

Moonachie School District World Languages Curriculum: Grade 7

New Jersey Student Learning Standards for World Languages

Born On: September 29, 2015

Re-Adopted: January 2, 2019

The following maps outline the NJSLs for grade seven World Languages. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

Assessments:

Teacher observation
Oral presentations
Quizzes
Tests
Homework
Individual projects
Graded oral classwork
Notebook check

Resources:

Como te Va?- Power Point and text
Corresponding workbooks
Teacher tools supplemental materials that correspond to text
Sing, Laugh, Dance and Eat tacos CD's 1,2,3
Canten Navidad CD and coordinating booklets
Vocabulary Bingo games on various topics
Brain Quest Spanish edition
La Carrera de los Reyes Magos board game
Donde esta Pablo? Board game
Teacher made visuals
Palabras interrogativas DVD
Spain-Beyond Our Borders in English DVD
Scholastic Magazine articles
Spanish/English Dictionaries
Complete Spanish teacher's Handbook
Spanish is Fun Books 1 & 2
A variety of fiction and nonfiction books
I PAD Apps
Learn Spanish
Basic Spanish
Spanish school bus

Libritos small) 40 non fiction books on various topics
Disney books for children in Spanish

Ves-Spanish- Verbs
Spanish Essentials

References:

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9pdf>

Websites:

www.Quia

Power Points that accompany text

www.quizlet.com

<https://www.youtube.com>

www.spanishspanish.com

www.srwooly.com

spanish.glencoe.com

**Curriculum Details
World Language - 7th Grade**

Core Program	Como Te Va? - McGraw Hill
Interdisciplinary Connections	<p>ELA RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>SOCIAL STUDIES 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.</p>
Career Ready Practices	<p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>
21st Century Themes & Skills (by the end of 8th grade)	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
Technology Standards	8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none">● Research Activities with cross curricular themes● Use advanced supplementary/reading materials● Use of authentic resources to promote a deeper understanding of culture● Conduct research and provide presentation of cultural topics	<ul style="list-style-type: none">● Read aloud● Build background knowledge● Picture Associations● Partner Work● Use of Bilingual Dictionary	<ul style="list-style-type: none">● Extended time● Modified assignments● Small group, alternate location● Modeling● Leveled reading● Read aloud● Build background knowledge● Oral/visual reminders● Peer assistance● Pre-teach vocabulary● Picture associations with vocab● Build background knowledge for cultural understanding● Refer to each student's IEP for more specific modifications	<ul style="list-style-type: none">● Tier II and Tier III intervention● Morning tutoring● After school program● Parental contact● Repetition and practice● Preferential seating

**World Languages Curriculum:
Grade 7 Unit 3- (En Casa y en Clase)
Como te va? (Green)**

Standard

WL.7.1.NM.A - [*Strand*] - Interpretive Mode

Strand: WL.7.1.NM.A.L – Linguistic –

Standards: WL.7.1.NM.A.L.1 - [*Content Statement*] - 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.

Essential Question(s):

- How does one express what is done at home?
- How does one express ideas about going to school and school activities?
- How does one count from 100 to 1,000?
- How does one describe where people go?
- How does one describe where people are?

Vocabulary: Verbs that describe activities at home and at school, activities related to parties, numbers, ir, estar, dar

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>Standards: WL.7.1.NM.A.L.1 - [<i>Content Statement</i>] - 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.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Learn the vocabulary related to chapter themes and know the English equivalents ● Use the vocabulary in proper context orally and in writing 	<ul style="list-style-type: none"> ● Anticipatory sets to establish background knowledge. ● Whole group discussion to discuss broad concepts. ● Work in pairs and individually to help students hone their oral vocabulary skills. ● Independent work time to reinforce content and written skills. ● Closing activity to analyze student understanding of content and skills 	<ul style="list-style-type: none"> ● Illustrate an “AR” verb ● Write about a typical day

Standard

WL.7.1.NM.A - [*Strand*] - Interpretive Mode

Strand: WL.7.1.NM.A.C - Cultural

Standards:

WL.7.1.NM.A.C.1 - [*Content Statement*] - 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.)

