

Subject Area: Spanish  
Grade Level: 7

Bedminster Township School

Unit: 1

## ¿Desayuno o almuerzo? - Breakfast or lunch?

Dates: September - October

Time Frame: 12 days /4 weeks

### Overview

In this unit, students use the target language in the three modes of communication to engage in the study of food as a source of nutrition and explore the role it plays in social, familial, and commercial situations. They consider how cultural, geographic, familial, and commercial forces influence food choices.

#### **Core Idea:**

*Interpretive Mode of Communication:* Learning a language involves interpreting meaning from tending, viewing, and reading culturally authentic materials in the target language.

*Interpersonal Mode of Communication:* Is the exchange of communication among people with opportunity to bargain for meaning. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

*Presentational Mode of Communication:* Involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

### Enduring Understandings

- **Interpretive:** Students examine authentic written and video/audio texts such as menus, advertisements, recipes, food blogs, maps, charts, and other text related to food, sources of food, and production and manufacturing of food in the home and target cultures.
- **Interpersonal:** They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community in which they ask and answer questions and express preferences related to the above.
- **Presentational:** Students create graphs and charts to convey information about the sources of food, its nutritional value and its role in social, familial and commercial situations. They use sentence level discourse to describe how they and others select and prepare food, which food options are available to them, and why and what nutritional impact their selections have on overall health. They compare and contrast practices related to food selection and preparation in the home and target cultures.

## Skill and Knowledge Objectives

### Students will...

- Listen to and read descriptions of meals and menus
- Listen to and watch a video about lunch foods in Spanish-speaking countries; street food in Mexico City
- Read and be able to respond to a magazine food quiz
- Interpret that many Latin American meals result from the Columbian Exchange of produce of items



### Interpretive

- Talk about foods and beverages preferences; eating habits and meal; favorite activities; churros con chocolate
- Exchange written messages about food preferences
- Discuss the value of being able to read a restaurant menu
- Explain breakfast habits in Spanish - speaking countries



### Interpersonal

- Present information about: foods and beverages; eating habits during meals; the origin of food items; restaurant menu; food and drink preferences



### Presentational

## **Assessments**

### **Pre-Assessment:**

- Preview/ review of unit - student edition, pp. 144 - 145

### **Formative Assessment:**

- Assessment program, 3A -1 pp. 67- 68, prueba 3A - 2 pp. 69 - 70 with remediation

### **Self-Reflection/Self-Assessment:**

- Respond to the question “¿Qué puedes hacer con lo que aprendiste?” What can you do with what you have learned?
- Self assessment test online/Repaso del capitulo
- Teacher’s Edition, pp. 144 - 145
- Student Edition, pp. 144 - 145

### **Summative Assessment:**

- Assessment program, pp. 73 - 79 (listening, reading, speaking, writing and culture knowledge)
- Assessment program for Spanish- Heritage Learner, pp. 73 - 79
- Alternative assessment program, pp. 25 - 29

## **Resources**

- Auténtico 1 textbook, workbook, interactive global map, whiteboard, literacy skills book, video, quizlet, vocaroo, screencastify, voicethread, and resources for the Spanish program online

## **Standards**

### **NJ Student Learning Standards for (Content Area):**

- **7.1.NM.IPRET.1:** Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- **7.1.NM.IPRET.2:** Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- **7.1.NM.IPRET.3:** Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- **7.1.NM.IPRET.4:** Report on the content of short messages that they hear, view, and read predictable culturally authentic materials.
- **7.1.NM.IPRET.5:** Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- **7.1.NM.IPERS.1:** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- **7.1.NM.IPERS.2:** Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.IPERS.3:** Express one’s own and react to others’ basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and

visuals.

- **7.1.NM.IPERS.4:** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- **7.1.NM.IPERS.5:** Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- **7.1.NM.IPERS.6:** Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- **7.1.NM.PRSNT.1:** Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- **7.1.NM.PRSNT.2:** State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.PRSNT.3:** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- **7.1.NM.PRSNT.4:** Copy/write words, phrases, or simple guided texts on familiar topics.
- **7.1.NM.PRSNT.5:** Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NM.PRSNT.6:** Name and label tangible cultural products associated with climate change in the target language regions of the world.

## **2014 NJ Core Curriculum Content Standards - Technology, Art, and Career Readiness, Life Literacies and Key Skills**

### **Technology**

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

### **Career Readiness, Life Literacies and Key Skills**

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally

### **Art**

- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

## Social and Emotional Competencies - activities/topics [optional]

- <https://www.centervention.com/perspective-taking-activity/>

### Unit 1: ¿Desayuno o almuerzo? - Breakfast or lunch?

<p><b>Lesson 1: Chapter Opener</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Laptops</li> <li>• Interactive Board</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Read and discuss objectives / <b>Can do statements</b></li> <li>2) Arte y Cultura - Bartolomé Murrillo</li> <li>3) Mapa Global - Interactive</li> <li>4) View and discuss Videocultura</li> </ol> <p style="text-align: center; font-weight: bold; margin-top: 20px;">Cultures</p>	<p><b>Lesson 2: Vocabulario en contexto</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Input script</li> <li>• Clip Art</li> <li>• Audio 3A</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Model announcement of Vocab</li> <li>2) Write vocab</li> <li>3) Read Vocab</li> <li>4) Listening activities</li> <li>5) Read and discuss captions</li> <li>6) Flashcards</li> <li>7) Practice announcement of vocab</li> </ol>	<p><b>Lesson 3: Vocabulario en contexto - continuation</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Clip Art</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Review vocab</li> <li>2) Listening activity</li> <li>3) Writing activity- true/false</li> <li>4) Using visuals to infer meaning</li> <li>5) Your favorite foods - write a list</li> <li>6) Me gusta/Me gusta(n)</li> </ol> <p style="text-align: center; font-weight: bold; margin-top: 20px;">Connections/ Comparisons</p>	<p><b>Lesson 4: Vocabulario en uso</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• workbook</li> <li>• Clip Art</li> <li>• Jamboard chart</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Review vocab</li> <li>2) Listening activity - differences in foods for breakfast or lunch</li> <li>3) writing - drinks for breakfast and lunch</li> <li>4) <b>Communicate</b> - work in pairs - talk about when and what you eat.</li> <li>5) Practice workbook</li> </ol>	<p><b>Lesson 5: Vocabulario en uso</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Clip Art</li> <li>• Jamboard chart</li> <li>• Interactive map</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Review vocab</li> <li>2) speaking - work in a group to talk about the foods that you like and do not like.</li> <li>3) <b>Connections</b> - intercambios entre dos mundos (foods from different worlds or regions.</li> <li>4) Reading and writing activity- Read the list of ingredients on a traditional Mexican dish then write which ingredients had their origin in the Americas and which came from Europe</li> <li>5) Vocabulary recognition quiz</li> </ol> <p style="text-align: center; font-weight: bold; margin-top: 20px;">Communicate</p>
<p><b>Lesson 6: Gramatica</b> Present tense of -er and -ir verbs</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Workbook</li> <li>• Laptops</li> <li>• Heritage Learners resources</li> <li>• Audio/video Cap</li> <li>• Core WB</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Explain verbs' conjugations</li> <li>2) Video activity</li> <li>3) Review personal pronouns</li> <li>4) Volunteer activity - a student volunteer will explain conjugations</li> <li>5) Speaking- activity - work in pairs</li> <li>6) Guided Practice</li> </ol>	<p><b>Lesson 7: Uso de gramatica</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Workbook</li> <li>• Laptops - Online resources</li> <li>• Heritage Learners resources</li> <li>• Audio/video Cap</li> <li>• Core WB</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Review vocabulary and verbs</li> <li>2) Writing activity - write complete sentences saying what each person is sharing and with whom</li> <li>3) Speaking activity, work with a partner the the verbs to eat and to drink</li> <li>4) Reading activity - Read and answer to a blog posting, correct errors in the blog</li> <li>5) Discuss the blog</li> </ol>	<p><b>Lesson 8: Uso de gramatica</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Workbook</li> <li>• Laptops - Online resources</li> <li>• Heritage Learners resources</li> <li>• Audio/video Cap</li> <li>• Core WB</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Writing and speaking activities - survey two classmates to find out what their habits are : eating and drinking on Saturdays, then record information in a chart</li> <li>2) Compare the information on the chart and write a summary then read sentences to the class - <b>Comparison</b></li> <li>3) Practice workbook activity</li> <li>4) <b>Culture</b> activity - Breakfast in the Spanish - speaking world. <b>Compare</b> and contrast</li> <li>5) Verbs assessment</li> </ol> <p style="text-align: center; font-weight: bold; margin-top: 20px;">Connections/ Comparisons</p>	<p><b>Lesson 9: Me gustan, me encantan</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Workbook</li> <li>• Laptops - Online resources</li> <li>• Audio/video Cap</li> <li>• Core WB</li> <li>• Paper strips</li> <li>• Food props</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Listening activity</li> <li>2) Writing activity/group work</li> <li>3) Reading and writing activity</li> <li>4) Practice activity/Core workbook</li> <li>5) Food likes/dislikes</li> <li>6) Audio activity</li> <li>7) Prepare oral presentation</li> </ol>	<p><b>Lesson 10: Fruits and vegetables from the Americas</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Workbook</li> <li>• Laptops - Online resources</li> <li>• Audio/video Cap</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Pronunciation activity</li> <li>2) Online reading activity - menu</li> <li>3) Research local availability of foods from Spanish-speaking countries</li> <li>4) Reading activity - the value of being able to read a restaurant menu</li> <li>5) Listening activity</li> <li>6) Workbook activity</li> </ol> <p style="text-align: center; font-weight: bold; margin-top: 20px;">Communities</p>

