

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 7th	Unit #: 1	Pacing: 4-6 weeks
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Unit Title: En la Escuela

OVERVIEW OF UNIT:

Using key vocabulary, students will learn numbers 0-100, ordinal numbers, foreign currency, use of classroom expressions and classroom objects, recognize school schedules, and compare their school with Hispanic schools.

Big Ideas

- Spanish forms plurals through addition of “s” or “es”
- Spanish has definite and indefinite articles
- In Spanish, definites and indefinites modify the noun according to number and gender
- Target language uses the interrogative “¿A qué hora?” to ask: “At what time?”
- Target language uses the interrogative “¿Cuánto?” to ask “How many” and “How much”
- Target language uses in context: Necesito and Tengo to express what supplies are needed for school
- Money/currency varies in different countries.
- Target language uses the interrogative “¿Que hora es?” to ask “What time is it?”
- Target language uses responses such as “es la” or “son las” for the current time
- Target language uses in context: “Te gusta” and the interrogative “¿Porque?” for do you like the class and why
- Target language uses “Tener que” to express that someone has to do something
- Target language uses “Hay que” to express general saying of what one must do

Essential Questions

- How do I express what I need and what I have for my classes?
- How do I express how many?
- How do I express “At what time”?
- How do I explain my schedule?
- How do I ask: “How much does something cost?”
- How do I explain why I like/dislike my classes and why?
- How do I express what activities I have to do in my classes?
- How do I express what activities one must do in school to be a good student?

Objectives

- Students will be able to identify what they need and have for their classes
- Students will be able to communicate specific phrases (eg. How many? At what time? How much does something cost?)

- Students will be able to describe their schedule to a friend
- Students will be able to explain why they like or dislike their classes
- Students will be able to describe the activities they participate in during class
- Students will be able to identify what activities a student must do in school to be a good student

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- School supplies
- Classroom objects
- Ordinal numbers and time
- Prepositions
- School subjects

Resources & Materials

- “*Ven conmigo-Adelante*” textbook
- “*Adelante*” workbooks, grammar and vocabulary workbooks
- Scholastic “*Que Tal?*” magazines and online resources
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- Promethean Board
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities: Students will use their Chromebooks and Google to research what meals are like in Spanish-speaking countries. They will create presentations explaining the meals and what is typically eaten at each meal.	
Standard	Standard Description
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Interdisciplinary Integration	
Activities: Students will use their Chromebooks and Google to research what meals are like in Spanish-speaking countries. They will create presentations explaining the meals and what is typically eaten at each meal.	
Resources: - Teacher Vision Cross-Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html - Engineering Go For It! - http://egfi-k12.org/ - US Department of Education STEM - http://www.ed.gov/stem - Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html - NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko - PBS STEM - http://www.pbs.org/teachers/stem/#content - STEM Works - http://stem-works.com/activities What Every Educator Should Know About Using Google by Shell Education - Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml - International Literacy Association Read Write Think - http://www.readwritethink.org/	
Standard	Standard Description
NJSLS-ELA W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21 st Century Life Skills Standards	
Activities: Students will use their Chromebooks and Google to research what meals are like in Spanish-speaking countries. They will create presentations explaining the meals and what is typically eaten at each meal.	
Standard	Student Learning Objectives
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Careers	
Activities: Students will use their Chromebooks and Google to research what meals are like in Spanish-speaking countries. They will create presentations explaining the meals and what is typically eaten at each meal.	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards	
Standard #	Standard Description
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill-building • Provide teacher notes • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	
Response to Intervention (RTI)	
• Tiered interventions following the RTI framework	

- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

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Subject: World Language - Spanish	Grade: 7th	Unit #: 2	Pacing: 4-6 weeks
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Unit Title: De Vacaciones y Tiempo

OVERVIEW OF UNIT:

In this unit, students will use key vocabulary to describe the weather. They will describe which clothes to pack in different climates of Spanish-speaking countries.

Big Ideas

- Spanish uses *hace* and *están* weather expressions
- Spanish places adjectives after the noun it describes
- Spanish adjectives agree with the nouns they describe in number and gender
- Spanish places the day before the month when writing the date
- Spanish varies in its word order placement of adverbs of frequency
- Spanish uses *gustar* + infinitive to describe activities that one likes to do
- Spanish uses *querer/necesitar* + infinitive to describe what one wants/needs to do
- Spanish uses *ir* + *a* + infinitive to describe what one is going to do
- Spanish uses to verb *Llevar* to describe what one is wearing
- Definite vs indefinite articles

Essential Questions

- How do I ask what the weather is like?
- How do I describe the weather?
- How do I describe what I'm wearing?
- How do I ask someone what they are packing in their suitcase?
- How do I ask someone where they are going on vacation?
- How do I describe what I do, like to do, and don't like to do on vacation?
- How do I ask someone when they do various activities?
- What do people from Spanish-speaking countries do/go on vacation?