WL.7.1.NM.A.C.4 - [*Content Statement*] - Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

WL.7.1.NM.A.C.7 - [*Content Statement*] - Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

WL.7.1.NM.A.2 - [*Cumulative Progress Indicator*] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

WL.7.1.NM.A.4 - [*Cumulative Progress Indicator*] - Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WL.7.1.NM.A.5 - [*Cumulative Progress Indicator*] - Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.

Essential Question(s):

What is school like in Spanish speaking countries?

What are some similarities and differences between schools in the US and schools in Spanish speaking countries?

Vocabulary: school activities

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>Standards: WL.7.1.NM.A.C.1 - <i>[Content Statement]</i> - 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.)</p> <p>WL.7.1.NM.A.C.4 - <i>[Content Statement]</i> - Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <p>WL.7.1.NM.A.C.7 - <i>[Content Statement]</i> - Learning about age - and</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Understand what a typical school day is like in Spanish speaking countries ● Experience an agenda page, student test and photographs of students in school ● Follow simple classroom instructions in Spanish ● List activities done in school ● Understand simple descriptions of school activities 	<ul style="list-style-type: none"> ● Anticipatory sets to establish background knowledge. ● Whole group discussion to discuss broad concepts. ● Partner work for reinforcement and practice ● Individual work time to reinforce content and skills. ● Read culturally appropriate and authentic materials ● Closing activity to analyze student understanding of content and skills. 	<ul style="list-style-type: none"> ● Discuss use of uniforms in Spanish speaking countries as compared to US using photos in text ● Describe orally and in writing typical school activities ● Reading an agenda page of a student and a student test, and answer questions

<p>developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p> <p>WL.7.1.NM.A.2 - <i>[Cumulative Progress Indicator]</i> - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>WL.7.1.NM.A.4 - <i>[Cumulative Progress Indicator]</i> - Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>WL.7.1.NM.A.5 - <i>[Cumulative Progress Indicator]</i> - Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally</p>			
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authentic materials on
familiar topics.

Standard

WL.7.1.NM.B - [*Strand*] - Interpersonal Mode

Strand: WL.7.1.NM.B.L - Linguistic

Standards:

WL.7.1.NM.B.L.1 - [*Content Statement*] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

WL.7.1.NM.B.L.1.a - Respond to learned questions.

WL.7.1.NM.B.L.1.b - Ask memorized questions.

WL.7.1.NM.B.L.1.d - Describe people, places, and things.

Essential Question(s):

How does one talk and write about school activities?

Vocabulary: school activities, verbs

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>Standards: WL.7.1.NM.B.L.1 - [<i>Content Statement</i>] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently. WL.7.1.NM.B.L.1.a - Respond to learned questions. WL.7.1.NM.B.L.1.b - Ask memorized questions. WL.7.1.NM.B.L.1.d - Describe people, places, and things.</p>	<p>Students will:</p> <ul style="list-style-type: none">• Describe personal activities at school• Describe the activities of the teacher• Respond to questions about school• Ask questions about school	<ul style="list-style-type: none">• Anticipatory sets to establish background knowledge.• Whole group discussion to discuss broad concepts.• Partner practice to help students hone their oral vocabulary skills.• Simple writing task using school related vocabulary• Independent work time to reinforce content and skills.• Closing activity to analyze student understanding of content and skills.	<ul style="list-style-type: none">• Talk to someone about typical school activities• Describe what a teacher does• Ask and answer questions about school in a conversation with a classmate• Write a brief message about a school activity

Standard**WL.7.1.NM.B** - [Strand] - Interpersonal Mode**Strand: WL.7.1.NM.B.C** - Cultural**Standards:**

WL.7.1.NM.B.2-(Cumulative Progress Indicator)- Give and follow simple oral and written directions when participating in age-appropriate classroom and cultural activities.

