

# KINGSWAY REGIONAL SCHOOL DISTRICT



*Committed to Excellence*

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<b>Course Name: Spanish (Level 1A)</b>	<b>Grade Level(s): 7</b>
<b>Department: World Language</b>	<b>Credits: 2.5</b>
<b>BOE Adoption Date: September 22, 2014</b>	<b>Revision Date(s): October 22, 2015</b>

## **ABSTRACT**

The study of another language and culture gives students a powerful key to successful communication. In today's global community, competence in more than one language is an essential part of communication and cultural understanding. In each level of language study, the students experience communication through reading, writing, speaking, and listening. The students gain an understanding of the culture that uses the language. Students make connections across disciplines and access new sources of information through the study of another language. Through comparisons and contrasts with the new language, students develop greater insight into their own language and culture and discover multiple ways to view the world. Students become life-long learners as they use the language both within and beyond the school setting. In Spanish: Level 1A, the students work at the novice-low to novice-mid proficiency levels within three important modes: interpretive, interpersonal, and presentational. The students demonstrate an understanding of spoken and written communication within the appropriate cultural context. The students present, through oral and/or written communications, information, concepts, and ideas to an audience of listeners or readers. The students engage in direct oral and/or written communication with others. The Spanish 1A course emphasizes the following key areas: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. The Spanish: Level 1A course provides the opportunity for students to engage in additional formative, summative, and performance assessments—enhancing both language proficiency and growth.

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### **Mission Statement**

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Core Curriculum Content Standards (NJCCCS) & Common Core State Standards (CCSS).

### **Curriculum & Instruction Goals**

#### **Goal(s):**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

### **Philosophy of the Shared Curriculum Service with South Harrison Township Elementary**

The ultimate goal of the newly established shared curriculum service with South Harrison Township Elementary is to provide clearly coherent curriculum for grades K-12 to enhance student growth and achievement and provide learning experiences that assist in providing an inherent love of learning. With true vertical and horizontal curricular alignment all students will be effectively prepared for their arrival onto the campus of Kingsway Regional Middle School. Through this shared vision, both school districts are able to work earlier and more productively with students to ensure they are properly equipped with the knowledge and skills necessary to be successful in college and career upon graduation from high school. The alignment of curriculum K-12 safeguards countless benefits for our children; it is the very foundation for the improved teaching and learning that is our goal as educators, parents, and community members. Most notably, an aligned curriculum K-12 creates a common ownership and understanding of what must be taught and learned at each grade level for each subject area. No matter where a student attends, the curriculum requirements are the same across buildings, grade levels and teachers. Additionally, an aligned curriculum serves to provide valuable information to parents who will know what each child is expected to learn while in the classroom.

## How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

## Terms to Know

1. **Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
2. **Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this

document.

5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJCCCS and CCSS are noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses.
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a "model" for which districts can properly implement the NJSLS (New Jersey Student Learning Standards) by providing an example from which to work and/or a product for implementation.
12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.

- 13. Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
- 14. Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
- **State:** The New Jersey Student Learning Standards (NJSLs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics.*
- 15. Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
- 16. 21<sup>st</sup> Century Skills:** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21<sup>st</sup> century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

**Proficiencies and Pacing:**  
**Course Title: Spanish 1A, Grade 7**

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
<p><b>Unit 1: “Hablando Español”</b>  <b>Personal and Public Identities</b></p>	<p>September-December</p>	<p><b>Power Standards</b></p> <p><b>7.1.NM.A.4</b> - Identify familiar people, places, and objects based on simple oral and /or written descriptions.</p> <p><b>7.1.NM.B.4</b> - Ask and respond to simple questions, make request, and express preferences using memorized words and phrases.</p> <p><b>7.1.NM.C.5</b> - Name and label tangible cultural products and imitate cultural practices from the target culture.</p> <p><b>Secondary (Supportive)</b></p> <p><b>7.1.NM.A.1</b>  <b>7.1.NM.A.2</b>  <b>7.1.NM.A.3</b>  <b>7.1.NM.B.2</b>  <b>7.1.NM.B.3</b>  <b>7.1.NM.B.5</b></p>	<p>1. Students will understand the cultural nuances of the people and customs of the Spanish-speaking world.</p> <p>2. Students will understand the differences between greeting people informally and formally: (using titles), saying goodbye, asking and saying names, and expressing simple courtesies.</p> <p>3. Students will be able to create a conversation that will exchange information, using words, phrases and short sentences practiced in class on familiar topics.</p>	<ol style="list-style-type: none"> <li>1. List reasons for language study.</li> <li>2. Locate and identify Spanish-speaking countries and capitals on a map.</li> <li>3. List, define, and recognize vocabulary terms dealing with greetings, introductions, dates, phone numbers , places of origin, and weather.</li> <li>4. Compare, contrast, and discuss Hispanic contributions to the U. S. (Hispanic Heritage Month).</li> <li>5. Recognize the sounds of the letters in the Spanish alphabet.</li> <li>6. Ask and provide personal information (name, phone number, place of origin).</li> <li>7. Use the correct forms of greetings (formal vs. informal).</li> <li>8. Use proper titles of respect.</li> <li>9. Introduce yourself and others.</li> <li>10. Recognize, identify, and recite numbers from 0 to 100 in Spanish.</li> <li>11. State the date in Spanish in written form.</li> <li>12. Describe the relationship between the weather and seasons.</li> <li>13. Perform simple commands and respond to classroom instructions.</li> <li>14. Discuss the Puerto Rican influences in American artist Manuel Vega.</li> <li>15. Examine the influences and</li> </ol>

