

EGG HARBOR TOWNSHIP PUBLIC SCHOOLS
CURRICULUM

7th Grade Spanish Hispanohablantes

Length of Course: Full Year

Elective / Required: N/A

Schools: Alder – Fernwood

Student Eligibility: Teacher's Recommendation_____

Credit Value: N/A

Date Approved: _____

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DISTRICT MISSION STATEMENT

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and every day society.

WORLD LANGUAGES - PHILOSOPHY

The acquisition of a second language is essential in the 21st century. Proficiency in a second language provides the learner with a competitive edge and increased value in the global economy and enhanced career opportunities. Proficiency can only be reached by constant exposure to authentic materials and continued use of the target language. We also believe in the value and tradition of teaching Classical Languages and acknowledge the teaching of them as the foundations for many modern languages.

Learning a second language provides students with innumerable advantages both in their academic career and in their post graduate life. Language proficiency enhances critical thinking and problem solving skills, increases and enriches vocabulary, and deepens understanding and appreciation for their own language and culture. Proficient language learners better understand and accept diversity in an ever changing global environment.

WORLD LANGUAGES – STATEMENT OF PURPOSE

The World Languages Department of Egg Harbor Township is committed to providing all students with meaningful learning experiences that promote proficiency in the target language and encourage cultural appreciation within an environment that fosters and rewards academic excellence. The overarching goal of language instruction is the development of students' communicative skills. To achieve maximum proficiency, language classes in Egg Harbor Township will focus on the 5 Cs of Language Education: Communication, Cultures, Connections, Comparisons, and Communities.

The revised world languages standard includes three modes of communication: interpretive, interpersonal, and presentational. In the Interpretive Mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. The Interpersonal Mode of communication requires students to engage in direct oral and/or written communication with others. The Presentational Mode of communication enables students to present orally and/or in writing information to an audience of listeners or readers with whom there is no immediate interaction. Students' success is measured through a variety of rigorous Integrated Performance Assessments (IPAs) using authentic materials that prepare students to function in relevant situations in a 21st century environment.

Egg Harbor Township students are part of a dynamic, interconnected, and technologically driven global society focused on the creation and communication of knowledge and ideas. Individuals who effectively communicate in more than one language are globally literate and are well equipped to succeed in the 21st century. The goal for all World Language students is to foster an appreciation for second language

learning, and ultimately, to promote bi-literacy and critical thinking skills in the target language.

The study of Classical Languages focuses primarily on the Interpretive Mode using historical contexts. Often, attention will be given to oral dimensions of classical languages by requiring students to make presentations in the language of study as a way of strengthening their language knowledge and use. Classical Mythology is taught in order to illustrate connections and comparisons between ancient cultures and the contemporary world.

The goal for heritage speakers is to prepare them for success by facilitating writing and reading fluency while refining formal speech. Heritage speakers have varying abilities and proficiencies in their respective heritage languages. Although heritage speakers are able to carry on fluent and idiomatic conversations in the heritage language, they often need instruction that allows them to develop strengths in reading and in formal speaking and writing. The goal is to provide them with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time.

INTRODUCTION

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions, unit assessments, and instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township's curriculum guides.

GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN? WHAT IS UNDERSTANDING BY DESIGN?

“Backward design” is an increasingly common approach to planning curriculum and instruction. As its name implies, “backward design” is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working ‘backward’ to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and

instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the “*stuff*” upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the

alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

INTENT OF THE GUIDE

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher's resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

Unit Name: Leyenda y Cultura Hispana Part 1**Author: Jenny Dilks, Obed Perez, Yamilei Socorro****SET-UP**

Subject:
 Course/Grade: Hispanohablantes
 School: Egg Harbor Township Schools

World Languages
Grade 7

Country: USA
 State/Group: **NJ**

UNIT SUMMARY

The purpose of the 7th Grade Hispanohablantes curriculum is to inform, educate and inspire the students to broaden their ability to communicate in Spanish. For many it is the first time they are taking part in a class conducted completely in Spanish in which they are expected to speak, read and write “en Español”. Through a series of activities that range from basic geographic knowledge and family ethnicity research to recognizing cultural perspectives and applying cultural practices through the analysis of popular legends from the Hispanic community, the students will acquire the skills to evolve into better Spanish-language communicators