WL.7.1.NM.B.4 - [Cumulative Progress Indicator] - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

WL.7.1.NM.B.5 - [Cumulative Progress Indicator] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Essential Question(s)

How does one talk about school activities?

Vocabulary: verbs, school related vocabulary

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
Standards: WL.7.1.NM.B.2 - Cumulative Progress Indicator)- Give and follow simple oral and written directions when participating in age-appropriate classroom and cultural activities. WL.7.1.NM.B.4 - [Cumulative Progress Indicator] - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. WL.7.1.NM.B.5 - [Cumulative Progress Indicator] - Exchange	Students will: <ul style="list-style-type: none"> • Talk to each other about school activities 	<ul style="list-style-type: none"> • Pair work 	<ul style="list-style-type: none"> • Discuss school activities with each paired group • Follow basic instructions in class

information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Standard

WL.7.1.NM.C - [*Strand*] - Presentational Mode

Strand: WL.7.1.NM.C.L - Linguistic

Standards:

WL.7.1.NM.C.L.1 - [*Content Statement*] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

WL.7.1.NM.C.L.1.c - Describe people, places, and things.

Essential Question(s):

How does one explain some typical activities in school?

Vocabulary: school activities, verbs

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>Standards: WL.7.1.NM.C.L.1 - [<i>Content Statement</i>] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: WL.7.1.NM.C.L.1.c - Describe people, places, and things.</p>	<p>Students will:</p> <ul style="list-style-type: none">• Explain orally some typical school activities	<ul style="list-style-type: none">• Write ideas about typical school activities for different people• Present their ideas to the class	<ul style="list-style-type: none">• Make a brief presentation in which some typical activities of either a student or teacher are described

Standard

WL.7.1.NM.C - [*Strand*] - Presentational Mode

Strand: WL.7.1.NM.C.C – Cultural

Standards:

[*Cumulative Progress Indicator*] - Copy/write words, phrases, or simple guided texts on familiar topics.

WL.7.1.NM.C.4 - [*Cumulative Progress Indicator*] - Present information from age - and level - appropriate, culturally authentic materials orally or in writing.

Essential Question(s):

How does one explain some typical activities of school life?

Vocabulary: verbs, school related activities

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>Standards: WL.7.1.NM.C.C.4 - [<i>Content Statement</i>] - Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.) include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)</p>	<p>Students will:</p> <ul style="list-style-type: none">• Explain to a group some typical school activities	<ul style="list-style-type: none">• Write ideas that explain school life• Present them orally to a group	<ul style="list-style-type: none">• Make a simple presentation about school activities

**World Languages Curriculum:
Grade 7 Unit 4- (De Compras)
Como te va? (Green)**

Standard

WL.7.1.NM.A - [*Strand*] - Interpretive Mode

Strand: WL.7.1.NM.A.L – Linguistic –

Standards: WL.7.1.NM.A.L.1 - [*Content Statement*] - 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.

Essential Question(s):

- How does one identify and describe school supplies?
- How does one identify and describe clothing size and color?
- How does one describe going places?
- How does one describe one's obligations?

Vocabulary: school supplies, clothing, colors, shopping terms

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>Standards: WL.7.1.NM.A.L.1 - [<i>Content Statement</i>] - 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.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Learn and be able to use the vocabulary related to school supplies, clothing, colors and shopping orally and in writing. 	<ul style="list-style-type: none"> • Anticipatory sets to establish background knowledge. • Whole group discussion to discuss broad concepts. • Small group and individual instruction to help students hone their oral vocabulary skills. • Independent work time to reinforce content and skills. • Pair work for conversation practice. • Role play sales clerk, customer scenario • Closing activity to analyze student understanding of content and skills. 	<ul style="list-style-type: none"> • Quiz vocabulary • Chapter test • Create a personal role- play scenario between customer and salesperson.

