Curriculum for Spanish in Grade 7

Mendham Township Middle School

Preliminary Lesson-Avancemos!

Summary: In this introductory lesson, students will review basic pronunciation techniques, the alphabet, greetings and farewells, and numbers from 1-100. They will apply appropriate weather expressions which correspond to a classroom calendar that identifies the date and season. In addition, they will learn to make introductions, exchange telephone numbers, include words of courtesy, and respond to classroom instructions. They will be able to tell where they are from and identify Spanish-speaking countries, highlighting the significant Hispanic influence we see today in New York City.

Outcomes Preliminary Lesson:

- Students will be able to greet people and say good-bye
- Students will be able to introduce themselves and others
- Students will be able to ask and say how to spell names
- Students will be able to say where they are from
- Students will be able to exchange phone numbers
- Students will be able to say what day of the week it is
- Students will be able to describe the weather
- Students will be able to respond to classroom instructions
- Students will be able to demonstrate the influence of Spanish in NYC
- Students will be able to recognize and say the Spanish alphabet.
- Students will be able to use the number 1 - 100

Summative Assessment

New Jersey Standards for the Novice-High level

1. Interpretive mode-

- Using electronic information / culturally authentic, recognize familiar words / phrases / main ideas – spoken or written. **7.1.A.1**
- Demonstrate comprehension of simple oral directions, commands and requests through appropriate physical response. **7.1.A.2.**
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. **7.1.A.3.**
- Identify familiar people, places and objects based on oral and /or simple written descriptions. **7.1.A.4.**
- Comprehend short conversations and brief written messages on familiar topics **7.1.A.5.**
- Connect the learning of the target language to information studied in other core content areas **7.1.A.7.**
- Grade level appropriate math concepts (e.g., use of numbers to count) **7.1.A.7.**
- Identify aspects of culture presented in photographs, plays, or films. **7.1.A.4.**
- Compare daily practices of people in the target culture(s) with their own. **7.1.A2.**

2. Interpersonal mode-

- Use digital tools to exchange basic information on topics related to self and targeted themes. **7.1.B.1**
- Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities. **7.1.B.2.**
- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions. **7.1.B.3.**
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.. **7.1.B.4.**

3. Presentational Mode-

- Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role plays, using familiar vocabulary in a guided format. **7.1.C.2.**

- Describe in writing using a guided format people and things from the home/school environment. **7.1.C.3.**
- Tell or retell stories using a guided format from age appropriate, culturally authentic selections orally or in writing. **7.1.C.4.**
- Tell or write about products of the target culture and simulate common cultural practices. **7.1. C.5.**

Unit 1: Avancemos

Summary: In Unit 1, students will review telling where they are from, using subject pronouns and the verb "ser", as well as weather expressions. They will learn to talk about activities they like and do not like to do. They will describe themselves and others, including appropriate noun/adjective agreement and definite and indefinite articles. In the cultural area, they will concentrate on the Cuban influence in southeastern United States, and Mexican influence in our state of Texas.

Outcomes Unit 1

- Students will be able to talk about activities of interest to them
- Students will be able to describe where they are from using the preposition "de"
- Students will be able to say what they what they like and do not like to do using "gustar" plus an infinitive
- Students will be able to describe themselves and others using "ser" with the correct adjective agreement
- Students will be able to identify people and things using definite and indefinite articles
- Students will be able to recognize and use subject pronouns.
- Students will be use the verb "ser" in all the various forms according to the subject pronouns.
- Students will able to recognize and memorize all Spanish adjectives and their opposites.

Summative Assessment

New Jersey Standards for the Novice-High Level

7.1.A.: Interpretive Mode-

- Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical response
- Comprehend brief oral exchanges on familiar oral topics
- Identify familiar people, places and objects based on oral and/or simple written descriptions
- Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information
- Identify daily practices of people in the target culture
- Identify basic geographical features and some common landmarks in countries where the target language is spoken.
- Identify distinctive cultural products of the target culture

7.1.B: Interpersonal Mode-

-Give and follow simple oral directions, commands and requests for participating in age-appropriate classroom activities.

- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

- Exchange information using words, phrases, and short sentences practiced in class on familiar topics.

- Exchange basic information about the main characters, main idea, and setting from age-appropriate culturally authentic selections.

- Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and daily classroom interactions.

-Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally authentic selections

7.1.C: Presentational Mode-

- Copy/write words, phrases, or simple guided texts on familiar topics.

- Name and label tangible products and imitate practices from the target culture.
- Imitate, recite, and/or dramatize simple skits.
- -Participate in age-appropriate activities related to special events celebrated in the target culture.
- - Identify and reproduce expressive products typical of the target culture.

Unit 2 – Avancemos

Summary: In Unit 2, students will review after-school activities and days of the week. They will learn to tell time, talk about daily schedules, and describe their classes and classroom objects. They will express what objects they have, as well as what activities they have to do They will describe where things are located, express their feelings, and say where they are going. The cultural portion will concentrate on Mexican contributions to our culture, and compare the schools in Mexico, the Dominican Republic and Paraguay.

Outcomes Unit 2

- Students will be able to use the verbs “tener, tener que, ir, estar, and those ending in ar”
- Students will be able to use the expressions of frequency
- Students will be able to form questions
- Students will be able to compare school systems in the U.S., Mexico, D.R. and Paraguay
- Students will be able to locate people and classroom objects
- Students will be able use vocabulary related to school subject and classroom activities.
- Students will be able to conjugate the “ar” verbs in the present tense.
- Students will be able to ask and tell time.
- Students will be able to say where things are located.

- Students will be able to express how they feel using the verb “estar.”
- Students will be able to ask and say where they are going.

Summative Assessment

New Jersey Standards for the Novice-High level

1. Interpretive mode-

- Using electronic information / culturally authentic, recognize familiar words / phrases / main ideas – spoken or written. **7.1.A.1**
- Demonstrate comprehension of simple oral directions, commands and requests through appropriate physical response. **7.1.A.2.**
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. **7.1.A.3.**
- Identify familiar people, places and objects based on oral and /or simple written descriptions. **7.1.A.4.**
- Comprehend short conversations and brief written messages on familiar topics. **7.1.A.5.**
- Connect the learning of the target language to information studied in other core content areas. **7.1.A.7.**
- Compare daily practices of people in the target culture(s) with their own. **7.1.A.3.**
- Identify aspects of culture presented in photographs, plays, or films. **7.1.A.4.**
- Demonstrate comprehension of the main idea, and identify the principal characters in readings from age appropriate, culturally authentic selections. **7.1.A.2**

2. Interpersonal mode-

- Use digital tools to exchange basic information on topics related to self and targeted themes. **7.1.B.1**
- Give and follow a series of oral directions, commands, and requests for participating in age appropriate classroom and cultural activities. **7.1.B.2.**

- Imitate appropriate gestures and intonation and common idiomatic expressions of the target culture during daily interactions. **7.1.B.3.**
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences. **7.1.B.4.**

3. Presentational Mode-

- Create a multi-media-rich presentation using basic target language words and sentences. (shared virtually) **7.1.C.1.**
- Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role plays, using familiar vocabulary in a guided format. **7.1.C.2.**
- Describe in writing using a guided format people and things from the home/school environment. **7.1.C.3.**
- Tell or retell stories using a guided format from age appropriate, culturally authentic selections orally or in writing. **7.1.C.4.**
- Tell or write about products of the target culture and simulate common cultural practices. **7.1. C.5.**
- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own. **7.2.C.2**
- Describe and reproduce expressive products of the target culture(s). **7.2.C.3**
- Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. **7.2.C.4**

Unit 3: Avancemos

Summary: In Unit 3, students will review activities they like to do and things they have to do. They will also work on telling time, after-school activities, numbers, and the verb “estar”. They will begin their study of food and beverages, and family life. They will expand their ability to ask questions, focusing on age. They will express the idea of ownership, and be able to make comparisons. They will learn to use verbs ending in “er” and “ir”, as well as the verb “hacer”. In the area of culture, they will compare ethnic foods of Puerto Rico, El Salvador and Peru. They will talk about native celebrations such as the Quinceanera, and discuss government elections in these countries.

Outcomes Unit 3

-Students will be able to use interrogative words, especially with questions of age

- Students will be able to use verbs ending in “er, ir” and the verb “hacer”

-Students will be able to show possession using “de” and possessive adjectives

-Students will learn to make comparisons

-Students will be able to identify foods, family, ethnic celebrations and government elections in Puerto Rico

- Students will be able to use food and beverage vocabulary in a restaurant setting.

