

## Pine Hill Public Schools Curriculum

Content Area: Spanish	<b>World Language</b>		
Course Title/ Grade Level:	Spanish - 7th		
Unit 1:	<b>Review everything learned in 6<sup>th</sup> grade.</b>	Weeks:	<b>week 1(exam at the end of week 1)</b>
Unit 2:	<b>Classroom objects, commands, classes</b>	Weeks:	<b>week 2 (test)</b>
Unit 3:	<b>Using descriptive words to describe animals and objects</b>	Weeks:	<b>Week 3(test)</b>
Unit 4:	<b>Body Parts, health and describing which body part hurts</b>	Weeks:	<b>week 4 (project-monster creation)</b>
Unit 5:	<b>Spanish-speaking countries</b>	Weeks:	<b>week 5 (test on countries and capitals)</b>
Unit 6:	<b>Shopping and clothing</b>	Weeks:	<b>week 6-7 (vocabulary test and finance/budget project)</b>
Unit 7:	<b>Members of the Family – physical descriptions</b>	Weeks:	<b>Week 8-9</b>
Unit 8:	<b>Stories in Spanish/reading comprehension (Cinderella and basic stories-vocabulary recognition) Mad libs (students write their own stories by filling in verbs, adjectives, etc.)</b>	Weeks:	<b>week 10</b>
Unit 9:	<b>Dia de los Muertos – Day of the Dead</b>	Weeks:	<b>November</b>
Unit 10:	<b>Cinco de Mayo</b>	Weeks:	<b>May</b>
Board Approval Date:	August 28, 2012		

**Pine Hill Public Schools  
Spanish Curriculum**

<b>Unit Title:</b> REVIEW		<b>Unit #: 1</b>
<b>Course or Grade Level:</b> 7 <sup>th</sup>		<b>Length of Time:</b> 1 week
<b>Date Created:</b> July 2015-August 2015		<b>BOE Approval Date:</b>
<b>Pacing</b>	<b>week 1</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <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>	
<b>Content</b>	<ul style="list-style-type: none"> <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>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Recognize why it is important to learn the language.</li> <li>• Refer to 6<sup>th</sup> grade curriculum for skills on specific review topics.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <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>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies, Mathematics</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <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>	
<b>2009 NJCCCS</b>		
<p><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.</p>		
<b>Strand(s):</b> Novice-Mid		

<b>Content Statement(s):</b> 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.				<b>CPI # / CPI(s):</b> 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. 7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.			
<b><u>21<sup>st</sup> Century Themes</u></b>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

<b>Pine Hill Public Schools Spanish Curriculum</b>	
<b>Unit Title: Classroom objects, commands and classes</b>	<b>Unit #: 2</b>
<b>Course or Grade Level: 7<sup>th</sup></b>	<b>Length of Time: 1 week</b>
<b>Date Created: July 2015- August 2015</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	week 2
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the objects in this classroom and why do we need to know how to say them in Spanish?</li> <li>• What does this object look like?</li> <li>• How many objects are in this group?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Classroom objects</li> <li>• Descriptions (color, size)</li> <li>• Counting</li> <li>• Classroom commands</li> <li>• Name classes in Spanish</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• SWBAT identify and describe classroom objects by name, color, and amount.</li> <li>• SWBAT respond to classroom commands.</li> <li>• SWBAT learn the names of various classes and which materials are needed for each class in Spanish.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <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> <li>• Conversations in pairs</li> <li>• Power point visual translation storytelling</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>

<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Language arts</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Power Point</li> <li>• Note-taking</li> <li>• Labeling items around classroom</li> <li>• Packet</li> </ul>
<b>2009 NJCCCS</b>	

**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 development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

**CPI # / CPI(s):** 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](#)

<u><a href="#">21<sup>st</sup> Century Skills</a></u>	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
			ICT Literacy	x	Life and Career Skills		

**Pine Hill Public Schools  
Spanish Curriculum**

<b>Unit Title: Using descriptive words to describe animals and objects</b>		<b>Unit #: 3</b>
<b>Course or Grade Level: 7<sup>th</sup></b>		<b>Length of Time: 1 week</b>
<b>Date Created: July 2015- August 2015</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	Week 3	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do I describe animals and objects using colors?</li> <li>• How do I describe animals and objects using size?</li> <li>• How do I use indefinite articles when describing objects?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Animals</li> <li>• Colors (continued)</li> <li>• Adjectives involving size</li> <li>• Talking about things in general</li> <li>• Indefinite articles</li> </ul>	