Objectives

- Students will be able to identify leisure activities.
- Students will be able to ask about the weather.
- Students will be able to describe the weather.
- Students will be able to describe what they are wearing.
- Students will be able to converse with people about what they are packing in their suitcase.
- Students will be able to describe what they like to do and don't like to do on vacation.
- Students will be able to question people about when they do various activities.

- Students will be able to identify where people from Spanish-speaking countries go on vacation and what they do.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- Days of the week
- Months of the year
- Seasons
- Articles of clothing
- Colors
- Weather expressions
- Vacation activities
- Celsius
- Fahrenheit

Resources & Materials

- “*Ven conmigo-Adelante*” textbook
- “*Adelante*” workbooks, grammar and vocabulary workbooks
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Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

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- Chromebooks

- Internet Sources

Activities:

- Google and Google Apps for Education will be utilized to research and present information about locations where Spanish-speaking people go and things they do when on vacation.

Standard	Standard Description
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Interdisciplinary Integration

Activities:

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- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2fIViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
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21st Century Life Skills Standards

Activities:

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Standard	Student Learning Objectives
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Careers	
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Practice	Description
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Enrichment

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- NJDOE resources

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 7th	Unit #: 3	Pacing: 4-6 weeks
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Unit Title: Mi Familia / Descriptions

OVERVIEW OF UNIT:

Using key vocabulary, students will learn how to describe themselves, family members, their relationships, and the activities they do. They can discuss professions within their family.

Big Ideas

- The definition of family varies by culture.
- Spanish adjectives agree with the nouns they describe in number and gender
- Spanish uses ser for physical characteristics and personality traits
- Spanish uses tener to describe hair and eye color
- Spanish uses tener to tell age
- Spanish shows possession using possessive adjectives or de.
- Spanish use of professions
- Spanish use of hay to tell how many people are in the family
- Spanish use of family vocabulary

Essential Questions

- How do I describe myself?
- How do I ask for someone's age?
- How do I describe my family?
- How do I ask questions about someone's family?
- How do I describe the activities I do with my family?
- How do I ask someone what they do with their family? (and how often?)
- How do I ask about the relationship between family members?
- What profession are your parents in?

Objectives

- Students will be able to describe themselves using Spanish adjectives.
- Students will be able to ask questions about someone's age, their family, etc.
- Students will be able to describe their families and the activities they do with their family.
- Students will be able to question people about the relationship between family members.
- Students will be able to describe the profession of their parents.

Assessment	
Formative Assessment: • observation • self-reflections • teacher-student conferences	Benchmark: • Unit Pre-Test
Summative Assessment: • online quizzes & tests • projects	Alternative: • performance tasks • projects

Key Vocabulary
• Physical characteristics, Personality traits, Hair & eye color, Age, and birthday of people and family • Cultural products, practices, and perspectives related to family • Home life activities • Professions • Relationship between family members

Resources & Materials
• “<i>Ven conmigo-Adelante</i>” textbook • “<i>Adelante</i>” workbooks, grammar and vocabulary workbooks • Scholastic “<i>Que Tal?</i>” magazines and online resources • Authentic Spanish Literature • Videos – Latin American culture/geography/vocabulary • Teacher’s Discovery – vocabulary set • Promethean Board • Teacher-made resources

Technology Infusion	
Teacher Technology: • Chromebook • Google Classroom • Promethean Board	
Student Technology: • Google Classroom • Chromebooks • Internet Sources	
Activities: • Students will utilize Chromebooks to present about themselves and their families, including information about typical activities they do as a family and what their parents do for a living.	
Standard	Standard Description

8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
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Interdisciplinary Integration

Activities:

- Students will utilize Chromebooks to present about themselves and their families, including information about typical activities they do as a family and what their parents do for a living.

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Practice	Description
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Celebrations/Culture

OVERVIEW OF UNIT:

Using key vocabulary, students will learn and compare customs, traditions, and fiestas celebrated in Spanish-speaking countries, including El Dia de los Muertos, Piñatas, Monarch Butterflies, La Navidad, Las Posadas, El Ano Nuevo, Epiphany, and Quinceañera. Students will learn about Hispanic artists and musicians.

