

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 7th	Unit #: 1	Pacing: 4 - 6 weeks
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.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● 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 quéhora ?” 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 	<ul style="list-style-type: none"> ● How do I express what I need and 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 something costs?” ● 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

- Target language uses “Tenerque” to express that someone has to do something
- Target language uses “Hay que” to express general saying of what one must do

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
- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Students will use Google Classroom and Google Apps for Education will be used to recreate their schedule for others and list the items needed for each class using different types of computer programs.

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 Classroom and Google Apps for Education will be used to recreate their schedule for others and list the items needed for each class using different types of computer programs.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
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- 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 Education 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
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

21st Century Life Skills Standards

Activities:

- Students will use Google Classroom and Google Apps for Education will be used to recreate their schedule for others and list the items needed for each class using different types of computer programs.

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 Classroom and Google Apps for Education will be used to recreate their schedule for others and list the items needed for each class using different types of computer programs.

CRP #	Practice
6	Demonstrate creativity and innovation.

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			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge

<ul style="list-style-type: none"> ● Reduce length of assignment for different mode 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/ 	<ul style="list-style-type: none"> ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<p>e-rti-strategies-for-teachers/</p> <ul style="list-style-type: none"> ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● 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, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
Curriculum**



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

OVERVIEW OF UNIT:

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

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● 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 want/ need 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 	<ul style="list-style-type: none"> ● 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
- Scholastic “*Que Tal?*” magazines and online resources
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
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Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

Student Technology:

- Google Classroom
- 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:

- 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.

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- STEM Works - <http://stem-works.com/activities>
- [What Every Education 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
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Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

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.

CRP #	Practice
6	Demonstrate creativity and innovation.

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Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode 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/ 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of 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 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● 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, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

**Califon Public School
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Subject: World Language - Spanish	Grade: 7th	Unit #: 3	Pacing: 4 - 6 weeks
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.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 activities I do with my family? ● How do I ask someone what they do with their family? (and how often?) ● How do I ask the relationship between family members? ● What profession are your parents in?

Objectives
<ul style="list-style-type: none"> ● 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 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

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

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

- *“Ven conmigo-Adelante”* textbook
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Technology Infusion

Teacher Technology:

- Chromebook

- Google Classroom
- SmartBoard

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.

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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Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Activities:

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CRP #	Practice
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Standards

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Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
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<ul style="list-style-type: none">● 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/			<ul style="list-style-type: none">● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 7th	Unit #: 4	Pacing: 4 - 6 weeks
Unit Title: 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, Pinatas, Monarch Butterflies, La Navidad, Las Posadas, El Ano Nuevo, Epiphany, Quinceanera. Students will learn about Hispanic artists and musicians.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● 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 dances 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 	<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● 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 origin.
- 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

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

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

- “*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
- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

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>
- 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>
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- What Every Education 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
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

CRP #	Practice
6	Demonstrate creativity and innovation.

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			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of 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 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ 	<ul style="list-style-type: none"> ● 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

<ul style="list-style-type: none">● 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/		<ul style="list-style-type: none">● Interventional Central - http://www.interventioncentral.org/	<ul style="list-style-type: none">● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
Curriculum**



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

OVERVIEW OF UNIT:

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

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● 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 preposition of location to describe where places are located around town ● Introduction of simple directions recognizing formal and informal commands 	<ul style="list-style-type: none"> ● 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 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 are activities that I can do?

Objectives
<ul style="list-style-type: none"> ● 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

- “*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
- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Google and Google Apps for education will be used to locate transportation maps for Spanish-speaking countries and present the map and directions from one location to another.

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:

- Google and Google Apps for education will be used to locate transportation maps for Spanish-speaking countries and present the map and directions from one location to another.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
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- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

21st Century Life Skills Standards

Activities:

- Google and Google Apps for education will be used to locate transportation maps for Spanish-speaking countries and present the map and directions from one location to another.

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:

- Google and Google Apps for education will be used to locate transportation maps for Spanish-speaking countries and present the map and directions from one location to another.

CRP #	Practice
6	Demonstrate creativity and innovation.

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.
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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			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge

<ul style="list-style-type: none"> ● Reduce length of assignment for different mode 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/ 	<ul style="list-style-type: none"> ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● e-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● 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, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 7th	Unit #: 6	Pacing: 4 - 6 weeks
Unit Title: Comidas Hispanas			

OVERVIEW OF UNIT:

In this unit, students will use key vocabulary to order food, make a reservation, and express likes and dislikes of different foods in a restaurant. They will compare and contrast meal times and typical foods in Spanish speaking countries with their own practices.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● People in other countries have different meal times than in the U.S. ● Gusta vs gustan ● Más que menos que to make comparisons ● Uses tener to express hunger and thirst ● Uses pedir to order in a restaurant ● Introduction of other important verbs related to restaurant/food: tomar, beber, poner ● “de” for possession (Use for ice cream, soup and sandwich: helado de chocolate) ● Adverbs of frequency placement ● Interrogative ¿Qué? + conjugated verb comer/tomar/beber 	<ul style="list-style-type: none"> ● How do I make a reservation at a restaurant? ● How do I order at a restaurant? ● When do people in Spain eat meals? What do they eat? What is the biggest meal of the day? ● How do I tell a waiter that silverware is missing? ● How do I order from a menu? ● How do I express foods I like/dislike? ● How do I express food I like/ dislike using superlatives? ● How do I tell someone what I typically eat for breakfast and ask the same of others?

Objectives
<ul style="list-style-type: none"> ● Students will be able to describe how to make a reservation at a restaurant.

- Students will be able to order a meal at a restaurant from a menu.
- Students will be able to describe what meals are like for people who live in Spain.
- Students will be able to explain to a waiter that silverware is missing from their table.
- Students will be able to explain what foods they like and dislike with and without superlatives.
- Students will be able to question someone about what foods they eat for breakfast and explain what they eat.

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

- Foods - Tapas
- Place settings
- Preferences using “gustar”
- What I want to eat/order in restaurant
- Meal times
- Typical foods in Spain

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
- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

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.I.TH.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>
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Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

21st 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.

CRP #	Practice
6	Demonstrate creativity and innovation.

Standards

Standard #	Standard Description
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
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7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> Provide modifications & accommodations as listed in the student's IEP Position student near helping peer or have quick access to teacher 	<ul style="list-style-type: none"> Provide text-to-speech Use of translation dictionary or software Provide graphic organizers 	<ul style="list-style-type: none"> Tiered interventions following RTI framework Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/respo 	<ul style="list-style-type: none"> Process should be modified: higher order thinking skills, open-ended thinking, discovery

<ul style="list-style-type: none"> ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode 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/ 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● nse-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● 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, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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