

EGG HARBOR TOWNSHIP PUBLIC SCHOOLS  
CURRICULUM

**\_\_\_7th\_\_\_Grade Spanish Hispanohablantes**

Length of Course:	<u>Full Year</u>
Elective / Required:	<u>N/A</u>
Schools:	Alder – Fernwood
Student Eligibility:	Teacher's Recommendation
Credit Value:	<u>N/A</u>
Date Approved:	

## TABLE OF CONTENTS

Mission Statement	3
Philosophy	3
Statement of Purpose	3
Introduction	3
District Curriculum Template	4
Guiding Principles	4
Intent of the Guide	5
Unit 1 – Leyenda y Cultura Part 1	
Unit 2 – Leyenda y Cultura Part 2	
Unit 3 – La Poesía Como Forma de Expresión	
Unit 4 – Vida y Arte de Fernando Botero	

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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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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**

Subject:

**World Languages**

Country:

USA

Course/Grade: Hispanohablantes

**Grade 7**

State/Group: **NJ**

School: Egg Harbor Township Schools

## **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.

### **Resources:**

- El Cucuy - PowerPoint and CD

### **Internet Resource Links**

El Origen y El Mito del Cucuy

[https://www.google.com/search?q=JOE+HAYES+EL+CUCUY&sourceid=ie7&rls=com.microsoft:en-US:IEAddress&ie=&oe=&qws\\_rd=ssl](https://www.google.com/search?q=JOE+HAYES+EL+CUCUY&sourceid=ie7&rls=com.microsoft:en-US:IEAddress&ie=&oe=&qws_rd=ssl) <https://www.youtube.com/watch?v=0wfFWpf8VZ0>

**GOALS AND STANDARDS****Power Standards:**

LA.7.RL.7.3 - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**Presentational:**

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

**Additional Standards:****Interpretive Mode**

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

**Presentational Mode:**

7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.

**ELA STUDENT LEARNING STANDARDS**

LA.7.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

LA.7.RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.



### **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. .

Students will be able to:

1. Identify prominent figures in the Hispanic community.
2. Interpret an authentic reading using the ACTFL interpretive format.
3. Identify main idea
4. Support claims with details and cite textual evidence.
5. Determine the plot of the story and establishing 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.

## **Stage Two: Performance Tasks: Integrated Performance Assessment (IPA)**

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

### **OTHER EVIDENCE**

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

### **Student Self-Assessment: Can Do Statements**

1. I can identify my country of origin in map.
2. I can name at least 3 prominent hispanics and their contributions.
3. I can define the elements of a legend.
4. I can identify the main idea of a text.
5. I can identify setting and how is related the plot of a story.
6. I can use story maps to better comprehend a text.
7. I can identify verbs and recognize the different uses or the verbs Ser and Estar.

## **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 Interpretive 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**

**INTERPRETIVE ASSESSMENT** : Identify Main idea and supporting details

Listen to, 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 that represent different legends related to the story.

Presentational Assessment: What makes an oral presentation effective?

**WEEK 7**

Continue Presentational Assessment

**WEEK 8**

Interpretive Assessment

**WEEK 9**

Context Grammar practice of the verbs ser and estar

**Unit Name: LEYENDA Y CULTURA Part 2**

**Author: Jenny Dilks, Obed Perez, Yamilei Socorro**

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

**Internet Resource Links:**

ExtraNormal - La Leyenda de la Llorona Huatulco

<https://www.youtube.com/watch?v=pjuszrMaA7Q>

## **Stage One: Goals**

### **Power Standards:**

#### **Interpretive Mode**

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

#### **Presentational Mode**

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

### **Additional Standards:**

#### **Interpretive Mode**

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

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

#### **Presentational Mode**

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

### **ELA STUDENT LEARNING STANDARDS**

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

### **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 establish 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. Transfer 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. Use 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: Integrated Performance Assessment (IPA)**

### **Overview of Tasks**

#### **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.

Presentation :

Students will have a choice of:

1. Create an acrostic poem for one of the characters of the story of La Llorona or El Dia en que Nevaron Tortillas, 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
- Cooperative learning projects
- Question-and-Answer
- Think-Pair-Share
- Videos
- Entrance/Exit Tickets
- Formative Assessments
- Assignment Choice Board

### **Student Self-Assessment: Can Do Statements**

1. I can define elements of a legend.
2. I can identify main and secondary characters
3. I can make inferences and make connections about characters while I am reading.
4. I can define character traits.
5. I can support my claims about literary characters with evidence and reasons.
6. I can identify nouns and classify them according to number.