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**Differentiate Instruction, depending on individual student needs** (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

**Presentation Accommodations**

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

**Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

**Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) Use noise buffers such as headphones, earphones, or earplugs

**Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

**Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter

**Assignment Modifications**

- Answer fewer or different test questions
- Create alternate projects or assignments

**Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area:  
Grade Level: 7

Bedminster Township School

## Unit 2

### Para mantener la salud -To maintain good health

**Dates:** November/December

**Time Frame:** 12 days /4 weeks

#### Overview

In this unit, students learn to use the target language in the three modes of communication to engage in the study of food as a source of nutrition and health. They will explore foods and beverages for dinner, healthy vs.unhealthy foods. Students consider how exercise choices influence good health.

**Core Idea:**

*Interpretive Mode of Communication:* Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

*Interpersonal Mode of Communication:* Is the exchange of communication among people with opportunity to bargain for meaning. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

*Presentational Mode of Communication:* Involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

#### Enduring Understandings

- **Interpretive:** Students examine authentic written and video/audio texts such as menus, advertisements, recipes, food blogs, maps, charts, and other text related to food, sources of food, and production and manufacturing of food in the home and target cultures.
- **Interpersonal:** They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community in which they ask and answer questions and express preferences related to the above.
- **Presentational:** Students create graphs and charts to convey information about the healthy and unhealthy foods, and its nutritional value. They use sentence level discourse to give healthy suggestions and exercise choices in order to maintain good health, how they and others select and prepare food, and why and what nutritional impact their selections have on overall health.

## Skill and Knowledge Objectives

- Listen to and read descriptions of healthy and unhealthy lifestyles
- Read and understand an authentic text about healthy foods
- Listen to ways to describe foods



### Interpretive

- Talk and write about food; health and exercise choices
- Exchange information while expressing your opinions about food choices and health
- Compare traditional foods; markets, festivals in the Spanish-speaking world with those in the United States
- Understand and discuss cultural perspectives on medicines and health care



### Interpersonal

- Present information about healthy lifestyle choices - slogan project
- Present a graph with diet and exercise tips



### Presentational



## **Assessments**

### **Pre-Assessment:**

- Preview/ review of unit - student edition, pp.122/145

### **Formative Assessment:**

- Assessment program, pp. 3A-1 pp. 67 - 68, prueba 3A-2 pp.69 - 70 with remediation

### **Self-Reflection/Self-Assessment:**

- Respond to the question "¿Qué puedes hacer con lo que aprendiste?" What can you do with what you have learned?
- Self assessment test online/Repaso del capitulo
- Teacher's Edition, pp. 144-145
- Student Edition, pp. 144-145

### **Summative Assessment:**

- Assessment program, pp. 73 -79 (listening, reading, speaking, writing and culture knowledge)
- Assessment program for Spanish- Heritage Learner, pp.73 - 79
- Alternate assessment program, pp. 25 - 29

## **Resources**

- Auténtico 1 textbook, workbook, interactive global map, whiteboard, literacy skills book, video, quizlet, vocaroo, screencastify, voicethread, and resources for the Spanish program online

### **NJ Student Learning Standards for (Content Area):**

- **7.1.NM.IPRET.1:** Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- **7.1.NM.IPRET.2:** Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
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- **7.1.NM.PRSNT.6:** Name and label tangible cultural products associated with climate change in the target language regions of the world.

**2014 NJ Core Curriculum Content Standards - Technology, Art, Health and Career Readiness, Life Literacies and Key Skills**

