Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 7 Spanish Curriculum

Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in World Language

Curriculum Scope and Sequence

Content Area	Spanish	Course Title/Grade Level:	Grade 7

Topic/Unit Name		Suggested Pacing (Days/Weeks)
Topic/Unit #1	Repaso - Review	Sept. - Oct. 4-6 weeks
Topic/Unit #2	¿Quién Soy Yo? Who am I?	Oct. - Dec. 6-8 weeks
Topic/Unit #3	¿Qué Quieres Hacer? What do you want to do?	Dec. - Feb. 6-8 weeks
Topic/Unit #4	La Vida Escolar - School Days	Feb. - April 6-8 weeks
Topic/Unit #5	En la Casa con la Familia - At Home With My Family	April - June 6-8 weeks

Topic/Unit 1 Title	Repaso	Approximate Pacing	4 -6 weeks

STANDARDS
NJSLS World Language

- 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.
- 7.1.NM.A.2 Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture
- 7.1.NM.A.4 Identify familiar people, places, and objects, based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content area

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.
- 7.1.NH.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.

Interdisciplinary Connections:	Computer Science & Design Thinking:
Art: **1.5.8.Pr4a:** Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion. **1.5.8.Pr5a:** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives **1.5.8.Re7a:** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed. **1.5.8.Re7b:** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. **1.5.8.Re8a:** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. **1.5.8.Cn10a:** Generate ideas to make art individually or collaboratively to positively reflect a group's identity. **1.5.8.Cn11a:** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. *Social Studies:* **6.2.8.CivicsPI.4.a:** Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. **Activity:** Students will learn about the history of Mexican sugar skulls and will do an art lesson where they create their own.	**8.1.5.NI.2:** Describe physical and digital security measures for protecting sensitive personal information. **8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim. **8.1.8.DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose. **8.1.8.IC.1:** Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. **Activities:** ● Students will discuss safe use and storage of personal information, including account passwords. ● Students will discuss technology that assists in language learning and communication, their impact on daily lives, as well as the importance of becoming bilingual in their future education and career options. ● Students will use technology for essential tasks in class and discuss its use in school and different parts of the world. ● Students will collect data, select and utilize a computational tool to organize and share that data for a project. For example, students may research, create and present a report on a weather forecast or climate in a Spanish speaking country.
Career Readiness, Life Literacies & Key Skills:	

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Activities:
- Students will discuss classroom expectations and how they can contribute.
- Students will set individual goals and reflect on their progress toward those goals.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Question: ▪ Why learn Spanish? ▪ Why study Spanish culture?

Enduring Understanding: Learning Spanish language and culture leads to a greater understanding of one's own and other languages and cultures and why people think and act in different ways.

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: • *Letters, numbers* • *Months, days, seasons, date* • *Weather expressions* • *Greetings and courtesy expressions* • *The verb 'ser' (to be)* • *Adjectives describing people*	*Students will be able to:* • *Spell out words / names* • *Give the date and time* • *Describe the weather* • *Exchange names* • *Introduce someone* • *Greet appropriately* • *Give a telephone number and email address*

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Students will receive written and oral summative assessments at the end of the learning period.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Students will complete listening activities, speaking activities, exit tickets, kahoots and quizlet live in order to assess their knowledge of the target grammar and vocabulary structures.
Alternative Assessments (Any learning activity or assessment that	Students will give class presentations and will also be assessed orally in pairs.

asks students to perform to demonstrate their knowledge, understanding and proficiency)	
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Students are given a pretest at the beginning of the year to establish general baseline levels.

RESOURCES
Core instructional materials: Teacher generated vocabulary and grammar notes provided electronically, textbook Exprésate, various websites
Supplemental materials: ● Google Classroom ● Quizlet ● Kahoot ● Duolingo ● studyspanish.com ● spanishdict.com ● edpuzzle.com ● Flipgrid ● Quizizz
Modifications for Learners
See appendix

Topic/Unit 2 Title	¿Quién Soy Yo?	Approximate Pacing	6-8 weeks
STANDARDS			
NJSLS World Language			
● 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.			

