

Sayreville Public Schools
7th Grade Spanish

7th Grade Spanish

Required

Sayreville Middle School

Quarterly

Date of Board Approval: September 15, 2015
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Statement of Purpose

Summary of the Course: The 7th Grade World Language program is designed to expose students to the Spanish Language and Culture. In order to encourage and develop the student's ability to communicate in a low-stress environment; the program begins slowly so that those students who have never had a formal education in Spanish can feel confident in participating. For those students that already have had Spanish, this introductory period will serve as a review while at the same time introducing new terms and expressions. The expectation is that the student will be able to communicate in the three modes of communication: Interpretive, Interpersonal, and Presentational at the *Novice-Mid Level*. They will also develop an understanding and appreciation for the different cultures in Spanish speaking countries.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

Unit 1: All About Me

Summary of the Unit: Students use the target language in the three modes of communication to explore physical characteristics and personality qualities and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive: They interpret authentic written and/or video/audio texts such as blogs, online biographies, social network sites, stories, and short clips from movies and television that focus on first introductions and personal information.

Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

Presentational: They use lists, chunks of language, and memorized phrases to introduce themselves and describe themselves or others while using culturally appropriate gestures and intonations.

Enduring Understanding: Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) The purpose of language study is to communicate so I can understand others and they can understand me.

Essential Questions:

How does one give general information about oneself in Spanish?

How does one describe others in Spanish?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Graciela Hernández is one of the students whose teacher sent a brief biography to your Spanish class to be considered as a key pal. Read the biography and answer the questions that follow: *Graciela Hernández vive en Taxco, México. Tiene 13 años y le encanta escuchar música. Tiene tres hermanos: un hermano mayor y dos hermanos menores. Su hermano mayor, Pedro, tiene 16 años. Sus hermanos menores se llaman Lola y Ramón. Ellos tienen solamente once y ocho años. Son simpáticos y son deportistas. A Ramón le gusta jugar al básquetbol y a Lola le gusta el fútbol.. Graciela no tiene ni perros ni gatos.* Answer the following questions in English regarding Graciela and her family:

1. How old is Graciela?
2. How many siblings does Graciela have?
3. What is the name of her oldest brother?
4. Does she have any sisters?
5. What does Ramón like to do?
6. Where does Graciela live?
7. How many pets does she have?
8. What are the names of her two younger siblings?
9. What does her sister like to do?
10. What is the age of her youngest brother?

Working in pairs, Write a biography about your partner in the target language. Be ready to share some facts about your partner to the class. Listen to your classmates' facts about their partners and fill out the chart provided by your teacher in the target language.

Resources:

<http://www.state.nj.us/education/cccs/>

<http://www.state.nj.us/education/modelcurriculum/wl/>

<http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages>

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSL Standards
Pastimes	2 days (review from 6 th grade)	<ol style="list-style-type: none"> 1. Recall pastime vocabulary in the target language. 2. Describe a favorite pastime in the target language. 	<ol style="list-style-type: none"> 1. Students: Survey three classmates about the various things they do after school, at home or outdoors, to stay active, and collect their findings in a graphic organizer. 2. Teacher: Compiles students' finding on the board and asks follow-up questions. 3. ¿Cuántas horas/veces por semana caminas en el parque? Or to the entire class: ¿Cuántas chicas caminan en el parque? ¿Cuántos chicos caminan en el parque? 4. Students: Complete an exit card by answering four questions about previous activities. 	<p>-Prepare a mini paragraph talking about your favorite pastime. Include who you like doing this pastime with. Be prepared to leave a voicemail through Google Voice for your teacher.</p>	<p>7.1.NM.A.1 7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.4 7.1.NM.C.1 7.1.NM.C.4</p>