		<b>7.1.NM.C.2</b> <b>7.1.NM.C.3</b>  <b>Interdisciplinary</b> SOC.5-8.6.1.8 WHST.6-8.1		contributions of Latinos in the United States. 16. Discuss New York City’s Hispanic population and its cultural celebrations.
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Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
<b>Unit 2: “Amigos y Amistades”</b> <b>Personal and Public Identities</b>	January-March	<b>Power Standards</b>  <b>7.1.NM.A.4</b> - Identify familiar people, places, and objects based on simple oral and /or written descriptions.  <b>7.1.NM.B.4</b> - Ask and respond to simple questions, make request, and express preferences using memorized words and phrases.  <b>7.1.NM.C.5</b> - Name and label tangible cultural products and imitate	1. Students will understand the cultural nuances of the people and customs of the geography and culture of Mexico and the characteristics of many native civilizations.  2. Students will be able to create a conversation in which they talk about activities they take part in, say what they like and don’t like to do, and ask and give their place of origin while properly using the verbs <b><i>gustar</i></b> and <b><i>ser</i></b> .	1. List, define, and recognize vocabulary terms dealing with after-school activities, snack foods, and beverages. 2. State preferences about favorite activities using <i>gustar + infinitive</i> . 3. Practice using subject pronouns and the uses of “ <i>ser</i> .” 4. Define and use indefinite articles. 5. Use <i>ser de + location</i> to tell where someone is from. 6. Discuss Los “Premios” Juventud, an awards show in Miami. 7. Discuss the Cuban influences in American artist Xavier Cortada. 8. Practice the tradition of making “Cascarones.” 9. Compare after-school activities in Miami and San Antonio to one’s own traditions.

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
		<p>cultural practices from the target culture.</p> <p><b>Secondary (Supportive)</b>  <b>7.1.NM.A.1</b>  <b>7.1.NM.A.2</b>  <b>7.1.NM.A.3</b>  <b>7.1.NM.B.2</b>  <b>7.1.NM.B.3</b>  <b>7.1.NM.B.5</b>  <b>7.1.NM.C.1</b>  <b>7.1.NM.C.2</b>  <b>7.1.NM.C.3</b>  <b>7.1.NM.A.1</b></p> <p><b>Interdisciplinary</b></p> <p>SOC.5-8.6.1.8</p>	<p>3. Students will be able to compare and contrast the uses of the verbs <i>ir</i>, <i>tener</i>, <i>estar</i>, <i>ser</i>, and <i>gustar</i> for different purposes.</p>	<p>10. Build vocabulary with new terms for activities, food, and interesting places.  11. Compare Mexican and Tex-Mex food.  12. Identify noun-adjective agreement.  13. Practice using adjectives describe people.  14. Prepare unit project and present.  15. Identify like and dislike vocabulary in authentic audio and video files.</p>

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
<p><b>Unit 3:“La Vida Escolar”</b>  <b>Contemporary Life</b></p>	<p>April-June</p>	<p><b>Power Standards</b></p> <p><b>7.1.NM.A.4</b> - Identify familiar people, places, and objects based on simple oral and /or written descriptions.</p>	<p>1. Students will understand the cultural nuances of the people and customs of the geography and culture of Mexico and the</p>	<p>1. List and define school related vocabulary terms.  2. Use vocabulary terms to talk about classes and daily school schedule.  3. Use the verb <i>ser</i> to tell time.  4. Ask and tell time, numbers from 100 to a thousand.  5. Learn how to conjugate the irregular</p>

