-style-type: none">● Examine product reviews with a partner.● Write letters or social-media posts expressing their thoughts about a product.● Evaluate how social media is used globally.● Use appropriate greetings at a | <ul style="list-style-type: none">● Interview community members about why they became involved in the community, how they started to get involved, and their goals for the community.● Write book reviews and | <ul style="list-style-type: none">● Interpret artwork● Recognize a few common gestures and cultural practices associated with the target culture(s).● Interview community members about why they became involved in the community, how they started to get involved, and their goals for the community.● Write book reviews and engage in oral discourse in small groups.● Listen to podcasts, write editorials, and then peeredit with partners. |

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

Unit 5

Subject: Spanish Native
Grade: 7

Student Learning Objectives

- Students will be able to identify aspects of their community and explain them to a peer.

Enduring Understandings

- Communities are alike and different in many ways, including attitudes, interests, and goals.
- People chose to live in a specific community based on its location, services provided, attitudes, and the best interest of their families or themselves.

Essential Questions

- How are communities alike and different?
- What are the reasons that people choose to live in a specific community?

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:

- Research how their community was established and evolved, and converse with a partner.
- Research and list recreational programs offered in their community.
- Use a town map to answer questions related to lakes, schools, parks, recycling center, public library, etc.
- Investigate members of the town council, and summarize their involvement in the community.

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

- The Lorax, (in Spanish) Dr. Seuss
- Spanish Newspapers & Articles Community Video - <https://www.youtube.com/watch?v=zXdIR4wF6j4>
- Recycling Video - <https://www.youtube.com/watch?v=-UFFFUTMICw>
- BrainPop en Español (Recycling)- https://esp.brainpop.com/ciencia/el_fragil_medio_ambiente/reciclaje/
- Places in the City - <https://www.youtube.com/watch?v=qleFBWcWgQ>
- Places in Spain - https://www.youtube.com/watch?v=F_zTDf7RgPU
- La Ciudad de Mexico - <https://www.youtube.com/watch?v=9ZIkEH689cl>

Modifications to Support

Modifications to Support

Modifications to Support Our Learners

| Gifted and Talented Students | English Language Learners | (Students with IEPs/504s and At-Risk Learners) |
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| <ul style="list-style-type: none"> ● Identify the attributes of a good town mayor in small groups. ● Describe how businesses in the local community meet economic wants of consumers. ● Compare and contrast their local community with one in a Spanish-speaking country. ● Compare class schedule; United States-Hispanic country of your choice. ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on specific writers during this time period | <ul style="list-style-type: none"> ● Construct posters advertising recycling in their community that can be shared with newly arrived Spanish-speaking families. ● Generate surveys regarding an aspect of their community, poll their classmates, and present findings to the class. ● Write descriptions of their ideal community and present their essays and drawings representing their ideal community to the class. ● Obtain information from a conversation ● Recognize a few common gestures and | <ul style="list-style-type: none"> ● Obtain information from a conversation ● Recognize a few common gestures and cultural practices associated with the target culture(s). ● Construct posters advertising recycling in their community that can be shared with newly arrived Spanish-speaking families. ● Generate surveys regarding an aspect of their community, poll their classmates, and present findings to the class. ● Write descriptions of their ideal community and present their essays and drawings representing their ideal community to the class. ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student |

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| <ul style="list-style-type: none">● Create Google Slide presentation on pertinent topics from within the unit● Allow G & T students to identify and define higher level terms within the unit of study | <p>cultural practices associated with the target culture(s).</p> <ul style="list-style-type: none">● Make a class birthday calendar● Have students work in small groups to list a word for every letter in the alphabet.● Ask and answer about feelings● Allow for peer to peer collaboration within the classroom● Assign an English speaking mentor to help student with language difficulties● Have ELL teacher assist in appropriate modifications and accommodation | |
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| | <p>s for all assessments</p> <ul style="list-style-type: none">● Use information from the WIDA testing to help facilitate individualized assessments for ELL students● Allow student access to native dictionary to help with the understanding of vocabulary within the unit● Student may create a Google Slide presentation and explain information in their native language | |
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