

Fair Lawn Public Schools

Fair Lawn, NJ

Spanish
Grade 7

Adopted

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The seventh grade Spanish course is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language Student Learning Standards and the American Council on the Teaching of Foreign Languages.

Fair Lawn School District

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Spanish 7

I. Course Synopsis

The Spanish 7 curriculum develops reading, writing, speaking, and listening skills aligned with the New Jersey Student Learning Standards for World Languages and the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Throughout the year, students will explore four thematic units which are each anchored by essential questions and the NCSSFL-ACTFL Can-Do Statements, culminating with performance assessments to benchmark the development of language proficiency. Students will engage in lessons that are differentiated, interactive, and characterized by

authenticity. In addition, students will interact with a variety of authentic informational texts, dialogues and electronic sources in the target language related to our four central themes, which enables a high level of comprehensible input, and thus a higher level of critical thinking. Assessment will be on-going and substantially performance-based.

II. Philosophy & Rationale

World language studies provide students with world wide connections and the understandings of the perspectives of other cultures. It is the goal of the World Language department to provide the students in this course with the ability 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, as well as, make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities, as stated in the NJ Student Learning Standards for World Language.

A. Modes of Communication

The ability to communicate is at the heart of knowing another language.

Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of communication. The three modes are:

The interpretive mode- Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to listen “between the lines.”

The interpersonal mode- Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.

The presentational mode- Students present through oral and/or written communications information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this “one to many” mode of communication are making a presentation to a group or writing an article for the school newspaper.

B. Proficiency Level and Grade Level Performance Benchmarks according to the New Jersey State World Languages Standard Learning Progressions:

<http://www.state.nj.us/education/cccs/2014/wl/>

Upon completion of the Grade 7 World Language Curriculum, students will be able to perform at the Novice-Mid or Novice-High Proficiency Level Performance Benchmarks. The proficiency level will be specific to the individual student’s language progression, as some students will have only started the world language in grade 6, while others will have continuously taken the language since grade 3.

Novice-Mid Proficiency Level Performance Benchmarks:

Interpretive Mode

Linguistic

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

Respond to learned questions.

- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Cultural

- 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.)

- 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.)
- 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.)
- 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.)
- 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.)
- 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.)
- 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.)

Interpersonal Mode

Linguistic

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

Respond to learned questions.

- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Cultural

The Novice-Mid Cultural Content Statements remain the same for all the strands.

Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural

The Novice-Mid Cultural Content Statements remain the same for all the strands.

Novice-High Proficiency Level Performance Benchmarks:**Interpretive Mode**

Linguistic

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Cultural

- Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about post-secondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports

and physical fitness activities and common health conditions/problems and remedies.)

- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
- Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

Interpersonal Mode

Linguistic

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.

Cultural

The Novice-High Cultural Content Statements remain the same for all the strands.

Presentational Mode

Linguistic

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Handle simple transactions related to everyday life:
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

Cultural

The Novice-High Cultural Content Statements remain the same for all the strands.

C. “Can Do” Statements

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

D. Proficiency vs. Performance

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students’ learning in terms of *proficiency* rather than performance. Language proficiency refers to a student’s ability to communicate spontaneously in a language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency.

E. Integrated Performance Assessment

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics to show expectations.

F. Differentiated Instruction

Differentiated instruction for students at different levels of achievement and specific learning needs (e.g. special education, English language learners, at-risk and Gifted and Talented) is embedded in targeted scaffolding based on a knowledge of each student's interests and assessment data.

III. Scope & Sequence

There are four thematic units; the goal is to study each unit within one marking period. Vocabulary, Language Functions, and Culture are embedded in each unit.

Unit 1: Home Sweet Home (8-10 weeks):

How does my family work together to maintain our home?

Unit 2: Taking Care of Me (8-10 weeks):

What can I do to be a healthy a happy young adult?

Unit 3: Let's Eat! (8-10 weeks):

What is in my favorite food?

Unit 4: Getting Around Town (8-10 weeks):

Where in town can I buy products and get services I need and enjoy?

IV. Unit Descriptions

Unit 1: Home Sweet Home (8-10 weeks):

Enduring Understanding:

A home says a lot about a person and the community they reside in. In this unit students will discuss and explore how the products and common practices of their household compare to those of the target culture.

Essential Questions:

1. What does your house look like?
2. Can you describe your dream house?
3. What must be done to help maintain a house?
4. What are your family member's responsibilities in your house?

Student Learning Objectives:

The student will be able to...