<b>Skills</b>	<ul style="list-style-type: none"> <li>• SWBAT describe animals based on size and color.</li> <li>• SWBAT ask and respond to questions regarding size and color.</li> <li>• SWBAT respond to questions using indefinite articles</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Independent homework and classwork</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Language arts</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Smart board</li> <li>• Individual whiteboards and markers</li> <li>• Individual Spanish/English dictionaries.</li> <li>• Note-taking</li> <li>• Textbook-“Converso Mucho” pgs. 44-65 (independent activities)</li> <li>• TPRS storytelling using power point presentation and visuals to introduce vocabulary</li> <li>• Reading comprehension play in textbook “Converso Mucho” pgs. 64-65</li> <li>• Power point presentations involving questions and visuals using individual whiteboards</li> <li>• Stations</li> <li>• Think/pair/share: “Converso Mucho” pgs. 66-67-describing animals from the Galapagos Islands, off the coast of Ecuador.</li> <li>• Think/pair/share: Describing objects</li> </ul>

**2009 NJCCCS**

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

**Content Statement(s):** Linguistic:  
 The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

**CPI # / CPI(s):** 7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

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

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

x	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		

**Pine Hill Public Schools  
Spanish Curriculum**

<b>Unit Title: Body Parts, health and describing which body part hurts</b>				<b>Unit #: 4</b>			
<b>Course or Grade Level: 7<sup>th</sup></b>				<b>Length of Time: 1 week</b>			
<b>Date Created: July 2015- August 2015</b>				<b>BOE Approval Date:</b>			
<b>Pacing</b>		week 4					
<b>Essential Questions</b>		<ul style="list-style-type: none"> <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>• What are some healthy ways of living?</li> <li>• How can I discuss my symptoms?</li> </ul>					
<b>Content</b>		<ul style="list-style-type: none"> <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- ¿Qué te duele? (Which part of your body hurts?)</li> <li>• Describe health</li> </ul>					
<b>Skills</b>		<ul style="list-style-type: none"> <li>• SWBAT identify parts of the body and describe some of them based on color and number.</li> </ul>					
<b>Assessments</b>		<ul style="list-style-type: none"> <li>• Verbal feedback through class discussion</li> <li>• Do-Nows</li> <li>• Cumulative exam at the end of Unit 4.</li> </ul>					
<b>Interventions / differentiated instruction</b>		<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Vocabulary notes</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>					
<b>Inter-disciplinary Connections</b>		<ul style="list-style-type: none"> <li>• Health</li> </ul>					
<b>Lesson resources / Activities</b>		<ul style="list-style-type: none"> <li>• Smart board cartoon body with labeled parts</li> <li>• Note-taking</li> <li>• TPR – song – head, shoulders, knees, toes</li> <li>• Label body parts on worksheet</li> <li>• Create giant people in groups and label all the parts – give the “paper person” a Spanish name.</li> </ul>					
<b>2009 NJCCCS</b>							
<p><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.</p>							
<b>Strand(s):</b> Novice-Mid							
<b>Content Statement(s):</b> Personal identity is developed				<b>CPI # / CPI(s):</b> 7.1.NM.A.4 Identify familiar people, places,			

through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)				and objects based on simple oral and/or written descriptions.			
<b><u>21<sup>st</sup> Century Themes</u></b>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
x	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

<b>Pine Hill Public Schools Spanish Curriculum</b>	
<b>Unit Title: Spanish speaking countries</b>	<b>Unit #: 5</b>
<b>Course or Grade Level: 7<sup>th</sup></b>	<b>Length of Time: 5 days</b>
<b>Date Created: July 2015- August 2015</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	week 5
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why is it important to know other countries exist and know information about them?</li> <li>• What are some important landmarks and things to do in Spanish-speaking countries?</li> <li>• How are these countries different from/the same as the U.S.?</li> <li>• Why is it forbidden for U.S. citizens to travel to Cuba?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Spanish-speaking countries and their capitals.</li> <li>• Important Spanish landmarks</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• SWBAT name and locate 21 Spanish-speaking countries found in South America and Central America.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Verbal feedback through class discussion.</li> <li>• Do-Nows</li> <li>• Participation through the use of popsicle sticks.</li> <li>• Individual written classwork assignments.</li> <li>• Cumulative exam at the end of the Unit- Locate and label all 21 countries.</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Map</li> <li>• Song on YouTube involving countries and capitals</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies (geography/history)</li> </ul>