Standard

WL.7.1.NM.A - [*Strand*] - Interpretive Mode

Strand: WL.7.1.NM.A.C - Cultural

Standards:

WL.7.1.NM.A.C.1 - [*Content Statement*] - 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.)

WL.7.1.NM.A.C.2 - [*Content Statement*] - 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.)

WL.7.1.NM.A.C.4 - [*Content Statement*] - Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

WL.7.1.NM.A.C.7 - [*Content Statement*] - Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

WL.7.1.NM.A.2 - [*Cumulative Progress Indicator*] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

WL.7.1.NM.A.4 - [*Cumulative Progress Indicator*] - Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WL.7.1.NM.A.5 - [*Cumulative Progress Indicator*] - Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.

Essential Question(s):

What is the clothing like of some indigenous people in the Spanish -speaking world?

How is clothing advertised by stores in the Spanish -speaking world?

Vocabulary: clothing, numbers

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
Standards: WL.7.1.NM.A.C.1 - [<i>Content Statement</i>] - Personal identity is	Students will: <ul style="list-style-type: none">• Understand how clothing represents	<ul style="list-style-type: none">• Anticipatory sets to establish background knowledge.• Whole group discussion to discuss broad concepts.	<ul style="list-style-type: none">• Answer questions about a shop ad.• Students determine what their clothing size would be

<p>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.)</p> <p>WL.7.1.NM.A.C.2 - <i>[Content Statement]</i> - 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.)</p> <p>WL.7.1.NM.A.C.4 - <i>[Content Statement]</i> - Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that</p>	<p>personality, social status, and culture.</p> <ul style="list-style-type: none"> ● Read clothing ads for department stores ● Discuss sizing differences for clothing. ● Examine examples of Guatemalan weaving. ● Complete a fashion related activity. 	<ul style="list-style-type: none"> ● Small group and individual instruction to help students hone their oral vocabulary skills. ● Class discussion about personal identity and clothing ● Complete text activities related to shopping ● Read culturally relevant material and answer comprehension questions ● Closing activity to analyze student understanding of content and skills. 	<p>based on foreign sizing charts.</p> <ul style="list-style-type: none"> ● View images of Guatemalan textiles/weavings and discuss patterns from online sources. ● Research fashion in a Spanish speaking country.
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<p>assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <p>WL.7.1.NM.A.C.7 - [<i>Content Statement</i>] - Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p> <p>WL.7.1.NM.A.1 - [<i>Cumulative Progress Indicator</i>] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>WL.7.1.NM.A.2 - [<i>Cumulative Progress</i></p>			
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<p><i>Indicator</i>] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>WL.7.1.NM.A.4 - <i>[Cumulative Progress Indicator]</i> - Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>WL.7.1.NM.A.5 - <i>[Cumulative Progress Indicator]</i> - Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.</p>			
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Standard**WL.7.1.NM.B** - [*Strand*] - Interpersonal Mode**Strand: WL.7.1.NM.B.L** - Linguistic**Standards:****WL.7.1.NM.B.L.1** - [*Content Statement*] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:**WL.7.1.NM.B.L.1.a** - Respond to learned questions.**WL.7.1.NM.B.L.1.b** - Ask memorized questions.**WL.7.1.NM.B.L.1.c** - State needs and preferences.**WL.7.1.NM.B.L.1.d** - Describe people, places, and things.**Essential Question(s):**

How does one shop for clothing and school supplies using appropriate language?

