|                       | Pine Hill Public Schools Curriculum      |                                   |        |  |  |
|-----------------------|--|-----------------------------------|--------|--|--|
| Content A             | Area: Spanish                            | World Language                    |        |  |  |
| Course Ti             | Course Title/ Grade Level: Spanish - 7th |                                   |        |  |  |
| Unit 1:               | Review everything                        | learned in 6 <sup>th</sup> grade. | Weeks: | week 1 & 2 (exam at the end of week 2) |  |
| Unit 2:               | Classroom objects                        |                                   | Weeks: | week 3                                 |  |
| Unit 3:               | Body Parts                               |                                   | Weeks: | week 4                                 |  |
| Unit 4:               | nit 4: Spanish-speaking countries        |                                   | Weeks: | week 5                                 |  |
| Unit 5:               | Clothing                                 |                                   | Weeks: | week 6-7                               |  |
| Unit 6:               | nit 6: Expressing want vs. need          |                                   | Weeks: | week 8                                 |  |
| Unit 7:               | Members of the Fa                        | mily – physical                   | Weeks: | Week 9-10                              |  |
| Unit 8:               | Dia de los Muertos                       | – Day of the Dead                 | Weeks: | November                               |  |
| Unit 9: Cinco de Mayo |  | Weeks:                            | May    |  |  |
| Date Crea             | ated or Revised: J                       | une 2013                          |        |  |  |
| BOE App               | BOE Approval Date: 08/27/2013            |                                   |        |  |  |

| Pine Hill Public Schools  |   |                         |  |  |  |  |
|---|---|-------------------------|--|--|--|--|
| Linia Tialon DEV  | Spanish Curriculum Unit Title: REVIEW Unit #: 1   |                         |  |  |  |  |
|   |   | Unit #: 1               |  |  |  |  |
| Course or Grad  | e Level: 7 <sup>th</sup>  | Length of Time: 2 weeks |  |  |  |  |
| Date Created: J   | une 2013  | BOE Approval Date:      |  |  |  |  |
| Pacing  | week 1 & 2  |                         |  |  |  |  |
| Essential<br>Questions  | <ul> <li>What can you expect in Spanish this marking period?</li> <li>Review: why is Spanish a prevalent language?</li> <li>Review: why is it important to know and understand that Spanish is a world language?</li> <li>Review: why is it important for us to learn Spanish?</li> <li>Review: refer to 6<sup>th</sup> grade curriculum for essential questions on specific review topics.</li> </ul>  |                         |  |  |  |  |
| Content   | <ul> <li>Student/teacher introduction</li> <li>Rules/procedures</li> <li>Overview of the marking period</li> <li>Why is it important to learn Spanish?</li> <li>Quiz – what do you remember from Spanish last year?</li> <li>Days, months, weather</li> <li>Asking and answering What Day Is Today/Yesterday/Tomorrow?</li> <li>Basic introductions; ask and answer "how are you"; ask and answer "how old are you"; and ask and answer "where are you from"; ask and answer "what do you like"?</li> <li>Common Spanish names; colors; numbers 1-30; basic conversations/greetings.</li> </ul>   |                         |  |  |  |  |
| Skills  | Recognize why it is important to learn the late.      Refer to 6 <sup>th</sup> grade curriculum for skills on specific specif | anguage.                |  |  |  |  |
| Assessments   | <ul> <li>Refer to 6 grade curriculum for skins on specific review topics.</li> <li>Verbal feedback through class discussion.</li> <li>Quiz (not recorded as a grade)/test (end of cumulative review).</li> <li>Participation through the use of popsicle sticks.</li> <li>Individual written classwork assignments.</li> <li>Do-Now's</li> </ul>  |                         |  |  |  |  |
| Interventions / differentiated instruction  Inter- disciplinary | Think/pair/share- heterogeneous grouping Visual aids Self-guided research Peer Collaboration Content differentiation- adjust independent materials and assessment Social Studies, Mathematics   |                         |  |  |  |  |
| Connections   |   |                         |  |  |  |  |
| Lesson<br>resources /<br>Activities                             | <ul> <li>Smart board</li> <li>Textbook</li> <li>Review Packet (self-created)</li> <li>Quiz on day 1</li> <li>Test at the end of unit.</li> </ul> 2009 NJCCCS  |                         |  |  |  |  |

**Standard: 7.1 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.

**Strand(s):** Novice-Mid

| Content Statement(s): The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. |                             | simple<br>through<br>7.1. NI<br>based of<br>7.1. NI<br>phrase | / <b>CPI(s):</b> 7.1.NM.A.2 Demo, oral and written directions, con appropriate physical response M.A.4 - Identify familiar peopen simple oral and/or written of M.A.1 Recognize familiar spots contained in culturally authoric information sources related | ommands, and requests se. le, places, and objects lescriptions. ken or written words and ntic materials using |                      |
|---|-----------------------------|---|---|---|----------------------|
|   | 21st Centr                  |   |   | <u>mes</u>  |                      |
| X Global Awareness Financial, Economic, Business, and Entrepreneuria Literacy   |                             |   | Civic Literacy  | Health Literacy   |                      |
|   | 21st Century Skills         |   |   |   |                      |
|   | Creativity and Innovation   | Critical Thinking and Problem Solving                         | X   | Communication and Collaboration   | Information Literacy |
|   | Media Literacy ICT Literacy |   |   | Life and Ca   | areer Skills         |

