

**Wayne Township Public Schools**  
**World Language Cycle: Grade 7**  
**Curriculum Guide**

<b>Content Area:</b>	World Language
<b>Grade Level:</b>	7
<b>Course:</b>	Spanish Grade 7
<b>Unit Plan Title:</b>	Grade 7 Spanish Cycle
<b>Time Frame:</b>	10 Weeks
<b>Pacing Guide:</b>	Pacing is noted within the curriculum document

**New Jersey Student Learning Standards for World Language Proficiency Level: Interpretive Mode of Communication Novice-Mid**

**World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Interpretive Mode of Communication** - *Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.*

**Core Idea** - Learning a language involves interpreting meaning from listening, viewing and reading culturally authentic materials in the target language

**Performance Expectations:**

- *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 in 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.*

**Intercultural** (includes possible topics for review)

**Content Statement:** *Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.*

**Content Statement:** *Learners recognize and identify a few typical practices of the target culture*

### **New Jersey Student Learning Standards for World Language Proficiency Level: Interpersonal Mode Novice-Mid**

**World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Interpersonal Mode of Communication** - *Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.*

**Core Idea** -Interpersonal communication is the exchange of information and the negotiations of meaning between and among individuals

#### **Performance Expectations:**

- *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.*

**Intercultural** (includes possible topics for review)

**Content Statement:** *Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.*

**Content Statement:** *Learners recognize and identify a few typical practices of the target culture.*

## **New Jersey Student Learning Standards for World Language Proficiency Level: Presentation Mode Novice-Mid**

**World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Presentational Mode of Communication** - *Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.*

**Core Idea** - Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or reader on a variety of topics.

### **Performance Expectations:**

*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.*

**Intercultural** *(includes possible topics for review)*

**Content Statement:** *Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.*

**Content Statement:** *Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.*

**Interdisciplinary Standards: New Jersey Learning Standards for English Language Arts  
Companion Standards Grades 6-8**

**Anchor Standard for Reading**

*Range of Reading and Level of Text Complexity*

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**Progress Indicator for Reading Science and Technical Subjects**

*Range of Reading and Level of Text Complexity*

- **RST.6-8.10.** By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

**Anchor Standard for Writing**

*Range of Writing*

**NJSLSA.W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Progress Indicator for Writing History, Science, and Technical Subjects**

*Range of Writing*

- **WHST.6-8.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Interdisciplinary Standards: New Jersey Student Learning Standards for Mathematics**

7.EE.B.3

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

**Interdisciplinary Standards: New Jersey Student Learning Standards for Social Studies**

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-SS.pdf>

6.3.8.CivicsPI.1

Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve

**2014 New Jersey Core Curriculum Content Standards: Computer Science and Design Thinking**

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf>

8.1.8.DA.1

Organize and transform data collected using computational tools to make it usable for a specific purpose.

**New Jersey Core Curriculum Content Standards for Career Readiness, Life Literacy and Key Skills - <https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf>**

9.1.8.CP.1:	Compare prices for the same goods or services
9.1.8.CP.2	Analyze how spending habits affect one's ability to save
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.

**Unit Summary**

This 10 week course is focused on building upon basic knowledge acquired in Grade 6 about proper usage of the Spanish Language. In grade 7, students will continue to use and apply Spanish expressions and vocabulary (nouns, verbs and adjectives) through listening, speaking, reading and writing. Concepts such as the alphabet, numbers up to 100, calendar vocabulary and the weather vocabulary will be revisited and reviewed more in depth. Students will also be exposed to another set of basic cognates, will explore more formal greetings, be introduced to telling time, and work with personality trait based vocabulary. Students will research and learn about the country of Mexico and its rich history and cultural traditions.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed**

21 <sup>st</sup> Century Themes		21 <sup>st</sup> Century Skills	
X	Global Awareness	X	Creativity and Innovation
	Environmental Literacy	X	Critical Thinking and Problem Solving
	Health Literacy	X	Communication
X	Civic Literacy	X	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		
<b>NJSLS</b>	<b>Student Learning Targets/Content</b>	<b>Learning Activities</b>	

**World Language:  
Novice-Mid**

7.1.NM.IPRET.1

7.1.NM.IPRET.2

7.1.NM.IPRET.3

7.1.NM.IPRET.4

7.1.NM.IPRET.5

7.1.NM.IPERS.1

7.1.NM.IPERS.2

7.1.NM.IPERS.3

7.1.NM.IPERS.4

7.1.NM.IPERS.5

7.1.NM.IPERS.6

7.1.NM.PRSNT.1

7.1.NM.PRSNT.2

7.1.NM.PRSNT.3

7.1.NM.PRSNT.4

7.1.NM.PRSNT.5

7.1.NM.PRSNT.6

*List interdisciplinary  
below*

**Weeks 1 & 2: Review of Greetings & Introductions, Alphabet and Calendar**

Students will be able to conduct a formal conversation in the target language, using the verbs tu and usted.

