



West Windsor-Plainsboro Regional School District

Spanish Grade 7

**Unit 1: La vida escolar  
School Life**

**Content Area: World Language**

**Course & Grade Level: Spanish, Grade 7**

**Summary and Rationale**

The first unit of the year focuses on school life. The teacher in collaboration with students establishes expectations and goals for the year. Students build toward Intermediate Low proficiency, concentrating on asking for and giving advice on how to succeed in each of their classes, expanding narration with more detailed descriptions, and speaking in strings of sentences, expressing opinions and making comparisons among people, places, and things associated with school life.

**Recommended Pacing**

40 days

**New Jersey Student Learning Standards for World Language**

**Standard: Standards for Interpretive Mode**

**Intermediate Low** learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

| <b>CPI #</b>   | <b>Cumulative Progress Indicator (CPI)</b>  |
|----------------|---|
| 7.1.IL.IPRET.1 | Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). |
| 7.1.IL.IPRET.2 | React to a series of oral and written instructions connected to daily life.   |
| 7.1.IL.IPRET.3 | Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.  |
| 7.1.IL.IPRET.4 | Infer the meaning of some unfamiliar words and ideas in some new contexts.  |
| 7.1.IL.IPRET.5 | Compare and contrast some unique linguistic elements in English and the target language.  |

**Standard: Standards for Interpersonal Mode**

**Intermediate Low** learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

| <b>CPI #</b>   | <b>Cumulative Progress Indicator (CPI)</b>   |
|----------------|--|
| 7.1.IL.IPERS.1 | Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. |
| 7.1.IL.IPERS.2 | Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.   |
| 7.1.IL.IPERS.3 | Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.                              |
| 7.1.IL.IPERS.4 | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.   |

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| 7.1.IL.IPERS.5   | Engage in short conversations about personal experiences or events and/or topics studied in other content areas.   |
| <b>Standard: Standards for Presentational Mode</b>   |  |
| Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas. |  |
| <b>CPI #</b>   | <b>Cumulative Progress Indicator (CPI)</b>   |
| 7.1.IL.PRSNT.1   | Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.                                       |
| 7.1.IL.PRSNT.2   | Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.  |
| 7.1.IL.PRSNT.3   | Use language creatively to respond in writing to a variety of oral or visual prompts.  |
| 7.1.IL.PRSNT.4   | Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing   |
| 7.1.IL.PRSNT.5   | Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.   |
| <b>New Jersey Student Learning Standards for English Language Arts<br/>Companion Standards</b>   |  |
| <b>Standard: Key Ideas and Details</b>   |  |
| <b>CPI #</b>   | <b>Cumulative Progress Indicator (CPI)</b>   |
| NJSLSA.R1  | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| NJSLSA.R2  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| RL.6.1.  | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| RL.6.2.  | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.   |
| RI.6.1.  | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| RI.6.2.  | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  |
| <b>Standard: Craft and Structure</b>   |  |
| NJSLSA.R4  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.                                  |
| NJSLSA.R5  | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text(e.g., a section, chapter, scene, or stanza) relate to each other and the whole.                                |
| RL.6.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.                                      |
| RI.6.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  |
| <b>Standard: Integration of knowledge and ideas</b>  |  |

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| NJSLSA.R7.  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words   |
| RI.6.7.   | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.           |
| <b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>   |   |
| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>  |
| 9.4.8.GCA.1   | Model how to navigate cultural differences with sensitivity and respect   |
| 9.4.8.GCA.2   | Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal   |
| <b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>   |   |
| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>  |
| 8.1.8.DA.1  | Organize and transform data collected using computational tools to make it usable for a specific purpose.   |
| 8.1.8.AP.6  | Refine a solution that meets users' needs by incorporating feedback from team members and users   |
| <b>Interdisciplinary Standards (Social Studies)</b>   |   |
| <b>Standard: History, Culture and Perspectives: Understanding Perspectives</b>  |   |
| 6.2.8.GeoHE.4.a   | Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. |
| 6.3.8.CivicsPR.3  | Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).   |
| 6.3.8.CivicsDP.1  | Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.  |
| <b>Instructional Focus</b>  |   |
| <b>Unit Enduring Understandings</b>   |   |
| <ul style="list-style-type: none"> <li>When describing experiences, it is important to include details, explain opinions and speak and write in connected sentences with logical transitions.</li> <li>It is not necessary to know all the words and structures to gather information from authentic texts.</li> <li>School experiences may vary from culture to culture but they also have many similarities</li> </ul>  |   |
| <b>Unit Essential Questions</b>   |   |
| <ul style="list-style-type: none"> <li>How can I build on what I already know to be a better Spanish speaker?</li> <li>How do my actions and decisions affect my success in school?</li> <li>Is my school experience the same as that of students in the Spanish-speaking world? If so, how? If not, why not?</li> </ul>  |   |
| <b>Objectives</b>   |   |
| <b>Students will know:</b>  |   |
| <ul style="list-style-type: none"> <li>Names of people, classes, activities and things in a school setting</li> <li>how to use ser to describe people</li> <li>how to make comparisons using comparative and superlative forms</li> <li>how to use the present tense of regular and irregular verbs to describe the school habits/activities a student needs to be successful</li> <li>how to use expressions for giving advice/making suggestions/making recommendations (deber, debería, tener que, es importante, hay que, es necesario, necesitar)</li> <li>how to use conocer and conocer a to show the people and places they know</li> </ul> |   |
| <b>Students will be able to:</b>  |   |
| <ul style="list-style-type: none"> <li>Discuss class expectations</li> <li>Give advice on how to succeed in academics</li> </ul>  |   |