|  | Pine Hill Public Schools Spanish Curriculum   |                                   |                    |  |  |
|--|---|-----------------------------------|--------------------|--|--|
| Unit Title: Class                                | sroom objects   |                                   | Unit #: 2          |  |  |
| Course or Grad                                   | e Level: 7 <sup>th</sup>  | Length of Time: 1 week            |                    |  |  |
| Date Created: J                                  | une 2013  | <b>BOE Approval Date:</b>         |                    |  |  |
| Pacing   | week 3  |                                   |                    |  |  |
| Essential Questions                              | <ul> <li>What are the objects in this classroom and v</li> <li>What does this object look like?</li> <li>How many objects are in this group?</li> </ul>                         | why do we need to know how to sa  | y them in Spanish? |  |  |
| Content  | <ul> <li>Classroom objects</li> <li>Descriptions (color, size)</li> <li>Counting</li> </ul>   |                                   |                    |  |  |
| Skills   | SWBAT identify and describe classroom of  | objects by name, color, and amour | nt.                |  |  |
| Assessments                                      | <ul> <li>Verbal feedback through class discussions.</li> <li>Do Nows</li> <li>Classroom objects packet (self-created)</li> <li>Cumulative exam at the end of Unit 4.</li> </ul> |                                   |                    |  |  |
| Interventions /<br>differentiated<br>instruction | • Think/pair/share- heterogeneous grouping • Visual aids  |                                   |                    |  |  |
| Inter-<br>disciplinary<br>Connections            | Mathematics   |                                   |                    |  |  |
| Lesson<br>resources /<br>Activities              | Power Point     Note-taking     Labeling items around classroom   |                                   |                    |  |  |

|                   |  | Packet              |  |          |  |   |
|-------------------|--|---------------------|--|----------|--|---|
|                   |  |                     |  |          |  |   |
| 2009              | NJCCCS   |                     |  |          |  |   |
| meani<br>while    | Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in neaningful 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. |                     |  |          |  |   |
| Strai             | nd(s): Nov   | ice-Mid             |  |          |  |   |
| the cu            | lture at larg  | ge. (Topics that as | l identity is developed through e<br>sist in the development of this un<br>descriptions, school, likes/dislike | nderstan | ding should include, but are                                 |   |
|                   |  |                     | •  |          | / <b>CPI(s):</b> 7.1.NM.A.4 - Id ects based on simple oral a | entify familiar people, places, nd/or written descriptions. |
|                   |  |                     |  |          |  |   |
|                   |  | 21st Century        | <u>Themes</u>  |          |  |   |
|                   |  |                     |  |          |  |   |
| 21<br>Cent<br>Ski | ury Av   | Global<br>vareness  | Financial, Economic, Business, and Entrepreneurial Literacy  |          | Civic Literacy   | Health Literacy   |
|                   |  |                     |  |          |  |   |
|                   | Creativ<br>Innov   | •                   | Critical Thinking and Problem Solving  | X        | Communication and Collaboration                              | Information Literacy  |
|                   |  |                     | ICT Literacy   |          | Life and   | Career Skills   |

| Pine Hill Public Schools Spanish Curriculum |  |                           |           |  |  |
|---|--|---------------------------|-----------|--|--|
| Unit Title: Bo                              | ody Parts  |                           | Unit #: 3 |  |  |
| Course or Gr                                | ade Level: 7 <sup>th</sup>   | Length of Time: 1 week    |           |  |  |
| <b>Date Created</b>                         | : June 2013  | <b>BOE Approval Date:</b> |           |  |  |
| Pacing                                      | week 4   |                           |           |  |  |
| Essential<br>Questions                      | <ul> <li>What are the main parts of the human body and why is it important that we know them?</li> <li>How many do you have of each (10 fingers, 2 arms, etc)?</li> <li>How do you describe someone's eye/hair color?</li> <li>How can I talk about what hurts?</li> <li>How can I discuss my symptoms?</li> </ul> |                           |           |  |  |
| Content                                     | <ul> <li>Essential Body parts – head, shoulders, knees, feet, hands, fingers, feet, toes, eyes, ears, mouth, nose, hair, eyebrows, lips, neck</li> <li>Describing – colors &amp; numbers</li> <li>Ask and respond- ¿Qúe te duele? (Which part of your body hurts?)</li> </ul>                                      |                           |           |  |  |
| Skills                                      | SWBAT identify parts of the body and describe some of them based on color and number.  |                           |           |  |  |