Vocabulary: school supplies, clothing, shopping terms

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
Standards: WL.7.1.NM.B.L.1 - [<i>Content Statement</i>] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: WL.7.1.NM.B.L.1.a - Respond to learned questions. WL.7.1.NM.B.L.1.b - Ask memorized questions. WL.7.1.NM.B.L.1.c - State needs and preferences. WL.7.1.NM.B.L.1.d - Describe people, places, and things.	Students will: <ul style="list-style-type: none"> ● Identify clothing, colors, school supplies, and numbers required for prices ● Respond to the questions, <i>Cuanto es?</i>, <i>De que color es?</i>, <i>Que talla usa Usted?</i> ● Ask the above questions to illicit a response from a classmate ● Describe clothing and school supplies. 	<ul style="list-style-type: none"> ● Anticipatory sets to establish background knowledge. ● Whole group discussion to discuss broad concepts. ● Small group and individual instruction to help students hone their oral vocabulary skills. ● Independent work time to reinforce content and skills. ● Complete workbook activities for written practice. ● Play color games. ● Play clothing Bingo for retention. ● Read text pages about financial literacy and complete a basic personal budget in Spanish. ● Closing activity to analyze student understanding of content and skills. 	<ul style="list-style-type: none"> ● Role play shopping scenarios ● Paired activity in which partners describe each other's clothing. ● Create a written personal expenses sheet based on a text activity.

Standard

WL.7.1.NM.B - [Strand] - Interpersonal Mode

Strand: WL.7.1.NM.B.C - Cultural

Standards:

WL.7.1.NM.B.2- (Cumulative Progress Indicator)-Give and follow simple oral and written directions when participating in age appropriate classroom and cultural activities.

WL.7.1.NM.B.5 - [Cumulative Progress Indicator] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Essential Question(s):

How does one explain how one spends his or her money?

Vocabulary: school supplies, clothing, numbers, currency words

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>Standards: WL.7.1.NM.B.5 - [Cumulative Progress Indicator] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p>	<p>Students will:</p> <ul style="list-style-type: none">• Discuss their own personal expenses with a classmate	<ul style="list-style-type: none">• Prepare a written budget sheet of expenses• Use the budget sheet as a guide and tell a classmate how one spends one's money.	<ul style="list-style-type: none">• Share orally one's personal expense budget.• Follow basic instructions in class

Standard

WL.7.1.NM.C - [*Strand*] - Presentational Mode

Strand: WL.7.1.NM.C.L - Linguistic

Standards:

WL.7.1.NM.C.L.1 - [*Content Statement*] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

WL.7.1.NM.C.L.1.a - Make lists.

WL.7.1.NM.C.L.1.b - State needs and preferences.

WL.7.1.NM.C.L.1.c - Describe people, places, and things.

Essential Question(s):

How does one explain one's school supply and clothing needs?

Vocabulary: clothing, school supplies, colors, numbers

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
Standards: WL.7.1.NM.C.L.1 - [<i>Content Statement</i>] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: WL.7.1.NM.C.L.1.a - Make lists. WL.7.1.NM.C.L.1.b - State needs and preferences. WL.7.1.NM.C.L.1.c - Describe people, places, and things.	Students will: <ul style="list-style-type: none">• Be able to identify school supplies orally and in writing.• Describe what they need to buy as school supplies or clothing• Create a shopping list for school supplies or new school clothing.• Sing a song that states the clothing that someone has .(Billy La Bufanda)	<ul style="list-style-type: none">• Anticipatory sets to establish background knowledge.• Independent work time to reinforce content and skills.• Identify school supplies and/or clothing orally and in writing in Spanish.• Students identify what school supplies they need in Spanish and classmates demonstrate comprehension through check off sheets in English.• Students write their own shopping list for school supplies and clothing for the opening of school.• Students sing a song that has clothing terms as its theme.	<ul style="list-style-type: none">• Tell classmates their clothing and school supply needs.• Write a shopping list for school supplies and clothing.• Sing a song about clothing.

Standard

WL.7.1.NM.C - [*Strand*] - Presentational Mode

Strand: WL.7.1.NM.C.C – Cultural

Standards:

, science, and geography.)

WL.7.1.NM.C.C.7 - [*Content Statement*] - Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

WL.7.1.NM.C.5 - [*Cumulative Progress Indicator*] - Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Essential Question(s):

What do some indigenous people in Spanish speaking countries wear?