- 7.1.NM.A.2 Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture
- 7.1.NM.A.4 Identify familiar people, places, and objects, based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content area

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.
- 7.1.NH.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.

Interdisciplinary Connections:	Computer Science & Design Thinking:
Social Studies: **6.2.8.CivicsPI.4.a:** Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. **Activity**:	**8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim. **8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data.

Students will research, prepare and present a report on a Spanish speaking country.	**8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data. **8.1.8.DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose. **Activities:** ● Students will use technology for essential tasks in class and discuss its use in school and different parts of the world. ● Students will collect data, select and utilize a computational tool to organize and share that data for a project. For example, students may survey classmates about their personalities, then organize the data, and create different visual representations of it to identify trends.

Career Readiness, Life Literacies & Key Skills:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.CP.1: Compare prices for the same goods or services.
9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Activities:
● Students will create a skit or project (poster, slideshow…) using verb to-be"ser" to introduce themselves, describe their physical and personality attributes, and share ways they can give back.
● Students will compare and contrast Halloween and Día de los Muertos in Mexico by reading articles, viewing advertisements, and using a Venn Diagram.
● Students will survey classmates about their personalities, then organize the data, and create different visual representations of it to identify trends.
● Students will set individual goals and reflect on their progress toward those goals.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Why learn Spanish?
Why study Spanish culture?

Learning Spanish language and culture leads to a greater understanding of one's own and other languages and cultures and why people think and act in different ways.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: ● *Vocabulary of physical characteristics* ● *Using pronouns* ● *Formal vs. informal* ● *Gender of nouns* ● *Noun / adjective agreement* ● *the verb 'ser'* ● *Making nouns plural* ● *Interrogative words*	*Students will be able to:* ● *Describe themselves orally and in writing* ● *Describe someone else* ● *Ask for a description of someone* ● *Describe an object*

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Students will receive written and oral summative assessments at the end of the learning period.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Students will complete listening activities, speaking activities, exit tickets, kahoots and quizlet live in order to assess their knowledge of the target grammar and vocabulary structures.
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	Students will give class presentations and will also be assessed orally in pairs.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Students will be given a pre assessment to determine baseline levels.

RESOURCES

Core instructional materials:

Teacher generated vocabulary and grammar notes provided electronically, textbook Exprésate, various websites
Supplemental materials: ● Google Classroom   ● Quizlet   ● Kahoot   ● Duolingo   ● studyspanish.com   ● spanishdict.com   ● edpuzzle.com   ● Flipgrid   ● Quizizz
Modifications for Learners
See appendix

Topic/Unit 3 Title	¿Qué quieres hacer?	Approximate Pacing	6-8 weeks

STANDARDS
NJSLS World Language
● 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.   ● 7.1.NM.A.2 Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response.   ● 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture   ● 7.1.NM.A.4 Identify familiar people, places, and objects, based on simple oral and/or written descriptions.   ● 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.   ● 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.   ● 7.1.NM.B.2 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions.

- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content area

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.
- 7.1.NH.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.

Interdisciplinary Connections:	Computer Science & Design Thinking:
Math: **7.RP.A.3:** . Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. **Activity:** Students will calculate the percentage of their classmates who like to do a certain activity.	**8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim. **8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data. **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data. **8.1.8.DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose. **Activities** - Students will use technology for essential tasks in class and discuss its use in school and different parts of the world. - Students will collect data, select and utilize a computational tool to organize and share that data for a project. For example, students may survey classmates about their hobbies, then organize the data, and create different visual representations of it to identify trends, as well as create and present a graph to the class including the percentages of

	students who like to do various activities. Students may complete a similar project related to activities in a Spanish-speaking country. Students may utilize email, Google Forms, Google Sheets, Google Slides, or any other tool they find effective and beneficial.

