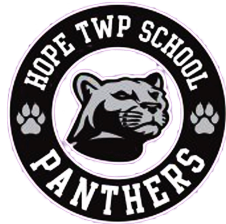


Belvidere Clusterwide Curriculum



World Languages

Grade 7

Updated Summer, 2024

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

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Timm Gast

Authors:

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UNITS	Duration	Essential Questions:
Unit 1: Papas	11 class sessions	<ul style="list-style-type: none"> ● How does Peru's diverse geography, from the Andes Mountains to the Amazon Rainforest, compare to the geographical features of our own region? ● What similarities and differences can we find between popular tourist destinations in Peru, such as Machu Picchu, and famous landmarks or attractions in our own country? ● How does the biodiversity of Peru compare to the wildlife and ecosystems in our own area? ● What are the primary agricultural products of our region, and how do they compare with those of Perú?
Unit 2: Barriletes	13 class sessions	<ul style="list-style-type: none"> ● In what ways does geography shape a country's culture and way of life? ● How do contemporary Guatemalan customs and traditions reflect a blend of indigenous Mayan practices and European influences, and how do indigenous spiritual practices coexist with Catholicism? ● How can understanding the history, culture, and traditions of the Mayan people contribute to promoting cultural diversity, social inclusion, and respect for indigenous rights in Guatemala and beyond? ● What are the enduring legacies of the achievements of the Mayan civilization?
Unit 3: Herencia Hispánica	13 class sessions	<ul style="list-style-type: none"> ● What cultural traditions and practices make up Hispanic Heritage?

Student Learning

Career Education (NJDOE CTE Clusters)

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Modifications and Accommodations:

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments

- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw

- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products_____

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Seacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share

- Varied supplemental materials

Unit 1 Overview: Papas

Unit 1 Summary: Papas

Essential Questions:

- How does Peru's diverse geography, from the Andes Mountains to the Amazon Rainforest, compare to the geographical features of our own region?
- What similarities and differences can we find between popular tourist destinations in Peru, such as Machu Picchu, and famous landmarks or attractions in our own country?
- How does the biodiversity of Peru compare to the wildlife and ecosystems in our own area?
- What are the primary agricultural products of our region, and how do they compare with those of Perú?

Knowledge:

- hay there is, there are
- son are
- tiene has
- niño child
- prefiere prefers
- le gusta likes
- dice says
- hace does/makes

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

Interdisciplinary Connections:

- social studies
- geography
- history
- English language arts
- art
- music
- physical education

Performance Expectations

- Students will be able to respond appropriately to directions, questions and stories using physical response, gestures and/or words or simple phrases.

Unit 1 Student Learning Objectives

- Students will be able to interpret new vocabulary in context
- Students will be able to describe the calendar in Spanish
- Students will be able to describe physical and personality characteristics using the verbs *is* and *has*
- Students will be able to understand written text describing key locations in Peru in English and Spanish
- Students will be able to share basic facts about Peru's geography and attractions
- Students will be able to answer questions about Peru in Spanish

Unit 1 Assessments

Formative Assessments

- Teacher observation of students' verbal and nonverbal responses
- Student participation with ¡Dale! (bell ringer activity to start each class) and other classwork

Summative Assessments (Optional)

Writing assessment - Students will examine a picture and then write simple sentences in Spanish to describe what they see and details that they imagine.

Alternative Assessment:

- Modified summative assessments, as needed (IEP/ 504 students)
- Allow for re-assessment as needed

Performance Tasks/Use of Technology:

- Students will be able to integrate and evaluate information presented in diverse media formats.

Unit 1 Sample Instructional Activities

- "¡Dale!" (bell ringer activity to start each class) - guess the country, true/false, translate, write, match, fill-in-the-blank
- calendar routine
- Bingo game
- What I Saw - video
- shared reading about Peru
- Run It Up - game
- Seis activity
- finish the sentence
- cognates match
- videos about Peru
- rejoinders about videos
- Alphaboxes
- The Unfair Game

Supplemental Materials/References/Links

- Vamos Unit 3 Curriculum activities, printables, Slides
- Peru travel video <https://youtu.be/b211IFkhwdk?si=yoi0t0EGTHdWVMcb>
- markers, crayons, colored pencils
- poster paper
- mini whiteboards, erasers and markers
- random objects/realia for storyasking
- Bingo supplies
- dice
- Peru's potatoes <https://youtu.be/iQjGYEPm4xU?si=S9RLcJWpwXzzgFh>
- potato farmers https://youtu.be/p9qWJ89m-hY?si=p-_I100aq2DPZobk

Unit 2 Overview: Barriletes

Unit 2 Summary: Barriletes

Essential Questions:

- In what ways does geography shape a country's culture and way of life?
- How do contemporary Guatemalan customs and traditions reflect a blend of indigenous Mayan practices and European influences, and how do indigenous spiritual practices coexist with Catholicism?
- How can understanding the history, culture, and traditions of the Mayan people contribute to promoting cultural diversity, social inclusion, and respect for indigenous rights in Guatemala and beyond?
- What are the enduring legacies of the achievements of the Mayan civilization?

