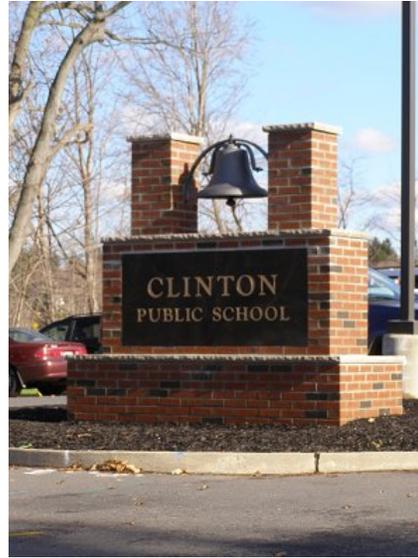


# Clinton-Glen Gardner School District



## Curriculum Management System

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World Language: Spanish

Grade: 7

August 2015

**\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015  
Revised: August 2015**

# CLINTON-GLEN GARDNER SCHOOL DISTRICT

## ADMINISTRATION

**Dr. Seth Cohen, Superintendent/Principal**  
**Mrs. Lisa J. Craft, Business Administrator**  
**Mrs. Jacqueline Turner, Assistant Principal**  
**Mrs. Jenine Kastner, Supervisor of Special Services**

## BOARD OF EDUCATION

**Mr. Robert Moul, President**  
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## Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

**Writers' Names:** Jennifer Russo  
Kari Gursky

**21<sup>st</sup> Century Life And Careers Integration:** Jessica Latanzio Crespo  
Barbara Shaffer

# **Clinton-Glen Gardner School District**

## **Mission**

The mission of Clinton Public School is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

## **Philosophy**

With new technologies evolving at a rapid rate, today's students are part of a dynamic and interconnected global society centered on the creation and communication of knowledge and ideas across geographical, cultural and linguistic borders. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes to successfully interface with those across the globe.

The study of another language and culture enables individuals to communicate in an appropriate way with people from diverse cultures. An education in world languages fosters the development of students who:

- Communicate in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibit attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Value language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

# World Language: Spanish

## Scope and Sequence

Grade 7	
<p><b>Topic: ¿Qué tiempo hace en _____?</b></p> <p>I. Students will be able to describe weather and climate in Clinton and in a South American country, such as Argentina, which is south of the equator</p> <ol style="list-style-type: none"> <li>Use weather vocabulary to compare and contrast weather conditions here and in Argentina</li> <li>Describe clothing as it relates to weather and normal activities under given weather conditions</li> <li>Use tener to describe feelings, such as frío and calor</li> <li>Use tener ganas de</li> </ol>	<p><b>Topic: ¿Dónde está la panadería?</b></p> <p>II. Students will be able to identify the parts of a city and give directions from one point to another</p> <ol style="list-style-type: none"> <li>Name stores and other points of interest in a city</li> <li>Compare and contrast the typical parts of a city in Spain with Clinton as well as larger U.S. cities</li> <li>Request, follow and give directions using command forms and logical prepositions (a la izquierda, entre, etc.)</li> <li>Create a replica of a city as a class, in 2 or 3-D, and use it to create authentic interactions where students request and give directions and other information</li> </ol>
<p><b>Topic: Foods -- ¿Cuánto cuesta el cinturón?</b></p> <p>III. Students will be able to identify typical goods found in a market and will create authentic interactions in which they bargain and “purchase” items for sale</p> <ol style="list-style-type: none"> <li>Identify items for sale in a market</li> <li>Understand and practice the art of bargaining that is common in a market</li> <li>Use indirect object pronouns to state for whom they are purchasing a gift</li> <li>Use o&gt;ue stem-changing verbs <i>contra, poder</i> and <i>devolver</i></li> </ol>	<p><b>Topic: ¿Y de postre?</b></p> <p>IV. Students will be able to order food and interact with a server and fellow diners in a restaurant</p> <ol style="list-style-type: none"> <li>Identify food vocabulary</li> <li>Use the verb <i>gustar</i> in all forms to describe food likes and dislikes</li> <li>Use e&gt;i stem-changing verbs <i>pedir</i> and <i>servir</i> and e&gt;ie stem-changing verbs <i>querer</i> and <i>preferir</i></li> <li>Use affirmative and negative words</li> <li>Create dialogs between a diner and a server in a restaurant</li> </ol>