What are young people wearing in Spanish speaking countries?

Vocabulary: clothing, colors

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
Standards: WL.7.1.NM.C.C.7 - [<i>Content Statement</i>] - Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should	Students will: <ul style="list-style-type: none">● Research fashion trends for young people their age for the coming season and bring examples to class.● Complete an indigenous clothing identification assignment that involves online research and clip art.● Create a mola out of construction paper based on the Kuna textile art.	<ul style="list-style-type: none">● Anticipatory sets to establish background knowledge.● Whole group discussion to discuss broad concepts.● Independent work time to reinforce content and skills.● Closing activity to analyze student understanding of content and skills.	<ul style="list-style-type: none">● Present two examples of upcoming fashion trends for young people and present findings to the class.● Complete an indigenous clothing assignment that involves online research and clip art.● Produce a mola out of construction paper based on the Kuna textile art.

<p>include, but is not limited to: all content areas and popular culture.) WL.7.1.NM.C.5 - [<i>Cumulative Progress Indicator</i>] - Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>			
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World Languages Curriculum
Grade 7 Unit 5 - (En el Café y en el Mercado)
Como te va? (Green)

Standard

WL.7.1.NM.A - [*Strand*] - Interpretive Mode

Strand: WL.7.1.NM.A.L – Linguistic –

Standards: WL.7.1.NM.A.L.1 - [*Content Statement*] - 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.

Essential Question(s):

- How does one identify some foods in Spanish?
- How does one order food or beverage in a café?
- How does one shop for food using appropriate vocabulary?
- How does one talk about activities people do that are expressed by ER and IR verbs in Spanish?
- How does one talk about foods of the Spanish speaking world and the differences between eating habits in the Us and the Spanish speaking world?

Vocabulary: food, restaurant terms, packaging, meals, ER and IR verbs

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>Standards: WL.7.1.NM.A.L.1 - [<i>Content Statement</i>] - 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.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Identify some foods, beverages, and packaging terms orally and in writing. 	<ul style="list-style-type: none"> ● Anticipatory sets to establish background knowledge. ● Whole group instruction. ● Small group and individual practice to help students hone their oral vocabulary skills. ● Pair work for conversation practice ● Independent work time to reinforce content and skills. ● Closing activity to analyze student understanding of content and skills. 	<ul style="list-style-type: none"> ● Vocabulary quizzes ● Play food Bingo ● Online activities ● My favorite lunch activity (students draw a picture of their favorite food and drink for lunch and describe it to the class.

Standard

WL.7.1.NM.A - [*Strand*] - Interpretive Mode

Strand: WL.7.1.NM.A.C - Cultural

Standards:

WL.7.1.NM.A.C.3 - [*Content Statement*] - Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

WL.7.1.NM.A.C.4 - [*Content Statement*] - Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

WL.7.1.NM.A.1 - [*Cumulative Progress Indicator*] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

WL.7.1.NM.A.2 - [*Cumulative Progress Indicator*] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

WL.7.1.NM.A.4 - [*Cumulative Progress Indicator*] - Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WL.7.1.NM.A.5 - [*Cumulative Progress Indicator*] - Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.

Essential Question(s):

How are eating habits different between the US and Spanish speaking countries?

What are some foods of the Spanish -speaking world?

Vocabulary: foods

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>Standards: [</p> <p>WL.7.1.NM.A.C.3 - <i>[Content Statement]</i> - Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</p> <p>WL.7.1.NM.A.C.4 - <i>[Content Statement]</i> - Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <p>WL.7.1.NM.A.1 - <i>[Cumulative Progress Indicator]</i> - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Identify typical Hispanic meals ● Identify foods produced in the Spanish -speaking world. ● Read a simple menu in Spanish ● Examine packaging of products from the Spanish -speaking world. ● Practice ordering food in a café setting. ● Identify parts of a café. ● Read a bill from a café. 	<ul style="list-style-type: none"> ● Anticipatory sets to establish background knowledge. ● Whole group discussion to discuss broad concepts. ● Small group and individual practice to help students hone their oral vocabulary skills. ● Pair work ● Independent work time to reinforce content and skills. ● Reading authentic materials ● Closing activity to analyze student understanding of content and skills. 	<ul style="list-style-type: none"> ● Name foods that are eaten at different meal times in the Spanish speaking world. ● Role -play waiter/customer scenarios at a café. ● Read and identify information on a basic menu or food packages.