Knowledge:

- puede (ver) can (see)
- vive lives
- va goes

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

Interdisciplinary Connections:

- social studies
- geography
- history
- English language arts
- art
- music
- physical education

Performance Expectations

- Students will be able to respond appropriately to directions, questions and stories using physical response, gestures and/or words or simple phrases.

Unit 2 Student Learning Objectives

- Students will be able to interpret the meaning of sentences expressed using new vocabulary words
- Students will be able to understand simple facts about animals in Spanish
- Students will be able to understand simple and familiar stories that they hear or read in Spanish
- Students will be able to understand and recall a story in detail that was told in Spanish
- Students will be able to learn new informational content in diverse content areas that is expressed in Spanish
- Students will be able to play a role-playing game in Spanish
- Students will be able to understand and make inferences about a detailed informational text in Spanish

Unit 2 Assessments**Formative Assessments**

- Teacher observation of students' verbal and nonverbal responses
- Student participation with ¡Dale! (bell ringer activity to start each class) and other classwork

Summative Assessments (Optional)

Interpretive Listening Assessment - Students listen as the teacher describes pictures on familiar topics in Spanish and they choose the picture being described

Alternative Assessment:

- Modified summative assessments, as needed (IEP/ 504 students)
- Allow for re-assessment as needed

Performance Tasks/Use of Technology:

- Students will be able to integrate and evaluate information presented in diverse media formats.

Unit 2 Sample Instructional Activities

- "¡Dale!" (bell ringer activity to start each class) - fill-in-the-blank, matching, true/false, write, pick the outlier, translate, list facts, brainstorm, opinion
- Guess the Animal activity
- running dictation
- fact sorting
- Four Corners activity
- TPRS storyasking
- Caption This activity
- Crush the Cockroach activity
- exit slips
- ClipChat activity
- individual reading with activities
- shared reading
- Rebobina activity
- authentic videos
- Human Timeline
- Scene Machine activity
- Map Talk
- volcano directed drawing
- volcano and Mayan culture infographics
- elimination style games
- Pencil Grab game
- cultural readings
- narrow listening
- Play "Veó, veó"
- question cards and question trail activity

Supplemental Materials/References/Links

- Vamos Unit 4 Curriculum activities, printables, Slides
- posters
- animal fact cards, laminated
- Aplasta la cucaracha cards, laminated, or fake cockroaches
- Red Kite video https://youtu.be/NYHyN9cAnc0?si=_gbkf94mKwAfaOt7
- Festival de Barriletes Gigantes de Santiago Sacatepéquez 2017 video <https://youtu.be/SaL-R8SleLQ?si=uyLYxDKKTdoqxbPM>
- markers, colored pencils, crayones
- mini whiteboards, erasers and markers
- random objects/realia for storyasking

Unit 3 Overview: Herencia Hispana

Unit 3 Summary: Herencia Hispana

Essential Questions:

- What cultural traditions and practices make up Hispanic Heritage?

Knowledge:

- Christmas (Navidad)
- Day of the Dead (Dia de Muertos)
- Hispanic Heritage Month (Mes de la Herencia Hispana)
- Any other holidays, traditions or practices of native Spanish speakers that reflect the heritage and/or interests of students

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections:

- ELA
- Geography
- Dance/ Music
- History

Performance Expectations

- Students will be able to understand the significance of some holidays, traditions and practices of Spanish-Speaking countries

- Students will be able to ask and answer simple questions related to culture.
- Students will be able to discuss the cultural practices, products and perspectives of some groups of people from Spanish-Speaking countries.

The Unit 3 Student Learning Objectives

- Students will be able to identify and describe a holiday, tradition or practice.
- Students will be able to interpret an informational text.
- Students will be able to describe cultural characteristics.
- Students will be able to provide basic information and culture about Spanish-Speaking countries.

Unit 3 Assessments

Formative Assessments

- Christmas carols
- Make an altar for Dia de Muertos
- Write and Discuss
- Matamoscas Game

Summative Assessments

- Presentational writing
- Interpretive reading
- Oral presentations with posters.

Alternative Assessment:

- Interpretive reading using modified text, glossary, side notes, etc.
- Presentational writing using word bank, modified length, etc.

Use of Technology:


- Computer, Youtube, whiteboard/ smartboard, Google Classroom

Unit 3 Sample Instructional Activities

- Venn Diagram activity on the board (compare/contrast Dia de los Muertos with American holidays of Halloween and Memorial Day)
- Make posters for Hispanic Heritage month.
- Coco bingo (watch Coco with a bingo board of typical Day of the Dead items. Mark off items as you see them in the first 30 minutes of the movie on your bingo board).
- Day of the Dead fiction/non-fiction books
- Make calavera masks
- Make an altar and its symbols.
- Youtube video of El Burrito de Belén with words. Students sing the chorus with maracas, etc.

- Compare/contrast Christmas traditions in Latin America and the United States.
- Documentary/Movie - related to Spanish language and/or Hispanic/Latin American culture

Supplemental Materials/References/Links

- Rockalingua video  Día de los Muertos (Day of the Dead) music video for kids
- Movie: Coco (20 min segment)
- Songs: El burrito de Belén, etc.
- Youtube video song: Noche de paz.