## **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 Interpretive Template.

Introduce concepts of literary analysis: Character Traits Students will use story maps to analyze the legend.

### **WEEK 5-6**

Students will enhance comprehension of the legend "La Llorona" and perform literary analyses of the text by comparing and contrasting characters and discussing central idea, setting and plot and how it is supported by details.

**INTERPRETIVE ASSESSMENT:** Identify Main idea, supporting details and Setting.

### **WEEK 7**

Read "El Dia en que Nevaron Tortillas"

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

### **WEEK 8**

Interpretive Assessment

### **WEEK 9**

Presentational Assessment



**WEEK 10**

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

## UNIT 3

**Unit Name: LA POESIA COMO FORMA DE EXPRESION**

**Author: Jenny Dilks, Obed Perez, Yamilei Socorro**

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, Horrroso, DVD

#### Internet Resource Links:

**Alexander Y el Dia Terrible book reading- Spanish.**

<https://www.youtube.com/watch?v=AjJRyf91rfs>

## Stage One: Goals

#### Power Standards:

##### Interpretive Mode

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.

#### **Presentational Mode**

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

#### **Additional Standards**

#### **Interpretive Mode**

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

#### **Presentational Mode**

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.

#### **ELA STUDENT LEARNING STANDARDS**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**UNDERSTANDINGS:**

1. Personal experiences impact the creative expressions of all individuals
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 figurative language as a vehicle for authors to convey and create ideas in the shape of poems.
3. The use of hyperbole or exaggeration in a poem usually express emphasis.

Students will be able to:

1. Read and discuss poetry.
2. Experience the use of figurative language.
3. Identify and use rhyme and hyperbole as an example of figurative language.

**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**

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

**Student Self-Assessment: Can Do Statements**

1. I can identify author's purpose
2. I can read and understand a poem, using poetic terms.
3. I can read and discuss examples of hyperbole and rhyme
4. I can write poetry using this two examples of figurative language.

**Stage Three: Learning Activities****WEEK 1-2**

Discuss author's purpose and choice of poetry as a way to express meaning.

Discuss the concept of Imagery

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

**WEEK 3**

**INTERPRETIVE ASSESSMENT 1:** Identify the figurative language

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

**WEEK 4-5**

Introduce new vocabulary.

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

**WEEK 6**

Watch the movie "Alexander Y El Día Terrible, Horrible, Espantoso, Horroroso"

**WEEK 7**

Interpretive Assessment 2

**WEEK 8-9**

Presentational Assessment

## UNIT 4

**Unit Name: Vida y Arte de Fernando Botero**

**Author: Jenny Dilks, Obed Perez, Yamilei Socorro**

Subject: **World Languages** Country:  
Course/Grade: **Grade 7** 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:

Virtual Visit Museo Botero

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

Fernando Botero: Escultor

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

## **Stage One: Goals**

### **Power Standards:**

#### **Interpretive Mode**

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### **Presentational Mode**

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

### **Additional Standards**

#### **Interpretive Mode**

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

#### **Presentational Mode**

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

### **ELA STUDENT LEARNING STANDARDS**

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **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 the difference is between informational text and other types of reading.
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.
4. That making inferences while reading enhances comprehension

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.
4. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### **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**

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

**Student Self-Assessment: Can Do Statements**

1. I can locate the country of Colombia in a map and provide general information about it.
2. I can name and locate at least 5 more countries in South America.
3. I can find information in a text and use it to make claims about an specific topic.
4. I can describe at least 3 characteristics of the art of Fernando Botero.

**LEARNING ACTIVITIES****WEEK 1-2**

Introduce South American Map – Colombia and Colombian culture.

**SUMMATIVE ASSESSMENT:** Geography of South America

**WEEK 2**

Introduce biographies as forms of Informational Text.

Listen, read, interpret and discuss a biography about Fernando Botero

Lesson will focus on how to make Inferences from Text

**WEEK 3**

Watch videos about the paintings and sculptures of Botero.  
Students will participate in an auction of the main painting of Fernando Botero.

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**WEEK 4**

Interpretative Assessment

**WEEK 5-6**

Presentation 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](http://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>