<p><b>21<sup>st</sup> Century Skills (the ones that apply are in bold):</b></p> <ol style="list-style-type: none"> <li><b>Creativity &amp; Innovation</b></li> <li><b>Critical Thinking &amp; Problem Solving</b></li> <li><b>Communication &amp; Collaboration</b></li> <li><b>Media Literacy</b></li> <li><b>Information Literacy</b></li> <li><b>Information, Communication &amp; Technology</b></li> </ol>	<p><b>21st Century Themes (the ones that apply are in bold):</b></p> <ol style="list-style-type: none"> <li><b>Global Awareness</b></li> <li><b>Financial, Economic, Business &amp; Entrepreneurial Literacy</b></li> <li><b>Civic Literacy</b></li> <li><b>Health Literacy</b></li> <li><b>Environmental Literacy</b></li> </ol>
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**Differentiation:** Refer to CPS 6-8 Differentiation Tool Kit

**Assessment:** District end of unit assessment; Various opportunities for formative and summative assessments throughout units

Pacing / Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> <b>Grade 7</b> <b>World Language</b>	<b>Topic:</b> ¿Qué tiempo hace hoy en Buenos Aires?	
		<b>Goal 1:</b> The student will be able to describe the weather and climate in Clinton and in a South American country south of the equator.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
September through October / about 20-25 classes	<p>1.1. Use weather vocabulary to compare and contrast weather conditions here and in Argentina. (7.1.NH.A.1, 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.1, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.C.1, 7.1.NH.C.2, 7.1.NH.C.3)</p> <p>1.2. Describe clothing as it relates to weather and appropriate activities under given weather conditions. (7.1.NH.A.1, 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.1, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.C.1, 7.1.NH.C.2, 7.1.NH.C.3)</p> <p>1.3. Use “Tener” to describe feelings such as “frio” and “calor”. (7.1.NH.A.1, 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.1, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.C.1, 7.1.NH.C.2, 7.1.NH.C.3)</p>	<p><b>Essential Questions:</b> ¿Qué tiempo hace hoy en Clinton? ¿Qué tiempo hace hoy en Buenos Aires? ¿Qué llevas cuando hace frio? ¿Qué llevas cuando tienes calor? ¿Qué tienes ganas de hacer cuando hace calor? How does the weather in September In Clinton compare to that of Buenos Aires?</p> <p><b>Conceptual Understandings:</b> Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.  Many products and practices related to home and community are shared across cultures; others are culture-specific.  Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language.  Learning about age- and developmentally</p>	<p><b>Learning Activities:</b> Map activities (<b>Interdisciplinary</b>) Authentic weather reports—Teacher’s Discover video (<b>Interdisciplinary</b>) Letters to epal class Workbook pages Fashion show Paired conversations Weather analysis (<b>Interdisciplinary</b>) Smartboard activities</p> <p><b>Assessment Models:</b> Can the student ask and speak about the weather in Clinton and in Buenos Aires? Can the student describe appropriate clothing for weather conditions? Can the student discuss appropriate activities for certain weather conditions? Can the student talk about how they are feeling using “Tener”? Can the student talk about what they would like to do using “Tener ganas de”?</p> <p><b>Additional Resources:</b> En Español text – Unidad 3 Etapa 3 En Español workbooks—Más Práctica; Actividades Para Todos</p>

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 7</b> <b>World Language</b>	<b>Topic:</b> ¿Qué tiempo hace hoy en Buenos Aires?		
		<b>Goal 1:</b> The student will be able to describe the weather and climate in Clinton and in a South American country south of the equator.		
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>	
	1.4. Use “Tener ganas de” to speak about what they would like to do in certain weather conditions. (7.1.NH.A.1, 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.1, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.C.1, 7.1.NH.C.2, 7.1.NH.C.3)  1.5. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)  1.6. Determine an individual’s responsibility for personal actions and contributions to group activities. (9.1.8.C.1)  1.7. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)  1.8. Demonstrate the ability to understand inferences. (9.1.8.D.2)	appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.	Authentic weather reports—Teacher’s Discovery video Internet—Youtube; Google Maps Epals	

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 7</b> <b>World Language</b>	<b>Topic:</b> ¿Qué tiempo hace hoy en Buenos Aires?		
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Goal 1:</b> The student will be able to describe the weather and climate in Clinton and in a South American country south of the equator.	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	1.9. Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)  1.10. Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding. (9.1.8.D.4)  1.11. Justify the need for greater cross-cultural understanding due to globalization. (9.1.8.D.5)  1.12. Determine the undesired consequences of unethical uses of media. (9.1.8.E.4)  1.13. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)  1.14. Relate the use of new			

