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# WORLD LANGUAGE DEPARTMENT

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## SEVENTH GRADE SPANISH CURRICULUM 2016

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Week	Marking Period 1	Week	Marking Period 3
1	Greetings and saying good-bye: Basic introduction and conversation to everyday conversation and discussion about oneself and interactions with others such as peers and family and house, time, weather, calendar, and the verb “to be,” adjectives, school vocabulary and clothing.	21	Greetings and saying good-bye: Basic introduction and conversation to everyday conversation and discussion about oneself and interactions with others such as peers and family and house, time, weather, calendar, and the verb “to be,” adjectives, school vocabulary and clothing.
2		22	
3		23	
4		24	
5		25	
6		26	
7		27	
8		28	
9		29	
10		30	
Week	Marking Period 2	Week	Marking Period 4
11	In the café and the market, the sport of soccer.	31	In the café and the market, the sport of soccer.
12		32	
13		33	
14		34	
15		35	
16		36	
17		37	
18		38	
19		39	
20		40	

<b>Weeks</b>	<b>1-10</b>
<b>Topic</b>	Greetings and saying good-bye: Basic introduction and conversation to everyday conversation and discussion about oneself and interactions with others such as peers and family and house, time, weather, calendar, and the verb “to be,” adjectives, school vocabulary and clothing.
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do I approach, address, and greet my audience?</li> <li>• What greetings are used in formal and informal situations?</li> <li>• What are the customs associated with greetings?</li> <li>• How does the language that I am studying help me to better understand my native language?</li> <li>• Who am I?</li> <li>• Where am I from?</li> <li>• How do I describe myself and others around me?</li> <li>• How do I express my age and ask others?</li> <li>• How do I express the day and the month?</li> <li>• How do I express how I feel?</li> <li>• How do I express daily classroom needs?</li> <li>• How do I identify and describe myself and others?</li> <li>• How do I discover where people are from?</li> <li>• How do I express my nationality and ask for others’ nationalities?</li> <li>• How do I identify and describe using adjectives?</li> <li>• How do I communicate about school related topics?</li> <li>• How do I talk about weather and seasons?</li> <li>• What is the fundamental sound system of the target language (TL) to ensure correct pronunciation and accentuation?</li> <li>• How do I describe the family and family functions?</li> <li>• How do I identify and describe school supplies</li> <li>• How do I identify and describe articles of clothing?</li> <li>• How do I count from 1000-2,000,000</li> <li>• How do I tell what you are going to do and what you have to do?</li> <li>• How do I express amazement</li> <li>• How do I tell what belongs to you and to others?</li> <li>• How do I talk about clothing preferences in Spanish-speaking countries?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• In today’s multi-cultural society there are several languages used to communicate in the global community.</li> <li>• The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today’s society.</li> <li>• Self-reflection is an important part of creating growth in language acquisition.</li> <li>• Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>• Interpreting spoken and written language is essential to good communication and building rapport</li> <li>• Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	

- In today's multi-cultural society, through exposure with different family dynamics and culture students will gain an understanding and acceptance of others.
- Communication in the target language is important while traveling to other countries in order to interact with community businesses

### **Alignment to NJCCCS**

7.1.NM.A.1 -5

7.1.NM.B.1-5

7.1.NM.C.1-5

8.1.P.A.4, 8.1.5.A.2,8.1.P.C.1

### **Key Concepts and Skills**

#### **Communication**

1. Students will discuss importance of learning a foreign language
2. Students will compare/contrast cultural differences
3. Students will follow and apply classroom commands
4. Students will greet friends and family
5. Students will use numbers 1,000-200,000 to count and tell time
6. Students will communicate about the weather and season
7. Students will discuss and communicate about their family and peers
8. Students will communicate about their age
9. Students will be able to describe their home
10. Students will be able to identify and describe school supplies
11. Students will be able to state colors and sizes
12. Students will be able to describe articles of clothing

#### **Grammar**

1. Form appropriate syntax
2. Review sentence structure: State questions using interrogatives
3. Use adjectives appropriately
4. Use the verb SER-to be to help express where I am from and who am I?
5. Use contraction "del" and "al"
6. Tell what you are going to do and what you have to do

#### **Culture**

1. Importance of second language acquisition
2. Being an active member in today's cultural society
3. Increase in cultural sensitivity
4. Exposure to school and educational dynamics in various Spanish speaking countries
5. Exposure to clothing and preferences in Spanish Speaking Countries and the indigenous population

### **Learning Activities**

- Audio activities: situational dialogues
- Comprehension activities
- T-chart pros and cons of bilingualism
- Discuss the importance of learning foreign language
- Picture prompt activities
- Video activities (you tube importance of language acquisition)
- Visual organizers
- Create a group target language bulletin board

- Reading activities (sequencing and paraphrasing)
- Oral activities: opinions on language acquisition
- Cooperative learning activities
- Listening activities to reinforce pronunciation and diction
- Greet and say good-bye
- Use expressions of courtesy
- Differentiate levels of formality
- Introduce themselves and respond appropriately
- Ask how someone feels and respond
- Recite/sing the alphabet
- State your telephone number
- Make appropriate classroom requests and respond to commands
- Recognize cognates and borrowed words
- Express the days and months
- Express age
- Speak about seasons and weather conditions
- Read authentic passages and answer comprehension questions through restating
- Utilize interrogatives
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction
- Clothing Store Project