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
		<p><b>7.1.NM.B.4</b> - Ask and respond to simple questions, make request, and express preferences using memorized words and phrases.</p> <p><b>7.1.NM.C.5</b> - Name and label tangible cultural products and imitate cultural practices from the target culture.</p> <p><b>Secondary (Supportive)</b>  <b>7.1.NM.A.1</b>  <b>7.1.NM.A.2</b>  <b>7.1.NM.A.3</b>  <b>7.1.NM.A.5</b>  <b>7.1.NM.B.2</b>  <b>7.1.NM.B.3</b>  <b>7.1.NM.B.5</b>  <b>7.1.NM.C.1</b>  <b>7.1.NM.C.2</b>  <b>7.1.NM.C.3</b>  <b>7.1.NM.C.4</b></p> <p><b>Interdisciplinary</b>  SOC.5-8.6.1.8</p>	<p>characteristics of many native civilizations.</p> <p>2. Students will be able to create a conversation in which they talk about activities they take part in, say what they like and don't like to do, and ask and give their place or origin while properly using verbs <i>gustar</i> and <i>ser</i>.</p> <p>3. Students will be able to compare and contrast the uses of verbs <i>ir</i>, <i>tener</i>, <i>estar</i>, <i>ser</i>, and <i>gustar</i> for different purposes.</p>	<p>verb <i>tener</i>.</p> <p>6. Use the verb <i>tener</i> to say what people have to do and how often.</p> <p>7. Talk about feelings/ Use the forms of the verb "<i>tener</i>" and "<i>tener que</i>."</p> <p>8. Understand the expressions of frequency.</p> <p>9. Art and culture of Mexico (Diego Rivera and Frida Kahlo)</p> <p>10. Conjugate <b>AR</b> verbs in the Present tense.</p> <p>11. Understand the uses of the verb "<i>estar</i>" and then use to talk about location and condition.  Practice using the verb "<i>estar</i>" to say and ask where things are located and how people feel.</p> <p>12. Understand the uses of the verb <i>ir+a</i> to say where you and others are going.</p> <p>13. Use the verb <i>ir</i> to say where you go during and after school.</p> <p>14. Recognize and use indefinite and definite articles in Spanish.</p> <p>15. Understand the uses of the verb "<i>ser</i>" along with its correct conjugations.</p> <p>16. Discuss the importance of self-portraits in an artist's work.</p> <p>17. Read and discuss what students wear to school.</p> <p>18. Watch educational videos and identify</p>

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
				<p>the words used to talk about what one does after-school in Mexico.</p> <p>19. Discuss different school systems in the Spanish-speaking world.</p> <p>20. Learn how students in Mexico and the Dominican Republic plan to prepare for their careers.</p> <p>21. Students will be able to use the prepositions to express locations.</p> <p>22. Student will create and present unit project.</p>

## Kingsway Regional School District

### Grade 7-Spanish: Level 1A

#### Unit 1: “Hablando Espanol” Personal and Public Identities

**Recommended Duration: September-December**

#### Unit Description:

This unit is designed to guide the students in understanding the basic elements of language study and culture to identify basic vocabulary. Speaking, listening, and reading comprehension will be taught in context through the unit. The unit culminates with a memorized conversation performed for the class. The frequent use of conversation in groups or one-on-one further aids the student in pronunciation. Reading and writing skills are developed in conjunction with the textbook supplementary workbook materials.

#### Essential Questions

1. Why study Spanish?
2. How do Spanish and English differ?
3. How do you construct everyday conversation between two individuals?
4. What are the cultural similarities and differences between Spanish-speakers and English-speaking Americans?

#### Enduring Understandings

1. Spanish study is valuable in many ways. It creates global understanding between nations. Students strengthen skills in their own language and in other disciplines. The Hispanic population has become the largest minority group in the United States.
2. English and Spanish both contain Latin derivatives. However, the syntax of the languages requires students to understand the structure of sentences.
3. Learning new vocabulary and grammar enables students to produce a conversation in an appropriate manner both inside and outside of the classroom.
4. Our country has many nationalities living together. The Hispanic population has positively influenced the American way life.