**Technology**

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

**Career Readiness, Life Literacies and Key Skills**

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally

**Health**

- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

**Social and Emotional Competencies - activities/topics [optional]**

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<p><b>Lesson 1: Chapter Opener</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Laptops</li> <li>• Active Board</li> <li>• Video</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Read and discuss objectives / Can do statements</li> <li>2)Arte y Cultura - Diego Rivera/ Pre-columbian civilization</li> <li>3)Mapa Global - Interactive</li> <li>4) View and discuss Videocultura</li> </ol>	<p><b>Lesson 2: Vocabulario en contexto</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Input script</li> <li>• Clip Art</li> <li>• Audio 3B</li> <li>• Whiteboard</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Model annunciation of Vocab</li> <li>2)Write vocab</li> <li>3)Read Vocab</li> <li>4)Listening activities</li> <li>5) Read and discuss caption</li> <li>6)Flashcards</li> <li>7) Practice annunciation o</li> </ol>	<p><b>Lesson 3: Vocabulario en contexto - continuation</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Clip Art</li> <li>• Core workbook</li> <li>• Video</li> <li>• Laptops</li> <li>• Whiteboard</li> <li>• Dinner plate</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Review vocab</li> <li>2) Listening activity -flashcards</li> <li>3) Writing activity - spelling</li> <li>4 )Video activity - Q&amp;A</li> <li>5 )Tropical foods</li> <li>16 )Me gusta/Me gusta(n) - food portions</li> </ol>	<p><b>Lesson 4: Vocabulario en uso</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• workbook</li> <li>• Clip Art</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Recycle vocabulary/foods and beverages</li> <li>2)Reading activity - The mate tea</li> <li>3)Writing Activity - In the refrigerator or not?</li> <li>4)Communicative activity - pair group - preferences</li> <li>5)Communicative activity - suggestions to maintain a good health</li> </ol> <p><b>Cultures</b></p>	<p><b>Lesson 5: Vocabulario en uso</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Clip Art</li> <li>• Pencil and paper</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Recycle vocabulary for telling time</li> <li>2)Communicative activity work in pairs-Q&amp;A about time and foods consumptions</li> <li>3)Reading and writing activity - good advices</li> <li>4)Writing activity in pair group -agree or disagree</li> <li>5) Writing activity - email</li> </ol> <p><b>Communicate</b></p>
<p><b>Lesson 6: Vocabulary Assessment</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Clip Art</li> <li>• Quizzes- Assessment Program</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Recycle vocabulary</li> <li>2)Pronunciation activity - sounds of letters I and II</li> <li>3) Vocabulary quiz - Remediation/3B-1</li> </ol>	<p><b>Lesson7: Grammar/The plural of Adjectives</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Jamboard</li> <li>• Video script and video</li> <li>• Whiteboard</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Video activity</li> <li>2)Create a Jamboard</li> <li>3) Review the function of an adjective in English</li> <li>4)Compare and contrast adjectives in Spanish and English languages</li> <li>5)Writing activity - Venn diagram</li> </ol> <p>Reading activity - La tomatina</p> <p><b>Connections/ Comparison</b></p>	<p><b>Lesson 8: Plural of Adjectives</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Jamboard</li> <li>• Paper and pencil</li> <li>• Whiteboard</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Review plural of adjectives using Jamboard</li> <li>2)Writing and communicative activities -work in groups of five/preferences on foods and beverages</li> <li>3)Create graph</li> <li>4) Listening activity - tasty or not?</li> <li>5)Communicative activity - use adjectives in Spanish to describe cartoons characters,, teachers, classmates, fruits and vegetables</li> </ol>	<p><b>Lesson 9: Describing using the verb "ser"</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Students /Teachers textbooks</li> <li>• Paper and pencil</li> <li>• Whiteboard</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Reading and writing activities - using the correct form of the verb ser</li> <li>2)Listening and writing activities p.158</li> <li>3)Communicative activity - describe people, places and things</li> <li>4)Communicative activity - work in pairs - opinions on healthy foods</li> </ol>	<p><b>Lesson 10: Authentic foods</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Whiteboard</li> <li>• Laptops</li> <li>• Rubric</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Reading activity - using strategy to increase understanding</li> <li>2)Find key words - cognates</li> <li>3)Discuss reading - healthy foods</li> <li>4)Research MiPato -My Plate</li> <li>5)Project - create My plate</li> <li>6) Discuss rubric</li> </ol>
<p><b>Lesson 11: Perspectives of the Spanish world - herbs and remedies</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Whiteboard</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Reading activity - p.164</li> <li>2) Discuss reading - compare and contrast</li> <li>2)Writing activity</li> <li>3) Peer editing</li> <li>4) Work on project</li> <li>5) /Discuss the value of Spanish-speaking ability in a career such as culinary arts</li> </ol> <p><b>Communities</b></p>	<p><b>Lesson 12: Presentation of my Plate</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• student/Teacher's textbooks</li> <li>• Whiteboard</li> <li>• Laptops</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Communicative activity - Presentation of project - My Plate</li> </ol>	<p><b>Lesson 13: Chapter Review</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Clip Art</li> <li>• Pencil and paper</li> <li>• Jamboard</li> <li>• Audio script</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Review vocabulary</li> <li>2)Review grammar - verb ser and plural of adjectives</li> <li>3)Listening activity- p. 169</li> <li>4)writing and culture activities- p. 169</li> <li>5)Review and discuss "i can do" statements</li> <li>6)Q&amp;A session</li> </ol>	<p><b>Lesson14: Listening, reading and writing assessments</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Pencil and paper</li> <li>• Spanish Assessment Program</li> <li>• Online assessment</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1)Complete assessments</li> </ol>	<p><b>Lesson 15: Cultural knowledge and speaking assessments</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Screencastify</li> <li>• Pencil and paper</li> <li>• Online assessment</li> <li>• Vocaroo</li> <li>• Spanish Assessment Program</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1)Complete assessment</li> <li>2) Q&amp;A - Screencastify recording</li> <li>2)Writing assessment - cultural knowledge</li> </ol>
<p><b>Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by: Presentation Accommodations</b></p>				

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

#### **Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

#### **Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### **Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter

#### **Assignment Modifications**

- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Spanish  
Grade Level: 7

Bedminster Township School

### Unit: 3

## ¿Adónde vas? - Where are you going?

**Dates:** January - February

**Time Frame:** 12 days /4 weeks

### Overview

In this unit, students learn to use the target language in the three modes of communication to talk about leisure activities and locations in their community, expressions to tell where and with whom you go; expressions to talk about when things are done, the verb to go, interrogative words and leisure activities in Spanish-speaking world

#### **Core Idea:**

*Interpretive Mode of Communication:* Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

*Interpersonal Mode of Communication:* Is the exchange of communication among people with opportunity to bargain for meaning. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

*Presentational Mode of Communication:* Involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

### **Enduring Understandings**

- **Interpretive:** Students examine authentic written and video/audio texts about leisure activities, advertisements, maps, charts, and other text related to extracurricular activities, and places to go.
- **Interpersonal:** They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community in which they ask and answer questions and express preferences related to the above.
- **Presentational:** Students create graphs and charts to convey information about leisure activities and places to go. They use sentence level discourse to state preferences and location of activities, and how other students spent time on leisure activities.

## Skill and Knowledge Objectives

### Students will...

- Listen to and read about leisure activities and schedules
- Listen to information about plaza
- Listen and watch a video about leisure activities in Costa Rica and Carlsbad, CA
- Read a letter about how a student spends her time; Old San Juan, Puerto Rico; a mall advertisement about scheduled activities



### Interpretive

- Talk and write about places to go and activities to during free time
- Exchange information about weekend plans; where to go on different days of the week
- Understand the meaning and role of children's rhymes from the Spanish-speaking world
- Compare leisure activities in the Spanish-speaking world and the United States



### Interpersonal

- Present information about; leisure activities and location; the history of Puerto Rico
- Reply to an e-mail message
- Perform a short skit about a student's first day of school



### Presentational

## **Assessments**

### **Pre-Assessment:**

- Preview/ review of unit - student edition, pp.188-193

### **Formative Assessment:**

- Assessment program, pp. 4A-1 pp. 93 -94, prueba 4A-2 pp.95- 96 with remediation

### **Self-Reflection/Self-Assessment:**

- Respond to the question “¿Qué puedes hacer con lo que aprendiste?” What can you do with what you have learned?
- Self assessment test online/Repaso del capitulo
- Teacher's Edition, pp. 188-193
- Student Edition, pp. 188-193