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 7</b> <b>World Language</b>	<b>Topic:</b> ¿Qué tiempo hace hoy en Buenos Aires?	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Goal 1:</b> The student will be able to describe the weather and climate in Clinton and in a South American country south of the equator.	<b>Essential Questions, Conceptual Understandings</b>
	technologies at home, in the workplace, and in other settings to incidences of ethical and/or unethical behavior. (9.1.8.F.3)		

Pacing / Suggested days of Instruction	Curriculum Management System <b>Subject/Grade Level:</b> <b>Grade 7</b> <b>World Language</b>	<b>Topic:</b> ¿Dónde está la panadería?	
		<b>Goal 2:</b> The student will be able to identify parts of the city and give directions from one point to another.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
November through January / about 20-25 classes	<p>2.1. Name stores and other points of interest in a city. (7.1.NH.A.2, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.3)</p> <p>2.2. Compare and contrast the typical parts of a city in Latin America with Clinton as well as larger US cities. (7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.3)</p> <p>2.3. Request, follow and give directions using command forms and logical prepositions (a la izquierda, entre, etc.) (7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.C.3)</p> <p>2.4. Talk about the mode of transport used to get to a destination. (7.1.NH.A.2, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.C.3)</p> <p>2.5. Develop strategies to reinforce positive attitudes and productive</p>	<p><b>Essential Questions:</b> ¿Dónde está la panadería? ¿Cómo vas a la panadería? How do plazas play a large part of the daily culture in Spain and Latin American countries?</p> <p><b>Conceptual Understandings:</b> Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.</p> <p>Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.</p> <p>Healthy eating habits and fitness practices may vary across cultures.</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific.</p> <p>What is perceived as "basic needs" varies among and within cultures.</p> <p>Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and</p>	<p><b>Learning Activities:</b> Map activities (<b>Interdisciplinary</b>) Paired speaking activities Workbook Circle activities: "Voy a la farmacia." Plaza creations and presentations Tiered projects Listening comprehension puzzles and activities</p> <p><b>Assessment Models:</b> Can the student name stores and other points of interest in a city? Can the student compare and contrast a city in Latin America with Clinton and another larger city? Can the student request, follow and give directions using command forms and prepositions? Can the student tell how they would travel to a destination?</p> <p><b>Additional Resources:</b> En Español text 1B– Unidad 4 Etapa 1 En Español workbooks—Más Práctica; Actividades Para Todos Internet Maps—country and city</p>

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic:</b> ¿Dónde está la panadería?	
	<b>Subject/Grade Level:</b> <b>Grade 7</b> <b>World Language</b>	<b>Goal 2:</b> The student will be able to identify parts of the city and give directions from one point to another.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>2.6. Design and implement a project management plan using one or more problem-solving strategies. (9.1.8.A.4)</p> <p>2.7. Use multiple points of view to create alternative solutions. (9.1.8.B.1)</p> <p>2.8. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>2.9. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>2.10. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p> <p>2.11. Use effective communication skills in face-to-face and online</p>	<p>global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language.</p> <p>Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p>	

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 7</b> <b>World Language</b>	<b>Topic:</b> ¿Dónde está la panadería?	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Goal 2:</b> The student will be able to identify parts of the city and give directions from one point to another.	
	interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)  2.12. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic:</b> ¿Cuánto cuesta el cinturón?	
	<b>Subject/Grade Level:</b> <b>Grade 7</b> <b>World Language</b>	<b>Goal 3:</b> The student will be able to identify typical goods found in a market and will create authentic interactions in which they bargain and “purchase” items for sale.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
February through April / about 20-25 classes	<p>3.1. Identify items for sale in a market. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.B.2, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.1, 7.1.IL.C.2, 7.1.IL.C.3, 7.1.IL.C.5)</p> <p>3.2. Understand and practice the art of bargaining that can be common in markets in Spanish-speaking countries. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.B.2, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3, 7.1.IL.C.4)</p> <p>3.3. Use indirect object pronouns to state for whom they are purchasing a gift. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.B.2, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.5)</p> <p>3.4. Use o&gt;ue stem-changing verbs <i>costar, contar, poder</i> and <i>devolver</i>. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.B.2, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.5)</p>	<p><b>Essential Questions:</b> ¿Cuánto cuesta el abrigo? ¿Le compras una camiseta?</p> <p><b>Conceptual Understandings:</b> Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.  Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.  Healthy eating habits and fitness practices may vary across cultures.  Many products and practices related to home and community are shared across cultures; others are culture-specific.  What is perceived as “basic needs” varies among and within cultures.  Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts</p>	<p><b>Learning Activities:</b> Paired speaking activities Games—Compra la bolsa (<b>Interdisciplinary</b>) Whiteboards Workbook Simulations Verb puzzles (<b>Interdisciplinary</b>)</p> <p><b>Assessment Models:</b> Can the student identify items for sale in a market? Can the student replicate the bargaining process with a partner? Can the student use direct object pronouns correctly in spoken and written form? Can the student conjugate correctly 4 common stem-changing verbs and use them in sentences?</p> <p><b>Additional Resources:</b> En Español text 1B– Unidad 4 Etapa 2 En Español workbooks—Más Práctica; Actividades Para Todos Internet</p>