UNIT RESOURCES**Printed Materials:**

- “Quiero Ser Famosa” by Ana Galan
- El Cucuy - Short Story by Joe Hayes.
- El Cucuy - PowerPoint and CD

Internet Resource Links:

https://www.google.com/search?q=JOE+HAYES+EL+CUCUY&sourceid=ie7&rls=com.microsoft:en-US:IE-Address&ie=&oe=&gws_rd=ssl

<https://www.youtube.com/watch?v=0wfFWpf8VZ0> El origen y el Mito del Cucuy

<http://www.purposegames.com>

<http://http://www.robertoclemente.si.edu/spanish/index.htm>

<http://zachary-jones.com/zambombazo/video-audio/clozeline-2011/cienfue - el cuco.pdf>

<http://www.waece.org/webpaz/bloques/amistad.htm>

STAGE ONE

GOALS AND STANDARDS**Interpretative Mode**

- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

Interpersonal Mode

- 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational Mode

- 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation

LAL AND SS NJCCCS

- 3.1.C.3. Decoding and Word Recognition: Continue to use structural analysis and context analysis to decode new words.
- 3.1.D.1. Fluency: Read aloud selected texts reflecting understanding of text and engaging the listener.
- 3.1.E.1. Reading Strategies: Monitor reading for understanding by setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.
- 3.1.F.2. Vocabulary and Concept Development: Clarify word meanings through the use of a word's definition, example, restatement, or contrast.
- 3.1.G.5. Comprehension Skills and Response to Text: Analyze ideas and recurring themes found in texts, such as bravery, loyalty, friendship, and loneliness.
- 3.1.G.7. Comprehension Skills and Response to Text: Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.
- 3.1.G.9. Comprehension Skills and Response to Text: Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support

from the text as evidence of understanding.

3.1.H.2. Inquiry and Research: Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its authors.

3.2.A.7. Writing as a Process: Reflect on own writing, noting strengths and setting goals for improvement.

3.2.C.6. Mechanics, Spelling, and Handwriting: Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.

3.2.D.3. Writing Forms, Audiences, and Purposes: Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.

3.3.A.2. Discussion: Present ideas and opinions spontaneously in response to a topic or other speakers.

3.3.A.6. Discussion: Respond orally to literature.

3.3.A.7. Discussion: Participate in class discussions appropriately.

3.3.C.4. Word Choice: Incorporate varied sentence structure and correct grammar.

3.3.D.1. Oral Presentation: Use writing to prompt discussion and enhance planning of formal and informal presentations.

3.4.A.1. Active Listening: Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).

ENDURING UNDERSTANDINGS:

1. Prominent Hispanics have transcended their culture and impacted American society.
2. Legends have important life lessons, which help us make sense of the issues faced in life.
3. Literature presents relevant social issues which allows us to reflect upon the issues present in today's society
4. Correct grammar use is conducive to clear, mature and effective communication
5. Writing is a flexible and recursive process that encompasses identifying purposes and audiences, planning, drafting, revision, editing, and publishing. Frequent practice and self-evaluation, is critical.

ESSENTIAL QUESTIONS

1. How have Hispanics impacted our society over the years?
2. What relevance do traditional legends have in our lives today?
3. How are literary elements used to convey meaning?
4. Why is correct grammar important and how can it help me be a more effective communicator?
5. How can I improve my writing skills?

KNOWLEDGE AND SKILLS

- Students will know:
 1. Prominent current and historical figures in the Hispanic community in the United States.
 2. Legends include important meaning or symbolism for the culture in which it originates.
 3. What constitutes main idea.
 4. How to use textual evidence to support claims.
 5. Definitions of plot, setting and supporting details.
 6. The difference between the uses of *ser* and *estar* in sentences.
 7. What is a Regular Verb in Spanish.
 8. Basic rules regarding conventional spelling, capitalization, and punctuation in Spanish.
 9. What elements conduce to an effective oral presentation.