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards: Primary or Power</b></p> <p><b>7.1.NM.A.4</b> - Identify familiar people, places, and objects based on simple oral and /or written descriptions.</p> <p><b>7.1.NM.B.4</b> - Ask and respond to simple questions, make request, and express preferences using memorized words and phrases.</p> <p><b>7.1.NM.C.5</b> - Name and label tangible cultural products and imitate cultural practices from the target culture.</p> <p><b>Content Standards: Secondary or Supportive</b></p> <p><b>7.1.NM.A.1</b> - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b>7.1.NM.A.2</b> - Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.</p> <p><b>7.1.NM.A.3</b> - Recognize a few common gestures, and cultural practices associated</p>	<ol style="list-style-type: none"> <li>1. Students will understand the cultural nuances of the people and customs of the Spanish-speaking world.</li> <li>2. Students will understand the differences between greeting people informally and formally: (using titles), saying goodbye, asking and saying names, and expressing simple courtesies.</li> <li>3. Students will be able to create a conversation that will exchange information, using words, phrases and short sentences practiced in class on familiar topics.</li> </ol>	<ol style="list-style-type: none"> <li>1. List reasons for language study.</li> <li>2. Locate and identify Spanish-speaking countries and capitals on a map.</li> <li>3. List, define, and recognize vocabulary terms dealing with greetings, introductions, dates, phone numbers , places of origin, and weather.</li> <li>4. Compare, contrast, and discuss Hispanic contributions to the U. S. (Hispanic Heritage Month).</li> <li>5. Recognize the sounds of the letters in the Spanish alphabet.</li> <li>6. Ask and provide personal information (name, phone number, place of origin).</li> <li>7. Use the correct forms of greetings (formal vs. informal).</li> <li>8. Use proper titles of respect.</li> <li>9. Introduce yourself and others.</li> <li>10. Recognize, identify, and recite numbers from 0 to 100 in Spanish.</li> <li>11. State the date in Spanish in written form.</li> <li>12. Describe the relationship between the weather and seasons.</li> <li>13. Perform simple commands and respond to classroom instructions.</li> <li>14. Discuss the Puerto Rican influences in American artist Manuel Vega.</li> <li>15. Examine the influences and contributions of Latinos in the United States.</li> <li>16. Discuss New York City’s Hispanic population and its cultural celebrations.</li> </ol>

Relevant Standards	Learning Goals	Learning Objectives
<p>with the target culture.</p> <p><b>7.1.NM.B.2</b> - Give and follow simple, oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p><b>7.1.NM.B.3</b> - Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions.</p> <p><b>7.1.NM.B.5</b> - Exchange information using words, phrases, and short sentences, practiced in class and familiar topics or on topics studied in other content areas.</p> <p><b>7.1.NM.C.2</b> - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p><b>7.1.NM.C.3</b> - Copy/write words, phrases, or simple guided texts on familiar topics.</p>		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
Questioning, Group Class Discussion, Multiple-Choice and Free-Response Questions, Quizzes, Listening Exercises, Self-	<ol style="list-style-type: none"> <li>1. Unit Test</li> <li>2. Unit Project</li> </ol>	<ol style="list-style-type: none"> <li>1. Conversation</li> <li>2. Pre-Assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Unit Project</li> <li>2. Unit Test (two parts)</li> </ol>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
evaluation, Exit Slip, Index Card Summaries/Summaries, A-B-C Summaries, One-Word Summary, Think/Pair/Share, Oral Questioning, White Board, Picture/Word Splash, Presentations			

Possible Assessment Modifications /Accommodations
Read it to them One-on-one instruction Study sheet

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i> )
Scaffolding Modeling Cooperative Learning Chunking Graphic organizers Homework Note-taking Guided and Independence Practice/Monitoring Structured Academic Games Extra-time Word bank Direct Instruction Providing Clear Learning Goals and Scales Identifying Critical Information

### **Instructional Strategies (refer to *Robert Marzano's 41 Elements*)**

Practicing Skills, Strategies, and Processes  
Maintaining a Lively Pace  
Demonstrating Intensity and Enthusiasm  
Using Friendly Controversy  
Providing Opportunities for Students to Talk about Themselves  
Cooperative learning

### **Possible Instructional Modifications /Accommodations/Differentiation**

Goal setting  
Preferential seating  
Provide one-on-one instructions  
Provide guided notes  
Refocus student if he/she is off task  
Learning contracts  
Flexible grouping  
Homework  
Learning stations  
Literature circles  
Multiple texts  
Learning menus/choice boards  
Tiered assignments  
Enhanced directions  
Read examples to them  
One-on-one instruction  
Study sheet

### **Unit Vocabulary**

#### **Unit Vocabulary: Introduction to Spanish I**

**Essential:** Buenos Días, Buenas tardes, Buenas noches, Hola, Adiós, Hasta Luego, Hasta mañana, ¿Cómo estás?, ¿Cómo está usted?, ¿Qué tal?, Bien, Mal, Más o Menos, Muy bien, Regular, ¿Y tú/Usted? ¿Qué pasa?, ¿Cómo se llama? Se llama.., ¿Cómo te llamas?, Me llamo...., Te/Le presento,