<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Smart board</li> <li>• Note-taking</li> <li>• Prezi</li> <li>• Textbook</li> <li>• Individual Spanish/English dictionaries.</li> <li>• Popsicle sticks</li> <li>• Individual whiteboards and markers</li> <li>• Test at the end of unit</li> <li>• Projected maps</li> <li>• Google maps</li> <li>• Students will label the countries on their own blank maps</li> <li>• Computers/books</li> <li>• Students will go online or use books to research ONE Spanish-speaking country of their choice (except Cuba)</li> <li>• They will create a poster enticing people to visit that country.</li> <li>• Students must include country's capital, currency, common foods, and things to see and do, plus anything else teacher determines as important.</li> </ul>
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**2009 NJCCCS**

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

<b>Content Statement(s):</b> 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. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)	<b>CPI # / CPI(s):</b> 7.1.NM.A.4-Identify familiar people, places, and objects based on simple oral and/or written descriptions.
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**21<sup>st</sup> Century Themes**

x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		



**Pine Hill Public Schools**  
**Spanish Curriculum**

<b>Unit Title:</b> Shopping and Clothing		<b>Unit #: 6</b>
<b>Course or Grade Level:</b> 7 <sup>th</sup>		<b>Length of Time:</b> 2 weeks
<b>Date Created:</b> July 2015-August 2015		<b>BOE Approval Date:</b>
<b>Pacing</b>	Weeks 6-7	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <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> <li>• How do you describe what the clothing looks like?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Review seasons in Spanish</li> <li>• Cost/price in numbers</li> <li>• Describe clothing by size and style</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>	
<b>Skills</b>	<ul style="list-style-type: none"> <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> <li>• SWBAT describe clothing styles.</li> <li>• SWBAT budget for a trip to Spain by using the “Corte Ingles” website to pick out their clothing.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Verbal feedback through class discussion.</li> <li>• Textbook activities</li> <li>• Cumulative exam at the end of the Unit 7.</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <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>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Language arts and literacy</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Textbook Activities- “Converso Mucho” pgs. 271-275 (describing how clothes look)</li> <li>• Textbook Activities- “Converso Mucho” pgs. 280-281 (conversation activity with reading comprehension questions.</li> <li>• Situational shopping conversations in pairs</li> <li>• Powerpoint presentation with various articles of clothing. I will ask students questions about sizes and price and they will respond on their whiteboards.</li> <li>• I will set up articles of clothing around the room with prices and students will walk around and answer questions in pairs regarding colors, prices and sizes.</li> <li>• Finance/budget project (Corte Ingles-webquest table)</li> <li>• Students will work as a class to create a fashion show and incorporate the vocabulary.</li> </ul>	

**2009 NJCCCS**

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other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

<b>Content Statement(s):</b> 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.)	<b>CPI # / CPI(s):</b> 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.
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**21<sup>st</sup> Century Themes**

X	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

x	Creativity and Innovation	x	Critical Thinking and Problem Solving	X	Communication and Collaboration	x	Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		