- Students will be able to:
 1. Identify prominent figures in the Hispanic community.
 2. Interpret an authentic reading using the ACTFL interpretive format.
 3. Support claims with details and cite textual evidence.
 4. Determine the plot of the story.
 5. Establishing a setting and its impact on the plot.
 6. Write a descriptive paragraph changing the setting of the legend they are reading in class.
 7. Build better sentences by using appropriately verbs “*ser*” and “*estar*” and regular verbs.
 8. Write a cohesive paragraph using basic sentence patterns with conventional spelling, capitalization, and punctuation.
 9. Acknowledge the audience and communicate orally with classmates using the Spanish language to present a specific topic.

STAGE TWO

PERFORMANCE TASKS

Title:

Interpretive – Students will be able to comprehend the legend “El Cucuy” and perform literary analyses of the text by explaining the central idea, setting and plot and how it is supported by details.

Presentational – Students will create a poster reflecting a change of setting to the character of El Cucuy to a different time frame than the one depicted in the story. Student will write a coherent

paragraph describing how the new setting affects the plot of the story and make an oral presentation to classmates.

OTHER EVIDENCE

- Vocabulary quizzes
- Comprehension quizzes
- Practice Workbook Pages and other worksheets
- Cooperative learning projects
- Question-and-Answer
- Think-Pair-Share
- Concept Mapping
- Videos
- Entrance/Exit Tickets
- Formative Assessments (White board activities)
- Assignment Choice Board

STAGE THREE

LEARNING ACTIVITIES

WEEK 1-2

Celebrate Hispanic Heritage Month by reading and discussing the story: “Quiero Ser Famosa” by Ana Galan. Students will reflect on their own heritage along with the story and the different prominent Hispanics mentioned in the story.

ACTFL Interpretative Template

Introduce the grammar points: identify the different forms of the verb Ser y Estar and Regular verbs. Ongoing context grammar practice.

WEEK 3-4

Introduce the new Vocabulary

Listen, read, interpret and discuss the legend of “El Cucuy” told by Joe Hayes.

Identify Regular verbs. Ongoing context grammar practice.

WEEK 5

Introduce concepts of literary analysis: plot, setting, main idea, and supporting details.

Students will use story maps to analyze the legend.

WEEK 6

Watch videos related to the different legends related to the story.

Presentational Assessment: What makes an oral presentation effective?

WEEK 7-8

Continue Presentational Assessment

Interpretative Assessment

WEEK 9

Context Grammar practice of the different forms of the verb Ser y Estar and Regular verbs.

Unit Name: LEYENDA Y CULTURA Part 2**Author: Jenny Dilks, Obed Perez, Yamilei Socorro****SET-UP**

Subject: **World Languages** Country: USA
Course/Grade: **Hispanohablantes Grade 7** State/Group: **NJ**
School: Egg Harbor Township Schools

UNIT SUMMARY

Students will continue to build on their ability to communicate in Spanish. They will recognize cultural perspectives and applying cultural practices through the analysis of popular legends from the Hispanic community. Students will develop critical thinking strategies and comparing and contrasting skills that can be articulated across the curriculum.

UNIT RESOURCES**Printed Materials:**

- La Llorona - Short Story by Joe Hayes. Cinco Puntos Press.
- El Dia en Que Nevaron Tortillas by Joe Hayes.

Resources:

- La Llorona - PowerPoint and CD
- "Selena" The Movie

Internet Resource Links:

<https://www.youtube.com/watch?v=gXqwO9ZsPLc>

STAGE ONE**GOALS AND STANDARDS****Interpretative Mode**

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

Interpersonal Mode

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational Mode

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation

LAL AND SS NJCCCS

3.1.A.2. Concepts About Print/Text: Develop an understanding of the organizational structure of printed material (e.g. chronological, sequential, procedural text).

3.1.D.1. Fluency: Read aloud in selected texts reflecting understanding of the text and engaging the listener.

3.1.D.3. Fluency: Apply self-correcting strategies automatically to decode and gain meaning from print both orally and silently.

3.1.E.1. Reading Strategies: Monitor reading for understanding by setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.

3.1.G.5. Comprehension Skills and Response to Text: Analyze ideas and recurring themes found in texts, such as bravery, loyalty, friendship, and loneliness.

3.1.G.7. Comprehension Skills and Response to Text: Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.

3.1.G.9. Comprehension Skills and Response to Text: Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding.

3.1.G.12. Comprehension Skills and Response to Text: Identify and analyze recurring themes across literary works.