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 7</b> <b>World Language</b>	<b>Topic:</b> ¿Cuánto cuesta el cinturón? <b>Goal 3:</b> The student will be able to identify typical goods found in a market and will create authentic interactions in which they bargain and “purchase” items for sale.		
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>	
	3.5. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)  3.6. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)  3.7. Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)  3.8. Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding. (9.1.8.D.4)  3.9. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)	more accessible to second-language learners who have limited proficiency in the language.  Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.		

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 7</b> <b>World Language</b>	<b>Topic:</b> ¿Cuánto cuesta el cinturón?	
		<b>Goal 3:</b> The student will be able to identify typical goods found in a market and will create authentic interactions in which they bargain and “purchase” items for sale.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

Pacing / Suggested days of Instruction	Curriculum Management System <b>Subject/Grade Level:</b> <b>Grade 7</b> <b>World Language</b>	<b>Topic:</b> ¿Y de postre?	
		<b>Goal 4:</b> The student will be able to order food and interact with a server and fellow diners in a restaurant.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
April through June / about 20-25 classes	<p>4.1. Identify food vocabulary in authentic menus and in spoken form. (7.1.IL.A.1, 7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.B.1, 7.1.IL.B.2, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.3, 7.1.IL.C.5)</p> <p>4.2. Use the verb <i>gustar</i> in all forms to describe food likes and dislikes. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.B.1, 7.1.IL.B.2, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.3, 7.1.IL.C.5)</p> <p>4.3. Use e&gt;i stem-changing verbs <i>pedir</i> and <i>servir</i> and e&gt;ie stem-changing verbs <i>querer</i> and <i>preferir</i> in complete sentences. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.B.1, 7.1.IL.B.2, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.3, 7.1.IL.C.5)</p> <p>4.4. Use affirmative and negative words. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.B.1, 7.1.IL.B.2, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.3, 7.1.IL.C.5)</p>	<p><b>Essential Questions:</b> How do you politely order food in a restaurant? How would one say they like or dislike a food? ¿Qué le gusta comer? ¿Qué le gustaría comer? ¿Qué quisiera comer? ¿Qué prefieres comer?</p> <p><b>Conceptual Understandings:</b> Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.</p> <p>Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.</p> <p>Healthy eating habits and fitness practices may vary across cultures.</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific.</p> <p>What is perceived as “basic needs” varies among and within cultures.</p>	<p><b>Learning Activities:</b> Paired dialogues Workbook Games—Flyswatter; Pasa la pelota-- ¿Te gusta el pan? Whiteboards Original dialogues performed</p> <p><b>Assessment Models:</b> Can the student identify food vocabulary in both spoken and written form? Can the student use the verb <i>gustar</i> to express likes and dislikes? Can the student use stem-changing verbs correctly in complete sentences? Can the student use affirmative and negative words correctly? Can the student politely order food and respond to common exchanges in a restaurant scene?</p> <p><b>Additional Resources:</b> En Español text 1B– Unidad 4 Etapa 3 En Español workbooks—Más Práctica; Actividades Para Todos Internet Video—Teachers’ Discovery : Ordering Food</p>

Pacing / Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> <b>Grade 7</b> <b>World Language</b>	<b>Topic:</b> ¿Y de postre?	
		<b>Goal 4:</b> The student will be able to order food and interact with a server and fellow diners in a restaurant.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>4.5. Understand the importance of and use forms of courtesy when ordering in a restaurant. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.B.1, 7.1.IL.B.2, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.3, 7.1.IL.C.5)</p> <p>4.6. Create, present and record dialogues between a diner and a server in a restaurant. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.B.1, 7.1.IL.B.2, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3)</p> <p>4.7. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>4.8. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>4.9. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks,</p>	<p>Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p>	

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 7</b> <b>World Language</b>	<b>Topic:</b> ¿Y de postre?	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Goal 4:</b> The student will be able to order food and interact with a server and fellow diners in a restaurant.	<b>Essential Questions, Conceptual Understandings</b>
	assignments, and projects. (9.1.8.C.2)  4.10. Employ appropriate conflict resolution strategies. (9.1.8.D.1)  4.11. Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>	