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Family Members	3 days	<p>1. Identify family members in the target language</p> <p>2. Describe self and others using oral or written text in the target language</p>	<p>1. Students will listen to family member descriptions given by the teacher and determine the family relationship. (Example: <i>La madre de mi madre es mi _____</i>.) Following this example, the students will create similar descriptions and pair and share with a classmate</p> <p>2. Students divide into pairs and interview each other for a presentation to the class. Students use the questions below as a guide to the interview. They may add other questions if they like. After the interviews are complete, each pair will introduce the other student to the class supplying the information gathered during the interview.</p> <p>¿Cómo se llama tu mamá? ¿Cómo se llama tu papá? ¿Tienes hermanos? ¿Cómo se llaman? ¿Quién es el más viejo en tu familia? ¿Cuántos años tienes tú? ¿Quién es mayor que tú? ¿Menor que tú?</p>	<p>-Create a presentation on google slides to introduce yourself and your family to the class in the target language.</p>	
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3. Students will do an activity that allows them to form a 6-8 member family. To ensure that the “classroom” families are a “mixed bag”—like real families—the teacher uses little slips of paper (equal number as students in the class) and writes letters from the alphabet on these slips of paper. For example, there are 32 students in the class so the teacher decides she wants 4 groups of 8, so on the slips of paper, she might write “F” and then on the other sets of paper, she might write “R,” “G,” and “A.” Once students have drawn their letters from the hat, they get with their “like” letters, and their new family is formed. As a group they decide their name (i.e., “G” could be Gonzalez or Gómez), and who each person in the family is. On a poster board, the group then creates a family tree (the purpose is the information—not the artistic quality). Also, each family member writes his/her complete name and age on a note card with a marker. Afterwards he/she hole-punches the corners of the note card and uses yarn to wear his/her new I.D. around the neck.

Suggested Modifications for Special Education Students:

Repeat, Clarify and Modify directions when necessary.
Allow for additional time when needed.
Refocus to task.
Use visual clues.
Demonstrate tasks.
Break assignments down.
Preferential Seating.
Allow for breaks when needed.
Use verbal praise.

Suggested Technological Innovations/ Use:

Visit websites
Use computers, chrome books, and/or iPads
Web quests

Cross Curricular/ 21st Century Connections:

Standards 1, 2, & 3 CCSS-ELA Reading.

Standard 4, 5, & 6 CCSS-ELA Writing

Standard 1 & 4 CCSS-ELA Speaking & Listening.

Technology Themes:

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.

8.2 Technology Education, Engineering, and Design All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

21st Century Themes:

9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work.

Unit 2: Home, Sweet, Home

Summary of the Unit: Students use the target language in the three modes of communication to explore how homes in the home and target culture are similar and different. They compare the distribution of household chores in the home culture with that of the target culture(s). (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive: They interpret authentic written and video/audio texts such as news-clips, real estate advertisements, and short video clips that focus on home tours, descriptions of items in a home, and division of household responsibilities.

Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to their homes, common household items, furniture and chores.

Presentational:

They use lists, chunks of language and memorized phrases to describe the rooms and items in homes and to talk about chores in the home and target cultures.

Enduring Understanding: Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding include, but are not limited to: home life, places in the community, activities within the community, and travel.)

Essential Questions:

How does my bedroom compare to a native speaker's bedroom of the same age?

How does one describe a room in the house in Spanish?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Divine Design

Felipe Montalvo is an exchange student from Spain. He will be coming to stay with your family for the next semester and you are anxious to make him feel at home. You ask Felipe to write a brief letter to you describing what his room looks like with the idea of trying to make his room look similar so he will immediately feel at home. Read the letter he sent you and create a model of his bedroom by drawing it, using a floor plan application, or creating a diorama.

Mis queridos amigos americanos,

¿Cómo están ? Yo estoy bien. Yo vivo en España en una casa grande con mi familia. Tengo tres hermanos y dos hermanas, pero cada hijo tiene su propio dormitorio. Mi dormitorio no es grande y no es pequeño. Tengo una cama grande que tiene un cubierto con rayas azules, rojas y blancas. La computadora está sobre el escritorio donde también está el impresor y una lámpara. Al lado de la cama hay un estante que tiene el estéreo para el iPod y mi telefono movil. También hay muchos libros porque me gusta leer mientras escucho música. Cerca del estante, hay una silla muy cómoda adonde mi perro, Sancho, le gusta dormir. Finalmente, hay una ventana grande de donde me gusta ver lo que pasa en la calle. ¿Tienes tú una vista interesante desde la ventana de tu dormitorio ?