**Pine Hill Public Schools  
Spanish Curriculum**

<b>Unit Title: Members of the Family – physical descriptions</b>	<b>Unit #: 7</b>
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<b>Course or Grade Level: 7<sup>th</sup></b>	<b>Length of Time: 2 weeks</b>
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<b>Date Created: July 2015- August 2015</b>	<b>BOE Approval Date:</b>
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<b>Pacing</b>	week 8-9
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<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why do we need to know how to say the names of family members in Spanish?</li> <li>• What are some terms of endearment for these people in Spanish-speaking countries?</li> <li>• How can we describe our family members?</li> <li>• Which holidays celebrated in Spanish speaking countries are similar to the holidays we celebrate here in the U.S.?</li> <li>• What is a “quinceañera” and why is it an important Hispanic tradition?</li> <li>• What celebrations do we have here in the U.S. that are similar to a “quinceañera?”</li> </ul>
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<b>Content</b>	<ul style="list-style-type: none"> <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, father-in-law, sister-in-law, brother-in-law</li> <li>• Descriptions – body parts and colors (brown hair, brown eyes, etc.)</li> <li>• Descriptive words – tall/short</li> </ul>
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<b>Skills</b>	<ul style="list-style-type: none"> <li>• SWBAT name all the members of a family and describe their physical appearance.</li> <li>• SWBAT create a family photo album using descriptive sentences regarding age, relationship, nationality, etc.</li> <li>• SWBAT describe what a quinceañera is and why it is an important tradition.</li> </ul>
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<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Verbal feedback through class discussion.</li> <li>• Do-Now's</li> <li>• Participation through the use of popsicle sticks.</li> <li>• Individual written classwork assignments.</li> <li>• Cumulative vocabulary quiz at the end of the Unit.</li> <li>• Project: Family photo album using descriptive sentences regarding age, relationship, nationality, etc.</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Grammar and vocabulary checklist</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Health</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Smart board</li> <li>• Individual whiteboards and markers</li> <li>• Individual Spanish/English dictionaries.</li> <li>• Note-taking</li> <li>• 25-minute quinceanera video</li> <li>• 15 questions on quinceanera</li> <li>• Textbook</li> <li>• Students will create their own family photo album using descriptive sentences regarding age, relationship, nationality, etc.</li> </ul>

**2009 NJCCCS**

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**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 development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

**Linguistic:**

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

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

<b>Pine Hill Public Schools</b>	
<b>Spanish Curriculum</b>	
<b>Unit Title: Stories in Spanish/reading comprehension (Cinderella and basic stories-vocabulary recognition)</b>	<b>Unit #: 8</b>
<b>Course or Grade Level: 7th</b>	<b>Length of Time: 1 week</b>
<b>Date Created: July 2015-August 2015</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	Week 10
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is the tale of Cinderella about?</li> <li>• What</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar comparisons and reading comprehension found in the story, "Cinderella."</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• SWBAT analyze the story Cinderella in Spanish.</li> <li>• SWBAT compare and contrast words used in this fairy tale in Spanish and in English.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• In-class discussions</li> <li>• Exit pass</li> <li>• Do-now</li> <li>• Partner handouts where students will summarize what we have read and share with the class.</li> <li>• Power point presentation used to link vocabulary words with pictures in the story.</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Vocabulary notes</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Language arts</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Book on tape. Students will be given a copy of the book in Spanish and as a class we will read and summarize each section.</li> <li>• Graphic organizers</li> <li>• KWL charts</li> </ul>
<b>2009 NJCCCS</b>	
<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.	
<b>Strand(s):</b> Novice-Mid	
<b>Content Statement(s):</b> 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.	<b>CPI # / CPI(s):</b> 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

<u>21<sup>st</sup> Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	X	Communication and Collaboration	x	Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		
<u>21<sup>st</sup> Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

<b>Pine Hill Public Schools Spanish Curriculum</b>	
<b>Unit Title: Dia de los Muertos – Day of the Dead</b>	<b>Unit #: 9</b>
<b>Course or Grade Level: 7th</b>	<b>Length of Time: 2 days</b>
<b>Date Created: June 2013</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	November 1 & 2
<b>Essential Questions</b>	<ul style="list-style-type: none"> <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>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Dia de los Muertos</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• To understand the importance and traditions of the holiday.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <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>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> </ul>

<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Power Point</li> <li>• Note-taking</li> <li>• Discussions</li> <li>• Students create their own Dia de los Muertos skeleton, remembering and celebrating someone they know who has passed away (could also be an animal).</li> </ul>
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**2009 NJCCCS**

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

○ **Content Statement(s):** Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

**CPI # / CPI(s):** 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

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

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Spanish Curriculum**

<b>Unit Title: Cinco de Mayo</b>		<b>Unit #: 10</b>
<b>Course or Grade Level: 7<sup>th</sup></b>		<b>Length of Time: 1 day</b>
<b>Date Created: June 2013</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	May 5	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is Cinco de Mayo and why is it important?</li> <li>• What types of things do people do to celebrate this important holiday?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Cinco de Mayo</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• To understand the importance and traditions of the holiday.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <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>	

<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Power Point</li> <li>• Note-taking</li> <li>• Discussions</li> </ul>

**2009 NJCCCS**

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

**Content Statement(s):** Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

**CPI # / CPI(s):** 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

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

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Revised: August 25, 2015