|                      | ** 1 10  |   |                     |                                  |          |                         |
|----------------------|--|---|---------------------|----------------------------------|----------|-------------------------|
| Assessments          |  | edback through class discussion                             |                     |                                  |          |                         |
|                      | • Do-Nows  |   |                     |                                  |          |                         |
|                      | Cumulative exam at the end of Unit 4.                                |   |                     |                                  |          |                         |
| Interventions /      | • Think/pai  | r/share- heterogeneous grouping                             |                     |                                  |          |                         |
| differentiated       | • Visual aids  |   |                     |                                  |          |                         |
| instruction          | Vocabular  | ry notes  |                     |                                  |          |                         |
| 111501 0001011       | Self-guided research   |   |                     |                                  |          |                         |
|                      | • Peer Colla   | aboration   |                     |                                  |          |                         |
|                      | Content differentiation- adjust independent materials and assessment |   |                     |                                  |          |                         |
| Inter-               | Health   |   |                     |                                  |          |                         |
| disciplinary         |  |   |                     |                                  |          |                         |
| Connections          |  |   |                     |                                  |          |                         |
| Connections          |  |   |                     |                                  |          |                         |
| Lesson               |  | ard cartoon body with labeled parts                         |                     |                                  |          |                         |
| resources /          | Note-takii   | <u>C</u>  |                     |                                  |          |                         |
| Activities           |  | ng – head, shoulders, knees, toes                           |                     |                                  |          |                         |
|                      |  | y parts on worksheet  |                     |                                  | <b>.</b> | •                       |
|                      | • Create gia   | ant people in groups and label all the                      |                     |                                  | Spanis   | sh name.                |
|                      |  | 2009 NJ   | CCCS                |                                  |          |                         |
| Standard: 7.1 W      | orld Langua  | ges: All students will be able to use                       | e a worl            | d language in addition to Er     | nglish   | to engage in            |
| meaningful conver    | sation, to und   | lerstand and interpret spoken and w                         | ritten la           | inguage, and to present info     | rmatio   | n, concepts, and ideas, |
|                      |  | ding of the perspectives of other cul                       |                     |                                  |          |                         |
| other content areas  | , compare the  | e language and culture studied with                         | their ov            | wn, and participate in home      | and gl   | obal communities.       |
| Strand(s): Novice    | e-Mid  |   |                     |                                  |          |                         |
|                      |  |   |                     |                                  |          |                         |
| Comtomt Statem       | a=4(a)a D  |   | CDI #               | /CDI(a). 7.1 NM A 4.11.          |          |                         |
|                      |  |   |                     | / <b>CPI(s):</b> 7.1.NM.A.4 Iden |          |                         |
|                      |  | within one's family, one's arge. (Topics that assist in the | and ob              | jects based on simple oral ar    | na/or v  | written descriptions.   |
|                      |  | ing should include, but are not                             |                     |                                  |          |                         |
|                      |  | pets, physical/personality                                  |                     |                                  |          |                         |
| descriptions, school |  |   |                     |                                  |          |                         |
| descriptions, seno   | 71, 11KC5/G1511K   | es, and pastifies.)   |                     |                                  |          |                         |
|                      |  |   |                     |                                  |          |                         |
|                      |  |   |                     |                                  |          |                         |
|                      |  | 21st Centur   | y Ther              | nes                              |          |                         |
| X Global Aw          | areness  | Financial, Economic,  |                     | Civic Literacy                   |          | Health Literacy         |
|                      |  | Business, and Entrepreneurial                               |                     |                                  |          | -                       |
|                      |  | Literacy  |                     |                                  |          |                         |
|                      |  | 21st Centu  | ry <mark>Ski</mark> | lls                              |          |                         |
| Creativity           | y and  | Critical Thinking and Problem                               | X                   | Communication and                |          | Information Literacy    |
| Innovat              |  | Solving   |                     | Collaboration                    |          | •                       |
| Media Lit            | eracy  | ICT Literacy  |                     | Life and                         | Caree    | r Skills                |
|                      |  |   |                     |                                  |          |                         |

| Pine Hill Public Schools<br>Spanish Curriculum                |                           |  |  |
|---|---------------------------|--|--|
| Unit Title: Spanish speaking countries  Unit #: 4             |                           |  |  |
| Course or Grade Level: 7 <sup>th</sup> Length of Time: 5 days |                           |  |  |
| Date Created: June 2013                                       | <b>BOE Approval Date:</b> |  |  |

