



# PISCATAWAY TOWNSHIP SCHOOLS

**Dr. Frank Ranelli**  
Superintendent of Schools

**Dr. William Baskerville**  
Assistant Superintendent for  
Curriculum and Instruction

## Spanish 7 Pathways

**Content Area:** World Language

**Grade Span:** 7

**Revised by:** Jeffrey Celebre

**Presented by:** Jeffrey Celebre  
K-8 Supervisor of Science, World Language,  
and Engineering

**Approval date:**

### **Members of the Board of Education**

Shelia Hobson – Board President

Kimberly Lane – Vice President

Shantell Cherry

Jeffrey Fields, Sr.

Ralph Johnson

Calvin Laughlin

Nitang Patel

Zoe Scotto

Brenda Smith

### **Piscataway Township Schools**

1515 Stelton Road

Piscataway, NJ 08854-1332

732 572-2289, ext. 2561

Fax 732 572-1540

[www.piscatawayschools.org](http://www.piscatawayschools.org)

## COURSE OVERVIEW

Description		
<p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. This course is taught at a Novice-Mid level in which students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.</p>		
Goals		
<p><b>Interpretive Mode:</b> Novice-Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p><b>Interpersonal Mode:</b> Novice-Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p> <p><b>Presentational Mode:</b> Novice-Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p> <p><b>Intercultural Statements:</b></p> <ul style="list-style-type: none"> <li>• Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</li> <li>• Learners recognize and identify a few typical practices of the target culture.</li> </ul>		
Scope and Sequence		
Unit	Topic	Length
Unit 1	A Typical Day at School	30 Days
Unit 2	Around the Classroom	30 Days
Unit 3	Breakfast and Lunch Foods	30 Days
Unit 4	Healthy Eating Habits	30 Days
Unit 5	Locations	30 Days
Unit 6	Accepting/Declining Invitations	30 Days
Resources		
<p><b>Core Text: Readlidades</b></p>		

## UNIT 1: A Typical Day at School

<b>Summary and Rationale</b>	
<p>This unit's focus is to continue from 6<sup>th</sup> grade the development and vocabulary needed to discuss school related topics in isolation and dialogue. Using the school day as a lens, students will develop their ability to discuss time and a schedule. Additionally, students' vocabulary focus will be on school items and subjects; allowing them to engage in dialogue relative to their preferences in school.</p>	
<b>Recommended Pacing</b>	
30 days.	
<b>State Standards</b>	
<p><b>Interpretive Mode: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</b></p>	
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.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
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.
<p><b>Interpersonal Mode: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</b></p>	
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.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
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.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
<p><b>Presentational Mode: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p>	
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.
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7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

## Instructional Focus

### Unit Enduring Understandings

- Cultures structure schools and school life differently.
- Schedules and time are interpreted differently across cultures.

### Unit Essential Questions

- Why do so many people learn another language?
- How will learning another language enhance my life?
- What would it be like to go to school in Mexico?

### Objectives

#### Students will know:

- Ordinal numbers
- Subject Pronouns.
- Ar-verb endings in the present tense.
- Fernando Botero, Pablo Picasso and other Spanish-speaking artists.
- Interrogatives (Quién, Cuándo, Qué, Cómo, Cuántos)

#### Students will be able to:

- Talk about homework, classes, people and schedules at school
- Research a Hispanic achiever and describe their achiever to a classmate
- Tell time.
- Compare and Contrast their schedule with a schedule from a Spanish-speaking country
- Talk about school items.
- Talk about preference in school subjects.
- Read, listen, and explain information about the school day.
- Read brochure about a school in Costa Rica.

## Resources

**Core Text:** Realidades A – “2A”

## UNIT 2: Around the Classroom

<b>Summary and Rationale</b>	
<p>In this unit, students continue to use the classroom as the lens for language skill development. Students will continue to build vocabulary related to classroom materials and furniture and will also utilize prepositional phrases to discuss location of items. Students will communicate using possessive vocabulary as well as definite/indefinite articles. Students will continue a cultural study of school life in other countries.</p>	
<b>Recommended Pacing</b>	
30 days	
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### Instructional Focus

#### Unit Enduring Understandings

- School practices differ across cultures (ex: use of lockers, uniforms)
- Classroom settings and materials may differ across cultures.

#### Unit Essential Questions

- How do I make my message understandable and interesting to my classmates, teacher, and others using my knowledge of Spanish?
- If am not able to use words, what cultural gestures communicate what I am trying to say?

#### Objectives

##### Students will know:

- Class materials and furniture.
- Prepositional phrases for location
- Possessive vocabulary (ex: my, your)
- Indefinite/Definite articles
- Plurals of nouns and articles.
- Aspects of school life across cultures.
- Soccer chants in Spanish.
- Facts about Central America.

##### Students will be able to:

- Describe the classroom/school and where things are located.
- Talk about more than one object or person.
- Understand school practices in Spanish-Speaking countries.
- Talk about location using the verb estar. (to be)
- Calculate international currencies.