1. Identify and describe the rooms in a house
2. List and categorize the contents of a house
3. Describe and explain daily activities done in the home with family members
4. Compare/contrast authentic homes in the US and target country
5. Debate the importance of household chores and each family member's role in caring for the home.
6. Ask and respond to questions related to homes (rooms, descriptions of home and items and furniture)

Can Do Statements:

- I can identify and describe the rooms in a house.
- I can list and categorize the contents of a house
- I can describe and explain daily activities done in the home with family members
- I can compare/contrast authentic homes in the US and target country
- I can tell the importance of household chores and each family member's role in caring for the home.
- I can ask and respond to questions related to homes (rooms, descriptions of home and items and furniture)

Language Functions:

- Agreeing/Disagreeing
- Asking for/Giving Information
- Comparing/Contrasting
- Describing objects and rooms of the house
- Expressing likes/dislikes/preferences
- Expressing opinions
- Giving reasons and explaining causality
- Identifying
- Listing
- Interpreting authentic realia

Benchmark Lessons:

- Rooms in the house
- Furniture and items found in a house
- Household chores in present tense (*to wash, to clean, to iron, etc.*)
- Descriptive adjectives necessary to describe a house
- Prepositions of location
- The verbs “*to be*”
- Stem-changing verbs
- Vocabulary related to parts of a building (*ground floor, first floor, etc...*)
- Comparatives and superlatives
- Present progressive
- Reflexive verbs

Suggested Activities and Benchmark Assessments:

- Narration of the upgrades in a home using a taped, muted episode of “Extreme Makeover”
- Create the ideal house
- Video tour of various houses, mimicking the HGTV television show “House Hunters International”
- Authentic architecture study of an authentic house in target country

- Blueprints/floor plan
- Survey/Interview about contents of house and their locations
- Picture and/or Writing prompts
- Artist activity: student describes a room to a blindfolded “artist”
- Matching homes to a description
- TPR chores activity
- To-do list for chores
- Garage sale: students negotiate prices and sell household items
- Venn Diagram: comparing houses in USA to those of target culture
- Pre-reading and post-reading activities
- Games (*Jeopardy*, *board races*, *Bingo*, *Pictionary*, *Internet games*)
- Mini-white board activities
- Interactive Smart Board activities
- Analyze a description of a home and match it to the appropriate house

Cultural Practices, Products, and Perspectives:

- Discuss the different floors of a building in the target country
- Compare and contrast different styles of architecture in target country

Unit 2: Taking Care of Me (8-10 weeks):**Enduring Understanding:**

Living a healthy lifestyle is an integral part of growing up. In this unit students will analyze their lifestyles and learn ways to be healthier and happier young adults. Basic medical expressions are also included, should they become ill or get injured and need to communicate with a professional.

Essential Questions:

1. What factors are important in creating a healthy lifestyle?
2. How do you feel?
3. How can I communicate about my aches and pains?

Student Learning Objectives:

The student will be able to...

1. Describe symptoms to a doctor or pharmacist
2. Suggest remedies for common ailments
3. Identify body part aches and pains
4. Recommend healthy habits
5. Discuss healthy vs unhealthy lifestyles
6. State how often they participate in various activities

Can Do Statements:

- I can describe symptoms to a doctor or pharmacist
- I can suggest remedies for common ailments
- I can identify body part aches and pains
- I can recommend healthy habits
- I can tell the difference healthy and unhealthy lifestyles
- I can tell how often I do certain things

Language Functions:

- Agreeing/Disagreeing
- Asking for/Giving Advice
- Comparing/Contrasting
- Describing illnesses/aches and pains
- Expressing likes/dislikes/preferences
- Expressing opinions
- Giving reasons and explaining causality
- Identifying
- Interpreting authentic realia

Benchmark Lessons:

- Terms related to exercise and leisure activities
- Body parts
- Illnesses and symptoms
- Wellness remedies
- Indirect object pronouns (*Spanish: *me duele, etc...*)
- Imperative
- Near Future

Suggested Activities and Benchmark Assessments:

- Create an exercise video
- Skit at the doctor's office/pharmacy
- Simon says game to reinforce body parts
- Song: *Head, Shoulders, Knees and Toes*
- Song: *Hokey Pokey*
- Create an alien using different body parts
- Interview using recorders: What do you do to stay healthy?
- Venn diagram: health in the US vs. target country
- Total Physical Response
- Survey: How do you care for yourself on a daily basis? (How often do you brush your teeth, exercise, shower, etc.)
- Prioritize a list of healthy habits in order of importance
- Picture prompt
- Games (Jeopardy, board races, Bingo, Pictionary, Internet games, Kahoot!)
- Mini-white board and Interactive Smart Board activities

Cultural Practices, Products, and Perspectives:

- Pharmacies in the target culture
- Lifestyle differences

Unit 3: Let's Eat! (8-10 weeks)**Enduring Understanding:**

Food plays an integral role in one's culture. In this unit, students will learn about foods, authentic dishes, and the ways in which foods are influenced by cultures, geography and countries.