| Pacing          | week 5  |  |  |  |  |  |
|-----------------|---|--|--|--|--|--|
| Essential       | Why is it important to know other countries exist and know information about them?  |  |  |  |  |  |
| Questions       | What are some important landmarks and things to do in Spanish-speaking countries?   |  |  |  |  |  |
| Questions       | How are these countries different from/the same as the U.S.?  What is it fool is the food U.S. it is not a total of the S. it is not a to |  |  |  |  |  |
|                 | • Why is it forbidden for U.S. citizens to travel to Cuba?  |  |  |  |  |  |
| Content         | Spanish-speaking countries and their capitals.  |  |  |  |  |  |
|                 | Important Spanish landmarks   |  |  |  |  |  |
| Skills          | SWBAT name and locate 21 Spanish-speaking countries found in South America and Central  |  |  |  |  |  |
|                 | America.  |  |  |  |  |  |
| Assessments     | Verbal feedback through class discussion.   |  |  |  |  |  |
|                 | • Do-Nows   |  |  |  |  |  |
|                 | Participation through the use of popsicle sticks.   |  |  |  |  |  |
|                 | Individual written classwork assignments.   |  |  |  |  |  |
|                 | Cumulative exam at the end of the Unit- Locate and label all 21 countries.  |  |  |  |  |  |
| Interventions / | Think/pair/share- heterogeneous grouping  |  |  |  |  |  |
| differentiated  | • Visual aids   |  |  |  |  |  |
| instruction     | • Map   |  |  |  |  |  |
|                 | • Song on YouTube involving countries and capitals  |  |  |  |  |  |
|                 | Self-guided research  |  |  |  |  |  |
|                 | Peer Collaboration  |  |  |  |  |  |
|                 | Content differentiation- adjust independent materials and assessment  |  |  |  |  |  |
| Inter-          | Social Studies (geography/history)  |  |  |  |  |  |
| disciplinary    |   |  |  |  |  |  |
| Connections     |   |  |  |  |  |  |
|                 | Smart board   |  |  |  |  |  |
| Lesson          | • Note-taking   |  |  |  |  |  |
| resources /     | • Prezi   |  |  |  |  |  |
| Activities      | • Textbook  |  |  |  |  |  |
|                 | Individual Spanish/English dictionaries.  |  |  |  |  |  |
|                 | Popsicle sticks   |  |  |  |  |  |
|                 | Individual whiteboards and markers  |  |  |  |  |  |
|                 | Test at the end of unit   |  |  |  |  |  |
|                 | Projected maps  |  |  |  |  |  |
|                 | Google maps   |  |  |  |  |  |
|                 | Students will label the countries on their own blank maps   |  |  |  |  |  |
|                 | Students will label the countries on their own brank maps     Computers/books   |  |  |  |  |  |
|                 | • Students will go online or use books to research ONE Spanish-speaking country of their choice (except Cuba)   |  |  |  |  |  |
|                 | • They will create a poster enticing people to visit that country.  |  |  |  |  |  |
|                 | <ul> <li>Students must include country's capital, currency, common foods, and things to see and do, plus anything else</li> </ul>   |  |  |  |  |  |
|                 | teacher determines as important.  |  |  |  |  |  |
|                 | 2009 NICCCS   |  |  |  |  |  |

**Standard: 7.1 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.

**Strand(s):** Novice-Mid

**Content Statement(s):** 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 secondlanguage learners who have limited proficiency in the

**CPI # / CPI(s):** 7.1.NM.A.4-Identify familiar people, places, and objects based on simple oral and/or written descriptions.

| this t | 0 \                       | chat assist in the development of include, but are not limited to: e, and geography.) |               |                                 |       |                      |
|--------|---------------------------|---|---------------|---------------------------------|-------|----------------------|
|        |                           |   |               |                                 |       |                      |
|        |                           | 21st Century  | y Ther        | <u>nes</u>                      |       |                      |
| Х      | Global Awareness          | Financial, Economic, Business, and Entrepreneurial Literacy                           |               | Civic Literacy                  |       | Health Literacy      |
|        |                           | 21st Centur   | <u>ry Ski</u> | <u>lls</u>                      |       |                      |
|        | Creativity and Innovation | Critical Thinking and Problem Solving   | Х             | Communication and Collaboration |       | Information Literacy |
|        | Media Literacy            | ICT Literacy  |               | Life and                        | Caree | r Skills             |

|  | Pine Hill Public Schools Spanish Curriculum   |                           |           |  |  |
|--|---|---------------------------|-----------|--|--|
| Unit Title: Cloth                                | ning  |                           | Unit #: 5 |  |  |
| Course or Grad                                   | e Level: 7 <sup>th</sup>  | Length of Time: 2 weeks   |           |  |  |
| Date Created: J                                  | une 2013  | <b>BOE Approval Date:</b> |           |  |  |
| Pacing   | Weeks 6-7   | 1                         |           |  |  |
| Essential<br>Questions                           | <ul> <li>What are the four seasons of the year?</li> <li>What is your favorite season?</li> <li>What types of clothes do you wear in the winter/summer/spring/fall?</li> <li>What types of clothing goes on which body parts (ex: gorro goes on la cabeza)?</li> <li>How do you describe which item you would need to buy depending on the event and season?</li> <li>How do you ask how much a clothing item costs?</li> </ul> |                           |           |  |  |
| Content  | <ul> <li>Review seasons in Spanish</li> <li>Cost/price in numbers</li> <li>Present tense of the ar verb "comprar-to buy"</li> <li>Clothing – hat, shirt/blouse, sweater, t-shirt, shorts, skirt, pants, dress, gloves, boots, shoes, sneakers, necklace, ring, earrings, bracelet, watch</li> </ul>   |                           |           |  |  |
| Skills   | <ul> <li>SWBAT identify basic clothing in Spanish and associate them with seasons and body parts.</li> <li>SWBAT conjugate the present tense of the ar verb "comprar-to buy"</li> <li>SWBAT ask and respond how much a clothing item costs using numbers.</li> </ul>  |                           |           |  |  |
| Assessments                                      | <ul> <li>Verbal feedback through class discussion.</li> <li>Textbook activities</li> <li>Cumulative exam at the end of the Unit 7.</li> </ul>   |                           |           |  |  |
| Interventions /<br>differentiated<br>instruction | <ul> <li>Think/pair/share- heterogeneous grouping</li> <li>Visual aids</li> <li>Grammar checklist</li> <li>Self-guided research</li> <li>Peer Collaboration</li> <li>Content differentiation- adjust independent materials and assessment</li> </ul>  |                           |           |  |  |

| Inter-<br>disciplinary<br>Connections | Mathematics     Language arts and literacy   |
|---------------------------------------|--|
| Lesson<br>resources /<br>Activities   | <ul> <li>Textbook Activities</li> <li>Write all body parts in notebook.</li> <li>Students will work as a class to create a fashion show and incorporate the vocabulary.</li> </ul> |