<p>other sources related to targeted themes.</p> <p>WL.7.1.NM.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>WL.7.1.NM.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>WL.7.1.NM.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.</p>			
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Standard:

WL.7.1.NM.B - [Strand] - Interpersonal Mode

Strand: WL.7.1.NM.B.L - Linguistic

Standards:

WL.7.1.NM.B.L.1 - [Content Statement] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

WL.7.1.NM.B.L.1.a - Respond to learned questions.

WL.7.1.NM.B.L.1.b - Ask memorized questions.

WL.7.1.NM.B.L.1.c - State needs and preferences.

WL.7.1.NM.B.L.1.d - Describe people, places, and things.

Essential Question(s):

How does one order food in a café?

Vocabulary: food, numbers

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>Standards: WL.7.1.NM.B.L.1 - [Content Statement] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: WL.7.1.NM.B.L.1.a - Respond to learned questions. WL.7.1.NM.B.L.1.b - Ask memorized questions. WL.7.1.NM.B.L.1.c - State needs and preferences.</p>	<p>Students will:</p> <ul style="list-style-type: none">● Practice being the waiter or customer in a café and use appropriate language for each situation.	<ul style="list-style-type: none">● Anticipatory sets to establish background knowledge.● Whole group discussion to discuss broad concepts.● Pair work in writing a skit● Closing activity to analyze student understanding of content and skills.	<ul style="list-style-type: none">● Writing the skit between customer and waiter● Performing the skit

Standard

WL.7.1.NM.B - [*Strand*] - Interpersonal Mode

Strand: WL.7.1.NM.B.C - Cultural

Standards:

WL.7.1.NM.B.C.3 - [*Content Statement*] - Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

WL.7.1.NM.B.C.4 - [*Content Statement*] - Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

WL.7.1.NM.B.C.5 - [*Content Statement*] - 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.)

WL.7.1.NM.B.C.6 - [*Content Statement*] - 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.)

WL.7.1.NM.B.C.7 - [*Content Statement*] - Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture).

WL.7.1.NM.B.1 - [*Cumulative Progress Indicator*] - Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.

WL.7.1.NM.B.3 - [*Cumulative Progress Indicator*] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.

WL.7.1.NM.B.4 - [*Cumulative Progress Indicator*] - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

WL.7.1.NM.B.5 - [*Cumulative Progress Indicator*] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Essential Question(s):

How does one order food at a café?

What do cafes look like in the Spanish speaking world?

Vocabulary: foods, numbers

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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<p>Standards: WL.7.1.NM.B.C.3 - <i>[Content Statement]</i> - Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.) WL.7.1.NM.B.C.4 - <i>[Content Statement]</i> - Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.) WL.7.1.NM.B.C.5 - <i>[Content Statement]</i> - 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</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Practice being the waiter or customer in a café and use appropriate language for each situation. ● Organize a T-chart according to typical Hispanic foods and typical American foods. ● Identify in Google images, parts of a café, items listed on a menu. 	<ul style="list-style-type: none"> ● Anticipatory sets to establish background knowledge. ● Pair work ● Closing activity to analyze student understanding of content and skills. 	<ul style="list-style-type: none"> ● Perform skit between waiter and customer.
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limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)

WL.7.1.NM.B.C.6 -

[Content Statement] -

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.)

WL.7.1.NM.B.C.7 -

[Content Statement] -

Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.

(Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture).

WL.7.1.NM.B.1 -

[*Cumulative Progress Indicator*] - Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.

