

Cedar Grove School District

Cedar Grove, NJ

2017 | **Grade 7**

Spanish

Revised 2017

Approved by the Cedar Grove Board of Education

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education

Mrs. Christine Dye, President
Mr. Frank Mandala, Vice-President
Mr. Peter Prvulovic
Mr. David Schoner
Mr. Vincent Vollero

Spanish – Grade 7

Course Description

Grade 7 Spanish is a 90 day course designed to develop students' foreign language learning. This course focuses on listening, speaking, reading, and writing in the target language, along with cultural lessons and activities. Students will learn the basics of the language with vocabulary, pronunciation, grammar, and conversational aspects that are grade level appropriate. Some of the topics covered in this course include: talking about leisure activities, locations, families, parties, irregular verb conjugations, stem-changing verbs, and interrogatives. At the completion of this course, students will have a better understanding of the Spanish language and the many cultures of Spanish-speakers.

This course is aligned to the *New Jersey Student Learning Standards for World Language* and the three modes of communication: **interpretive, interpersonal, and presentational**.

The Interpretive Mode

One-way communication using receptive skills of listening and reading, sometimes enhanced by viewing. The interpretive mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation differs from comprehension in that the former implies the ability to "read (or listen) between the lines." Since the interpretive mode does not allow for active negotiation between the reader and writer or the listener and the speaker, it commonly requires knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

The Interpersonal Mode

Two-way communication between individuals using receptive skills (listening and reading, sometimes enhanced by viewing) and productive skills (speaking and writing, sometimes enhanced by showing). The interpersonal mode is characterized by active negotiation of meaning among individuals, either listeners and speakers, or readers and writers. Participants observe one another to see how well their meanings and intentions are being communicated and make adjustments and clarifications accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The interpersonal mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail (e-mail) messages.

The Presentational Mode

One-way communication using productive skills of speaking and writing, sometimes enhanced by showing: The presentational mode refers to the creation of formal messages to be interpreted by listeners or readers without opportunities for the active negotiation of meaning. Whereas the interpretive mode refers to the way written or spoken utterances are received and interpreted, the presentational mode describes how the creator of a written or spoken utterance orders the presentation of text to achieve the maximum comprehension by an audience. Examples include the writing of reports and articles or the presentation of speeches. These examples of "one-way" writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that the listening or reading audience will readily understand the messages conveyed.

Spanish – Grade 7

Course Calendar

Unit:	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun										
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21	22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40																			
<u>Unit 1. Tiempo Libre</u>	▶																				
<u>Unit 2. Mi Familia</u>	▶																				

**This curriculum was written in accordance with the
2014 NEW JERSEY STUDENT LEARNING STANDARDS
for
WORLD LANGUAGES**

The standards can be viewed at: <http://www.state.nj.us/education/aps/cccs/wl/>



Unit 1: Tiempo Libre

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Respond to learned questions.

-Ask memorized questions.

-State needs and preferences.

-Describe people, places, and things.

- 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.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.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Make lists.

-State needs and preferences.

-Describe people, places, and things.

- 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.

Enduring Understandings

Students will understand that there are different ways to conjugate verbs.
Students will understand that interrogatives are used in Spanish, as in English.
Students will understand that there are historical Spanish influences in the United States.

Essential Questions

What are stem-changing verbs?
What are the Spanish interrogatives?
How did Spanish speakers influence U.S. culture?

Content

- Vocabulary for leisure activities (places, when and with whom you're going)
- The verb "ir" to go
- Interrogatives
- Historical Spanish Influences in the U.S.
- Vocabulary for sports and activities outside of school
- ir + a + infinitive (going to do something)
- The verb "jugar" to play
- Influence of Spanish speakers in the U.S.

Skills

Students will be able to...

- conjugate irregular verbs
- talk about places and activities outside of school
- talk about what they are going to do
- ask questions in the target language using interrogatives
- conjugate stem-changing verbs
- discuss the influences of Spanish speakers in the United States

Stage 2: Assessment Evidence

Assessments

Teacher Observation

Formative: Other Visual Assessments

Students will ask and respond to questions in the target language.

Vocabulary Quizzes

Formative: Written Test

Students will complete quizzes to show understanding of vocabulary.

Chapter Tests

Summative: Written Test

Students will complete chapter tests to show an understanding of all material (vocabulary, grammar, and culture) covered in each chapter.