**Standard: 7.1 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.

Strand(s): Novice-Mid

**Content Statement(s):** What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)

**CPI # / CPI(s):** 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1. NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

# 21<sup>st</sup> Century Themes

| X | Global Awareness    | Х | Financial, Economic,                   |   | Civic Literacy    |       | Health Literacy      |  |
|---|---------------------|---|--|---|-------------------|-------|----------------------|--|
|   |                     |   | Business, and Entrepreneurial Literacy |   |                   |       |                      |  |
|   | 21st Century Skills |   |  |   |                   |       |                      |  |
| X | Creativity and      | X | Critical Thinking and Problem          | X | Communication and | X     | Information Literacy |  |
|   | Innovation          |   | Solving                                |   | Collaboration     |       |                      |  |
|   | Media Literacy      |   | ICT Literacy                           | X | Life and          | Caree | r Skills             |  |

|                        |  | ublic Schools<br>Turriculum |           |
|------------------------|--|-----------------------------|-----------|
| Unit Title: Exp        | pressing want vs. need   |                             | Unit #: 6 |
| Course or Gra          | de Level: 7 <sup>th</sup>  | Length of Time: 1 week      |           |
| <b>Date Created:</b>   | June 2013  | <b>BOE Approval Date:</b>   |           |
| Pacing                 | Week 8   | 1                           |           |
| Essential<br>Questions | How can I express which items I want vers     How can I express want and need through the  |                             |           |
| Content                | <ul> <li>Vocabulary words (want-quiero &amp; need-need-need-need-need-need-need-need</li></ul>   | ecesito)                    |           |
| Skills                 | • SWBAT differentiate between expressing w • SWBAT utilize verbs in expressing want an   |                             |           |
| Assessments            | <ul> <li>Verbal feedback through class discussion ar</li> <li>Participation through the use of popsicle stice</li> <li>Individual written classwork assignments.</li> <li>Do-Now's</li> <li>Test at the end of week 8</li> </ul> | nd individual whiteboards.  |           |

|   | ventions /<br>rentiated | <ul><li>Think/pair/sl</li><li>Visual aids</li></ul>   | hare- heterogeneous grouping                                     |   |                              |          |                         |
|---|-------------------------|---|--|---|------------------------------|----------|-------------------------|
|   | uction                  | • Grammar ch  |  |   |                              |          |                         |
|   |                         | <ul><li>Self-guided r</li><li>Peer Collabor</li></ul> |  |   |                              |          |                         |
|   |                         |   | erentiation- adjust independent i                                | materials   | and assessment               |          |                         |
| Inter   | -                       | • Language ar   |  |   |                              |          |                         |
| _   | plinary                 |   |  |   |                              |          |                         |
| Conn  | nections                |   |  |   |                              |          |                         |
| Lesson  resources /  • Smart board  • Individual whiteboards and markers        |                         |   |  |   |                              |          |                         |
| • Individual whiteboards and markers • Individual Spanish/English dictionaries. |                         |   |  |   |                              |          |                         |
| Acuv  | THES                    | <ul> <li>Note-taking</li> </ul>                       |  |   |                              |          |                         |
|   |                         | • Textbooks   | unafamanaa thuayah ahammina (ala                                 | athin a am  | d food)                      |          |                         |
|   |                         | • Expressing p  | oreference through shopping (clo                                 |   | ·                            |          |                         |
| Stand   | dard: 7.1 W             | orld Language   | s: All students will be able to us                               |   |                              | English  | to engage in            |
| meani   | ngful conver            | sation, to unders                                     | stand and interpret spoken and v                                 | vritten la  | nguage, and to present inf   | ormatio  | n, concepts, and ideas, |
|   |                         |   | g of the perspectives of other cunguage and culture studied with |   |                              |          |                         |
|   | nd(s): Novic            |   | inguage and curtare studied with                                 | T then ov   | vii, una participate in nom  | e una gi | obur communicies.       |
| Strai   | id(b). Novic            | c iviid   |  |   |                              |          |                         |
| Cont  | ent Statemo             | ent(s): Linguis                                       | stic:  | CPI#  | / <b>CPI(s):</b> 7.1.NM.B.4- | Ask an   | d respond to simple     |
| The   | Novice-Mid              | language lear   | ner understands and  | questions, make requests, and express preferences using |                              |          |                         |
|   |                         | the word level<br>s independent                       | and can use memorized  | memorized words and phrases.                            |                              |          |                         |
|   | •                       | es independent<br>ned questions.                      | iy to.   |   |                              |          |                         |
| 1   |                         | 1   |  |   |                              |          |                         |
| ∘Ask  | memorized               | questions.  |  |   |                              |          |                         |
| ∘Stat   | e needs and             | preferences.  |  |   |                              |          |                         |
|   |                         | <b>T</b>  |  |   |                              |          |                         |
| ∘Des  | cribe people            | e, places, and t                                      | hings.   |   |                              |          |                         |
|   |                         |   |  |   |                              |          |                         |
|   |                         |   | 21St Cl  | (ID)  |                              |          |                         |
| v   | Cl. L. LA               |   | 21st Centu   | ry I ner  |                              | 1        | TT - 1d T '             |
| X   | Global Awa              | areness   | Financial, Economic,<br>Business, and Entrepreneuria             | 1   | Civic Literacy               |          | Health Literacy         |
|   |                         |   | Literacy  21 <sup>st</sup> Cent                                  | urv Clai  | lle                          |          |                         |
| х   | Creativity              | and   | Critical Thinking and Problem                                    |   | Communication and            | I        | Information Literacy    |
| A   | Innovat                 | ion   | Solving  | Ι Λ   | Collaboration                |          | •                       |
|   | Media Lit               | eracy   | ICT Literacy   |   | Life and                     | d Careei | Skills                  |
|   |                         |   | Pine Hill Pu   | blic Sc   | hools                        |          |                         |
|   |                         |   | Spanish C  | urricul   | lum                          |          |                         |
| Unit  | Title: Mem              | bers of the Far                                       | mily – physical descriptions                                     |   |                              | Unit #   | <b>#: 7</b>             |
| Course or Grade Level: 7 <sup>th</sup>  |                         |   |  | Length of Time: 2 weeks                                 |                              |          |                         |
| Date  | Created: J              | une 2013  |  | BOE Approval Date:                                      |                              |          |                         |