3.1.H.2. Inquiry and Research: Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its authors.

- 3.2.A.7. Writing as a Process: Reflect on own writing, noting strengths and setting goals for improvement.
- 3.2.C.6. Mechanics, Spelling, and Handwriting: Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.
- 3.3.A.2. Discussion: Present ideas and opinions spontaneously in response to a topic or other speakers.
- 3.3.A.6. Discussion: Respond orally to literature.
- 3.3.A.7. Discussion: Participate in class discussions appropriately.
- 3.3.C.1. Word Choice: Paraphrase, illustrate, clarify, and/or expand on a topic or idea.
- 3.3.C.4. Word Choice: Incorporate varied sentence structure and correct grammar.
- 3.3.D.1. Oral Presentation: Use writing to prompt discussion and enhance planning of formal and informal presentations.
- 3.4.A.1. Active Listening: Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
- 6.1.A.5. Examine current issues, events, or themes and relate them to past events.

ENDURING UNDERSTANDINGS:

1. Legends have important life lessons, which help us make sense of the issues faced in life.
2. Individual actions of a character are directly affected by particular character traits.
3. Correct grammar use is conducive to clear, mature and effective communication.
4. Writing is a flexible and recursive process that encompasses identifying purposes and audiences, planning, drafting, revision, editing, and publishing. Frequent practice, coupled with teacher and self-evaluation, is critical.

ESSENTIAL QUESTIONS

1. What relevance do traditional legends have in our lives today?
2. How are literary elements used to convey meaning?
3. Why is correct grammar important and how can it help me be a more effective communicator?
4. How can I improve my writing skills?

KNOWLEDGE AND SKILLS

- Students will know:
 1. To make connections between previous knowledge and experiences to increase comprehension of new material and established purpose for reading.
 2. Articulates abstract inferences about character's behavior
 3. Perform a literary analysis, including plot, setting and supporting details.
 4. Analyzes and uses structural relationships apparent in literary works to categorize and organize information being read.
 5. How to compare and contrast different source of text.
 6. What is a noun and how the noun number affects the sentence structure.

- Students will be able to:
 1. Transfers personal knowledge and understandings gained from past experiences or other readings to new texts to increase comprehension
 2. Interpret an authentic reading using the ACTFL interpretive format.
 3. Differentiate between and comprehend multiple character perspectives, goals, and intentions.
 4. Support claims about characters with details and cite textual evidence.
 5. To uses different content relationships in the literary work like Cause-effect Chronological / sequential Compare-contrast Problem-solution Description to organize information being read.
 6. Identify and explain characterization techniques in legends.
 7. Identify and classify nouns. Nouns and number agreement.

STAGE TWO

PERFORMANCE TASKS

Title:

Interpretive – Students will be able to comprehend read the short story “ El Dia que Nevaron Tortillas” and perform literary analyses of the text by comparing and contrasting characters from the story applying what they learned during class.

Presentational – Students will choose between two projects:

1. Create an acrostic poem for one of the characters of the movie Selena or the story of La Llorona using describing words to reflect their traits and explain why they chose those adjectives. St. will have the option of making a poster or using Power Point.
2. Create a Wordle presentation using describing words to reflect their traits and explain why they chose those adjectives.

OTHER EVIDENCE

- Vocabulary quizzes
- Comprehension quizzes
- Practice Workbook Pages and other worksheets
- Cooperative learning projects
- Question-and-Answer
- Think-Pair-Share
- Videos
- Entrance/Exit Tickets
- Formative Assessments (White board activities)
- Assignment Choice Board

STAGE THREE

LEARNING ACTIVITIES

WEEK 1-2

Introduce the new Vocabulary

Listen, read, interpret and discuss the legend of “La Llorona” told by Joe Hayes.

Context grammar focus: Nouns.

WEEK 3-4

Review concepts of literary analysis: plot, setting, main idea, and supporting details using the ACTFL Interpretative Template.

Introduce concepts of literary analysis: Character Traits

Students will use story maps to analyze the legend.

WEEK 5

Watch movie "Selena"

WEEK 6

Students will comprehend the legend "La Llorona" and perform literary analyses of the text by comparing and contrasting characters from the legend and the movie Selena.