Career Readiness, Life Literacies & Key Skills:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.CP.1: Compare prices for the same goods or services.
9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.
9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.
9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Activities
- Students will survey classmates about their hobbies, then they may organize the data, and create different visual representations of it to identify trends, as well as create and present a graph to the class including the percentages of students who like to do various activities.
- Students may complete a similar project related to activities in a Spanish-speaking country, compare prices of activities/equipment, and share activities they would engage in, then evaluate factors impacting their decision (personal, familial, and cultural values, emotions, attitudes, behaviors, etc.). As an extension, students may identify expenses for a future visit to the country and create a budget.
- Students will discuss the role of philanthropy in special activities in different countries.
- Students will interpret the meaning of advertisements and other visuals as related to cultural events, activities, and products.
- Students will set individual goals and reflect on their progress toward those goals.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Why learn Spanish?
Why study Spanish culture?
Learning Spanish language and culture leads to a greater understanding of one's own and other languages and cultures and why people think and act in different ways.

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: ● **Vocabulary of sports and pastimes** ● **Verbs in the infinitive** ● **Conjugating the verbs gustar, querer, ir, jugar** ● **Conjugating regular 'ar' verbs**	*Students will be able to:* ● *Talk about things they like and don't like* ● *Talk about what they like to do* ● *Talk about what others like to do* ● *Say how often they do things*

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Students will receive written and oral summative assessments at the end of the learning period.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Students will complete listening activities, speaking activities, exit tickets, kahoots and quizlet live in order to assess their knowledge of the target grammar and vocabulary structures.
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	Students will give class presentations and will also be assessed orally in pairs.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Students will be given a pretest to establish baseline levels.

RESOURCES
Core instructional materials: Teacher generated vocabulary and grammar notes provided electronically, textbook Exprésate, various websites
Supplemental materials: ● Google Classroom ● Quizlet ● Kahoot ● Duolingo

- studyspanish.com
- spanishdict.com
- edpuzzle.com
- Flipgrid
- Quizizz

Modifications for Learners
See [appendix](#)

Topic/Unit 4 Title	La Vida Escolar - School Days		Approximate Pacing	6-8 weeks weeks
STANDARDS				
NJSLS World Language				

- 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.
- 7.1.NM.A.2 Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture
- 7.1.NM.A.4 Identify familiar people, places, and objects, based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions.

- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content area

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.
- 7.1.NH.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.

Interdisciplinary Connections:	Computer Science & Design Thinking:
Math: **7.SP.A:** Use random sampling to draw inferences about a population. **7.NS.A.3:** Solve real-world and mathematical problems involving the four operations with rational numbers. *Art:* **1.5.8.Pr4a:** Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion. **1.5.8.Pr5a:** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives **1.5.8.Re7a:** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed. **1.5.8.Re7b:** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.	**8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim. **8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data. **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data. **8.1.8.DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose. **Activities:** ● Students will use technology for essential tasks in class and discuss its use in school and different parts of the world. ● Students will collect data, select and utilize a computational tool to organize and share that data for a project where they

1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. **1.5.8.Cn10a:** Generate ideas to make art individually or collaboratively to positively reflect a group's identity. **1.5.8.Cn11a:** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. *Social Studies:* **6.2.8.CivicsPI.4.a:** Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. **Activities** *Math:* Students may create and present a graph to the class including the percentages of students who like each class. *Art/Social Studies:* Students will read about and create their own Puerto Rican 'vejigante' masks.	compare their school to a school in the Spanish speaking world. Students may survey classmates about their favorite classes, and create different visual representations of it to identify trends, as well as create a graph.

Career Readiness, Life Literacies & Key Skills:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Activities
- Students will survey classmates about their favorite classes, then they may organize the data, and create different visual representations of it to identify trends, as well as create and present a graph to the class including the percentages of students who like each class.
- Students will discuss the role of philanthropy in schools in different countries and compare it to their school.
- Students will explore the website of a Mexican school and answer various questions about the curriculum and activities.
- Students will create an original video about their school and compare it with a school in the Spanish speaking world.
- Students will set individual goals and reflect on their progress toward those goals.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Why learn Spanish?
Why study Spanish culture?
Learning Spanish language and culture leads to a greater understanding of one's own and other languages and cultures and why people think and act in different ways.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: ● *Vocabulary related to school and the community* ● *Irregular verbs: tener, venir, hacer, poner, traer, saber, ver, salir* ● *Conjugate regular er/ir verbs* ● *Use ir+a+infinitive verb to express an action in the future* ● *tener idioms*	*Students will be able to:* ● *Say what they have and need* ● *Talk about classes* ● *Talk about plans* ● *Invite someone to do something*

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Students will receive written and oral summative assessments at the end of the learning period.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Students will complete listening activities, speaking activities, exit tickets, kahoots and quizlet live in order to assess their knowledge of the target grammar and vocabulary structures.
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	Students will give class presentations and will also be assessed orally in pairs.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Listening assessment will be given on cumulative topics learned throughout the year.