| Pacing                      | week 9-10   |
|-----------------------------|---|
| Essential                   | • Why do we need to know how to say the names of family members in Spanish?   |
| Questions                   | • What are some terms of endearment for these people in Spanish-speaking countries?   |
|                             | How can we describe our family members?  Which half has a label of the second described as a label of the second des |
|                             | • Which holidays celebrated in Spanish speaking countries are similar to the holidays we celebrate here in the  |
|                             | <ul><li>U.S.?</li><li>What is a "quinceañera" and why is it an important Hispanic tradition?</li></ul>  |
|                             | What is a "quinceanera" and why is it an important Hispanic tradition?      What celebrations do we have here in the U.S. that are similar to a "quinceañera?"  |
| Content                     | <ul> <li>Family members – mother, father, stepmom, stepdad, grandmother, grandfather, great grandmother, great grandfather, brother, sister, son, daughter, niece, nephew, cousin, aunt, uncle, mother-in-law, sister-in-law, brother-in-law</li> </ul>   |
|                             | • Descriptions – body parts and colors (brown hair, brown eyes, etc.)   |
|                             | Descriptive words – tall/short  |
| Skills                      | SWBAT name all the members of a family and describe their physical appearance.  |
|                             | SWBAT create a family photo album using descriptive sentences regarding age, relationship,  |
|                             | nationality, etc.   |
|                             | SWBAT describe what a quinceañera is and why it is an important tradition.      Note that the state of t |
| Assessments                 | Verbal feedback through class discussion.  De Nacoda  |
|                             | • Do-Now's  |
|                             | Participation through the use of popsicle sticks.      In this due to release the second state of the |
|                             | Individual written classwork assignments.  Convolution as a halomy point the and of the Unit  |
|                             | • Cumulative vocabulary quiz at the end of the Unit.  |
| <b>T</b>                    | <ul> <li>Project: Family photo album using descriptive sentences regarding age, relationship, nationality, etc.</li> <li>Think/pair/share- heterogeneous grouping</li> </ul>  |
| Interventions /             | Visual aids   |
| differentiated              | Grammar and vocabulary checklist  |
| instruction                 | Self-guided research  |
|                             | Peer Collaboration  |
|                             | Content differentiation- adjust independent materials and assessment  |
| Inter-                      | Health  |
| disciplinary<br>Connections | - Ficulti   |
| Lesson                      | Smart board   |
| resources /                 | Individual whiteboards and markers  |
| Activities                  | Individual Spanish/English dictionaries.  |
|                             | • Note-taking   |
|                             | • 25-minute quinceanera video   |
|                             | • 15 questions on quinceanera   |
|                             | • Textbook  |
|                             | • Students will create their own family photo album using descriptive sentences regarding age, relationship,  |
|                             | nationality, etc.   |
|                             | 2009 NICCCS   |

**Standard: 7.1 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.

Strand(s): Novice-Mid

## **Content Statement(s):**

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the

**CPI # / CPI(s):** 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

|   | but are not limited to<br>physical/personality of<br>likes/dislikes, and para<br>Linguistic: | : self,<br>descri<br>stimes | learner understands and                |        |                                 |       |                      |
|---|--|-----------------------------|--|--------|---------------------------------|-------|----------------------|
|   |  |                             | ases independently to:                 |        |                                 |       |                      |
|   | Respond to learned   | questi                      | ons.                                   |        |                                 |       |                      |
|   | •Ask memorized que   |                             |  |        |                                 |       |                      |
|   | <ul><li>State needs and presonable</li><li>Describe people, plant</li></ul>                  |                             |  |        |                                 |       |                      |
|   | Beserve people, pr   | aces,                       | und unings.                            |        |                                 |       |                      |
|   |  |                             |  |        |                                 |       |                      |
|   |  |                             |  |        |                                 |       |                      |
|   |  |                             | 21st Century                           | Ther   | nes                             |       |                      |
| X | Global Awareness   |                             | Financial, Economic,                   |        | Civic Literacy                  |       | Health Literacy      |
|   |  |                             | Business, and Entrepreneurial Literacy |        |                                 |       |                      |
|   |  |                             | 21 <sup>st</sup> Centur                | v Skil | lls                             |       |                      |
|   | G ::: 1  |                             | <u> </u>                               |        |                                 |       | T.C: T'.             |
|   | Creativity and Innovation  |                             | Critical Thinking and Problem Solving  | X      | Communication and Collaboration |       | Information Literacy |
|   | Media Literacy   |                             | ICT Literacy                           |        | Life and                        | Caree | · Skills             |
|   | =======================================  |                             | 101 2                                  |        | Zire una                        |       |                      |