- Describe people, classes, and activities in school
- Compare people, classes, and activities in school
- Talk about good school habits
- Give advice to friends about how to succeed in school
- Compare a typical report card from a target language country with a typical U.S. report card
- Ask and answer questions in scenarios between parents and students, teachers and students, students with classmates
- Compare school systems in target language countries

#### **Evidence of Learning**

**Assessment:** Students will be assessed in the three modes of communication- Interpersonal, Interpretative, and Presentational. Student progress will be measured using both formative and common summative assessments, and will be graded using ACTFL proficiency rubrics.

Common assessments 1.1; 1.2; 1.3

#### **Resources**

**Core Resources:**

- Images of school activities
- Clipart of personality traits of people in a school
- Typical school report cards
- Lists of typical school problems
- Dear Abby letters
- Okapi magazines
- MaryGlasgow video clips
- Magazines: Que Tal/Ahora/El Sol
- Giving advice to a new student stations activity
- Un Mexicano en Pennsylvania reading
- Website: [CSJ](https://www.csjpr.org/) <https://www.csjpr.org/>
- Website: [CPNPR](https://cpnpr.org/) <https://cpnpr.org/>

**Unit 2: La vida doméstica  
Home Life**

**Content Area: World Language**

**Course & Grade Level: Spanish, Grade 7**

**Summary and Rationale**

Students investigate different facets of home life both in the United States and in Spanish-speaking countries around the world. They build on previously learned concepts, adding new vocabulary, language functions, and cultural perspectives. Within this unit theme, they focus on the following topics: personal daily routines; responsibilities and chores; hobbies and leisure-time activities. Additionally, they read selections from authentic sources and compare the life of a Hispanic teen with that of a typical adolescent in the United States.

**Recommended Pacing**

50 days

**New Jersey Student Learning Standards for World Language**

**Standard: Standards for Interpretive Mode**

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| 7.1.IL.IPRET.<br>2 | React to a series of oral and written instructions connected to daily life.   |
| 7.1.IL.IPRET.<br>3 | Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.  |
| 7.1.IL.IPRET.<br>4 | Infer the meaning of some unfamiliar words and ideas in some new contexts.  |
| 7.1.IL.IPRET.<br>5 | Compare and contrast some unique linguistic elements in English and the target language.  |

**Standard: Standards for Interpersonal Mode**

**Intermediate Low** learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

| <b>CPI #</b>       | <b>Cumulative Progress Indicator (CPI)</b>   |
|--------------------|--|
| 7.1.IL.IPERS.<br>1 | Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. |
| 7.1.IL.IPERS.<br>2 | Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.   |
| 7.1.IL.IPERS.<br>3 | Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.                              |