Big Ideas

- Identify culture-specific holidays, as found in culturally authentic video/audio/written texts.
- Identify famous Latinos
- Identify significant historical battles
- Answer questions related to celebrations and culture.
- Perform a culturally authentic dance associated with a particular target culture celebration.
- Explore Hispanic legends
- Identify Spanish-speaking countries and capitals.
- Explore the relationship between the Hispanic culture and their religious beliefs

Essential Questions

- How do I describe authentic holidays and celebrations?
- How do I locate Spanish-speaking cities and capitals on a map?
- How do I compare and contrast the relationship between the Hispanic and their religious beliefs to their own?
- How do I distinguish differences within the dances of Spanish-speaking countries and their origin?
- How do I research and present information about Hispanic countries, including location, major cities, population, geographical features, and foods/major products?

Objectives

- Students will be able to describe authentic holidays and celebrations for various cultures.
- Students will be able to locate Spanish-speaking cities and capitals on a map.
- Students will be able to compare and contrast the relationship between the Hispanic and their religious beliefs to their own
- Students will be able to distinguish differences between the dances of Spanish-speaking countries and their origins.
- Students will be able to research and present information about Hispanic countries, including location, major cities, population, geographical features, and foods/major products

Assessment	
Formative Assessment: • observation • self-reflections • teacher-student conferences	Benchmark: • Unit Pre-Test
Summative Assessment: • online quizzes & tests • projects	Alternative: • performance tasks • projects

Key Vocabulary
• Ecuador • Selena – Mexican Artists • Names and capitals of Hispanic countries • Traditions of major Hispanic holidays • Names of influential Hispanic-Americans • Cinco de Mayo / Battle of Puebla

Resources & Materials
• “<i>Ven conmigo-Adelante</i>” textbook • “<i>Adelante</i>” workbooks, grammar and vocabulary workbooks • Scholastic “<i>Que Tal?</i>” magazines and online resources • Authentic Spanish Literature • Videos – Latin American culture/geography/vocabulary • Teacher’s Discovery – vocabulary set • Promethean Board • Teacher-made resources

Technology Infusion
Teacher Technology: • Chromebook • Google Classroom • Promethean Board
Student Technology: • Google Classroom • Chromebooks • Internet Sources
Activities:

Students will use Google and Google Apps for Education to research and present information about Hispanic countries, including location, major cities, population, geographical features, and foods/major products.	
Standard	Standard Description
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Interdisciplinary Integration

Activities:

- Students will use Google and Google Apps for Education to research and present information about Hispanic countries, including location, major cities, population, geographical features, and foods/major products.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
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- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLS-ELA W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21st Century Life Skills Standards

Activities:

- Students will use Google and Google Apps for Education to research and present information about Hispanic countries, including location, major cities, population, geographical features, and foods/major products.

Standard	Student Learning Objectives
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Careers	
Activities: Students will use Google and Google Apps for Education to research and present information about Hispanic countries, including location, major cities, population, geographical features, and foods/major products.	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards	
Standard #	Standard Description
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill-building • Provide teacher notes • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	
Response to Intervention (RTI)	
• Tiered interventions following the RTI framework	

- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 7th	Unit #: 5	Pacing: 4-6 weeks
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Unit Title: En mi Ciudad

OVERVIEW OF UNIT:

In this unit, students will use key vocabulary to describe places in a city where they are going. They will also express how to use public transportation and ask for directions in a Spanish-speaking country.

Big Ideas

- Target language uses contractions “ir+al” or “ir a la”
- Spanish uses the interrogative word: ¿adónde? to ask where someone is going
- Spanish uses the interrogative expression: ¿Con quién? Or ¿con quiénes? to ask with whom someone does something
- Spanish uses the preposition of location to describe where places are located around town
- Introduction of simple directions recognizing formal and informal commands

Essential Questions

- How do I extend an invitation?
- How do I accept and decline an invitation?
- How do I give an excuse?
- How do I ask: “Where are you going?”
- How do I ask: “Where is it?”
- How do I tell the days of the week?
- With whom are you going to a place?
- Where are things located?
- How do I use a public transportation map in a Spanish-speaking country?
- What are the directions?
- How do I ask “What time?”
- What activities can I do?

Objectives

- Students will be able to extend, accept, and decline an invitation.
- Students will be able to describe how to give an excuse.
- Students will be able to ask questions: “Where are you going?” “Where is it?” and “What time?”
- Students will be able to identify the days of the week.
- Students will be able to describe who they are going to places with.
- Students will be able to describe where things are located.
- Students will be able to decode a public transportation map in a Spanish-speaking country.

- Students will be able to describe directions.
- Students will be able to identify activities they are able to participate in.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- Accept and decline an invitation
- Describe my town
- Prepositions of location
- Give directions
- Read a map and schedule for public transportation

Resources & Materials

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