WL.7.1.NM.B.3 -

[*Cumulative Progress Indicator*] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.

WL.7.1.NM.B.4 -

[*Cumulative Progress Indicator*] - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

WL.7.1.NM.B.5 -

[*Cumulative Progress Indicator*] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or

on topics studied in other content areas.			
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Standard

WL.7.1.NM.C - [*Strand*] - Presentational Mode

Strand: WL.7.1.NM.C.L - Linguistic

Standards:

WL.7.1.NM.C.L.1 - [*Content Statement*] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

WL.7.1.NM.C.L.1.a - Make lists.

WL.7.1.NM.C.L.1.b - State needs and preferences.

WL.7.1.NM.C.L.1.c - Describe people, places, and things.

Essential Question(s):

How does one talk about a favorite meal?

Vocabulary: foods

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
Standards: WL.7.1.NM.C.L.1.b - State needs and preferences. WL.7.1.NM.C.L.1.c - Describe people, places, and things.	Students will: <ul style="list-style-type: none">Describe their favorite food and beverage for lunch.	<ul style="list-style-type: none">Anticipatory sets to establish background knowledge.Independent work time to reinforce content and skills.Closing activity to analyze student understanding of content and skills.	<ul style="list-style-type: none">Create a visual of their favorite lunch including food and beverage.Talk to the class explaining what they enjoy most to eat at lunchtime.

Standard

WL.7.1.NM.C - [*Strand*] - Presentational Mode

Strand: WL.7.1.NM.C.C – Cultural

Standards:

WL.7.1.NM.C.C.2 - [*Content Statement*] - 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.)

WL.7.1.NM.C.C.3 - [*Content Statement*] - Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

WL.7.1.NM.C.C.5 - [*Content Statement*] - 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.)

WL.7.1.NM.C.C.7 - [*Content Statement*] - Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

WL.7.1.NM.C.1 - [*Cumulative Progress Indicator*] - Use basic information at the word and memorized - phrase level to create a

WL.7.1.NM.C.3 - [*Cumulative Progress Indicator*] - Copy/write words, phrases, or simple guided texts on familiar topics.

WL.7.1.NM.C.4 - [*Cumulative Progress Indicator*] - Present information from age - and level - appropriate, culturally authentic materials orally or in writing.

WL.7.1.NM.C.5 - [*Cumulative Progress Indicator*] - Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Essential Question(s):

What is a typical dinner in a given Spanish speaking country?

Vocabulary: foods

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
Standards: WL.7.1.NM.C.C.2 - [<i>Content Statement</i>] - Observing and participating in culturally authentic activities	Students will: <ul style="list-style-type: none">• Research a typical dinner from a selected Spanish speaking country.	<ul style="list-style-type: none">• Anticipatory sets to establish background knowledge.• Independent work time to reinforce content and skills.	<ul style="list-style-type: none">• Presentation about a typical dinner from a chosen Spanish speaking country.

<p>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.)</p> <p>WL.7.1.NM.C.C.3 - <i>[Content Statement]</i> - Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</p> <p>WL.7.1.NM.C.C.5 - <i>[Content Statement]</i> - 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.)</p>	<ul style="list-style-type: none"> ● Write a brief description of the ingredients in the meal. ● Present the information to the class. 	<ul style="list-style-type: none"> ● Closing activity to analyze student understanding of content and skills. 	
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<p>WL.7.1.NM.C.C.7 - [<i>Content Statement</i>] - Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p> <p>WL.7.1.NM.C.3 - [<i>Cumulative Progress Indicator</i>] - Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.7.1.NM.C.4 - [<i>Cumulative Progress Indicator</i>] - Present information from age - and level - appropriate, culturally authentic materials orally or in writing.</p> <p>WL.7.1.NM.C.5 - [<i>Cumulative Progress Indicator</i>] - Name and label tangible cultural products and imitate</p>			
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cultural practices from the target culture(s).			
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