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| 7.1.IL.IPERS.<br>4  | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.   |
| 7.1.IL.IPERS.<br>5  | Engage in short conversations about personal experiences or events and/or topics studied in other content areas.   |
| <b>Standard: Standards for Presentational Mode</b>  |  |
| Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.  |  |
| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>   |
| 7.1.IL.PRSN<br>T.1  | Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. |
| 7.1.IL.PRSN<br>T.2  | Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.  |
| 7.1.IL.PRSN<br>T.3  | Use language creatively to respond in writing to a variety of oral or visual prompts.  |
| 7.1.IL.PRSN<br>T.4  | Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing   |
| 7.1.IL.PRSN<br>T.5  | Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.   |
| <b>Instructional Focus</b>  |  |
| <b>Unit Enduring Understandings</b>   |  |
| <ul style="list-style-type: none"> <li>It is the responsibility of all family members to contribute to the effective running of the household.</li> <li>Daily routines and responsibilities reflect cultural perspectives particular to a society.</li> </ul>   |  |
| <b>Unit Essential Questions</b>   |  |
| <ul style="list-style-type: none"> <li>Why do I have to do chores around the house?</li> <li>Do Hispanic teenagers have to help around the house? If so, why? If not, why not?</li> <li>How is home life for teenagers similar or different in Latin America and in the United States? How do those similarities and/or differences reveal cultural perspectives in the United States and in Hispanic countries?</li> </ul>   |  |
| <b>Objectives</b>   |  |
| <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>How to use reflexive verbs to express the activities of their daily routine</li> <li>How to describe the objects they use in their daily routine</li> <li>How to use sequencing/transitional words to explain the order of their routine</li> <li>How to describe in detail the interior parts of the house</li> <li>How to explain why they do certain responsibilities and chores</li> <li>How to describe their free time activities and interests</li> <li>How to use toca expressions to express whose turn it is to do an activity</li> <li>How to express affirmative and negative Informal commands</li> <li>Expressions denoting complaints and compliance</li> <li>Expressions used to give advice</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify and describe activities of the daily routine</li> <li>Identify and describe different types of homes and their interiors</li> <li>Identify and describe responsibilities at home</li> <li>Complain about chores and responsibilities</li> <li>Give advice about how to complete chores quickly/well</li> </ul> |  |

- Describe ways that one uses his/her free time: hobbies and leisure-time activities
- Narrate in present
- Tell others what to do and not to do
- Compare and contrast home life in the United States and in Spanish-speaking countries

#### Evidence of Learning

**Assessment:** Students will be assessed in the three modes of communication- Interpersonal, Interpretative, and Presentational. Student progress will be measured using both formative and common summative assessments, and will be graded using ACTFL proficiency rubrics.  
Common assessments 2.1; 2.2; 2.3

#### Resources

**Core Resources:**

- Images of daily routine activities
- Items used in the daily routine
- Clipart of rooms of the house
- Clipart of room items
- Okapi magazines
- MaryGlasgow video clips
- Magazines: Que Tal/Ahora/El Sol
- Como soy-Mi rutina diaria from Youtube video channel clasesidiomas  
<https://www.youtube.com/watch?v=7SZbWj-glSI&t=2s>
- Una casa especial from Youtube channel ELE Español para extranjeros  
<https://www.youtube.com/watch?v=eHMu8-n3dWo>
- Un dia en la vida de Jaime from Youtube channel ELE Español para extranjeros  
<https://www.youtube.com/watch?v=TCceFsdXROE>

**Unit 3: La vida social**  
**Social life**

**Content Area: World Language**

**Course & Grade Level: Spanish, Grade 7**

**Summary and Rationale**

One of the goals of language learners is to be able to navigate successfully as a tourist in another country. During the course of this unit, they prepare for experiences they will encounter when traveling abroad. They examine the layout of typical cities in Spanish-speaking countries; they learn to ask for and give detailed directions from place to place; they simulate ordering food and beverages in a café or restaurant; they scan advertisements for social activities and plan to attend some of the upcoming events with friends. Ultimately, they compare their own city/town with a Spanish-speaking city in order to understand similarities and differences between cultures.

**Recommended Pacing**

65 days

**New Jersey Student Learning Standards for World Language**

**Standard: Standards for Interpretive Mode**

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| 7.1.IL.IPRET.<br>2 | React to a series of oral and written instructions connected to daily life.   |
| 7.1.IL.IPRET.<br>3 | Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.  |
| 7.1.IL.IPRET.<br>4 | Infer the meaning of some unfamiliar words and ideas in some new contexts.  |
| 7.1.IL.IPRET.<br>5 | Compare and contrast some unique linguistic elements in English and the target language.  |

**Standard: Standards for Interpersonal Mode**

**Intermediate Low** learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

| <b>CPI #</b>       | <b>Cumulative Progress Indicator (CPI)</b>   |
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| 7.1.IL.IPERS.<br>1 | Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. |
| 7.1.IL.IPERS.<br>2 | Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.   |
| 7.1.IL.IPERS.<br>3 | Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.                              |