Students will be able to identify and pronounce the letters of the Spanish alphabet.

Students will be able to utilize and recall vocabulary associated with the:

- days of the week
- months of the year
- seasons
- weather

**Weeks 1 & 2: Review of Greetings & Introductions, Alphabet and Calendar**

- Verbally greet friends and adults at different times of the day using the verbs "tú" and "usted".
- Listen to, generate, and critique peer created dialogue using appropriate greetings and farewells.
- Participate in various listening and oral recitation games focused on the letters of the Spanish alphabet.
- Categorize weather conditions according to the corresponding season and/or month.
- Compare and contrast weather conditions found in various locations in Mexico.
- Use a map and Google Expeditions/Google Earth to identify the capital of Mexico and important historical and cultural landmarks.
- Create a travel brochure, using Google Applications, citing a Mexican tourist attraction.
- Produce a newscast focused on the cultural significance of the Day of the Dead celebration in Mexican society.

<p><b>World Language: Novice-Mid</b></p> <p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.2</p> <p>7.1.NM.IPRET.3</p> <p>7.1.NM.IPRET.4</p> <p>7.1.NM.IPRET.5</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.IPERS.2</p> <p>7.1.NM.IPERS.3</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.5</p> <p>7.1.NM.PRSNT.1</p> <p>7.1.NM.PRSNT.2</p> <p>7.1.NM.PRSNT.3</p> <p>7.1.NM.PRSNT.4</p> <p>7.1.NM.PRSNT.5</p> <p>List interdisciplinary below</p>	<p><b><u>Weeks 3 &amp; 4: Numbers &amp; Telling Time</u></b></p> <p>Students will be able to identify and correctly recite numbers from 0 to 100 in target language.</p> <p>Students will be able to solve mathematical expressions using all four operations (addition, subtraction, multiplication, and division) in target language.</p> <p>Students will be able to tell time to the hour and half hour in target language.</p> <p>Students will be able to research and compare regional population data, economic data, careers, and cultural practices/traditions found throughout Mexico.</p>	<p><b><u>Weeks 3 &amp; 4: Numbers &amp; Telling Time</u></b></p> <ul style="list-style-type: none"> <li>• Participate in various listening activities focused on numbers from 0-100.</li> <li>• Solve a variety of mathematical expressions using numbers from 0-100 and all four operations.</li> <li>• Use analog and digital clocks to tell time.</li> <li>• Conduct a short research project focused on the different regions of Mexico, their population, careers in those regions and cultural traditions and practices. Students will compare that to regional population facts, culture, and careers found in the United States.</li> </ul>
<p><b>World Language: Novice-Mid</b></p> <p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.2</p> <p>7.1.NM.IPRET.3</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.IPERS.2</p> <p>7.1.NM.IPERS.3</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.5</p>	<p><b><u>Week 5: Classroom Items. Nouns. Definite &amp; Indefinite Articles</u></b></p> <p>Students will be able to recall and recite various nouns based vocabulary associated with common classroom supply items in the target language.</p> <p>Students will be able to distinguish the gender of a noun in target language.</p> <p>Students will be able to correctly identify the amount of a given noun via definite and indefinite articles usage in target language.</p>	<p><b><u>Week 5: Classroom Items. Nouns. Definite &amp; Indefinite Articles</u></b></p> <ul style="list-style-type: none"> <li>• Verbally identify common classroom supplies in target language when prompted by the teacher or a peer.</li> <li>• Label common classroom supply items in target or spoken language, when prompted in target or spoken language.</li> <li>• Engage in various listening tasks comparing the terms <i>masculine, feminine, singular, plural</i> and their associated articles in target</li> </ul>