|  |  | blic Schools<br>urriculum |           |  |  |
|--|--|---------------------------|-----------|--|--|
| Unit Title: Dia                                  | le los Muertos – Day of the Dead   |                           | Unit #: 9 |  |  |
| Course or Grad                                   | e Level: 7th   | Length of Time: 2 days    |           |  |  |
| Date Created: J                                  | une 2013   | <b>BOE Approval Date:</b> |           |  |  |
| Pacing   | November 1 & 2   |                           |           |  |  |
| Essential<br>Questions                           | <ul> <li>What is Dia de los Muertos and why is it important to the people of Mexico?</li> <li>What celebration/holiday do we have here in the U.S. that is similar to this holiday?</li> <li>What types of things do the Mexican people do to celebrate this important holiday?</li> </ul> |                           |           |  |  |
| Content  | Dia de los Muertos   |                           |           |  |  |
| Skills   | To understand the importance and traditions of the holiday.  |                           |           |  |  |
| Assessments                                      | <ul> <li>Verbal feedback through class discussion and individual whiteboards.</li> <li>Participation through the use of popsicle sticks.</li> <li>Individual written classwork assignments.</li> <li>Do-Now's</li> </ul>   |                           |           |  |  |
| Interventions /<br>differentiated<br>instruction | <ul> <li>Think/pair/share- heterogeneous grouping</li> <li>Visual aids</li> <li>Self-guided research</li> <li>Peer Collaboration</li> </ul>  |                           |           |  |  |

|               |   | • Content diffe   | erentiation- adjust independent m  | aterials              | s and assessment   |                  |  |
|---------------|---|---|--|-----------------------|--|------------------|--|
|               | r-<br>plinary<br>nections                           | Social Studio   | es   |                       |  |                  |  |
|               | on<br>urces /<br>vities                             |   | ate their own Dia de los Muertos<br>away (could also be an animal).  | skeleto               | on, remembering and celebra  | nting s          | omeone they know who                           |
|               |   |   | 2009 NJ  | CCCS                  |  |                  |  |
| mean<br>while | ingful conver<br>also gaining                       | sation, to under<br>an understandir   | s: All students will be able to use<br>stand and interpret spoken and w<br>ag of the perspectives of other cul<br>anguage and culture studied with | ritten la<br>tures. T | anguage, and to present infor<br>Through language study, the   | rmatic<br>y will | on, concepts, and ideas, make connections with |
| Stra          | nd(s): Novic  | e-Mid   |  |                       |  |                  |  |
|               | culturally aut<br>with cultural<br>that assist in t | hentic activities<br>products and pr<br>he development<br>re not limited to | contribute to familiarization actices. (Topics and activities  | written<br>materia    | / <b>CPI(s):</b> 7.1.NM.A.1 Rec<br>words and phrases contained<br>als using electronic informated<br>themes. | ed in c          | ulturally authentic                            |
|               |   |   |  |                       |  |                  |  |
|               |   |   |  |                       |  |                  |  |
|               |   |   | 21st Centur  | y Ther                | <u>nes</u>   |                  |  |
| X             | Global Awa  | areness   | Financial, Economic, Business, and Entrepreneurial Literacy  |                       | Civic Literacy   |                  | Health Literacy                                |
|               |   |   | 21st Centu   | ry Ski                | <u>lls</u>   |                  |  |
|               | Creativity<br>Innovat                               | ion   | Critical Thinking and Problem<br>Solving   |                       | Communication and Collaboration  |                  | Information Literacy                           |
|               | Media Lit   | eracy   | ICT Literacy   |                       | Life and   | Caree            | r Skills                                       |

|                        |  | Public Schools<br>Curriculum |            |
|------------------------|--|------------------------------|------------|
| Unit Title: Ci         | inco de Mayo   |                              | Unit #: 10 |
| Course or Gr           | rade Level: 7 <sup>th</sup>  | Length of Time: 1 day        |            |
| Date Created           | : June 2013  | <b>BOE Approval Date:</b>    |            |
| Pacing                 | May 5  |                              |            |
| Essential<br>Questions | <ul> <li>What is Cinco de Mayo and why is it imp</li> <li>What types of things do people do to cele</li> </ul> |                              |            |
| Content                | Cinco de Mayo  |                              |            |