## Unit Vocabulary

El gusto es mío, Encantado(a), Igualmente, Mucho gusto, ¿Quién es?, ¿Qué día es hoy?, Hoy es..., Mañana es , el día, hoy, mañana, la semana, ¿Cuál es tu/su número de teléfono? Mi número de teléfono... ¿Qué tiempo hace? Hace calor/frío/ sol/viento, Lluvia, Nieva, ¿De dónde eres?, ¿De dónde es/usted?, Soy de, Es de, la clase, el maestro, el país, Perdón, por favor, Muchas gracias, de nada, el señor, la señora, la señorita, sí, no,

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
Social Studies: SOC.5-8.6.1.8 WHST.6-8.1	Technology  1.- Conjugemos.com 2.- Classzone.com 3.- Duolingo.com 4.- YouTube 5.- Laptops	* Global Awareness  * Health Literacy  * Civic Literacy	* Creativity & Innovation  * Media Literacy  *Information & Communication Technologies Literacy  *Communication & Collaboration  * Information Literacy

## Resources

**Texts/Materials:** *Textbook: ¡Avancemos ! 1, Holt McDougal, Workbook:¡Avancemos! 1*

**Audio:** CDs and DVDs *¡Avancemos ! 1, Holt McDougal*

**Materials:** Construction paper, Scissors, glue, crayon, markers, index cards

### Major Assignments (required):

1. Conversation
2. Pre-Assessment

**Resources****Major Activities (required):**

1. Unit Project
2. Unit Test (two parts)

**Kingsway Regional School District**

**Grade 7-Spanish: Level 1A**

**Unit 2: “Amigos y Amistades”  
Personal and Public Identities**

**Recommended Duration: January-March**

**Unit Description:**

This unit is designed to guide the students in understanding the basic elements of language study and culture to identify basic vocabulary. Speaking, listening, and reading comprehension will be taught in context through the unit. The unit culminates with a memorized conversation performed for the class. The frequent use of conversation in groups or one-on-one further aids the student in pronunciation. Reading and writing skills are developed in conjunction with the textbook supplementary workbook materials.

**Essential Questions**

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**Enduring Understandings**

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2. English and Spanish both contain Latin derivatives. However, the syntax of the languages requires students to understand the structure of sentences.
3. Learning new vocabulary and grammar enables students to produce a conversation in an appropriate manner both inside and outside of the classroom.
4. Our country has many nationalities living together. The Hispanic population has positively influenced the American way life.

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards: Primary or Power</b></p> <p><b>7.1.NM.A.4</b> - Identify familiar people, places, and objects based on simple oral and /or written descriptions.</p> <p><b>7.1.NM.B.4</b> - Ask and respond to simple questions, make request, and express preferences using memorized words and phrases.</p> <p><b>7.1.NM.C.5</b> - Name and label tangible cultural products and imitate cultural practices from the target culture.</p> <p><b>Content Standards: Secondary or Supportive</b></p> <p><b>7.1.NM.A.1</b> - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b>7.1.NM.A.2</b> - Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.</p> <p><b>7.1.NM.A.3</b> - Recognize a few common gestures, and cultural practices associated</p>	<ol style="list-style-type: none"> <li>1. Students will understand the cultural nuances of the people and customs of the Spanish-speaking world.</li> <li>2. Students will understand the differences between greeting people informally and formally: (using titles), saying goodbye, asking and saying names, and expressing simple courtesies.</li> <li>3. Students will be able to create a conversation that will exchange information, using words, phrases and short sentences practiced in class on familiar topics.</li> </ol>	<ol style="list-style-type: none"> <li>1. List, define, and recognize vocabulary terms dealing with after-school activities, snack foods, and beverages.</li> <li>2. State preferences about favorite activities using <i>gustar + infinitive</i>.</li> <li>3. Practice using subject pronouns and the uses of “ser.”</li> <li>4. Define and use indefinite articles.</li> <li>5. Use <i>ser de + location</i> to tell where someone is from.</li> <li>6. Discuss Los “Premios” Juventud, an awards show in Miami.</li> <li>7. Discuss the Cuban influences in American artist Xavier Cortada.</li> <li>8. Practice the tradition of making “Cascarones.”</li> <li>9. Compare after-school activities in Miami and San Antonio to one’s own traditions.</li> <li>10. Build vocabulary with new terms for activities, food, and interesting places.</li> <li>11. Compare Mexican and Tex-Mex food.</li> <li>12. Identify noun-adjective agreement.</li> <li>13. Practice using adjectives describe people.</li> <li>14. Prepare unit project and present.</li> <li>15. Identify like and dislike vocabulary in authentic audio and video files.</li> </ol>