### **Summative Assessment:**

- Assessment program, pp. 99 -104 (listening, reading, speaking, writing and culture knowledge)
- Assessment program for Spanish- Heritage Learner, pp.99 -104
- Alternative assessment program, pp. 35 - 39

## **Resources**

- Auténtico 1 textbook, workbook, interactive global map, whiteboard, literacy skills book, video, quizlet, vocaroo, screencastify, voicethread, and resources for the Spanish program online

## Standards

### NJ Student Learning Standards for (Content Area):

- **7.1.NM.IPRET.1:** Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- **7.1.NM.IPRET.2:** Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- **7.1.NM.IPRET.3:** Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- **7.1.NM.IPRET.4:** Report on the content of short messages that they hear, view, and read predictable culturally authentic materials.
- **7.1.NM.IPRET.5:** Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- **7.1.NM.IPERS.1:** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- **7.1.NM.IPERS.2:** Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.IPERS.3:** Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- **7.1.NM.IPERS.4:** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- **7.1.NM.IPERS.5:** Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- **7.1.NM.IPERS.6:** Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- **7.1.NM.PRSNT.1:** Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- **7.1.NM.PRSNT.2:** State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.PRSNT.3:** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- **7.1.NM.PRSNT.4:** Copy/write words, phrases, or simple guided texts on familiar topics.
- **7.1.NM.PRSNT.5:** Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NM.PRSNT.6:** Name and label tangible cultural products associated with climate change in the target language regions of the world.



**2014 NJ Core Curriculum Content Standards - Technology and Career Readiness, Life Literacies and Key Skills**

**Technology**

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

**Career Readiness, Life Literacies and Key Skills**

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally

**Social and Emotional Competencies - activities/topics [optional]**

- <https://www.centervention.com/cooperative-play-activity-for-kids/>

## Unit 3: ¿Adónde vas? - Where are you going?

<p><b>Lesson 1: Chapter Opener</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Student/Teacher's textbooks</i></li> <li>• <i>Interactive Board</i></li> <li>• <i>Interactive Map</i></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Read and discuss objectives / <b>Can do statements</b></li> <li>2) Arte y Cultura - Goya work of art "El quitasol"</li> <li>3) Mapa Global - Interactive Spain - places of interest in Madrid</li> <li>4) View and discuss Videocultura</li> </ol>	<p><b>Lesson 2: Vocabulario en contexto</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Student/Teacher's textbooks</i></li> <li>• <i>Flashcards</i></li> <li>• <i>Interactive Board</i></li> <li>• <i>Audio</i></li> <li>• <i>Laptops</i></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Listening activities pages 172-173</li> <li>2) Active listening - details vs. key points</li> <li>3) Vocabulary flashcards</li> <li>4) Writing activity - how often or frequency you do an activity</li> <li>5) True or false statements</li> </ol>	<p><b>Lesson 3: Vocabulario en contexto - continuation</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Student/Teacher's textbooks</i></li> <li>• <i>Flashcards</i></li> <li>• <i>Interactive Board</i></li> <li>• <i>Audio</i></li> <li>• <i>Program's website</i></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Review vocabulary - flashcards</li> <li>2) Communicative activity - work in pairs</li> <li>3) Writing activity movie page 179</li> <li>4) Read and discuss "exploración del lenguaje"</li> <li>5) Create a graph to indicate the frequency of watching TV</li> </ol>	<p><b>Lesson 4: Vocabulario en uso</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Student/Teacher's textbooks</i></li> <li>• <i>Flashcards</i></li> <li>• <i>Interactive Board</i></li> <li>• <i>Audio</i></li> <li>• <i>Program's website</i></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Review vocabulary</li> <li>2) Writing activity</li> <li>3) Communicative activity - work in pairs to say where you go and how often.</li> <li>4) Video activity</li> <li>5) Review for quiz</li> </ol> <p style="text-align: center;"><b>Communicate</b></p>	<p><b>Lesson 5: Vocabulary assessment</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Teacher resources/online</i></li> <li>• <i>Program's website</i></li> <li>• <i>Assessment Program</i></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Online assessment</li> <li>2) Reading activity - origins of the Spanish days of the week</li> <li>3) Introduce the verb "to go"</li> <li>4) Workbook activity</li> </ol>
<p><b>Lesson 6: Gramática</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Student/Teacher's textbooks</i></li> <li>• <i>Flashcards</i></li> <li>• <i>Interactive Board</i></li> <li>• <i>Program's website</i></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Fully explain and review the verb "ir"</li> <li>2) Reading and writing activities - practice all forms of the verb "to go"</li> <li>3) Answer and respond to an email.</li> <li>4) Culture activity - Los clubs de deportes y los gimnasios</li> <li>5) Communicative activity</li> <li>6) Pronunciation activity</li> </ol> <p style="text-align: center;"><b>Connections</b></p>	<p><b>Lesson 7: Más práctica - el verbo "ir"</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Student/Teacher's textbooks</i></li> <li>• <i>Interactive Board</i></li> <li>• <i>Program's website</i></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Group work - group of four, explain a classmate the conjugations of the ver "ir", use visual whenever possible</li> <li>2) Discuss movie theater in Spanish-speaking countries and the US</li> <li>3) Fly-swatter activity</li> <li>4) Ticket to leave activity</li> <li>5) Create a Jamboard using the verb "ir"</li> </ol>	<p><b>Lesson 8: Gramática - Interrogatives</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Student/Teacher's textbooks</i></li> <li>• <i>Flashcards</i></li> <li>• <i>Interactive Board</i></li> <li>• <i>Program's website</i></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Self assessment - online</li> <li>2) Memory game activity - Who, What and Where</li> <li>3) Scramble questions activity</li> <li>4) Reading activity - Movies ad</li> <li>5) Culture activity - Movies in Spanish - speaking countries</li> </ol> <p style="text-align: center;"><b>Cultures</b></p>	<p><b>Lesson 9: Asking questions</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Student/Teacher's textbooks</i></li> <li>• <i>Flashcards</i></li> <li>• <i>Interactive Board</i></li> <li>• <i>Program's website</i></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Writing activity -scramble sentences</li> <li>2) Communicative activity - pair group - weekends activities</li> <li>3) Listening activity - identify questions' intonation in Spanish</li> <li>4) Online activity - shopping mall</li> <li>5) Jamboard activity</li> </ol>	<p><b>Lesson 10: The verb to go an Interrogatives - Old San Juan</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Student/Teacher's textbooks</i></li> <li>• <i>Interactive global map</i></li> <li>• <i>Interactive Board</i></li> <li>• <i>Program's website</i></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Define and discuss the word "Commonwealth"</li> <li>2) Reading activity - textbook page 187</li> <li>3) Explore the geography of PR using the global map</li> <li>4) Writing activity - answer the questions</li> <li>5) Visit parks, beaches, shopping mall and restaurants Puerto Rico</li> </ol> <p style="text-align: center;"><b>Comparisons</b></p>
<p><b>Lesson 11: Nuestra comunidad - our community</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Student/Teacher's textbooks</i></li> <li>• <i>Interactive global map</i></li> <li>• <i>Interactive Board</i></li> <li>• <i>Program's website</i></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Identify opportunities to explore local Spanish-speaking communities</li> <li>2) Oaxaca Video clip activity</li> <li>3) Discuss Q&amp;A and place to go to in Oaxaca</li> </ol> <p style="text-align: center;"><b>Communities</b></p>	<p><b>Lesson 12: Unit Review</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Student/Teacher's textbooks</i></li> <li>• <i>Flashcards</i></li> <li>• <i>Interactive Board</i></li> <li>• <i>Program's website</i></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Repaso de la unidad - pages 194 - 195</li> <li>2) Vocabulary review - chain activity</li> <li>3) Discuss Cultural perspectives on free-timer</li> <li>4) Recording activity - use Vocaroo.com</li> <li>5) Ticket to leave activity</li> </ol>	<p><b>Lesson 13: Listening and Reading assessments</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Teacher resources/online</i></li> <li>• <i>Assessment Program</i></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Complete assessment</li> </ol>	<p><b>Lesson 14: Chapter Culture and writing assessments</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Teacher resources/online</i></li> <li>• <i>Assessment Program</i></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Complete assessment</li> </ol>	