<p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 9.1.8.CP.1 9.1.8.CP.2 <i>List interdisciplinary below</i></p>	<p>Students will learn about the cost of school items in Mexico compared to the USA.</p>	<p>language (el/la, los/las, un/una, unos/unas).</p> <ul style="list-style-type: none"> <li>• Draw a classroom floor plan and label items within classroom in target language.</li> <li>• Compare and contrast prices of school related items in the USA &amp; Mexico.</li> <li>• Learn how to shop on a budget for school related items.</li> </ul>
<p><b>World Language: Novice-Mid</b> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 <i>List interdisciplinary below</i></p>	<p><b><u>Weeks 6 &amp; 7: Mis amigos y yo</u></b> Students will be able to comprehend the concept and usage of verb infinitives.  Students will be able to correctly use the verb gustar to identify likes and dislikes.  Students will be able to recall and recite vocabulary related to common after school activities.  Students will be able to use the terms si tambien and tampoco to express agreement or disagreement in a personalized context.  Students will be able to discuss the significance of the colors and symbols within the Mexican flag.</p>	<p><b><u>Weeks 6 &amp; 7: Mis amigos y yo</u></b></p> <ul style="list-style-type: none"> <li>• Classify and organize verb infinitives by ending when listening to a peer or teacher recite a list of verbs.</li> <li>• Students will be able to self produce and replicate phrases in target language associated with common after school activities.</li> <li>• Participate in a verb infinitives charade type game.</li> <li>• Read and identify negative and positive words and statements.</li> <li>• Generate a poster using Google Applications focused on the Mexican flag and its symbolic significance.</li> </ul>
<p><b>World Language: Novice-Mid</b> 7.1.NM.IPRET.1</p>	<p><b><u>Weeks 8, 9 &amp; 10: Y tú, ¿cómo eres? &amp; Mexico's Culture &amp; Traditions</u></b></p>	<p><b><u>Weeks 8, 9 &amp; 10: Y tú, ¿cómo eres? &amp; Mexico's Culture &amp; Traditions</u></b></p>



<p>7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6 6.3.8.CivicsPI.1 9.1.8.CR.2 8.1.8.DA.1</p> <p>List interdisciplinary below</p>	<p>Students will be able to describe personality traits using vocabulary in target language.</p> <p>Students will be able to describe themselves using adjectives in the target language.</p> <p>Students will identify the masculine and feminine forms of adjectives in target language.</p> <p>Students will be able to use appropriate singular subject pronouns in target language.</p> <p>Students will be able to conjugate and use the verb "to be" to describe themselves and others in target language.</p> <p>Students will be able to research famous Mexican painters (Frida Kahlo, Diego Rivera, etc.)</p> <p>Students will be able to research, recall facts about Mexico and comprehend the culture and traditions of Mexico.</p> <p>Students will be able to identify Mexico's capital and famous tourist attractions on a map.</p> <p>Students will be able to cite the cultural significance of the Day of the Dead celebration in Mexican society.</p>	<ul style="list-style-type: none"> <li>• Participate in a variety of listening and speaking activities focused on personality traits and body parts in target and spoken language.</li> <li>• Sort adjectives by gender.</li> <li>• Generate sentences using learned adjectives, nouns, pronouns and verbs in target language.</li> <li>• Interpret and respond to questions identifying the traits of others in target language</li> <li>• Write a self description using adjectives and vocabulary in target language.</li> <li>• Create an oral description (video) or presentation of a famous Mexican using appropriate subject pronouns and the verb "SER".</li> <li>• Research and discuss the type of government in Mexico and its importance.</li> <li>• Learn about Frida Kahlo's personal struggles and achievements.</li> </ul>
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**Integrated accommodations and modifications for the following students:**

*Special Education*      *ELL*      *At Risk*      *Gifted and Talented*      *504*

- [Differentiation Strategies for Special Education Students: World Language](#)
- [Differentiation Strategies for ELL Students: World Language](#)
- [Differentiation Strategies for At Risk Students: World Language](#)
- [Differentiation Strategies for Gifted and Talented Students: World Language](#)
- [Differentiation Strategies for 504 Students: World Language](#)

**Assessments**

**B=Benchmark**

**F = Formative**

**Benchmark Assessment:**

- Week 1: Students will take a vocabulary inventory to assess knowledge of basic Spanish terms and cultural information about Mexico.
- Week 9: Students will take a post assessment to demonstrate comprehension of basic Spanish vocabulary in context and cultural information about Mexico.