Write a response to Felipe's letter describing what your room looks like. Be prepared to discuss what your room looks like in small groups. Listen to your classmates' room descriptions and make a list of similarities and differences to yours.

Resources:

<http://www.state.nj.us/education/cccs/>

<http://www.state.nj.us/education/modelcurriculum/wl/>

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Common household items used in each room of the home/Expressions used to express location of items in the home (prepositions)	8 days	<p>1. Create a model of a house using household item vocabulary in the target language.</p> <p>2. Give and follow commands in the target language using appropriate grammatical structures.</p>	<p>1. Using a floor plan, give each student an envelope in which you have placed cutout pictures of various pieces of furniture from your clip art sources. Then place a series of sentence descriptions in the envelope telling the students where to place (glue) their furniture.</p> <p>2. Have students choose a room in the house to create a word art using several of the words they've learned in this unit. For example, if they chose the bedroom, they might create word art with the words lamp, bed, dresser, etc.</p> <p>3. Using the website for the works of the contemporary chicana artist, Carmen Lomas Garza http://carmenlomasgarza.com/ Pictures show various rooms in a home and various activities that are happening there. These pictures can serve as rich vocabulary use for students as they identify the room and items found in it. The teacher can also obtain information about the artist at this site as well as information about each of the paintings.</p>	<p>- Draw a simple outline of a house on the board and label each room. From magazines or catalogs, cut out pictures of typical household items (television set, refrigerator, sofa, etc.) and give the students simple commands in the target language. Have the students place the household items in the appropriate rooms. A variation could be to have students respond to commands in the target language to place items in illogical places in the house.</p>	7.1.NM.A.3

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<p>Characteristics of a home (Structures necessary to describe home and the contents of the home.), Common Household Chores</p>	<p>1 day (review from 6th grade), 4 days for the new material</p>	<p>3. Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources.</p>	<p>On a paper plate write the names of eight rooms in the house (See diagram: The Clothes Pin Relay Diagram). On clothes pins, attach the names of either household furniture or typical household activities. (Use a combination of both). Make at least six plates/clip sets and place them on different numbered desks throughout the room. Be sure to place the clips in the center of the plate. Divide the class into six groups and assign each team a number. When the signal is given, students will work in their group to match the clip with corresponding room in the house. The first team to do so correctly wins a point. Rotate the teams in a clockwise motion for six rounds. The team with the most points is declared the all-around winner.</p> <ol style="list-style-type: none"> 1. Generate a list of chores completed by students in the class. 2. Students will ask each other to list 3 chores that they do. 3. Graph the results. 4. In pairs, students will perform a chore for the class and have the classmates guess what they are doing. 	<p>-Show students pictures of furnished rooms in a house that is “for sale”. Ask them to choose the room that they think would be the strongest “selling point” of the house and write a brief description of that room for part of a bilingual listing on the realtor’s website online.</p>	<p>7.1.NM.C.4 7.1.NM.A.1 7.1.NM.A.4 7.1.NM.A.5</p>
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Suggested Modifications for Special Education Students:

Repeat, Clarify and Modify directions when necessary.
Allow for additional time when needed.
Refocus to task.
Use visual clues.
Demonstrate tasks.
Break assignments down.
Preferential Seating.
Allow for breaks when needed.
Use verbal praise.

Suggested Technological Innovations/ Use:

Visit websites
Use computers, chromebooks, and/or iPads
Webquests

Cross Curricular/ 21st Century Connections:

Standards 1, 2, & 3 CCSS-ELA Reading.

Standard 4, 5, & 6 CCSS-ELA Writing

Standard 1 & 4 CCSS-ELA Speaking & Listening.

Technology Themes:

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.

8.2 Technology Education, Engineering, and Design All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

21st Century Themes:

9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problemsolving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work

Unit 3: Food, Glorious, Food

Summary of the Unit: Students use the target language in the three modes of communication to explore cultural products and practices related to food in the home and target cultures. They compare eating habits of teenagers in the home and target cultures. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive: They interpret age- and level-appropriate authentic written and video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.

Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions and express preferences related to food preferences, products and practices.

