

**Quinton Township School District
Spanish
7th Grade**

Pacing Chart/Curriculum MAP

Technology Careers Interdisciplinary Studies

Marking Period:	1-2	Unit Title:	Unit 3: Cierra la puerta	Pacing:	18 days
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Unit Summary: Students will learn time and to describe a sequence of events.

Objectives:

- SW learn to express time & timing
- SW learn to describe sequences
- SW learn to respond to commands
- SW learn to use vocabulary about opening and shutting items
- SW learn core vocabulary:
 - son las (ocho) it's (eight) o'clock
 - abre la puerta opens the door
 - nunca cierra never closes
- SW learn to effectively use Google applications and other websites to complete assignments.

Essential Questions:

- Who are authority figures in my life?
- How do I typically respond to requests from authority figures?
- How would I describe my character?
- How would others describe my character?

Common Core State Standards/Learning Targets:

- 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.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.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.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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- Introduce vocabulary
- Read Linda Ronstadt biography
- CLOZE lyrics
- Personalized Questions & Answers
- MovieTalk “Knock Knock”
- Read “Knock Knock” still frame slideshow reading
- Students retell “Knock Knock” to a partner
- TPRS: ¡Cierra la puerta!
- Up/Down listening assessment
- Recall class story while students illustrate in three frames
- Blind Retell of class story
- Horizontal conjugation
- Students write a story based on 6-frame story board
- Students take reading assessment
- MovieTalk “Destiny”

- **Martina Bex Dice Unit 3 Overview:**

<https://docs.google.com/document/d/1RkCA4TjqCvS6SHBCJAdETgeByEVbAfg6iAR6tvvgcoEc/edit>

- **Martina Bex Unit 3 Resources:**

<https://drive.google.com/drive/u/0/search?q=unit%2003>

- **Martina Bex materials included in Somos 1 Unit 03 Lesson Plans**
- **Slide Show**
- **Song: “El Reloj”**
- **Movie Talk: “Knock Knock”**
- **Readings**
- **Listening, Reading, Writing Assessments**

- Smart Board Applications
- Google Forms
- Slide Show Presentation

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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Campanadas ● Student oral response ● Participation in Story Asking ● Worksheets 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> ● LISTENING ASSESSMENT ● BENCHMARK: READING ASSESSMENT ● WRITING ASSESSMENT <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● LISTENING ASSESSMENT - Listen to a story in Spanish and respond to comprehension questions ● READING ASSESSMENT - Read a story in Spanish and respond to comprehension questions ● WRITING ASSESSMENT - Describe each frame of a three-frame storyboard

Differentiation

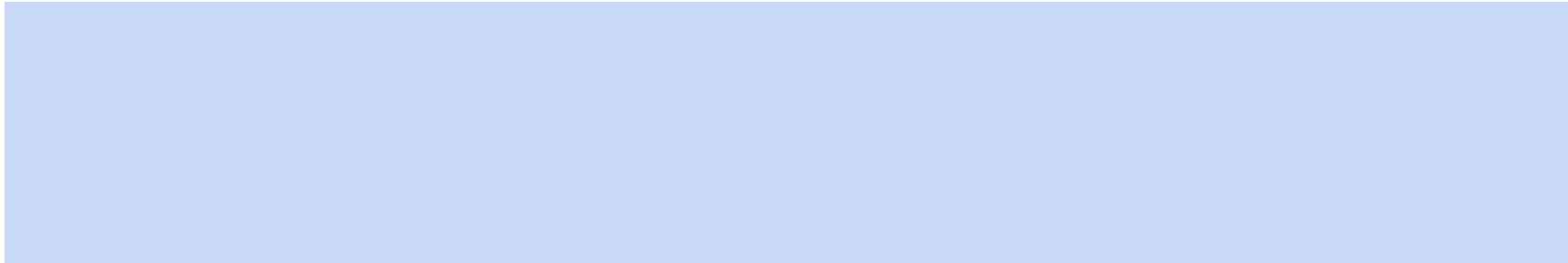
Special Education	ELL	At Risk	Gifted and Talented
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- **Modify and accommodate as listed in student's IEP or 504 plan**
- **Utilize effective amount of wait time**
- **Hold high expectations**
- **Communicate directions clearly and concisely and repeat, reword, modify as necessary.**
- **Utilize open-ended questioning techniques**
- **Utilize scaffolding to support instruction.**
- **Chunk tasks into smaller components**
- **Provide step by step instructions**
- **Model and use visuals as often as possible**
- **Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices..**
- **Create modified assessments.**
- **Provide individualized assistance as necessary.**
- **Utilize assistive technology as appropriate.**
- **Provide meaningful feedback and utilize teachable moments.**
- **Utilize graphic organizers**
- **Utilize manipulatives as necessary.**
- **Utilize auditory reminders as deemed necessary.**
- **Provide breaks to allow for refocusing as necessary.**
- **Establish a consistent and daily routine.**