Relevant Standards	Learning Goals	Learning Objectives
<p>with the target culture.</p> <p><b>7.1.NM.B.2</b> - Give and follow simple, oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p><b>7.1.NM.B.3</b> - Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions.</p> <p><b>7.1.NM.B.5</b> - Exchange information using words, phrases, and short sentences, practiced in class and familiar topics or on topics studied in other content areas.</p> <p><b>7.1.NM.C.2</b> - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p><b>7.1.NM.C.3</b> - Copy/write words, phrases, or simple guided texts on familiar topics.</p>		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
Questioning, Group Class Discussion, Multiple-Choice and Free-Response Questions, Quizzes, Listening Exercises, Self-	3. Unit Test 4. Unit Project	3. Conversation 4. Pre-Assessment	3. Unit Project 4. Unit Test (two parts)

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
evaluation, Exit Slip, Index Card Summaries/Summaries, A-B-C Summaries, One-Word Summary, Think/Pair/Share, Oral Questioning, White Board, Picture/Word Splash, Presentations			

Possible Assessment Modifications /Accommodations
Read it to them One-on-one instruction Study sheet

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i> )
Scaffolding Modeling Cooperative Learning Chunking Graphic organizers Homework Note-taking Guided and Independence Practice/Monitoring Structured Academic Games Extra-time Word bank Direct Instruction Providing Clear Learning Goals and Scales Identifying Critical Information

### **Instructional Strategies (refer to *Robert Marzano's 41 Elements*)**

Practicing Skills, Strategies, and Processes  
Maintaining a Lively Pace  
Demonstrating Intensity and Enthusiasm  
Using Friendly Controversy  
Providing Opportunities for Students to Talk about Themselves  
Cooperative learning

### **Possible Instructional Modifications /Accommodations/Differentiation**

Goal setting  
Preferential seating  
Provide one-on-one instructions  
Provide guided notes  
Refocus student if he/she is off task  
Learning contracts  
Flexible grouping  
Homework  
Learning stations  
Literature circles  
Multiple texts  
Learning menus/choice boards  
Tiered assignments  
Enhanced directions  
Read examples to them  
One-on-one instruction  
Study sheet

### **Unit Vocabulary**

#### **Unit Vocabulary: Introduction to Spanish I**

**Essential:** alquilar un DVD, practicar deportes, andar en patineta, preparar la comida, Aprender, tocar la guitarra, beber, trabajar, comer, Qué te gusta hacer?, comprar, Te gusta, correr, Me gusta, Descansar, dibujar, No me gusta, el agua, escribir, escuchar música, la fruta, la galleta, estudiar, el helado, hablar por

## Unit Vocabulary

teléfono, el jugo, hacer la tarea, las papas fritas ,jugar, la pizza, leer, el refresco, mirar la televisión, la actividad, montar en bicicleta, antes de, pasar un rato con amigos, después de, pasear, la escuela, más, pero, también, el monopatín, el correo electrónico, el fútbol, el béisbol, el fútbol americano, el baloncesto, el hockey, el vóleibol, cocinar, el violín, la trompeta, el piano, los tambores, el saxofón, artístico, atlético, bueno, cómico, desorganizado, estudioso, inteligente, malo, organizado, perezoso, serio, simpático, trabajador, alto(a), bajo(a), bonito(a), grande, guapo(a), joven, pelirrojo(a), pequeño(a), viejo(a), Tengo, Tiene..pelo rubio, pelo castaño, el amigo(a), la chica, el chico, la estudiante, el hombre, la mujer, la persona, muy, un poco, porque, todos(as).

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
Social Studies: SOC.5-8.6.1.8 WHST.6-8.1	Technology  1.- Conjuguemos.com 2.- Classzone.com 3.- Duolingo.com 4.- YouTube 5.- Laptops	* Global Awareness  * Health Literacy  * Civic Literacy	* Creativity & Innovation  * Media Literacy  *Information & Communication Technologies Literacy  *Communication & Collaboration  * Information Literacy

## Resources

**Texts/Materials:** *Textbook: ¡Avancemos ! 1, Holt McDougal, Workbook:¡Avancemos! 1*

**Audio:** CDs and DVDs ¡Avancemos ! 1, Holt McDougal

**Materials:** Construction paper, Scissors, glue, crayon, markers, index cards

**Major Assignments (required):**

**Resources**

3. Conversation
4. Pre-Assessment

**Major Activities (required):**

3. Unit Project
4. Unit Test (two parts)

Kingsway Regional School District

Grade 7-Spanish: Level 1A

**Unit 3: “La Vida Escolar”  
Contemporary Life**

**Recommended Duration: April-June**

**Unit Description:**

This unit is designed to guide the students understand the cultural nuances of the people and customs of the geography and culture of Mexico and the characteristics of many native civilizations, create a conversation in which they talk about activities they take part in, say what they like and don't like to do, and ask and give their place of origin while properly using the verbs ***gustar*** and ***ser***, compare and contrast the uses of the verbs *ir*, *tener*, *estar*, *ser* and *gustar* for different purposes and ask and respond to simple questions, and make requests using memorized words and phrases.