Essential Questions:

1. What do I eat on a daily basis?
2. How do my food choices affect my lifestyle?
3. How are my food choices compare to those of the target culture?

Student Learning Objectives: Students will be able to...

1. Identify and describe foods
2. Categorize foods by meals, food groups and health factors
3. Discuss food preferences
4. Plan meals using myplate.gov
5. Compare eating habits in USA to those of the target culture
6. Order food/beverage in a restaurant

Can Do Statements:

- I can identify and describe foods
- I can categorize foods by meals as well as being healthy or unhealthy
- I can make healthy meal plans
- I can compare eating habits in USA to those of the target culture
- I can order food/beverage in a restaurant
- I can discuss food preferences
- I can ask about others' preferences

Language Functions:

- Agreeing/Disagreeing on preferences
- Asking for food
- Comparing/Contrasting
- Describing
- Expressing likes/dislikes/preferences
- Stating and asking for opinions
- Identifying
- Analyzing
- Interpreting authentic realia

Benchmark Lessons:

- Foods
- Meals
- Food groups
- Cooking terms (*grilled, fried, etc.*)
- Table settings
- Phrases to order food/beverages
- Intro to past tense: Preterit/ Passé Compose

- Frequency expressions/negative (*always, never, sometimes, etc.*)

Suggested Activities and Benchmark Assessments:

- Restaurant skit
- Create a menu
- Survey of favorite foods/restaurants
- Interview a partner about their previous day (what they ate) with recorders
- Eating/activities journal
- Web of food group categories (*grains, vegetables, fruits, meat, dairy*)
- Cook/prepare cultural food
- Write a recipe in target language
- TPR a recipe
- Cooking show
- Field trip to a restaurant
- Discuss cultural views and use of food
- Games (Jeopardy, board races, Bingo, Pictionary, Internet games)
- Mini-white board activities
- Interactive Smart Board activities
- Picture prompts
- Reading comprehension activities

Cultural Practices, Products, and Perspectives:

- Compare foods from USA to those in the target culture
- Explain the difference between the food guide of the USA to that of the target culture
- Restaurant etiquette (*tipping, language used with wait staff, etc.*)
- Currency

Unit 4: Getting Around Town (8-10 weeks):**Enduring Understanding:**

A community is a direct reflection of its' residents. In this unit, students will explore how people live, work and socialize in a community. They will compare and contrast their community with that of the target culture.

Essential Questions:

1. What is in my community?
2. Who works in my community?
3. How can I navigate within my community?
4. How does our community compare to the communities in the target culture?

Student Learning Objectives: Students will be able to...

1. Identify different types of specialty stores
2. Give information about what each place has to offer/sells
3. Discuss activities associated with the various places in town
4. Name professions
5. Ask and give directions

Can Do Statements:

- I can identify different types of specialty stores
- I can give information about what each place has to offer/sells
- I can discuss activities associated with the various places in town
- I can name professions
- I can ask and give directions

Language Functions:

- Initiating, maintaining and ending a conversation
- Asking and giving directions
- Comparing/Contrasting
- Describing
- Identifying locations
- Using circumlocution
- Interpreting authentic realia

Benchmark Lessons:

- Specialty stores and places in the community
- Community related activities
- Professions
- Directional vocabulary

- Modes of transportation
- Preterit of irregular verbs
- Imperative

Suggested Activities and Benchmark Assessments:

- Map of the community with labels of different stores and landmarks, including written directions going from one place to another.
- School scavenger hunt using directional words
- Role play: taxi driver and tourist
- Scrapbook of their community
- My town video
- Reading an authentic metro map and giving directions from a designated place to a location
- Design and work at an authentic specialty store
- Community guest speaker
- Design an ideal town for teenagers
- Survey of favorite spots in town
- Narrate in the past tense what he/she did in town

Cultural Practices, Products, and Perspectives:

- Compare specialty stores in the target country vs. stores found in the US
- Discuss transportation differences
- Compare and contrast town layouts between countries
- Compare and contrast street signs