**Differentiate instruction, depending on individual student needs** (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

**Presentation Accommodations**

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

**Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

**Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

**Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter

**Assignment Modifications**

- Answer fewer or different test questions
- Create alternate projects or assignments

**Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Spanish  
Grade Level: 7

Bedminster Township School

Unit: 4

## ¿Quieres ir conmigo? - Do you want to go with me?

Dates: March - April

Time Frame: 12 days /4 weeks

### Overview

In this unit, students learn to use the target language in the three modes of communication to engage in activities outside of school and explore the role of cultural differences in sports and extracurricular activities. They consider how free time activities can impact character development.

#### **Core Idea:**

*Interpretive Mode of Communication:* Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

*Interpersonal Mode of Communication:* Is the exchange of communication among people with opportunity to bargain for meaning. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

*Presentational Mode of Communication:* Involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

### Enduring Understandings

- **Interpretive:** Students examine authentic written and video/audio texts about sports and activities, advertisements, maps, charts, and other text related to sports and extracurricular activities.
- **Interpersonal:** They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community in which they ask and answer questions, and express preferences related to the above.
- **Presentational:** Students use research to create graphs and charts to convey information about sports and extracurricular activities. They use sentence level discourse to state preferences of sports and/or extracurricular activities. Students compare and contrast the careers of athletes.

## Skill and Knowledge Objectives

### Students will...

- Listen to and read invitations and responses
- Listen and watch a video about camping and weekend activities; sports and pastimes
- Read about emotions and states of being
- Listen to information about how people are feeling



### Interpretive

- Discuss and write an invitation and an activity plan
- Exchange information while responding to an invitation
- Understand and discuss cultural differences regarding extracurricular activities
- Talk about sports and pastimes; emotions and states of being; when certain events and activities occur; cellular phone usage
- Extend, accept, or decline invitations



### Interpersonal

- Present information about; sports and pastimes; emotions and states of being; when certain activities occur; a sport training school
- Present about a cellular phone usage



### Presentational

## **Assessments**

### **Pre-Assessment:**

- Preview/ review of unit - student edition, pp. 218-219

### **Formative Assessment:**

- Assessment program, pp. 4B-1 pp.105-106 prueba 4B-2 pp.107-108 with remediation
- 

### **Self-Reflection/Self-Assessment:**

- Respond to the question "¿Qué puedes hacer con lo que aprendiste? " What can you do with what you have learned?
- Self assessment test online/Repaso del capítulo
- Teacher's Edition, pp. 218-219
- Student Edition, pp. 218-219

### **Summative Assessment:**

- Assessment program, pp. 111-117 (listening, reading, speaking, writing and culture knowledge)
- Assessment program for Spanish- Heritage Learner, pp.111-117
- Alternative assessment program, pp. 40-45

## **Resources**

- Auténtico 1 textbook, workbook, interactive global map, whiteboard, literacy skills book, video, quizlet, vocaroo, screencastify, voicethread, Jamboard, and resources for the Spanish program online

## Standards

### NJ Student Learning Standards for (Content Area):

- **7.1.NM.IPRET.1:** Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- **7.1.NM.IPRET.2:** Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- **7.1.NM.IPRET.3:** Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- **7.1.NM.IPRET.4:** Report on the content of short messages that they hear, view, and read predictable culturally authentic materials.
- **7.1.NM.IPRET.5:** Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- **7.1.NM.IPERS.1:** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- **7.1.NM.IPERS.2:** Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.IPERS.3:** Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- **7.1.NM.IPERS.4:** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- **7.1.NM.IPERS.5:** Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- **7.1.NM.IPERS.6:** Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- **7.1.NM.PRSNT.1:** Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- **7.1.NM.PRSNT.2:** State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.PRSNT.3:** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- **7.1.NM.PRSNT.4:** Copy/write words, phrases, or simple guided texts on familiar topics.
- **7.1.NM.PRSNT.5:** Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NM.PRSNT.6:** Name and label tangible cultural products associated with climate change in the target language regions of the world.

**2014 NJ Core Curriculum Content Standards - Technology and Career Readiness, Life Literacies and Key Skills**

**Technology**

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

**Career Readiness, Life Literacies and Key Skills**

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

**Social and Emotional Competencies - activities/topics [optional]**

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## Unit 4: ¿Quieres ir conmigo? - Do you want to go with me?

