

# 03\_Schools

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **20-25 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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### **Spanish 7**

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. An education in world language fosters a population that: communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace, exhibits attitudes, values and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication and values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related and/or financial success in our increasingly interconnected world.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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### *Students will understand that:*

- the school systems in Latin-American countries and Spain are different than the school systems in the United States.
- the subjects offered in Spanish speaking countries are different than those in a North American school.

### *Essential Questions:*

- How is school different in Spanish speaking countries than in the United States?

## **CONTENT AREA STANDARDS**

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WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

## **STUDENT LEARNING TARGETS**

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## **Declarative Knowledge**

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Students will understand that:

- the school systems in Latin-American countries and Spain are different than the school systems in the United States.
- the subjects offered in Spanish speaking countries are different than those in a North American school.

## **Procedural Knowledge**

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Students will be able to:

- use vocabulary related to school.
- conjugate -AR verbs in the singular and plural forms.
- conjugate the three irregular verbs in the present tense: IR, DAR and ESTAR.
- use the "al" contraction.
- identify and use vocabulary for the subjects in school in complete sentences.
- differentiate ways in which students spend their time in school in different cultural settings.

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Interactive Game Creations

### **Benchmark Assessments**

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### **Formative Assessments**

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1. Interactive comprehension and speaking activities with CDs
2. Chain drills
3. Venn diagram to compare school

### **Summative Assessments**

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Tests and quizzes

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- TPR
- Teacher prepared worksheets
- Verbal warm ups
- Pronoun visuals
- Dice game and/or Nice sentence game
- Video clip and/or Power Point on adjectives

- Textbook/Workbook Level A Ch 3
  
- CD Audio Resource

### **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - Language Acquisition, Informational Writing

### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.