

Pequannock Township School District

Curriculum Syllabus

Spanish / 7th Grade

Course Description:

The study of a world language must be perceived as a sequential development of the four skills necessary to language learning: listening, reading, writing, and speaking. In level I, a foundation is laid in the skills of engaged communications which are likely to occur in everyday situations. Opportunities to invent, name, act out, create, converse, discuss, analyze, express opinions and receive feedback from peers allow students to be virtually interactive in the communication process. Cross-cultural understanding is a major objective and an essential ingredient to basic language competency. A variety of strategies and multiple resources are employed to introduce students to Hispanic values and practices.

In seventh grade, students are asked to use what they have learned from sixth grade, as they develop greater skills and proficiencies. Students expand their vocabulary and use verbs to discuss topics more in depth, and talk about themselves and others.

Course Standards:

Novice Mid

Interpretive Mode - The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Interpersonal Mode - The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or email messages).

Presentation Mode -

The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspapers.

NJSLS	New Jersey Student Learning Standards
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Scope and Sequence

Unit 1-Who am I? (Trimester 1)

Students will discuss who they are, by describing themselves using the verb ‘ser’ + adjectives, discussing their likes, using ‘gustar.’ Some review will take place in this unit, such as describing their age and origin, reviewing singular pronouns, as well as articles, and adjective agreement. Students will go on to describe their friends and immediate family members, further exploring all subject pronouns and using the verbs ‘ser’ and ‘gustar’ in all forms. Students will use their skills to describe some famous Hispanics.

Unit 2-School here and abroad (Trimester 1,2)

In order to discuss daily occurrences and what happens in a school day, students will learn the classes and how to tell time in Spanish. Students will use this information to talk about their schedule at school, and will use all forms of the verb “tener” to discuss when they and others have classes. Students will use large numbers, up to 199, to discuss how many items there are in a classroom or

how much classroom items cost. Lastly, students will briefly recognize some differences between schools and schedules here in the U.S/Pequannock versus in some Hispanic countries.

Unit 3-Free time (Trimester 2)

Students will expand their vocabulary to include action verbs that they can use to describe free time activities. Students will be able to use “-ar” verbs in all conjugated forms to discuss what activities they do, as well as friends and family members do in their free time. Students will use the verb ‘necesitar’ to explain what activities they need to do. Students will further enhance their questioning ability, by asking others if they do certain activities. Students will continue to incorporate past topics by discussing at what time, which days, or during which season they do different activities

Unit 4-Where we are and how we feel (Trimester 2,3)

Students will expand their vocabulary and knowledge of important verbs to discuss location as well as feelings and emotions. Students will learn places and prepositions as well as the verb “estar” (to be) in order to say where different people, places, and things are, as well as their location in relation to other people, places, and things. Students will then also learn emotion words to describe how they and others are feeling. Students will begin to learn the differences of when to use estar versus ser, tying in some their previous knowledge of ser and its uses.

Unit 5-Where are we going? (Trimester 3)

Students will expand their vocabulary and knowledge of important verbs to discuss location as well as feelings and emotions. Students will learn places and prepositions as well as the verb “estar” (to be) in order to say where different people, places, and things are, as well as their location in relation to other people, places, and things. Students will then also learn emotion words to describe how they and others are feeling. Students will begin to learn the differences of when to use estar vs ser, tying in some of their previous knowledge of ser and its uses.

Assessments

Evaluation of student achievement in this course will be based on the following:

Students are assessed each on four different skills per unit: Reading, writing, speaking, and listening.

Curriculum Resources

- **thisislanguange.com**
In this website, students have access to listen to native speakers discuss various topics. Students practice reading, listening, and vocabulary comprehension.
- **Quizlet**
Website where teacher posts vocabulary currently being practiced in class. Offers flashcards and practice activities for students to study with.
- **Quizlet Live**
Team vocabulary practice game used in class
- **Google Classroom**
Where teacher posts activities, assessments, and study resources.
- **Quizizz**

Interactive computer game used to practice grammar, reading, and vocabulary. Can be played individually as a means of studying, or as a class. Quizizz allows students to review their answers afterwards.

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- **Quizlet-**
Parents can see the vocabulary students are currently studying, as well as check their child's progress on practice games and the practice test Quizlet offers.
- **Google Classroom-**
Parents can check class activities, assessments, important dates, and study materials on Google Classroom to keep up to date on the curriculum and what is happening in class.
- **Duolingo-**
With this free app, students can study reading, writing, speaking, and listening on their phone or chromebook.