Presentational: They use lists, chunks of language, and memorized phrases to compare food preferences, products and practices in the home and target cultures.

Enduring Understanding: Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding include, but are not limited to: home life, places in the community, activities within the community, and travel.)

Essential Questions:

How does one talk about food preparation in Spanish?

What are some similarities and/ or differences between a Hispanic and an American recipe?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

You just heard that auditions are being held for an upcoming show on the Food Network. The show will feature cooking demonstrations of authentic recipes from anywhere in the Spanish-speaking world. The producer wants the demonstrations to be presented in Spanish! Her staff will provide subtitles for her television viewing audience.

When you tell your Spanish teacher about it, she suggests that everyone in the class should audition. To practice, you will present your recipe to the class. Be sure you can tell your classmates the following:

Ingredients in the recipe

Basic steps of the recipe, such as: mix, stir in, fry, bake, cut, etc.

Dos and Don'ts of preparation. For example, "don't use hot water" or "use a sharp knife."

You may use a recipe card (created by you) during your presentation. Prepare a google slideshow or poster of your recipe so the class can follow along.

You may add pictures or drawings for new vocabulary. Swap your recipe card with a classmate. Read your classmate's recipe card and make a suggestion about when or how to serve this dish.

Resources:

<http://www.state.nj.us/education/cccs/>

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS Standards
Vocabulary for common foods already learned/Vocabulary used to describe quantity (e.g. ounce, gram, pound, kilo, teaspoon, tablespoon, cup, and slice) and food preparation commands.	2 days (review from 6 th grade), 5 days for new material.	1. Recall food vocabulary in the target language.	1. Graphic organizer 2. Students will be presented with Spanish food labels on an activity sheet. 3. Students will decipher which one is healthy or unhealthy on a graphic organizer. 4. Using two recipes for target culture meals students will work in groups to compare them. What are some similarities in preparation and/ or ingredients? Which would you like to try and why? They will answer questions based on the ingredients and tell what food groups the major ingredients belong to.	-Read an authentic Hispanic recipe and answer questions provided (questions should be in English to check for comprehension)	7.1.NM.A.2 7.1.NM.B.2
Vocabulary associated with setting the table	5 days	2. Identify place setting items in the target language and their position in relation to each other.	1. Song about the place setting items to “head, shoulders, knees, and toes” theme 2. Label a picture of a place setting accordingly	-Students will work in groups to set a table in the front of the classroom while explaining where they put things as they go (Pongo el tenedor a la derecha del plato)	7.1.NM.B.4

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		<p>2. Identify place setting items in the target language and their position in relation to each other.</p>	<p>3. The teacher writes on the board the following three categories: 1) Place Setting; 2) Food; 3) Drinks. Using a 3 x 3 square grid, students will write three place setting items in the first row, three food items in the second row, and three drinks in the third row. Students will cut up nine squares from their grid and submit them to the teacher as part of the “game card” stack. Teacher will then distribute construction-paper squares of three different colors to each student. A red square could represent “place setting”, a green square could represent “food”, and a yellow square would represent “drinks”. As the teacher reads aloud each game card, students hold up the corresponding colored square to indicate with which category the word is associated.</p>	<p>-Students will work in groups to set a table in the front of the classroom while explaining where they put things as they go (Pongo el tenedor a la derecha del plato)</p>	
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Suggested Modifications for Special Education Students:

Repeat, Clarify and Modify directions when necessary.
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Refocus to task.
Use visual clues.
Demonstrate tasks.
Break assignments down.
Preferential Seating.
Allow for breaks when needed.
Use verbal praise.

Suggested Technological Innovations/ Use:

Visit websites
Use computers, chromebooks, and/or iPads
Webquests

Cross Curricular/ 21st Century Connections:

Standards 1, 2, 3, & 4 CCSS-ELA Reading.
Standard 4 & 6 CCSS-ELA Writing
Standard 1 & 4 CCSS-ELA Speaking & Listening.
2.1.4.B.4 Interpret food and product labels based on nutrition content

Technology Themes:

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.
8.2 Technology Education, Engineering, and Design All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

21st Century Themes:

9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problemsolving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work.