<p><b>Lesson 1: Chapter Opener</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Interactive Board</li> <li>• Interactive Map</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Read and discuss objectives / Can do statements</li> <li>2) Arte y cultura - Paralympic games - the participation of Spanish-speaking countries</li> <li>3) Mapa Global activity</li> <li>4) View and discuss Videocultura</li> </ol>	<p><b>Lesson 2: Vocabulario en contexto</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Interactive Board</li> <li>• Interactive Map</li> <li>• Flashcards</li> <li>• Video</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Listening activity -annunciation</li> <li>2 Make flashcards</li> <li>3)Videohistoria activity - answer questions</li> <li>4) Listening activities 1-3-pags 198-199</li> </ol>	<p><b>Lesson 3: Vocabulario en contexto - continuation</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Interactive Board</li> <li>• Interactive Map</li> <li>• Flashcards</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Flashcards activity - Matching</li> <li>2)Writing activity - yes or not</li> <li>3)Reading activity - page 201</li> <li>4)Communicative activity - TPR</li> <li>5)Ticket to leave activity</li> </ol> <p style="text-align: center;"><b>Communicate</b></p>	<p><b>Lesson 4: Vocabulario en uso</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Interactive Board</li> <li>• Interactive Map</li> <li>• Flashcards</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Flashcards activity</li> <li>2)Writing activities 4-5 page 202</li> <li>3)Listening and writing activity - code switch vice versa.</li> <li>4) Communicative activity</li> <li>5)Writing activity - pass the paper to the back</li> </ol>	<p><b>Lesson 5: Vocabulario en uso</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Interactive Board</li> <li>• Interactive Map</li> <li>• Flashcards</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Communicative activity- Vocaboo</li> <li>2) Vocabulary Bingo</li> <li>3) Peer group activity - spell</li> <li>4) Chain activity</li> <li>5) Sparkle activity</li> </ol>
<p><b>Lesson 6: Vocabulary Assessment/ Intro - grammar</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Interactive Board</li> <li>• Assessment program</li> <li>• Online audio</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Complete quiz</li> <li>2) Listening activity - page 206</li> <li>3)Writing activity - page 206</li> <li>4)Discussion about upcoming plans of activities during the weekend</li> </ol>	<p><b>Lesson7: Future tense</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Interactive Board</li> <li>• Scholastics Magazines</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Review transition words vocab *después, time - telling words, hoy, mañana, y más tarde.</li> <li>2) Communicative activity - page 207 - cellular phone</li> <li>3) Reading activity - Hola Magazine - los deportes</li> <li>4) Ticket to leave activity</li> </ol> <p style="text-align: center;"><b>Communities</b></p>	<p><b>Lesson 8: Future tense</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Interactive Board</li> <li>• Post-it notes</li> <li>• Laptop - vocaroo</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1)Communicative activity- Vocaboo</li> <li>2) Peer editing activity</li> <li>3)Writing activity - page 207</li> <li>4) Battleship activity - Placement of verbs conjugations</li> <li>5) Q&amp;A session - write/say 2 things you do know/do not know</li> </ol>	<p><b>Lesson 9: The verb to play- jugar</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Interactive Board</li> <li>• Screencastify</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Introduce the verb to play - textbook page 208</li> <li>2) Listening activity - verb conjugation</li> <li>3)Writing activity page 208</li> <li>4) Flyswatter activity - verb form</li> <li>5) Begin project on Screencastify</li> </ol>	<p><b>Lesson 10: The verb to play- jugar and culture</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Interactive Board</li> <li>• Interactive Map</li> <li>• Laptops</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Shoe verb activity - prop and board activity</li> <li>2) Compare and contrast Sergio and Paola (Athletes - golf and diving) then connect and compare sports with US athletes.</li> <li>3) Research</li> </ol> <p style="text-align: center;"><b>Culture/Comparisons</b></p>
<p><b>Lesson 11: The verb to play - jugar and culture</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Interactive Board</li> <li>• Interactive map</li> <li>• Laptops - Screencastify</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Reading activity - perspectives on extracurricular activities in the Spanish - speaking world</li> <li>2)Work on Screencastify for presentation</li> <li>3)Peer editing</li> </ol> <p><b>Connections</b></p>	<p><b>Lesson 12: Future tense and jugar</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Interactive Board</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Jeopardy game activity</li> <li>2) Begin Presentation - communicative presentation</li> </ol>	<p><b>Lesson 13: Review for Unit test</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Interactive Board</li> <li>• Online Pre - assessment</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1)Textbook page 219</li> <li>2) Pre - assessment</li> <li>3) Q &amp; A session</li> </ol>	<p><b>Lesson14: : Chapter Listening and Reading assessments</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Teacher resources/online</li> <li>• Assessment Program</li> <li>• Online assessment</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Complete assessment</li> </ol>	<p><b>Lesson 15: : Chapter Culture and writing assessments</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Teacher resources/online</li> <li>• Assessment Program</li> <li>• Online assessment</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Complete assessment</li> </ol>

**Differentiate Instruction, depending on individual student needs** (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

**Presentation Accommodations**

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
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- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

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- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

**Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

**Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter

**Assignment Modifications**

- Answer fewer or different test questions
- Create alternate projects or assignments

**Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Spanish  
Grade Level: 7

Bedminster Township School

Unit: 5

## Una fiesta de cumpleaños - A birthday party

Dates: April - May

Time Frame: 12 days /4 weeks

### Overview

In this unit, students learn to use the target language in the three modes of communication to explore family relationships and how the Spanish-speaking world celebrates important life events. Students compare celebrations in their home and the target culture

#### **Core Idea:**

*Interpretive Mode of Communication:* Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

*Interpersonal Mode of Communication:* Is the exchange of communication among people with opportunity to bargain for meaning. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

*Presentational Mode of Communication:* Involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

### Enduring Understandings

- Interpretive: They interpret authentic written and video/audio texts related to celebrations (invitations, posters, radio/television/newspaper advertisements).
- Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates and the teacher in which they ask and answer questions related to celebrations in the home and target cultures.
- Presentational: They use lists, chunks of language, and memorized phrases to compare family celebrations in the home and target culture.

## Skill and Knowledge Objectives

### Students will...

- Listen to and read descriptions of family members and family relationships
- Read about the royal families of Carlos IV, Juan Carlos I and Felipe VI
- Read a child's birthday card



### Interpretive

- Talk and write about family, friends, and celebrations
- Exchange information while describing your family
- Discuss and understand cultural perspectives on family celebrations in the Spanish-speaking world
- Learn to make papel picado and explain how this craft is used in celebrations



### Interpersonal

- Present information about families and celebration
- Write and present about how family members are related



### Presentational

## **Assessments**

### **Pre-Assessment:**

- Preview/ review of unit - student edition, pp. 244-245

### **Formative Assessment:**

- Assessment program, pp. 5-1 pp.119-120, prueba 5-2 pp.121-122 with remediation

### **Self-Reflection/Self-Assessment:**

- Respond to the question "¿Qué puedes hacer con lo que aprendiste?" What can you do with what you have learned?
- Self assessment test online/Repaso del capitulo
- Teacher's Edition, pp. 244-245
- Student Edition, pp. 244-245

### **Summative Assessment:**

- Assessment program, pp. 125-132 (listening, reading, speaking, writing and culture knowledge)
- Assessment program for Spanish- Heritage Learner, pp.125-132
- Alternative assessment program, pp. 47-51

## **Resources**

- Auténtico 1 textbook, workbook, interactive global map, whiteboard, literacy skills book, video, quizlet, vocaroo, screencastify, voicethread, Jamboard, and resources for the Spanish program online

## Standards

### NJ Student Learning Standards for (Content Area):

- **7.1.NM.IPRET.1:** Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- **7.1.NM.IPRET.2:** Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- **7.1.NM.IPRET.3:** Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- **7.1.NM.IPRET.4:** Report on the content of short messages that they hear, view, and read predictable culturally authentic materials.
- **7.1.NM.IPRET.5:** Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- **7.1.NM.IPERS.1:** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- **7.1.NM.IPERS.2:** Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.IPERS.3:** Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- **7.1.NM.IPERS.4:** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- **7.1.NM.IPERS.5:** Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- **7.1.NM.IPERS.6:** Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- **7.1.NM.PRSNT.1:** Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- **7.1.NM.PRSNT.2:** State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.PRSNT.3:** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- **7.1.NM.PRSNT.4:** Copy/write words, phrases, or simple guided texts on familiar topics.
- **7.1.NM.PRSNT.5:** Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NM.PRSNT.6:** Name and label tangible cultural products associated with climate change in the target language regions of the world.