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"> <li>1. How can students express complex ideas using simple terms about school schedules?</li> <li>2. What grammatical strategies can students use to communicate more effectively in the target language?</li> <li>3. How can students comprehend these elements (1-2) when listened to, spoken or read?</li> </ol>	<ol style="list-style-type: none"> <li>1. Through learning classes and time, students will be able to converse about daily school life. Using these elements and some additional words, the students will be able to form a more sophisticated image of his daily routine.</li> <li>2. Students will apply specific structures that will enable them to make their words more effective in conversations.</li> <li>3. Students should be exposed to authentic listening exercises, videos, and readings that contain learned materials concerning school schedules.</li> </ol>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards: Primary or Power</b></p> <p><b>7.1.NM.A.4</b> - Identify familiar people, places, and objects based on simple oral and /or written descriptions.</p> <p><b>7.1.NM.B.4</b> - Ask and respond to simple questions, make request, and express</p>	<ol style="list-style-type: none"> <li>1. Students will understand the cultural nuances of the people and customs of the geography and culture of Mexico and the characteristics of many native civilizations.</li> <li>2. Students will be able to create a conversation in which they talk about activities they take part in, say what they</li> </ol>	<ol style="list-style-type: none"> <li>1. List and define school related vocabulary terms.</li> <li>2. Use vocabulary terms to talk about classes and daily school schedule.</li> <li>3. Use the verb <i>ser</i> to tell time.</li> <li>4. Ask and tell time, numbers from 100 to a thousand.</li> <li>5. Learn how to conjugate the irregular verb</li> </ol>

Relevant Standards	Learning Goals	Learning Objectives
<p>preferences using memorized words and phrases.</p> <p><b>7.1.NM.C.5</b> - Name and label tangible cultural products and imitate cultural practices from the target culture.</p> <p><b>Content Standards: Secondary or Supportive</b></p> <p><b>7.1.NM.A.1-</b> Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b>7.1.NM.A.2</b> - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p><b>7.1.NM.A.3</b> - Recognize a few common gestures, and cultural practices associated with the target culture.</p> <p><b>7.1.NM.B.2</b> - Give and follow simple, oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>	<p>like and don't like to do, and ask and give their place or origin while properly using verbs <i>gustar</i> and <i>ser</i>.</p> <p>3. Students will be able to compare and contrast the uses of verbs <i>ir</i>, <i>tener</i>, <i>estar</i>, <i>ser</i>, and <i>gustar</i> for different purposes.</p>	<p><i>tener</i>.</p> <p>6. Use the verb <i>tener</i> to say what people have to do and how often.</p> <p>7. Talk about feelings/ Use the forms of the verb "<i>tener</i>" and "<i>tener que</i>."</p> <p>8. Understand the expressions of frequency.</p> <p>9. Art and culture of Mexico (Diego Rivera and Frida Kahlo)</p> <p>10. Conjugate <b>AR</b> verbs in the Present tense.</p> <p>11. Understand the uses of the verb "<i>estar</i>" and then use to talk about location and condition.</p> <p>12. Practice using the verb "<i>estar</i>" to say and ask where things are located and how people feel.</p> <p>13. Understand the uses of the verb <i>ir+a</i> to say where you and others are going.</p> <p>14. Use the verb <i>ir</i> to say where you go during and after school.</p> <p>15. Recognize and use indefinite and definite articles in Spanish.</p> <p>16. Understand the uses of the verb "<i>ser</i>" along with its correct conjugations.</p> <p>17. Discuss the importance of self-portraits in an artist's work.</p> <p>18. Read and discuss what students wear to school.</p> <p>19. Watch educational videos and identify the words used to talk about what one does after-school in Mexico.</p> <p>20. Discuss different school systems in the Spanish-speaking world.</p> <p>21. Learn how students in Mexico and the</p>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>7.1.NM.B.3</b> - Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions.</p> <p><b>7.1.NM.B.5</b> - Exchange information using words, phrases, and short sentences, practiced in class and familiar topics or on topics studied in other content areas.</p> <p><b>7.1.NM.C.1</b> - 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.</p> <p><b>7.1.NM.C.2</b> - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p><b>7.1.NM.C.3</b> - Copy/write words, phrases, or simple guided texts on familiar topics.</p>		<p>Dominican Republic plan to prepare for their careers.</p> <p>22. Students will be able to use the prepositions to express locations.</p> <p>23. Student will create and present unit project.</p>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p>Questioning, Group Class Discussion, Multiple-Choice and Free-Response Questions,</p>	<ol style="list-style-type: none"> <li>1. Unit Test</li> <li>2. Unit Project</li> </ol>	<ol style="list-style-type: none"> <li>1. Conversation</li> <li>2. Unit Project</li> <li>3. Summative Assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Unit Project</li> <li>2. Unit Test</li> </ol>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
Quizzes, Listening Exercises, Self-evaluation, Exit Slip, Index Card Summaries/Summaries, A-B-C Summaries, One-Word Summary, Think/Pair/Share, Oral Questioning, White Board, Picture/Word Splash, Presentations			