Unit 4: Celebrations

Summary of the Unit: Students use the target language in the three modes of communication to explore how members of the target culture celebrate important life events. They compare celebrations in the home and target culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive: They interpret authentic written and video/audio texts related to celebrations (invitations, posters, radio/television/newspaper advertisements).

Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to celebrations in the home and target cultures.

Presentational: They use lists, chunks of language, and memorized phrases to compare celebrations in the home and target culture.

Enduring Understanding: Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Essential Questions:

How do celebrations in the American and Hispanic culture differ?

How does the clothing you wear compare to what someone your age wears in a Hispanic country?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

You are planning to visit a Spanish-speaking country soon and want to know what holiday is celebrated during the time you will be there. Investigate what celebrations occur in the Spanish-speaking country of your choice and decide which one you would like to be there for. Make sure to investigate what typical clothing is worn for this celebration (if any) or what style of clothing is worn by someone your age in this country. Create a small poster or google slideshow to showcase the celebration you chose along with a picture of yourself dressed in the appropriate clothing. Write a one paragraph description, in the target language about this celebration and the clothing you are wearing (be sure to use the vocabulary taught in class). Be prepared to present this to the class. Listen to your classmates' presentations and answer questions provided by your teacher.

Resources:

<http://www.state.nj.us/education/cccs/>

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Clothing and Seasons/Struct ures associated with asking and respond to questions about clothing and preferences	10 days	1. Ask and respond to questions related to clothing in the target language.	<p>1. Pair activity el conejo lleva students will use paper bunny dolls and clothing found for each season at http://www.makingfriends.com/ Students will work in pairs to dress the rabbit as the Teacher tells them what the rabbit is wearing (using color too) Students will tell each other what season the rabbit is dressed for. When this activity is complete, students will work in pairs and tell each other how to dress the rabbit. (they will take turns)</p> <p>2. Que le falta al hombre de nieve? Using a picture of a snowman with clothes on and a list of clothing, ask students to draw the missing clothing and write sentences telling what is missing.</p> <p>3. Students are grouped in pairs. Each student has a picture of a dressed mannequin that is different from that of his partner. Each student also has a picture of an undressed mannequin. Student A describes what his mannequin is wearing to Student B. Student B draws and colors the clothes on his blank mannequin according to what the partner describes. Then Student B describes what clothes/colors his mannequin is wearing.</p> <p>4. Research the system of clothing sizes in Hispanic countries and create a size comparison. Chart the sizes used in U.S.</p>	<p>-Apply with a partner the questions and answers used to achieve a complete description of each partner's clothing.</p> <p>-Create a poster using magazine or newspaper photographs and assign a label, description, and cost to each article of clothing.</p>	7.1.NM.A.1 7.1.NM.A.4

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<p>Names of authentic holidays and celebrations (including months of the year)</p> <p>Structures associated with asking and responding to questions about when holidays and celebrations occur</p> <p>Activities that take place during holiday celebrations</p> <p>Structures needed to describe typical holidays</p>	<p>5 days</p>	<p>2. Apply vocabulary related to holidays and other celebrations in the home and target cultures.</p>	<p>1. Make a chart with your students to compare and contrast one American holiday/celebration and two Hispanic holidays/celebrations in Spanish. The chart should include what month the holiday is celebrated in, what activities take place, the country's name, clothing (special or not) that is typically worn (take into consideration the season), foods, music (if any), purpose, etc.</p> <p>2. In pairs, students will discuss the similarities and/ or differences among these holidays/celebrations.</p> <p>3. Students will be split into group of 3-4, they will pick a new holiday/celebration out of a hat and use the google chrome book to go to the site provided on the paper for their group. They are to write down information in Spanish about the holiday/celebration in the same format as the chart completed as a class. The group should be ready to share their information aloud with the class.</p>	<p>- Create a mini poster promoting the holiday/celebration you like the most.</p>	<p>7.1.NM.B.4 7.1.NM.B.5</p>
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Suggested Modifications for Special Education Students:

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Suggested Technological Innovations/ Use:

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Technology Themes:

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.

8.2 Technology Education, Engineering, and Design All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

21st Century Themes:

9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work

Sayreville Public Schools
7th Grade Spanish