Stage 3: Learning Plan

Learning Activities

Suggested Activities:

- Written assignments
- Oral questions and responses
- Group work
- Chapter Projects
- guided practice worksheets
- online text practice activities
- fill out conjugation charts
- Students may create trading cards to show what sports/activities they are interested in.

Resources

Suggested Resources:

Textbook:

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- *Realidades*, - Video/Audio/Writing workbook, Pearson Prentice Hall, 2008
- *Realidades* DVD Program
- Teacher's Resource Book (Para empezar-Tema 4), 2008
- *Realidades*, Assessment Program, Pearson Prentice Hall, 2008
- *Realidades*, TPR Stories, Pearson Prentice Hall, 2008
- *Realidades*, Guided Practice Activities Teacher's Guide, Pearson Prentice Hall, 2008
- *Realidades*, Audio Program, Pearson Prentice Hall, 2008

- *Realidades*, PresentationEXPRESS CD-ROM, Pearson Prentice Hall, 2008
- *Realidades*, TeacherEXPRESS CD-ROM, Pearson Prentice Hall, 2008
- *Realidades*, Guided Practice Audio CD, Pearson Prentice Hall, 2008

Additional:

- The Complete Spanish Teacher's Handbook

Websites:

-  <http://www.pearsonsuccessnet.com>
-  <http://www.phschool.com>
-  <http://www.bbc.co.uk>
-  <http://www.youtube.com>



Unit 2: Mi Familia

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Respond to learned questions.

-Ask memorized questions.

-State needs and preferences.

-Describe people, places, and things.

- 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.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.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Make lists.

-State needs and preferences.

-Describe people, places, and things.

- 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.

Enduring Understandings

Students will understand that there are different ways to conjugate verbs in Spanish.

Students will understand that there are different uses for possessive adjectives.

Students will understand that diminutives are used to show affection.

Students will understand that there are different uses/ways to say "to be" in Spanish.

Essential Questions

What are the conjugations for "tener" and "venir"?

What are the different possessive adjectives in Spanish?

What are diminutives?

What are the differences between "ser" and "estar"?

Content

-Vocabulary for describing families and celebrations

-The verb "tener" to have *irregular conjugations

-Possessive Adjectives

-The use of Diminutives

-Vocabulary for describing people's appearance and ordering at a restaurant

-The verb "venir" to come *irregular conjugations

-The verbs "ser" and "estar" to be *different uses

-Adjectives ending in -ísimo

Skills

Students will be able to...

- use vocabulary to describe their families and talk about celebrations
- use vocabulary to describe people's appearance
- use possessive adjectives correctly in the target language
- conjugate and use irregular verbs
- differentiate between "ser" and "estar" to communicate in Spanish

Stage 2: Assessment Evidence

Assessments

Teacher Observations

Formative: Other Visual Assessments

Students will ask and respond to questions in the target language.

Vocabulary Quizzes

Formative: Written Test

Students will complete quizzes to show an understanding of vocabulary.

Chapter Tests

Summative: Written Test

Students will complete chapter assessments to show an understanding of vocabulary, grammar, and culture.

Stage 3: Learning Plan

Learning Activities

Suggested Activities:

- Written assignments
- Oral questions and responses
- Group work
- Chapter Projects
- guided practice worksheets
- online text practice activities
- fill out conjugation charts
- Students may create a family tree using Spanish vocabulary.
- Students may create "going to a restaurant" skits in Spanish.

Resources

Suggested Resources:

Textbook:

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- *Realidades*, - Video/Audio/Writing workbook, Pearson Prentice Hall, 2008
- *Realidades* DVD Program
- Teacher's Resource Book (Para empezar-Tema 4), 2008
- *Realidades*, Assessment Program, Pearson Prentice Hall, 2008
- *Realidades*, TPR Stories, Pearson Prentice Hall, 2008
- *Realidades*, Guided Practice Activities Teacher's Guide, Pearson Prentice Hall, 2008
- *Realidades*, Audio Program, Pearson Prentice Hall, 2008

- *Realidades*, PresentationEXPRESS CD-ROM, Pearson Prentice Hall, 2008
- *Realidades*, TeacherEXPRESS CD-ROM, Pearson Prentice Hall, 2008
- *Realidades*, Guided Practice Audio CD, Pearson Prentice Hall, 2008

Additional:

- The Complete Spanish Teacher's Handbook

Websites:

-  <http://www.pearsonsuccessnet.com>
-  <http://www.phschool.com>
-  <http://www.bbc.co.uk>
-  <http://www.youtube.com>