**2014 NJ Core Curriculum Content Standards - Technology, Art, Career Readiness, Life Literacies and Key Skills**

**Technology**

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

**Art**

- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

**Career Readiness, Life Literacies and Key Skills**

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

**Social and Emotional Competencies - activities/topics [optional]**

- <https://www.centervention.com/all-about-me-worksheet-resource-for-elementary-educators-and-parents/>

## Unit 5: Una fiesta de cumpleaños - A Birthday Party

<p><b>Lesson 1: Chapter Opener</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Interactive Board</li> <li>• Interactive Map</li> <li>• Video</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Read and discuss objectives / Can do statements</li> <li>2) Arte y cultura - Carmen Lomas Garza - Family celebration painting</li> <li>3) Mapa Global activity - country connections</li> <li>4) View and discuss Videocultura - La quinceañera</li> </ol> <p><b>Cultures</b></p>	<p><b>Lesson 2: Vocabulario en contexto</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Interactive Board</li> <li>• Flashcards</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Copy vocabulary list</li> <li>2) Make flashcards</li> <li>3) Listening activities - pages 222-223</li> <li>4) Two words activity - think and share two new words</li> <li>5) Wordsearch</li> </ol>	<p><b>Lesson 3: Vocabulario en contexto - continuation</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Laptops</li> <li>• Interactive Board</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Flashcards activity - vocabulary identification</li> <li>2) Matching activity</li> <li>3) Writing activity - page 224</li> <li>4) Reading activity celebrations</li> <li>5) Photo activity - page 226</li> </ol>	<p><b>Lesson 4: Vocabulario en uso</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Laptops</li> <li>• Interactive Board</li> <li>• Worksheets</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Vocabulary practice - Flashcards</li> <li>2) Communicative activity page 227 #s 6-8</li> <li>3) Busca palabras - Word search</li> <li>4) Reading activity - El papel picado</li> <li>5) Compare and contrast celebrations</li> </ol> <p><b>Comparisons</b></p>	<p><b>Lesson 5: Vocabulario en uso</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Laptops</li> <li>• Interactive Board</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Spelling vocabulary activity- Sparkle</li> <li>2) Writing activity</li> <li>3) Peer editing</li> <li>4) Review for quiz -</li> <li>5) Ticket to leave activity</li> </ol>
<p><b>Lesson 6: Assessment - Quiz/Introduce the verb to have</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Laptops</li> <li>• Assessment program</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Vocabulary quiz</li> <li>2) Introduction of the verb "tener" - to have</li> <li>3) Grammar building box</li> <li>4) Reading activity - verb chart and Hispanics surnames</li> </ol> <p><b>Communities</b></p>	<p><b>Lesson 7: Grammar - verb to have - tener</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Laptops</li> <li>• Interactive Board</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Review the verb tener in the</li> <li>2) Rompecabezas - puzzle</li> <li>3) Communicative activity - page 228</li> <li>4) Writing activity - page 229</li> <li>5) Telephone activity - verb forms</li> </ol>	<p><b>Lesson 8: Grammar - verb to have - tener</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Interactive Board</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Review conjugations</li> <li>2) Dice activity - Group work</li> <li>3) Practice workbook activity</li> <li>4) Listening and writing activity- a birthday party invitation - page 235</li> <li>5) Exploración del lenguaje - the diminutive of "ito" and "ita"</li> </ol>	<p><b>Lesson 9: Grammar - Possessive adjectives</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Laptops</li> <li>• Interactive Board</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Introduce possessive adjectives</li> <li>2) Reading activity - Cinderella page 232</li> <li>3) Writing activity page 233</li> <li>4) Communicative activity - Mi familia</li> </ol> <p><b>Communicate</b></p>	<p><b>Lesson 10: Mi familia - My family (possessive adjectives)</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Interactive Board</li> <li>• Online program</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Practice workbook</li> <li>2) Communicative activity - page 258</li> <li>3) Discuss Rubric for oral presentation - page 241</li> <li>4) Begin Family tree project - useful words, I have .....</li> </ol>
<p><b>Lesson 11: Grammar - verb to have and possessive adjectives</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Laptops</li> <li>• Interactive Board</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Oral presentation - Family tree (all students)</li> </ol>	<p><b>Lesson 12: Pronunciation of letters p,t, and q</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Laptops</li> <li>• Interactive Board</li> <li>• Audio</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Oral presentation - Cont. Family tree</li> <li>2) Discuss the royal family of Spain</li> <li>3) Listening activity - model announcement of letters p,t and q</li> </ol> <p><b>Connections</b></p>	<p><b>Lesson 13: El Papel Picado</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Interactive Board</li> <li>• Tissue paper</li> <li>• Scissors</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Reading activity - page 240</li> <li>2) Discuss decorations and celebrations in the US and Spanish-speaking world</li> <li>3) Make papel picado</li> </ol>	<p><b>Lesson 14: Review - Repaso del capítulo 5A</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Student/Teacher's textbooks</li> <li>• Laptops</li> <li>• Online resources</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Self assessment</li> <li>2) Preparación para el examen - page 245</li> <li>3) Q &amp; A session</li> </ol>	<p><b>Lesson 15: Assessment - Culture and Reading</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Online Assessment</li> <li>• Laptops</li> <li>• Assessment Program</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Complete assessment</li> </ol>
<p><b>Lesson 16: Assessment - Listening and Writing</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Online Assessment</li> <li>• Laptops</li> <li>• Assessment Program</li> <li>• Audio</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Complete Assessment</li> </ol>				



**Differentiate Instruction, depending on individual student needs** (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

**Presentation Accommodations**

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

**Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

**Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

**Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter

**Assignment Modifications**

- Answer fewer or different test questions
- Create alternate projects or assignments

**Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Grade Level: 7

Bedminster Township School

## Unit: 6

# iVamos a un restaurante! - Let's go to a restaurant!

**Dates:** May - June

**Time Frame:** 12 days/4 weeks

### Overview

**In this unit, the students will learn** to use the target language in the three modes of communication to engage in ordering a meal in a restaurant. They will explore typical restaurant offerings and etiquette for summoning a server. Students compare and contrast the concept of extended families and mealtimes in both cultures.

#### **Core Idea:**

*Interpretive Mode of Communication:* Learning a language involves interpreting meaning from tending, viewing, and reading culturally authentic materials in the target language.

*Interpersonal Mode of Communication:* Is the exchange of communication among people with opportunity to bargain for meaning. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

*Presentational Mode of Communication:* Involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

### Enduring Understandings

- Interpretive: They examine authentic written and video/audio texts related to restaurant reviews, menus, mealtime customs and family descriptions.
- Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, teacher and members of the target language community in which they ask and answer questions and express preferences related to the above.
- Presentational: Students create graphs and charts to convey information about restaurant reviews, nutritional value and its role in social, familial and commercial situations. They use sentence level discourse to describe family relationships. They compare and contrast practices related to family entities and mealtimes in the home and target cultures.

## Skill and Knowledge Objectives

### Students will...

- Read and listen to information about restaurants, table settings, and meal customs in Spanish-speaking cultures
  - Listen to and watch a video about a celebration; an award winning chef and his restaurant
  - Read a restaurant review
  - Read a recipe for *arroz con leche*
- Subject Area: Spanish**



### Interpretive

- Talk about table settings and meal customs in Spanish-speaking cultures
- Talk and write messages describing a family member or an event
- Exchange information while describing physical features of family members



### Interpersonal

- Present information about food and beverages
- Write analogies in Spanish to compare people and things
- Compare relationships with extended families
- Present a skit between a server and customers
- Explain aspects of the Hispanic history and culture of Santa Fe, New Mexico
- Discuss the need for Spanish-speaking employees at the U.S. Department of Agriculture - Global communities



### Presentational

## Assessments

### Pre-Assessment:

- Preview or review of unit - student edition, pp. 268-269

### Formative Assessment:

- Assessment program, pp. 134-136 - Prueba 5-1: Vocabulary recognition

### Self-Reflection/Self-Assessment:

- Respond to the question “¿Qué puedes hacer con lo que aprendiste?” What can you do with what you have learned?
- Self assessment test online/Repaso del capítulo