Students will discuss central idea, setting and plot and how it is supported by details.

WEEK 7

Read "El Dia en que Nevaron Tortillas"

Context grammar focus: Nouns and number/ verb / subject agreement in a sentence.

Interpretative Assessment

WEEK 8-9

Presentational Assessment

WEEK 10

Review and practice grammar points: Nouns: Number/ verb/ subject agreement in a sentence.

Unit Name: LA POESIA COMO FORMA DE EXPRESION**Author: Jenny Dilks, Obed Perez, Yamilei Socorro****SET-UP**

Subject: **World Languages** Country: USA
Course/Grade: **Hispanohablantes Grade 7** State/Group: **NJ**
School: Egg Harbor Township Schools

UNIT SUMMARY

The poetry unit encompasses reading, writing, and learning about poetry. Students learn multiple terms related to poetry and figurative language. Students will learn how to analyze, recognize, and identify hyperbole and rhyme.

UNIT RESOURCES**Printed Materials:**

- Las Cosas que Odio y Otras Exageraciones by Ana Maria Shua

Resources:

- Alexander Y El Día Terrible, Horrible, Espantoso, Horroroso, DVD.

Internet Resource Links:

<https://www.youtube.com/watch?v=AjRyf91rfs> Alexander Y el Dia Terrible, Horrible, Espantoso, Horroroso Spanish version book reading.

STAGE ONE

GOALS AND STANDARDS**Interpretive Mode**

- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

Interpersonal Mode

- 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational Mode

- 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

LAL AND SS NJCCCS

- 3.1.E.1. Reading Strategies: Monitor reading for understanding by setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.
- 3.1.G.5. Comprehension Skills and Response to Text: Analyze ideas and recurring themes found in texts, such as bravery, loyalty, friendship, and loneliness.
- 3.1.G.12. Comprehension Skills and Response to Text: Identify and analyze recurring themes across literary works.
- 3.2.A.7. Writing as a Process: Reflect on own writing, noting strengths and setting goals for improvement.
- 3.2.C.6. Mechanics, Spelling, and Handwriting: Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.
- 3.2.D.3. Writing Forms, Audiences, and Purposes: Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.
- 3.3.A.6. Discussion: Respond orally to literature.
- 3.3.A.7. Discussion: Participate in class discussions appropriately.
- 7.CCSS.ELA-Literacy.CCRA.L.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 7.CCSS.ELA-Literacy.L.7.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 7.CCSS.ELA-Literacy.RL.7.4** - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- 7.CCSS.ELA-Literacy.CCRA.W.6** - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

ENDURING UNDERSTANDINGS:

1. Personal experiences impact the creative expressions of all individuals in a variety of ways.
2. Authors use literary devices in order to express meaning.

ESSENTIAL QUESTIONS

1. How can one utilize life experiences as a foundation for creative and expressive thinking?
2. How do authors use elements of poetry in order to convey meaning?

KNOWLEDGE AND SKILLS

Students will know:

1. How poetry is different from other forms of text.
2. The concept of imagery and how figurative language is a vehicle for authors to convey and create ideas in the shape of poems.

Students will be able to:

1. Identify the structure and characteristics of poems.
2. Identify and use rhyme and hyperbole as an example of figurative language.

STAGE TWO**PERFORMANCE TASKS****Title:**

Interpretive – Students will read a poem and will distinguish verses with hyperbole and/or rhyme. Demonstrating evidence that reflect understanding of both figurative language.

Presentational – Students will create a Diamond collective poem choosing words to reflect hyperbole and rhyme.

OTHER EVIDENCE

- Practice worksheets
- Cooperative learning projects
- Question-and-Answer
- Think-Pair-Share
- Entrance/Exit Tickets
- Formative Assessments (White board activities)

STAGE THREE

LEARNING ACTIVITIES

WEEKS 1-2

Introduce the new Vocabulary

Introduce concepts of poetry analysis: figurative language, hyperbole and rhyme

WEEKS 3-4

Listen, read, interpret and discuss examples of poems from the book “Las Cosas que Odio y Otras exageraciones”

WEEKS 5-6

Read and watch the Spanish version of the book : Alexander Y El Día Terrible, Horrible, Espantoso, Horroroso