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| 7.1.IL.IPERS.<br>4   | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.   |
| 7.1.IL.IPERS.<br>5   | Engage in short conversations about personal experiences or events and/or topics studied in other content areas.   |
| <b>Standard: Standards for Presentational Mode</b>   |  |
| Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.   |  |
| <b>CPI #</b>   | <b>Cumulative Progress Indicator (CPI)</b>   |
| 7.1.IL.PRSN<br>T.1   | Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. |
| 7.1.IL.PRSN<br>T.2   | Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.  |
| 7.1.IL.PRSN<br>T.3   | Use language creatively to respond in writing to a variety of oral or visual prompts.  |
| 7.1.IL.PRSN<br>T.4   | Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing   |
| 7.1.IL.PRSN<br>T.5   | Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.   |
| <b>Instructional Focus</b>   |  |
| <b>Unit Enduring Understandings</b>  |  |
| <ul style="list-style-type: none"> <li>Students can navigate around a city in the Hispanic world, visit sites, get something to eat and drink without knowing all the words and expressions generally used by native speakers.</li> <li>Students can get the gist and details from advertisements, menus, brochures, and other documents in order to plan an itinerary.</li> <li>Students' language skills allow them to participate in another culture.</li> </ul>  |  |
| <b>Unit Essential Questions</b>  |  |
| <ul style="list-style-type: none"> <li>Why travel? And why form connections with others around the world?</li> <li>How can I spend time with my friends or with new acquaintances?</li> <li>Are all cities the same, or are Spanish-speaking cities unique?</li> </ul>   |  |
| <b>Objectives</b>  |  |
| <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Features and places of interest in a typical city (including places, people, activities)</li> <li>How to use prepositions to explain where things are located on a map</li> <li>How to use prepositions and directional phrases to ask for and give directions in and around the city</li> <li>How to use polite affirmative and negative expressions to reply to tourist/resident questions about the city</li> <li>Different modes of transportation used in and around a city</li> <li>How to use expressions to buy a train ticket in a Hispanic train station</li> <li>How to describe the restaurant experience (people, places, utensils)</li> <li>How to order food in a restaurant</li> <li>How to express dietary needs</li> <li>How to describe how food is prepared and how it tastes</li> <li>How to complain about problems in a restaurant</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Ask for and give directions in a city</li> <li>Describe the places in a city</li> </ul> |  |

- Order something to eat and drink in a restaurant
- Identify, complain about and solve problems with food and service in a restaurant
- Identify and describe dietary needs
- Converse in a restaurant
- Ask and answer questions needed to buy a train ticket and navigate a typical train station

### Evidence of Learning

**Assessment:** Students will be assessed in the three modes of communication- Interpersonal, Interpretative, and Presentational. Student progress will be measured using both formative and common summative assessments, and will be graded using ACTFL proficiency rubrics.

Common assessments 3.1; 3.2; 3.3

### Resources

#### Core Resources:

- Students compare a city and a town.
- Students categorize words by city and town.
- Images/clipart of city places
- Images/clipart/realia of food and utensils
- Items used in a restaurant
- Okapi magazines
- MaryGlasgow video clips
- Magazines: Que Tal/Ahora/El Sol
- 48 horas en la ciudad de México article-Ahora magazine-Noviembre-diciembre 2016
- Mi pueblo from Youtube video channel clasesidiomas  
<https://www.youtube.com/watch?v=Wy4QWNbnTZg&t=1s>
- Un paseo por mi ciudad Ponferrada from Youtube channel ELE Espanol para extranjeros  
<https://www.youtube.com/watch?v=lvMh0OrcttM&t=1s>
- Revista Materiales para la enseñanza multicultural-Number 25-2017-Article-Saborea el rico mundo hispano-pages 65-67-M.ª del Mar Rodríguez Sánchez, M.ª Luisa Martínez Martínez  
<https://dialnet.unirioja.es/revista/27231/A/2017>
- En la estación de tren from Youtube channel VideoEle  
<https://www.youtube.com/watch?v=CBk0C8nli8w>
- Al Andalus: En tren de lujo por Andalucía(6 días/5 noches) article  
<https://www.red2000.com/espana/viajes/esenciales/alandalus.html>

**Unit 4: La vida sana  
Healthy Life**

**Content Area: World Language**

**Course & Grade Level: Spanish, 7th grade**

**Summary and Rationale**

Teenagers experience stress in school, at home, and in their relationships with other teens. This unit centers on the importance of healthy eating habits and fitness goals as ways to combat daily tension. Students talk about nutrition (Food Pyramid) and the importance of exercise. They also gain an awareness of the significance of soccer to Spanish-speaking people and learn how to play, score, and train for strenuous activity. In the process, they learn thematic vocabulary related to health and fitness, soccer, and information about countries where the game is revered. As a culminating event, students compete in a simulated World Cup tournament. The language goals remain consistent- building proficiency in order to reach the Intermediate-Low Level by the end of the year. Students work on interpreting authentic texts, speaking spontaneously in interpersonal situations, and presenting information to an audience of peers.