| Skills  | To unders   | stand the importance and traditions  | of the h                       | oliday.  |                 |  |  |  |
|---|---|--|--------------------------------|--|-----------------|--|--|--|
| Assessment  |   | edback through class discussion aron through the use of popsicle stice   |                                | dual whiteboards.  |                 |  |  |  |
|   | • Individual  | written classwork assignments.   | 1131                           |  |                 |  |  |  |
| <b>T</b>  | • Do-Now's  | s/share- heterogeneous grouping  |                                |  |                 |  |  |  |
| Interventio differentiat  |   |  |                                |  |                 |  |  |  |
| instruction   | truction • Self-guided research   |  |                                |  |                 |  |  |  |
|   | Peer Collaboration  |  |                                |  |                 |  |  |  |
|   | Content differentiation- adjust independent materials and assessment  |  |                                |  |                 |  |  |  |
| Inter-  | Social Stu  | dies   |                                |  |                 |  |  |  |
| disciplinary<br>Connection  |   |  |                                |  |                 |  |  |  |
|   |   |  |                                |  |                 |  |  |  |
| Lesson  | <ul><li>Power Poi</li><li>Note-takir</li></ul>  |  |                                |  |                 |  |  |  |
| resources /<br>Activities   | Note-takii     Discussion   | _  |                                |  |                 |  |  |  |
| Activities  | 2 13 4 3 5 3 5  |  |                                |  |                 |  |  |  |
|   |   | 2009 N   | <u> </u>                       |  |                 |  |  |  |
| <b>Standard: 7.1 World Languages:</b> 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. |   |  |                                |  |                 |  |  |  |
|   |   |  |                                | Through language study, the  | y will          | make connections with  |  |  |
|   | areas, compare the  |  |                                | Through language study, the  | y will          | make connections with  |  |  |
| Strand(s): I  Content Sta culturally aut cultural prod in the develo  | areas, compare the Novice-Mid  atement(s): Obserthentic activities coucts and practices. Opened of this under                     |  | CPI # written materia          | Through language study, the  | and glocognized | make connections with obal communities.  e familiar spoken or ulturally authentic                  |  |  |
| Strand(s): I  Content Sta culturally aut cultural prod in the develo  | areas, compare the Novice-Mid  atement(s): Obserthentic activities coucts and practices. Opened of this under                     | rving and participating in ntribute to familiarization with (Topics and activities that assist estanding should include, but are   | CPI # written materia          | Through language study, the wn, and participate in home  / CPI(s): 7.1.NM.A.1 Rec words and phrases contained using electronic informa                           | and glocognized | make connections with obal communities.  e familiar spoken or ulturally authentic                  |  |  |
| Strand(s): I  Content Sta culturally aut cultural prod in the develo  | areas, compare the Novice-Mid  atement(s): Obserthentic activities coucts and practices. Opened of this under                     | rving and participating in ntribute to familiarization with (Topics and activities that assist estanding should include, but are   | CPI # written materia          | Through language study, the wn, and participate in home  / CPI(s): 7.1.NM.A.1 Rec words and phrases contained using electronic informa                           | and glocognized | make connections with obal communities.  e familiar spoken or ulturally authentic                  |  |  |
| Strand(s): I  Content Sta culturally aut cultural prod in the develo  | areas, compare the Novice-Mid  atement(s): Obserthentic activities coucts and practices. Opened of this under                     | rving and participating in ntribute to familiarization with (Topics and activities that assist estanding should include, but are   | CPI # written materia targete  | Through language study, the wn, and participate in home  / CPI(s): 7.1.NM.A.1 Rec words and phrases contained using electronic information defined themes.       | and glocognized | make connections with obal communities.  e familiar spoken or ulturally authentic                  |  |  |
| Strand(s): I  Content Sta culturally aut cultural prod in the develo not limited to   | areas, compare the Novice-Mid  atement(s): Obserthentic activities coucts and practices. Opened of this under                     | rving and participating in ntribute to familiarization with (Topics and activities that assist estanding should include, but are tions, songs, and dances.)  | CPI # written materia targetee | Through language study, the wn, and participate in home  / CPI(s): 7.1.NM.A.1 Rec words and phrases contained using electronic information defined themes.       | and glocognized | make connections with obal communities.  e familiar spoken or ulturally authentic                  |  |  |
| Strand(s): I  Content Sta culturally aut cultural prod in the develo not limited to   | areas, compare the Novice-Mid  atement(s): Obserthentic activities coucts and practices. pment of this under authentic celebrate. | rving and participating in ntribute to familiarization with (Topics and activities that assist estanding should include, but are tions, songs, and dances.)  21st Centur  Financial, Economic, Business, and Entrepreneuria  | CPI # written materia targete  | Through language study, the wn, and participate in home  / CPI(s): 7.1.NM.A.1 Rec words and phrases containals using electronic informad themes.  Civic Literacy | and glocognized | make connections with obal communities.  e familiar spoken or ulturally authentic urces related to |  |  |
| Strand(s): I  Content Sta culturally aut cultural prod in the develo not limited to  X Globa  Cre   | areas, compare the Novice-Mid  atement(s): Obserthentic activities coucts and practices. pment of this under authentic celebrate. | rving and participating in ntribute to familiarization with (Topics and activities that assist estanding should include, but are tions, songs, and dances.)  21st Centure  Financial, Economic, Business, and Entrepreneuria | CPI # written materia targete  | Through language study, the wn, and participate in home  / CPI(s): 7.1.NM.A.1 Rec words and phrases containals using electronic informad themes.  Civic Literacy | and glocognized | make connections with obal communities.  e familiar spoken or ulturally authentic urces related to |  |  |