Possible Assessment Modifications /Accommodations
Read it to them One-on-one instruction Study sheet Highlighter Reteach Dictionary Modified Test Preferential Seating Co-op Grouping Extended time on test and quizzes

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i> )
Scaffolding Modeling Cooperative Learning Chunking Graphic organizers Homework Note-taking

**Instructional Strategies (refer to *Robert Marzano's 41 Elements*)**

Guided and Independence  
Practice/Monitoring  
Structured Academic Games  
Extra-time  
Word bank  
Direct Instruction  
Providing Clear Learning Goals and Scales  
Identifying Critical Information  
Practicing Skills, Strategies, and Processes  
Maintaining a Lively Pace  
Demonstrating Intensity and Enthusiasm  
Using Friendly Controversy  
Providing Opportunities for Students to Talk about Themselves

**Possible Instructional Modifications /Accommodations/Differentiation**

Read examples to them  
One-on-one instruction  
Study sheet  
Preferential seating  
Keep on task  
Preferential Seating  
Goal setting  
Provide one-on-one instructions  
Provide guided notes  
Refocus student if he/she is off task  
Learning contracts  
Flexible grouping  
Homework  
Learning stations  
Literature circles

Multiple texts  
 Learning menus/choice boards  
 Tiered assignments  
 Enhanced directions

**Unit Vocabulary**

**Unit Vocabulary: Unidad 2**

**Essential:** ¿A qué hora es? ¿Qué hora es?, A la(s)!, Es la, Son las, de la mañana, del la tarde, de la noche, la hora, el horario, menos, el minuto, y cuarto, y (diez), y media, el arte, las ciencia, el español, la historia, el inglés, las matemáticas, contestar, enseñar, llegar, necesitar, sacar una buena/mala nota, tomar apuntes, usar la computadora, de vez en cuando, muchas veces, mucho, nunca, siempre, todo las días, casi, , ¿Cuántos (as) ¿ difícil en, el examen, los exámenes, fácil, hay, muchos(as), tarde, temprano, tener que, el borrador, la calculadora, el escritorio, el lápiz, el mapa, la mochila, el papel, el pizarrón, los pizarrones, la pluma, la puerta, el reloj, la silla, la tiza, la ventana, el lado, cerca, debajo, delante, dentro, detrás de, encima de, lejos de, cansado(a), contento(a), deprimido (a), emocionado(a), enojado(a), nervioso(a), ocupado(a), tranquilo(a), triste, aburrido(a), divertido(a), interesante, el baño, la biblioteca, la cafetería, el gimnasio, la oficina, del (de la) director(a), el pasillo, , ¿A dónde? , ¿Cuándo? , cuando, el problema

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
Social Studies: SOC.5-8.6.1.8	Technology  1.- Conjugemos.com 2.- Classzone.com 3.- Duolingo.com 4.- YouTube	* Global Awareness  * Health Literacy  * Civic Literacy	* Creativity & Innovation  * Media Literacy  * Information & Communication Technologies Literacy

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
	5.- Laptops	* Environmental Literacy	*Communication & Collaboration  * Information Literacy

Resources
<p><b>Texts/Materials:</b> <i>Textbook: ¡Avancemos ! 1, Holt McDougal, Workbook:¡Avancemos ! 1</i></p> <p><b>Audio:</b> CDs and DVDs ¡Avancemos ! 1, Holt McDougal</p> <p><b>Materials:</b> Construction paper , Scissors, glue, crayon, markers, index cards</p> <p><b>Major Assignments (required):</b></p> <ol style="list-style-type: none"> <li>1. Conversation</li> <li>2. Unit Project</li> <li>3. Summative Assessment</li> </ol> <p><b>Major Activities (required):</b></p> <ol style="list-style-type: none"> <li>1. Unit Project</li> <li>2. Unit Test</li> </ol>