RESOURCES

Core instructional materials:
Teacher generated vocabulary and grammar notes provided electronically, textbook Exprésate, various websites

Supplemental materials:
- Google Classroom
- Quizlet
- Kahoot
- Duolingo
- studyspanish.com
- spanishdict.com
- edpuzzle.com
- Flipgrid
- Quizizz

Modifications for Learners
See appendix

Topic/Unit 5 Title	En la Casa con la Familia	Approximate Pacing	6-8 weeks

STANDARDS
NJSLS World Language

- 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.
- 7.1.NM.A.2 Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture
- 7.1.NM.A.4 Identify familiar people, places, and objects, based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

- 7.1.NM.B.2 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content area

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.
- 7.1.NH.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.

Interdisciplinary Connections:	Computer Science & Design Thinking:
Art: **1.5.8.Pr5a:** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives **1.5.8.Re7a:** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed. **1.5.8.Re7b:** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. **1.5.8.Re8a:** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. **1.5.8.Cn10a:** Generate ideas to make art individually or collaboratively to positively reflect a group's identity. **1.5.8.Cn11a:** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.	**8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim. **8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data. **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data. **8.1.8.DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose. **Activities:**

Social Studies:
6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

Activities
- Students will discuss types of homes in Spanish-speaking countries, compare home advertisements and prices, and then they may design a home or advertisement for a home they could encounter in a Spanish-speaking country.
- Students will analyze online infographs with data about Latin American families.

- Students will use technology for essential tasks in class and discuss its use in homes in the United States and compare this with different parts of the Spanish-speaking world.
- Students will collect data, select and utilize a computational tool to organize and share that data for a project related to the variety and prevalent types of housing available in different parts of the Spanish-speaking world.

Career Readiness, Life Literacies & Key Skills:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.CP.1: Compare prices for the same goods or services.
9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Activities
- Students will discuss types of homes in Spanish-speaking countries, compare home advertisements and prices, and then they may design a home or advertisement for a home they could encounter in a Spanish-speaking country.
- Students will analyze online infographs with data about Latin American families. Students will give a digital presentation on their family.
- Students will discuss the role of philanthropy in their own family and families in different Spanish-speaking countries.
- Students will interpret the meaning of advertisements and other visuals as related to homes and families.
- Students will set individual goals and reflect on their progress toward those goals.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Why learn Spanish?
Why study Spanish culture?
Learning Spanish language and culture leads to a greater understanding of one's own and other languages and cultures and why people think and act in different ways.

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: ● **Vocabulary related to home and family** ● **Possessive adjectives** ● **Stem changing verbs - e-->ie and o-->ue** ● **Verb estar with location** ● **Prepositions of location**	*Students will be able to:* ● **Describe the people in their family and those relationships** ● **Talk about where they and others live** ● **Describe their home** ● **Talk about their responsibilities**

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Students will receive written and oral summative assessments at the end of the learning period.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Students will complete listening activities, speaking activities, exit tickets, kahoots and quizlet live in order to assess their knowledge of the target grammar and vocabulary structures.
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	Students will give class presentations and will also be assessed orally in pairs.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Students will take a pre-assessment on google forms in order to obtain baseline data about the topic presented.

RESOURCES
Core instructional materials: Teacher generated vocabulary and grammar notes provided electronically, textbook Exprésate, various websites
Supplemental materials: ● Google Classroom ● Google forms ● Quizlet ● Kahoot ● Duolingo ● studyspanish.com ● spanishdict.com

• edpuzzle.com
• Flipgrid
• Quizizz
Modifications for Learners
See appendix