- **RTI**
- **Speech/Language Therapy**
- **Hold high expectations**
- **Learn/Utilize/Display some words in the students' native language**
- **Utilize formative assessments to drive instruction**
- **Translate printed communications for parents in native language**
- **Hold conferences with translator present**
- **Utilize additional NJDOE resources/recommendations**
- **Review Special Education listing for additional recommendations**
- **Establish a consistent and daily routine**

- **Provide after school tutoring services**
- **Basic Skills Instruction**
- **Hold high expectations**
- **Hold parent conferences fall and spring**
- **Make modifications to instructional plans based on I and RS Plan.**
- **Develop a record system to encourage good behavior and completion of work.**
- **Establish a consistent and daily routine.**

- **Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.**
- **Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.**
- **Encourage exposure to, selection and use of appropriate and specialized resources.**
- **Promote self-initiated and self-directed learning and growth.**
- **Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.**



Marking Period:	3-4	Unit Title:	Unit 4: La universidad	Pacing:	18 days
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Unit Summary: Graduation and preparing for the future

Objectives:

- SW learn to talk about interests and talents
- SW learn to make future plans
- SW learn to discuss school subjects/classes
- SW learn to talk about identity
- SW learn core vocabulary:
 - habla s/he talks (speaks)
 - toma s/he takes
 - quiere ser s/he wants to be
- SW learn to effectively use Google applications and other websites to complete assignments.

Essential Questions:

- What might I want to be after I graduate?
- How do I need to prepare myself for my future?
- What are my unique talents, abilities, and interests?

Common Core State Standards/Learning Targets:

- 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.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.

TECH.8.1.5.A.CS1 - [Content Statement] - Understand and use technology systems

TECH.8.1.5.A.CS2 - [Content Statement] - Select and use applications effectively and productively.

CRP.K-12.CRPI.1 - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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- Introduce vocab
- PQA
- “Quiero ser” by Nubeluz
- Card Talk: ¿Qué quieres ser?
- TPRS “La universidad”
- Up/Down formative listening assessment
- Top 10 to simplify story
- Running dictation
- Listening assessment w/illustrations from Running dictation
- Parallel reading
- Same/Different
- Character guessing game
- Read together ‘Universities in Spanish speaking countries’
- Discuss reading
- Campanada
- Hidden talent discussion/questionnaire slideshow
- Infograph analysis
- Reading assessment
- Writing assessment
- Quiero ser by Amaia Montero

- **Martina Bex Unit 4 Overview:**

<https://docs.google.com/document/d/1M-ANRA6g0IPLvIHxVZZDUftRLb9PceRcJ1LWhMPMkc8/edit>

- **Martina Bex Unit 4 Resources:**

https://docs.google.com/presentation/d/1i2tawfOwzIKXqPp_ZJDjFRqjgAr7skpal8FOahSIuh0/edit#slide=id.p4

- **Martina Bex materials included in Somos 1 Unit 04 Lesson Plans**
- **Slide Show**
- **Song: “Quiero ser”**
- **Card Talk: ¿Qué quieres ser?**
- **Readings**
- **Listening, Reading, Writing Assessments**

- Smart Board Applications
- Google Forms
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Differentiation

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