**Formative Assessment:**

- **Weeks 1 & 2: Review: Greetings & Introductions, Alphabet and Calendar**
  - Kahoot: Greetings & Introductions, Alphabet and Calendar
  - Role play using greetings & introductions
  - Listening comprehension activities and dictation practice
  - Discuss date and weather conditions daily.
- **Weeks 3 & 4: Numbers & Telling Time**
  - Listening comprehension activities and dictation practice
  - Bingo numbers game
  - Guess and identify the number and time
  - Orally solving basic equations
- **Weeks 5: Classroom Items, Nouns, Definite and Indefinite Articles**
  - Draw a classroom floor plan and label classroom items
  - Categorize nouns by gender and arrange articles by type
  - Match the correct article to a noun
  - Verbally identify classroom objects
- **Week 6 & 7: Chapter 1A: Mis amigos y yo**
  - Review after school activities via visuals (PPT/Quizlet/ flashcards)
  - Verbally identify verb infinitives using charades activity.
  - Formulate phrases using likes and dislikes and descriptions of after school activities
- **Weeks 8, 9 & 10: Chapter 1B: Y tú, ¿cómo eres? & Mexico's Culture & Traditions**
  - Review after personality traits and body parts via visuals (PPT/Quizlet/ flashcards)
  - Identify and classify adjectives by gender.

- Use new vocabulary to complete sentences with adjectives
- Interpret questions and create phrases to identify people based on description

### **Summative Assessment:**

- **Weeks 1 & 2: Review: Greetings & Introductions, Alphabet and Calendar**
  - Create a video weather report-- **Technology Standards**
  - Written quiz/test to assess vocabulary about weather, seasons, days of the week and months of the year
  - Written vocabulary quiz/test on greetings & introductions and geography of Mexico
  - Written quiz/test to assess alphabet including a listening comprehension section
- **Weeks 3 & 4: Numbers & Telling Time**
  - Written quiz/test to assess numbers 0 - 100 and how to tell time
  - Conduct a short research project focused on the different regions of Mexico, their population, careers in those regions and cultural traditions and practices. Students will compare that to regional population facts, culture, and careers found in the United States.
- **Week 5: Classroom Items, Nouns, Definite and Indefinite Articles**
  - Written quiz/test to assess definite and indefinite articles and classroom items vocabulary.
  - Draw a classroom floor plan and label items within classroom in target language.
- **Week 6 & 7: Mis amigos y yo**
  - Written quiz/test to assess lesson vocabulary related to after school activities and infinitives.
  - Create and present a poster to illustrate activities one likes to do.
- **Weeks 8, 9 & 10: Y tú, ¿cómo eres? & Mexico's Culture & Traditions**
  - Write a self description using adjectives and vocabulary in context.
  - Create a written description of a celebrity using appropriate subject pronouns and the verb "SER".

### **Alternative/Performance Based Assessment:**

- Conduct a short research project focused on the different regions of Mexico, their population, careers in those regions and cultural traditions and practices. Students will compare that to regional population facts, culture, and careers found in the United States. **8.1.8.D.1, 8.1.8.D.2, 8.1.8.E.1**

- Create a travel brochure about a Mexican tourist attraction using Google Applications. **8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.E.1**
- Produce a newscast focused on the cultural significance of the Day of the Dead celebration in Mexican society. **8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.E.1**
- Create an oral description (video) or podcast of a famous Mexican using appropriate subject pronouns and the verb "SER". **8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.E.1**

## Resources

- <https://savvasrealize.com/#/>
- [www.kahoot.com](http://www.kahoot.com)
- [www.quizlet.com](http://www.quizlet.com)
- <https://conjuguemos.com/>
- [www.studyspanish.com](http://www.studyspanish.com)
- [www.wordreference.com](http://www.wordreference.com)
- [www.spanishspanish.com](http://www.spanishspanish.com)
- [www.digitaldialects.com](http://www.digitaldialects.com)
- [www.spanish4teachers.org](http://www.spanish4teachers.org)
- [www.weather.com/español](http://www.weather.com/español)
- [www.cnn.com/espanol/](http://www.cnn.com/espanol/)
- [www.rae.es](http://www.rae.es)
- <https://quizizz.com/>
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- <https://www.blooket.com/>
- <https://www.gimkit.com/>
- YouTube
- Google Applications
- Textbook