**Recommended Pacing**

25 days

**New Jersey Student Learning Standards for World Language**

**Standard: Standards for Interpretive Mode**

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| 7.1.IL.IPRET.<br>4 | Infer the meaning of some unfamiliar words and ideas in some new contexts.  |
| 7.1.IL.IPRET.<br>5 | Compare and contrast some unique linguistic elements in English and the target language.  |

**Standard: Standards for Interpersonal Mode**

**Intermediate Low** learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

| <b>CPI #</b>       | <b>Cumulative Progress Indicator (CPI)</b>   |
|--------------------|--|
| 7.1.IL.IPERS.<br>1 | Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. |
| 7.1.IL.IPERS.<br>2 | Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.   |

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| 7.1.IL.IPERS.<br>3   | Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.                                      |
| 7.1.IL.IPERS.<br>4   | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.   |
| 7.1.IL.IPERS.<br>5   | Engage in short conversations about personal experiences or events and/or topics studied in other content areas.   |
| <b>Standard: Standards for Presentational Mode</b>   |  |
| <b>Intermediate Low</b> learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.  |  |
| <b>CPI #</b>   | <b>Cumulative Progress Indicator (CPI)</b>   |
| 7.1.IL.PRSN<br>T.1   | Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. |
| 7.1.IL.PRSN<br>T.2   | Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.  |
| 7.1.IL.PRSN<br>T.3   | Use language creatively to respond in writing to a variety of oral or visual prompts.  |
| 7.1.IL.PRSN<br>T.4   | Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing   |
| 7.1.IL.PRSN<br>T.5   | Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.   |
| <b>Instructional Focus</b>   |  |
| <b>Unit Enduring Understandings</b>  |  |
| <ul style="list-style-type: none"> <li>• The choices one makes about lifestyle (foods, stresses in one's life, sports played) make an impact on an individual's well-being.</li> <li>• Although sports have universal appeal, each country has its national favorite and that activity has a cultural connection.</li> </ul>   |  |
| <b>Unit Essential Questions</b>  |  |
| <ul style="list-style-type: none"> <li>• How do decisions I make affect my physical, mental, and social health?</li> <li>• How do sports reflect culture?</li> </ul>   |  |
| <b>Objectives</b>  |  |
| <b>Students will know:</b> <ul style="list-style-type: none"> <li>• Names of food categories and examples of foods in each area</li> <li>• Reflexive verbs that express feelings and emotions</li> <li>• Present and past tense of verbs used in the thematic unit to discuss healthy living and playing soccer</li> <li>• How to use sentirse and dolerse to express how they feel</li> <li>• How to give advice to someone who is hurt or not feeling well</li> <li>• Tell someone what to do when they are hurt or don't feel well</li> <li>• The names of body parts</li> <li>• The names of exercises</li> <li>• The names of Injuries and remedies</li> <li>• Parts of soccer field</li> <li>• Player positions on soccer field</li> <li>• Names of soccer positions</li> <li>• Actions on soccer field</li> </ul> |  |

**Students will be able to:**

- Identify and describe the parts of the human body
- Describe how to stay fit and healthy
- Identify areas of stress in people's lives and suggest remedies to reduce the tensions
- Explore eating habits
- Discuss exercise habits, equipment, and possible injuries
- Give advice about how to make positive changes in order to live a healthier life
- Discuss the importance of the World Cup in the target culture
- Give and follow instructions for playing soccer

**Evidence of Learning**

**Assessment:** Students will be assessed in the three modes of communication- Interpersonal, Interpretative, and Presentational. Student progress will be measured using both formative and common summative assessments, and will be graded using ACTFL proficiency rubrics.

Common assessments 4.1; 4.2; 4.3

**Resources****Core Resources:**

- Materiales para la enseñanza multicultural-Number 12-2007-Article "Asi comemos, así estaremos" pages 40-45-by M. Carmen García Argüelles and Marta García Argüelles  
<https://dialnet.unirioja.es/servlet/articulo?codigo=8020635>
- Spanish terminology for ANYTHING you want to know about soccer  
<http://www.lingolex.com/footballen.htm>
- A list of soccer vocabulary <http://www.lingolex.com/footballen.htm>