- Students will be able to use the verb “gustar” + nouns to indicate what they like.

- Students will be able to use family vocabulary to talk about their families

Summative Assessment

New Jersey Standards for the Novice-High level

Interpretive Mode

- Using electronic information / culturally authentic, recognize familiar words / phrases / main ideas – spoken or written. **7.1.A.1**
- Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical response. **7.1.A.2.**
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. **7.1.A.3.**
- Identify familiar people, places, and objects based on oral and/or simple written descriptions: **7.1.A.4.**
- Comprehend brief oral exchanges on familiar topics: Grade level appropriate science topics (e.g., weather and seasons) **7.1.A.5.**
- Connect the learning of the target language to information studied in other core content areas:· Grade level appropriate mathematics concepts (e.g., use of numbers to count, measure, label, or locate) **7.1.A.7.**
- Compare daily practices of people in the target culture(s) with their own. **7.1.A.2.**
- Identify aspects of culture presented in photographs, plays, or films. **7.1.A.4.**

2. Interpersonal Mode

- Use digital tools to exchange basic information on topics related to self and targeted themes. **7.1.B.1**
- Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities. **7.1.B.2.**
- Imitate appropriate gestures and intonation and common idiomatic expressions of the target culture during daily interactions. **7.1.B.3.**
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences. **7.1.B.4.**
- Participate in a variety of oral and/or written activities after listening to and/or reading age appropriate, culturally authentic selections. **7.1.B.5.**
- Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas. **7.1.B.4**

3. Presentational Mode

- Create a multi-media-rich presentation using basic target language words and sentences. (shared virtually) **7.1.C.1.**
- Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role plays, using familiar vocabulary in a guided format. **7.1.C.2.**
- Describe in writing using a guided format people and things from the home/school environment. **7.1.C.3.**
- Tell or retell stories using a guided format from age appropriate, culturally authentic selections orally or in writing. **7.1.C.4.**
- Tell or write about products of the target culture and simulate common cultural practices. **7.1. C.5.**
- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own. **7.1.C.2**
- Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. **7.1.C.**

Unit 4 – Avancemos

Summary**:** In Unit 4, students will review numbers, the verb "tener", the present tense of "er" and "ir" verbs, and after-school activities. They will be introduced to direct object pronouns, select stem-changing verbs, the future tense using the verb "ir" plus infinitive, articles of clothing, protocol of shopping, and familiar sights in an average town or city. The cultural focus will be on Spain, its art, museums and shopping markets, and weekend activities. Some painters of Spain and Chile will be highlighted.

Outcomes Unit 4

- Students will be able to talk about clothing for different seasons
- Students will be able to shop in local markets
- Students will be able to describe places and events in an average town
- Students will be able to express future activities
- Students will be able to order from a menu
- Students will be able to understand the styles of select Spanish and Chilean artists and writers
- Students will be able to use expressions with the verb "tener"
- Students will be able to recognize and use stem changing verb o to ue.
- Students will be able to recognize and use stem changing verb e to i.

Summative Assessment

New Jersey Standards for the Novice-High level

1. Interpretive mode-

- Using electronic information / culturally authentic, recognize familiar words / phrases / main ideas – spoken or written. **7.1.A.1**

- Compare daily practices of people in the target culture(s) with their own. **7.1.A.2.**
- Identify aspects of culture presented in photographs, plays, or films. **7.1.A.4**
- Identify common tangible and intangible cultural products of the target culture(s). **7.1.A.5**

2. Interpersonal mode-

- Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations. **7.1.B.2.**
- Participate in a variety of oral and/or written activities after listening to and/or reading age appropriate, culturally authentic selections. **7.1.B.3.**

3. Presentational Mode-

- Create a multi-media-rich presentation using basic target language words and sentences. (shared virtually) **7.1.C.1**
- Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role plays, using familiar vocabulary in a guided format. **7.1.C.2.**
- Describe in writing using a guided format people and things from the home/school environment. **7.1.C.3.**
- Tell or retell stories using a guided format from age appropriate, culturally authentic selections orally or in writing. **7.1.C.5.**
- Tell or write about products of the target culture and simulate common cultural practices. **7.1. C.5.**
- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own. **7.1.C.2**
- Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. **7.1.C.4**