V. Core Instructional Materials:

Suggested materials that teachers use are, but are not limited to:

- Authentic readings found online
- Authentic readings found in newspapers, magazines
- Culturally/linguistically appropriate videos found on websites such as www.youtube.com, www.teachertube.com, www.senorwooly.com, <https://www.youtube.com/user/papitus>
- Online game resources found on websites such as www.quia.com, www.quizlet.com, www.spanishspanish.com

- Fair Lawn World Language Department Website
- Realidades (Textbook)
- Ven Conmigo (Textbook)

VI. Assessments

Formative Assessments

- Vocabulary Practice
- Exit Tickets
- Think, Pair, Share
- Speaking Practice
- Inside / Outside circle
- Deductive Reasoning Reading
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation
- Weekly Journal Prompts – with Double Entry Journals
- Rough Drafts

Benchmark Assessments

- Vocabulary Quizzes
- Integrated Performance Assessments
- Recorded Speaking
- Skit / Dialogue
- Presentational writing
- Projects
- Presentations

VII. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students

<u>Accommodations</u>			
Preferential seating	Repeating/ simplifying of	Ample use of visuals	Use of manipulatives

	directions		
Strategic/ flexible grouping and pairing	Clear visual, verbal and demonstrative modeling	Kinesthetic activities Rhythm, music, body movements	Use of graphic organizers
Ample wait time before calling on students	Think/Pair/Share	Teach vocab in context, and in small chunks	Frequent repetition
Student self-assessme nt, self-monitoring of progress	Have students set personal growth goals	Break down assignments into manageable parts/tasks	Learning centers or stations that address varied activities, skills, learning modalities
Speaking Provide: sentence starters processing time cues and prompts embedded choices practice time	Groups/Pairs Teach: rules and expectations skills of independence – bridging phrases, disagreeing agreeably, voice level strategies for moving in and out of groups signal for getting teacher's attention Allow: Flexible grouping	Reading Use: peer tutoring label main ideas label 5 W's visual imagery graphic organizers Allow: Highlighting of key words/concepts Silent pre-reading Partner reading Teach: Pre-reading strategies 'During' reading strategies	Writing Shorten task Require lists rather than sentences Allow: note-taking visual representation of ideas collaborative writing Brainstorm word bank Pre-writing with graphic organizers Provide: Model of writing

	Adequate/extra time Assign group roles	Post-reading strategies	Structure for writing Fill-in-blank form for note-taking
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VIII. New Jersey Student Learning Standards for World Language:

<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NH.pdf>

- **World Languages Novice-Mid Proficiency Level Standards**

Interpretive Mode:

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode:

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

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar

Presentational Mode:

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

- **World Languages Novice-High Proficiency Level Standards:**

Interpretive Mode:

7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NH.A.6 Reserved

This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the NJSLS for world languages, this Indicator is listed as reserved.

7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.

7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

Interpersonal Mode:

7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.

7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.

7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational Mode:

7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

7.1.NH.C.3 Describe in writing people and things from the home and school environment.

7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

IX. Interdisciplinary Connections and Alignment to Technology Standards

The following New Jersey Student Learning Standards, create interdisciplinary connection to this course:

- **New Jersey Student Learning Standards English Language Arts:**

NJSLS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJSLS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

NJSLS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

NJSLS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **New Jersey Student Learning Standards Mathematics:**

(The below standards are specific to Grade 7.)

NJSLS.Math.Content.7.G.A.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

NJSLS.Math.Content.7.RP.A.2 Recognize and represent proportional relationships between quantities.

NJSLS.Math.Content.7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

NJSLS.Math.Content.7.SP.A.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

- **New Jersey Student Learning Standards Social Studies** (by the end of grade 8):

6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- **New Jersey Student Learning Standards for Comprehensive Health and Physical Education** (by the end of grade 8)

2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness.

2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.

- 2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.
- 2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
- 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
- 2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
- 2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.
- 2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations
- 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situation
- 2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.
- 2.4.8.A.2 Explain how the family unit impacts character development
- 2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance

2.6.8.A.1 Summarize the short-and long-term physical, social, and emotional benefits of regular physical activity.

2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behavior

- **Visual and Performing Arts Standards** (by the end of grade 8):

1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training

1.1.8.D.2. Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.

1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.

- **Technology Standards** (by the end of grade 8)

<http://www.state.nj.us/education/cccs/2014/tech/>

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web)

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

- **Workplace Readiness Standards**

<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.