Watch movie “Alexander Y El Día Terrible, Horrible, Espantoso, Horroroso”

WEEK 7

Interpretative Assessment

WEEKS 8-9

Presentational Assessment

Unit Name: Vida y Arte de Fernando Botero**Author: Jenny Dilks****SET-UP**

Subject: **World Languages** Country:
Course/Grade: **Grade** State/Group: **NJ**
School:

UNIT SUMMARY

Students will increase their Spanish literacy skills learning about the famous artist Fernando Botero and his native country, Colombia. They will learn how to make inferences about what is not stated in a text. Additionally, students will make connections between painting and sculpting as alternative forms of expression just like poetry. They will contemplate how art reflects personal and social values and experiences.

UNIT RESOURCES**Printed Materials:**

Authentic articles and news reports about Fernando Botero

Internet Resource Links:

<https://www.youtube.com/watch?v=NoeUByW-TaA> Virtual Visit Museo Botero

<https://www.youtube.com/watch?v=rzQ8I20lmmI> Fernando Botero: Escultor

STAGE ONE**GOALS AND STANDARDS****Interpretive Mode**

- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

Interpersonal Mode

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational Mode

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation

LAL AND SS NJCCCS

LA.7.CCSS.ELA-Literacy.CCRA.R.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

LA.7.CCSS.ELA-Literacy.RI.7.1 -Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LA.7.CCSS.ELA-Literacy.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.7.CCSS.ELA-Literacy.W.7.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic

LA.7.CCSS.ELA-Literacy.CCRA.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.7.CCSS.ELA-Literacy.W.7.9 - [*Grade Level Standard*] - Draw evidence from literary or informational texts to support analysis, reflection, and research.

ENDURING UNDERSTANDINGS:

1. Art reflects individual, community, and cultural differences throughout the world.
2. Art can portray different views, opinions, and interpretations.
3. Making inferences involves using personal experience/background knowledge/schema, along with the information in the text, to make assumptions about what is not written.

ESSENTIAL QUESTIONS

- 1 How can art influence society and vice versa?
- 2 How does art reflect and shape culture?
- 3 What inferences can I draw based on evidence from the text?

KNOWLEDGE AND SKILLS

Students will know:

1. What is an inference
2. Biographies are a form of informational text.
3. Art can be a reflection of cultural and personal values just like literature and other forms of expression.

Students will be able to:

1. Determine explicit ideas and information in text, including main idea, supporting details, implied message and inferences, and chronological order of events.
2. Use reasoning skills to predict outcomes and draw some logical conclusions from the text.
3. Express some of their own personal emotions and values through art.

STAGE TWO

PERFORMANCE TASKS

Title:

Interpretive – Students will read an authentic article regarding the life and art of artist Fernando Botero and use the ACTFL template for Interpretative assessment.

Presentational – Students will create an original piece of art reflecting their own experiences and Botero’s artistic style and technique.

OTHER EVIDENCE

- Question-and-Answer
- Think-Pair-Share
- Videos
- Entrance/Exit Tickets
- Interpretative activities
- Formative Assessments (White board activities)

STAGE THREE**LEARNING ACTIVITIES****WEEK 1**

Introduce the new Vocabulary

Introduce South American Map - Colombia

WEEK 2

Listen, read, interpret and discuss a biography article about artist "Fernando Botero"

Lesson will focus on how to make Inferences from Text.

WEEK 3

Watch videos about the paintings and sculptures of Botero.

WEEK 4

Interpretative Assessment

WEEKS 5-6

Presentational Assessment

Curriculum Resources - Differentiated Instruction

Special Education Interventions in General Education

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

Study guides

Use agenda book for assignments

Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions

Heterogeneous grouping

Resources:

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

<http://www.senteacher.org/>

Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

English Language Learners Interventions in Regular Education

Resources:

FABRIC - Learning Paradigm for ELLs (NJDOE)

www.nj.gov/education/bilingual/pd/fabric/fabric.pdf

Guide to Teaching ELL Students

<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

Gifted and Talented Interventions in Regular Education

Resources:

Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page

<http://www.hoagiesgifted.org/programs.htm>

21st Century Learning

Resources:

Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)

<http://www.nj.gov/education/cte/hl/CRP.pdf>