### Resources

**Core Text:** Realidades B – “2B”

## UNIT 3: Breakfast and Lunch Foods

<b>Summary and Rationale</b>	
<p>In this unit, students will be able to discuss preferences related to breakfast and lunch foods and beverages. Students will communicate likes and dislikes through dialogue using relevant vocabulary; as well as develop vocabulary needed to discuss frequency of a task. In a cultural study, students will look at different global perspectives and habits regarding meals.</p>	
<b>Recommended Pacing</b>	
30 days	
<b>State Standards</b>	
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### Instructional Focus

#### Unit Enduring Understandings

- Breakfast and lunch habits across cultures.
- Food products have differing origins.
- The exchange of produce across geographic areas.

#### Unit Essential Questions

- Why do eating habits differ across cultures?
- How have foods from Spanish-speaking countries influenced the cuisine of the U.S.?

#### Objectives

##### Students will know:

- Food and Beverages for Breakfast and Lunch.
- Present tense of verbs that end in -ER/-IR
- Subject pronouns
- Vocabulary that expresses frequency (ex: often, sometimes, never, always)
- Plural forms of me gusta- to like/ me encanta- to love.

##### Students will be able to:

- Talk about preferences regarding foods and beverages for breakfast and lunch.
- Talk about likes and dislikes.
- Express how often something is done.
- Understand cultural perspectives on meals

### Resources

**Core Text:** Realidades A – “3A”



## UNIT 4: Healthy Eating Habits

<b>Summary and Rationale</b>	
<p>This unit’s focus is to further develop vocabulary and communication skills related to food. Students will develop the skills to describe and recommend foods as well as to discuss healthy foods. Students will use vocabulary to describe both people and foods. Additionally, students will be able to compare and contrast various cultural perspectives on diet and health.</p>	
<b>Recommended Pacing</b>	
30 days	
<b>State Standards</b>	
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### Instructional Focus

#### Unit Enduring Understandings

- Practices considered being healthy vary by culture.
- Good health and well-being are dependent on a variety of factors.

#### Unit Essential Questions

- What is healthy living?
- Is healthy living a universal concept? Why? Why not?
- How do diet and fitness relate to health?

#### Objectives

##### Students will know:

- Foods and food groups (food pyramid)
- Idiomatic expressions (ex: I am hungry. I am thirsty.)
- Plurals of Adjectives
- Verbs related to health and giving descriptions

##### Students will be able to:

- Recommend and describe foods and beverages for dinner.
- Describe how people and things are like.
- Explain the importance of healthy food and exercise choices.
- Compare and contrast cultural perspectives on diet and health (diabetes, vegetarian diet, allergies to food).

### Resources

**Core Text:** Realidades B – “3B”

## UNIT 5: Locations

<b>Summary and Rationale</b>	
<p>In this unit, students will develop the skills necessary to communicate locations in their community. They will engage in dialogue focused on where they are going and with whom. Through these dialogues, students will also be able to ask questions and discuss the locations of various leisure activities they engage in; as well as studying the leisure activities in different cultures.</p>	
<b>Recommended Pacing</b>	
30 days	
<b>State Standards</b>	
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### Instructional Focus

#### Unit Enduring Understandings

- Cultural perspectives differ regarding leisure activities.
- Locations and activities vary depending on the environment (ex: city vs. rural, climate)
- The influence of the Spanish history and architecture in the United States.

#### Unit Essential Questions

- Where do people go to gather with others? How does this compare across cultures?
- How can I formulate questions in a way that engages conversation?

#### Objectives

##### Students will know:

- Locations in the community
- Leisure activities
- Interrogatives
- Expressions of frequency (ex: generally)
- The verb “Ir” (to go)

##### Students will be able to:

- Illustrate and identify locations in your community
- State where you go and with whom
- Ask questions
- Discuss leisure activities.
- Give examples of cultural leisure activities and compare with their own

### Resources

**Core Text:** Realidades A – “4A”

## UNIT 6: Accepting/Declining Invitations

<b>Summary and Rationale</b>	
In this unit, students will continue with vocabulary development related to leisure activities, but will expand on the application to engage in dialogue related to extending, accepting, and declining invitations. Students will use knowledge of time to discuss when events are happening.	
<b>Recommended Pacing</b>	
30 days	
<b>State Standards</b>	
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### Instructional Focus

#### Unit Enduring Understandings

- That cultural perspective differs regarding extracurricular activities.
- The importance of sports as a reflection of culture.

#### Unit Essential Questions

- How can I use culturally appropriate vocabulary and idiomatic expressions to engage others in conversation in the target language?
- How do you appropriately accept or decline an invitation?

#### Objectives

##### Students will know:

- Leisure activities
- Sports
- Feelings
- Expressions to accept or decline an invitation
- Expressions to indicate time and time of day
- The verb “jugar” (to play)

##### Students will be able to:

- Talk about activities outside of school
- Extend, accept, and decline invitations
- Relay when an event happens
- Compare and contrast cultural perspectives on after-school activities

### Resources

**Core Text:** Realidades B – “4B”