**Assessments**

- Cooperative learning groups
- Homework
- Class notes
- Daily oral participation
- Brief writings related to lesson
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Create an imaginary 3 day weather forecast
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction
- Clothing Store project

**21<sup>st</sup> Century Skills**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

**Interdisciplinary Connections**

Geography, Sociology, Language Arts 1.B, 1.C, 1.D., 4.C, 4.D, 4.E, Performing Arts, Reading, Visual Arts, Science, Math K.CC1, K.CC5, 1.MD3, 2.MD7, 3.MD1

**Suggested Materials**

- Textbook
- Workbook
- Audio

- Video
- Overhead transparencies
- Flash Cards
- Testing materials
- Teacher generated materials
- Internet sites
- Maps and other realia
- Printed media

### **Technology Integration & Instruction**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**

- Student/Teacher created presentations using i.e. Powerpoint
- Use of Google Voice
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Audacity
- Use of technology/computer lab
- 8.1.P.A.4, 8.1.5.A.2,8.1.P.C.1

<b>Weeks</b>	<b>11-20</b>
<b>Topic</b>	In the café and the market, the sport of soccer.
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do I order food and drinks in a restaurant?</li> <li>• How do I talk about and identify foods?</li> <li>• What types of foods are eaten in Spanish-speaking world?</li> <li>• How do I talk about foods of the Spanish-speaking world?</li> <li>• What are the differences between eating habits in the U.S and in the Spanish-speaking world?</li> <li>• How do I communicate about a soccer game or using soccer vocabulary?</li> <li>• How do I talk about people’s activities?</li> <li>• How do I express what interests, bores, or pleases you?</li> <li>• How do I discuss the role of sports in the Spanish-speaking world?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>✓ In today’s multi-cultural society there are several languages used to communicate in the global community.</li> <li>✓ The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today’s society.</li> <li>✓ Self-reflection is an important part of creating growth in language acquisition.</li> <li>✓ Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>✓ Interpreting spoken and written language is essential to good communication and building rapport</li> <li>✓ Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> <li>✓ In today’s multi-cultural society, through exposure with different family dynamics and culture students will gain an understanding and acceptance of others.</li> <li>✓ Understanding of others cultural similarities and differences in the school system, education, and education dynamic</li> <li>✓ Communication in the target language is important while traveling to other countries in order to interact with community businesses like restaurants and café’s</li> <li>✓ In order to understand the culture of Spanish-speaking countries and be sensitive to the cultural norms learning typical foods and beverages in that culture is important</li> </ul>	
<b>Alignment to NJCCCS</b>	
<p>7.1.NM.A.1 -5            7.1.NM.B.1-5            7.1.NM.C.1-3, 5            8.1.P.A.4, 8.1.5.A.2,8.1.P.C.1</p>	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
<ol style="list-style-type: none"> <li>1. Students will be able to ask for a table in the café.</li> <li>2. Students will be able to order and identify food at a restaurant.</li> <li>3. Students will be able to communicate while shopping for food.</li> <li>4. Students will be able to talk about what you and others eat.</li> <li>5. Students will be able to talk about sports.</li> <li>6. Students will be able to talk about what you begin to, want to, and prefer to do.</li> <li>7. Students will be able to talk about people’s activities.</li> <li>8. Students will be able to express what interests, bores, or pleases you.</li> </ol>	

### **Grammar**

1. Form appropriate syntax
2. Review sentence structure: State questions using interrogatives
3. Use adjectives appropriately
4. Verbs (er and ir)
5. Stem changing verbs

### **Culture**

1. Identify and describe famous people from the TL
2. Culturally rich readings
3. Students will discuss the similarities and differences between schools in the US and in some Spanish speaking countries
5. Students will discuss through making comparisons and similarities of Spanish speaking culture to their own.
6. Students will be able to understand the importance of the café.
7. Students will be able to identify different types of popular Mexican and Spanish foods.
8. Students will be able to discuss the role of sports in the Spanish-speaking world.

### **Learning Activities**

- Audio activities: situational dialogues
- Comprehension activities
- Apply new vocabulary
- Picture prompt activities
- Video/website activities
- Visual organizer
- Cooperative learning activities
- Recognize cognates and borrowed words
- Utilize interrogatives
- Identify self using necessary agreement of nouns, adjectives, and articles, in number and gender
- Understand and use the present tense of the verb “to have”
- Know and talk about the colors of objects
- TPR activities
- Mini conversations
- Menu Project
- Skits

### **Assessments**

- Cooperative learning groups
- Homework
- Class notes
- Communicate a brief description of myself and or a friend via poster, power point, virtual story book, etc.
- TPR physical characteristics and personality traits
- Daily oral participation
- Brief writings related to lesson
- Oral and written assessments by teacher generated questions, paired activities, and small group activities



- Oral and written quizzes and tests
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction
- Menu Project
- Skits

### 21<sup>st</sup> Century Skills

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