### Summative Assessment:

- Assessment program, pp. 139-145 (listening, reading, speaking, writing and culture knowledge)
- Assessment program for Spanish- Heritage Learner, pp.139-145
- Alternative assessment program, pp. 52-56

## Resources

- Auténtico 1 textbook, workbook, interactive global map, whiteboard, video, quizlet, vocaroo and resources for the Spanish program online

## Standards

### NJ Student Learning Standards for (Content Area):

- **7.1.NM.IPRET.1:** Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
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- **7.1.NM.IPERS.6:** Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
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**2014 NJ Core Curriculum Content Standards - Technology and Career Readiness, Life Literacies and Key Skills**

**Technology**

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**Career Readiness, Life Literacies and Key Skills**

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally

**Social and Emotional Competencies - activities/topics [optional]**

- <https://www.centervention.com/pragmatic-language-what-to-say/>

## Unit 6: ¡Vamos a un restaurante! - Let's go to a restaurant!

<p><b>Lesson 1:</b> Chapter opener</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Teacher's /students textbook edition</li> <li>Online Atlas</li> <li>Videocultura</li> <li>Interactive board</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Read objectives - Can Do statements</li> <li>2) Read Art and Culture p. 246 Answer questions</li> <li>3) Class discussion</li> <li>4) Interactive map activity - south america countries</li> </ol> <p><b>Cultures</b></p>	<p><b>Lesson 2:</b> Title Vocabulario en contexto</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Teacher's /students textbook edition</li> <li>Master Blank flashcards</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Introduce vocabulary -point and model annunciation</li> <li>2) Make Flashcards</li> <li>3) Practice vocab</li> <li>4) Videohistoria p. 248</li> <li>5) Video Activities 1 - 2</li> </ol>	<p><b>Lesson 3:</b> Vocabulario en contexto - continuation</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Teacher's /students textbook edition</li> <li>Online resources - video</li> <li>laptops</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Flashcards activity</li> <li>2) Listening activity p. 250</li> <li>3) Writing activity 3</li> <li>4) Video activity - Online resources</li> <li>5) Video comprehension questions</li> </ol>	<p><b>Lesson 4:</b> Vocabulario en uso</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Teacher's /students textbook edition</li> <li>Interactive board</li> <li>Jamboard</li> <li>Workbook</li> <li>Paper strips</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Flashcards activity</li> <li>2) Jamboard activity</li> <li>3) Workbook activity</li> <li>4) Communicative activity - work in pairs -¿ Qué es esto?</li> <li>5) Tinket to leave activity</li> </ol> <p><b>Communicate</b></p>	<p><b>Lesson 5:</b> Vocabulario en uso</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Teacher's /students textbook edition</li> <li>Online Atlas</li> <li>Interactive board</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Flashcards activity</li> <li>2) Reading activity - restaurant menu</li> <li>3) Writing activity - p. 252 Analogies</li> <li>4) Communicative activity - p. 252 activity 5</li> </ol>
<p><b>Lesson 6:</b> Spanish - speaking countries perspectives on mealtimes</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Teacher's /students textbook edition</li> <li>Online Atlas</li> <li>Videocultura</li> <li>Interactive board</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Reading activity p.264</li> <li>2) Class discussion</li> <li>3) Compare and contrast mealtimes in Spanish-speaking countries and the US. Also Compare how to get a waiter/waitress attention in a restaurant.</li> <li>4) Review for quiz - Q&amp;A</li> </ol> <p><b>Connections /Comparisons</b></p>	<p><b>Lesson 7:</b> Assessment Vocabulary/ Grammar</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Teacher's /students textbook edition</li> <li>Interactive board</li> <li>Assessment program</li> <li>Online Program</li> <li>Laptops</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Complete vocabulary quiz</li> <li>2) Introduce the verb "to come"venir -p. 256</li> <li>3) Writing activity p. 256</li> <li>4) Online program - interactive verb activity <a href="http://www.SAVVAS.com">www.SAVVAS.com</a></li> </ol>	<p><b>Lesson 8:</b> The verb to come - venir</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Teacher's /students textbook edition</li> <li>Workbook</li> <li>Interactive board</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Review the vocabulary along with the verb venir</li> <li>2) Listening activity - teacher's reader</li> <li>3) Workbook activity</li> <li>4) Communicative activity - Who is coming to the restaurant? How about the party at the house?</li> </ol>	<p><b>Lesson 9:</b> Cont. - the verb to come</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Teacher's /students textbook edition</li> <li>Online Atlas</li> <li>Vocaroo.com</li> <li>Interactive board</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Writing activity - p. 257 # 14</li> <li>2) Listening activity - annunciation of letters b and v</li> <li>3) Vocaroo.com- annunciation practice</li> <li>4) Scavenger Hunt activity - find forms of the verbs to come</li> <li>5) Ticket to leave activity</li> </ol>	<p><b>Lesson 10:</b> Grammar - verbs ser and estar " to be"</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Teacher's /students textbook edition</li> <li>Online Atlas</li> <li>interactive board</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Introduce the verbs ser and estar "to be"</li> <li>2) Reading and video activity - meeting the chef</li> <li>3) Writing activity - Describe the chef and his menu</li> <li>4) El menu del dia - Today's menu p.260</li> </ol>
<p><b>Lesson 11:</b> Cont. of verbs ser and estar "to be"</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Teacher's /students textbook edition</li> <li>Online resources</li> <li>Rubric</li> <li>Workbook</li> <li>Laptops</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Writing Presentation -write a review of a restaurant</li> <li>2) Discuss Rubric</li> <li>3) Workbook activity</li> <li>4) Communicative activity - describe the food using the verb to be</li> <li>5) Good/bad for your health - online review of restaurant</li> </ol>	<p><b>Lesson 12:</b> The verb to come and to be</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Teacher's /students textbook edition</li> <li>Laptops</li> <li>School email account</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Review the verb forms of the verbs to com and to be</li> <li>2) interview with the chef - Use the verb to be</li> <li>3) Research question - Why is there a need for Spanish-speaking employees in the U.S. Department of Agriculture?</li> <li>4) Respond to an email - An invitation to a restaurant - who is coming</li> </ol> <p><b>Communities</b></p>	<p><b>Lesson 13:</b> Review of Chapter 5B</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Teacher's /students textbook edition</li> <li>Online Atlas</li> <li>Online program</li> <li>Interactive board</li> <li>Video</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Self assessment activity - online program</li> <li>2) Discussion of correct/incorrect answers</li> <li>3) Video activity - the world of the Gastronomy</li> <li>4) Q&amp;A session</li> </ol>	<p><b>Lesson 14:</b> Assessment- Listening, Reading and Culture sections</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Assessment Program</li> <li>Videocultura</li> <li>Audio program</li> <li>Online assessment</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Complete Assessment</li> </ol>	<p><b>Lesson 15:</b> Assessment - Writing and Speaking sections</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Assessment Program</li> <li>Online Assessment</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Complete assessment</li> </ol>

**Differentiate Instruction, depending on individual student needs** (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

**Presentation Accommodations**

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

**Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

**Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

**Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter

**Assignment Modifications**

- Answer fewer or different test questions
- Create alternate projects or assignments

**Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate