SPANISH 1-1

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>Term __________________________</th>
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</thead>
<tbody>
<tr>
<td>Elective/Required:</td>
<td>Required ______________________</td>
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<tr>
<td>Schools:</td>
<td>High Schools __________________</td>
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<tr>
<td>Eligibility:</td>
<td>Grades 9-12 __________________</td>
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<tr>
<td>Credit Value:</td>
<td>5 Credits _____________________</td>
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<tr>
<td>Date Approved:</td>
<td>August 25, 2014 ________________</td>
</tr>
</tbody>
</table>
"Modifications will be made to accommodate IEP mandates for classified students."
WORLD LANGUAGES PROGRAM

STATEMENT OF PURPOSE

The knowledge of a foreign language is a universal tool that opens gateways to human understanding and presents a new approach to dealing with everyday realities of life. The study of a foreign language and of the culture for which it is the vehicle sensitizes students to the reality of cultural differences and similarities. Thus, a full and rich experience in the learning of a foreign language develops understanding of and appreciation for people of differing cultures.

We believe that the study of a foreign language plays an essential role in the intellectual development and total enrichment of the individual. Furthermore, foreign language study contributes to the fulfillment of academic, vocational and/or personal goals. Consequently, students should be provided the means to pursue foreign language study to the extent that their interests and abilities permit.

An effective world languages program recognizes individual differences in learning patterns and abilities and tailors courses to students with diverse needs and interests. Thus, we endeavor to provide a comprehensive and coordinated foreign language program that is a rewarding and satisfying experience for each learner.

This curriculum guide was prepared by:

Marcia A. Schwartz             John P. Stevens High School
Ernest Valdès                  Edison High School

Coordinated by:                Virginia Santoro – World Language Supervisor
DEPARTMENTAL PHILOSOPHY

1. The study of another language leads to **communication**. Our goal is to teach all students to communicate beyond their native languages in order to participate effectively in this world. Communication involves the interpretive, presentational and interpersonal modes.

2. The study of another language leads to **understanding other cultures**. Our goal is to recognize what is common to all human experience and to accept that which is different. Students will have experiences with products and practices in order to develop an understanding of the various perspectives of the cultures of the target language.

3. The study of another language leads to **critical thinking skills**. Our goal is to enhance the ability to analyze, to compare and contrast, to synthesize, to improvise, and to examine cultures through a language and a perspective other than one's own.

4. The study of another language leads to an **interdisciplinary view** of the curriculum. Our goal is to have every student begin language study as early as possible in an interdisciplinary environment.
New Jersey Core Curriculum Content Standard
for
World Languages

INTRODUCTION

World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.

- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.

- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Intent and Spirit of the World Languages Standard

The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that ultimately enable the attainment of proficiency at the Novice-High level or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in preschool or kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirements for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation for entrance into postsecondary programs or 21st-century careers.
Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad. However, as part of a three-year grant project (2005-08), the New Jersey Department of Education collected data from New Jersey schools that further support these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students present compelling evidence for the need to develop programs that offer all students the opportunity to meet the state-designated proficiency level of Novice-High. The data show that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

**Language Proficiency Levels**

Unlike other New Jersey Core Curriculum Content Standards areas, the world languages standard is benchmarked by proficiency levels, rather than grade levels. The development of these proficiency levels was informed by the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners (ACTFL, 1998), the ACTFL Proficiency Guidelines - Speaking (ACTFL, 1999), and the ACTFL Proficiency Guidelines—Writing (ACTFL, 2001). The levels are fully defined in the World Languages Performance Level Descriptors Table and are summarily reflected in the following proficiency statements:

- **Novice-Mid Level:** Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.
- **Novice-High Level:** Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Low Level:** Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Mid Level:** Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
• Intermediate-High Level: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

• Advanced-Low Level: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Realistic Grade-Level Targets for Benchmarked Proficiency Levels

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpretive, interpersonal or presentational). However, according to ACTFL, the proficiency levels generally align with grade-level achievement as follows:

• Novice-Mid Level: Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes should meet the cumulative progress indicators for the Novice-Mid level by the end of grade 2.

• Novice-High Level: Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes, and continuing the study of that language in subsequent grades in a program that meets for the same amount of time, should meet the cumulative progress indicators for the Novice-High level by the end of grade 5.

• Intermediate-Low Level: Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school, and continuing the study of that language through middle school in a program that meets a minimum of five times a week for 40 minutes, should meet the cumulative progress indicators for the Intermediate-Low level by the end of grade 8.

• Intermediate-Mid Level: Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-Mid level by the end of grade 10.

• Intermediate-High Level: Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-High level by the end of grade 12.
• **Advanced-Low Level:** Heritage students and students who have significant experiences with the language outside of the classroom should meet the cumulative progress indicators for the Advanced-Low level by the end of grade 12.

**Realistic Grade-Level Targets for Benchmarked Proficiency Levels**

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational). However, according to ACTFL, the proficiency levels generally align with grade-level achievement as follows:

• **Novice-Mid Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes should meet the cumulative progress indicators for the Novice-Mid level by the end of grade 2.

• **Novice-High Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes, and continuing the study of that language in subsequent grades in a program that meets for the same amount of time, should meet the cumulative progress indicators for the Novice-High level by the end of grade 5.

• **Intermediate-Low Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school, and continuing the study of that language through middle school in a program that meets a minimum of five times a week for 40 minutes, should meet the cumulative progress indicators for the Intermediate-Low level by the end of grade 8.

• **Intermediate-Mid Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-Mid level by the end of grade 10.

• **Intermediate-High Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-High level by the end of grade 12.

• **Advanced-Low Level:** Heritage students and students who have significant experiences with the language outside of the classroom should meet the
cumulative progress indicators for the Advanced-Low level by the end of grade 12.

**A Note About Preschool Learners:** Like other young learners, preschool students learn world languages with the goal of reaching the Novice-Mid level by second grade. However, the focus of language learning for preschool students may differ from the focus of language learning for students in grades K-2. To learn more about language learning at the preschool level, see the Preschool Teaching & Learning Standards.

**ACTFL Anticipated Performance Outcomes**

The graphic that follows provides a visual representation of anticipated student performance outcomes (ACTFL, 1998).

Visual Representation of Anticipated Performance Outcomes as described in the ACTFL Performance Guidelines for K-12 Learners
Philosophy and Goals

The New Jersey world languages standard and indicators reflect the philosophy and goals found in the national Standards for Foreign Language Learning in the 21st Century (National Standards in Foreign Language Education Project, 2006). They were developed by consulting standards in the United States and internationally, as well as by examining the latest research and best practices on second-language acquisition. The revised world languages standard is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. With regard to the implementation of the world languages standard for particular languages or language groups:

- **American Sign Language (ASL):** Students and teachers of American Sign Language (ASL) communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication—interpersonal, interpretive, and presentational—by using combinations of hand-shapes, palm orientations, and movements of the hands, arms, and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.

- **Classical languages:** The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.

- **Heritage-languages:** Heritage-language students may be (1) newly-arrived immigrants to the United States, (2) first-generation students whose home language is not English and who have been schooled primarily in the United States, or (3) second- or third-generation students who have learned some aspects of a heritage language at home. These students have varying abilities and proficiencies in their respective heritage languages; they often carry on fluent and idiomatic conversations (interpersonal mode), but require instruction that allows them to develop strengths in reading (interpretive mode) and in formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English-speaking peers, and they should be provided with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time as English becomes their dominant language.
Revised Standard

The world languages standard lays the foundation for creating local curricula and related assessments. Changes that led to the revised 2009 standard are as follows:

- The communication and culture standards have been combined into one standard that continues to be organized by proficiency levels, but now also encompasses a broader spectrum of proficiency levels.
- World languages content is both linguistic and cultural, and includes personal and social topics and concepts as well as ideas from other content areas. Both linguistic and cultural content statements have been added for each strand to provide a context for the cumulative progress indicators (CPIs) at each proficiency level.
- Linguistic content varies and is dependent on the mode of language use. Proficiency does not occur at the same rate for all students in all skill areas. (See the results of the Foreign Language Assistance Program Grant Project, which are contained in the report, Policy, Assessment, and Professional Development: Results from a Statewide Study.) For example, a student may perform at the Novice-High level in reading and the Intermediate-Low level in speaking.
- Cultural content recurs across the modes of communication because communication always occurs within a cultural context. The 21st-century themes identified in the Partnership for 21st Century Skills Framework are incorporated in many of these content statements. Students spiral through this content with increasing depth and sophistication as they attain higher levels of language proficiency. Therefore, the extent to which a theme is addressed at a given point in time depends on age- and developmental appropriateness as well as on proficiency level.
- Integration of technology within the CPIs necessitates its use as a tool in instruction and assessment.

One World Languages Standard

The reorganization of the previous world languages standards into one revised standard reflects the framework, graphically depicted below, that was developed for the 2004 National Association of Educational Progress (NAEP) in foreign languages.
The NAEP graphic illustrates that the overarching goal of language instruction is the development of students' communicative skills (the central “C” of five Cs in the graphic is for “communication”). Students should be provided ample opportunities to engage in conversations, present information to a known audience, and interpret authentic materials in the language of study. In addition, to develop linguistic proficiency, a meaningful context for language use must be established. The four Cs in the outer ring of the graphic (cultures, connections, comparisons, and communities) provide this meaningful context for language learning. These contexts stress (1) the teaching of culture; (2) the study and reinforcement of content from other disciplines; (3) the comparison of target and native languages and cultures; and (4) opportunities to interact with native speakers of languages. As such, the four context Cs serve as the basis for instructional activities and are fully embedded within the world languages communication objectives.

View two videos (#12 and #30) that illustrate the integration of the five Cs.

Three Strands

The revised world languages standard continues to include three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational (in the NAEP graphic, these are shown around the inner triangle).

Strand A reflects the Interpretive Mode of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television roadcasts, and speeches. Beyond the Novice level, “interpretation” differs from comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.” For more on the interpretive mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpretive mode (scroll down to video #1).
Strand B reflects the Interpersonal Mode of communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

- Click Wisconsin Project: Modes of Communication.

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpersonal mode (scroll down to video #2).

- Click Wisconsin Project: Modes of Communication.

Strand C reflects the Presentational Mode of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

- Click Teaching Foreign Languages K-12 Workshop to view a video on the presentational mode (scroll down to video #3)

- Click Wisconsin Project: Modes of Communication.

The Role of Grammar in the World Languages Class

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised New Jersey World Languages standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies. Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

Education in World Languages: Advocacy and Resources

- Information regarding federal grants for implementing standards-based world languages programs may be found on the Foreign Language Assistance Program (FLAP) or the Joint National Committee for Languages (JNCL) websites. JNCL also provides advocacy materials.
• The American Council on the Teaching of Foreign Languages (ACTFL) provides extensive research related to the ways that language learning benefits students by supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures.

• An Annotated Glossary With Resources, instructions for How To Select Culturally Authentic Materials Based On Proficiency Level, and a World Languages Performance-Level Descriptors Table were designed in connection with the World Languages standard to support implementation of world languages instruction.

• The most comprehensive report compiled on the status of world languages education in New Jersey’s public schools (2005), A Report on the State of World Languages Implementation in New Jersey, is available on the New Jersey Department of Education World Languages homepage.

• The state language organization—Foreign Language Educators of New Jersey (FLENJ)—offers links to a variety of language resources, professional development opportunities, and information about student and professional awards and scholarships.

References


Wong, W., & Van Patten, B. (2003). The evidence is in, drills are out. Foreign Language Annals, 36(3), 403-423.

**Standard 7.1 World Languages** 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.
<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Content Statement</th>
<th>CPI #</th>
<th>Cumulative Progress Indicator(CPI)</th>
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</thead>
<tbody>
<tr>
<td>Novice-Mid</td>
<td><strong>Linguistic:</strong> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</td>
<td>7.1.N.M.A.1</td>
<td>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</td>
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<td><strong>Cultural:</strong> 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.)</td>
<td>7.1.N.M.A.2</td>
<td>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</td>
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<td>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.)</td>
<td>7.1.N.M.A.3</td>
<td>Recognize a few common gestures and cultural practices associated with the target culture(s).</td>
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<td></td>
<td>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.)</td>
<td>7.1.N.M.A.4</td>
<td>Identify familiar people, places, and objects based on simple oral and/or written descriptions</td>
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<td>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.)</td>
<td>7.1.N.M.A.5</td>
<td>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</td>
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<td>What is perceived as “basic needs” varies among</td>
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</table>
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

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Content Statement</th>
<th>CPI #</th>
<th>Cumulative Progress Indicator(CPI)</th>
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</table>
| Novice-Mid        | **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.  
**Cultural:** The Novice-Mid Cultural Content Statements remain the same for all the strands. | 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. |
<p>|                   |                   | 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 |</p>
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<thead>
<tr>
<th>Proficiency Level</th>
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<tr>
<td><strong>Novice-Mid</strong></td>
<td><strong>Linguistic:</strong> The Novice-Mid language learner understands and communicates at the <strong>word</strong> level and can <em>use memorized words and phrases</em> independently to:</td>
<td>7.1.NM.C.1</td>
<td>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.</td>
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<td>- Make lists.</td>
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<td>- State needs and preferences.</td>
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<td></td>
<td>- Describe people, places, and things.</td>
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<tr>
<td></td>
<td><strong>Cultural:</strong> The Novice-Mid Cultural Content Statements remain the same for all the strands.</td>
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<td>7.1.NM.C.2</td>
<td>Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</td>
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<td>7.1.NM.C.3</td>
<td>Copy/write words, phrases, or simple guided texts on familiar topics.</td>
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<td>7.1.NM.C.4</td>
<td>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</td>
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<td>7.1.NM.C.5</td>
<td>Name and label tangible cultural products and imitate cultural practices from the target culture(s).</td>
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</table>
HOW TO SELECT CULTURALLY AUTHENTIC MATERIALS BASED ON PROFICIENCY LEVEL

NOVICE-MID TEXTS
Novice-Mid-level students require short texts related to everyday personal experiences. Texts that are highly contextualized, supported by visual cues, and contain repetition of key words and phrases are appropriate for Novice-Mid-level learners. Interpretive tasks designed at the Novice-Mid level ask students to recognize key words and to identify important words, phrases, and main ideas.

NOVICE-HIGH TO INTERMEDIATE-MID TEXTS
The same texts may be used for Novice-High-level students through Intermediate-Midlevel students; however, the task changes. At the Intermediate level, students continue to look for main ideas, but also identify supporting details and derive meaning from context.

INTERMEDIATE-HIGH TEXTS
Text used at the previous levels may also be used with Intermediate-High-level students; however, the task changes. At the Intermediate-High level, students continue to look for main ideas, identify supporting details, and derive meaning from context, while they also begin to infer meaning, identify the author’s perspective, compare cultural perspectives, and recognize the organizing principle of a text.

ADVANCED-LOW TEXTS
Text used at the previous levels may also be used with Advanced-Low level students; however, the task changes. At the Advanced-Low level, students continue to infer meaning, identify the author’s perspective, compare cultural perspectives, and recognize the organizing principle of the text while they also begin to analyze and evaluate text for facts and opinions. Suggested culturally authentic texts for interpretive reading tasks:

- Blogs
- Brochures
- Calendars and schedules
- Children’s stories and poems related to novice contexts
- Directions
- Highly contextualized advertisements from a target country publication (print or online)
- ID cards
- Maps
- Menus
- Movie schedules
- Online weather reports
- Report cards
- Simple biographies from a target culture magazine (print or online)
- Simple letters or email correspondence
- Social networking sites
- Sports schedules
- Stories/songs
- Student schedules

Novice-High Through Intermediate-Mid Level

In addition to the above Novice-Mid level texts:
- Advice columns
- Photo stories with captions
- Simple stories

Intermediate-High Level

In addition to all above texts:
- Authentic short stories
- Contextualized comic strips
- Essays or editorials from newspapers
- Personal letters

Advanced-Low Level

In addition to all above texts:
- Editorials
- Novels

Suggested culturally authentic texts for interpretive listening/viewing tasks:

Novice-Mid Level

- Commercials from television, radio, Internet
- Podcasts
- Simple interviews, conversations, or surveys related to Novice content
- Songs related to Novice content
- Straightforward public service announcements from television, radio, Internet
- Video clips

Novice-High Through Intermediate-Mid Level

In addition to the above Novice-Mid level texts:
- Movie trailers
- Selected clips from movies
- Simple segments from television programs, such as soap operas or talk shows
Intermediate-High Level

In addition to all above texts:
- Contextualized animated cartoons
- Television shows on familiar topics

Advanced-Low Level

In addition to all above texts:
- Full-length movies
THEMATIC UNITS

El mundo hispanohablante

¿Cómo somos?

La familia y la casa

Mis clases y las actividades después de clases

Vamos a comer

Los deportes
Unit Title: El mundo hispanohablante

Targeted Standards:
NJ World Class Standards
Content Area: World Languages

7.1.NM.A.1 - 7.1.NM.A.5 Interpretive
7.1.NM.B.1 - 7.1.NM.B.5 Interpersonal
7.1.NM.C.1 - 7.1.NM.C.5 Presentational

Unit Objectives/Conceptual Understandings: (Students will understand that)
Students will understand how to greet and give a farewell to Spanish-speaking people.
Students will understand that fifty million people in the United States speak Spanish.
Students will understand that word order is sometimes different in Spanish.
Students will understand that days and months are not capitalized in Spanish.

Essential Questions:
Where is Spanish spoken around the world?
What is the weather today in the Southern Hemisphere?

Unit Assessment:
Preliminary Chapter Assessments (Quizzes, tests, informal assessments)
Projects and presentations

<table>
<thead>
<tr>
<th>Core Content Objectives</th>
<th>Instructional Actions</th>
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</thead>
<tbody>
<tr>
<td><strong>Cumulative Progress Indicators</strong></td>
<td><strong>Concepts</strong></td>
</tr>
<tr>
<td>7.1.NM.A.1 - Recognize familiar spoken or written words and phrases</td>
<td>Recite the Spanish alphabet</td>
</tr>
<tr>
<td>7.1.NM.A.2 - Demonstrate comprehension of simple, oral and written directions, commands, and requests.</td>
<td>Greet classmates, the teacher and others in Spanish.</td>
</tr>
<tr>
<td>7.1.NM.A.3 - Copy/write words, phrases, or simple guided texts on familiar topics.</td>
<td>Express themselves politely.</td>
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</tbody>
</table>
## Unit Title: El mundo hispanohablante (cont.)

<table>
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<tr>
<th>Cumulative Progress Indicators</th>
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<th>Skills</th>
<th>Activities/Strategies</th>
<th>Assessment Check Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
<td>-Spanish alphabet</td>
<td>Count to 100.</td>
<td>- Activities: pages LP.3 – LP.12</td>
<td>- Simple writing tasks</td>
</tr>
<tr>
<td>7.1.NM.A.5 - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials.</td>
<td>-names of Spanish-speaking countries</td>
<td>Give prices and amounts up to 100.</td>
<td>- Listening Activities: pages LP.13 – LP.18</td>
<td>- Performance assessment tasks</td>
</tr>
<tr>
<td>7.1.NM.A.5 - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials.</td>
<td>-expressions of greetings</td>
<td>Identify the days of the week.</td>
<td>-Spanish language weather websites</td>
<td>- Homework</td>
</tr>
<tr>
<td>7.1.NM.B.1 - Use digital tools to exchange basic information at the word and memorized-phrase level.</td>
<td>-titles for adults</td>
<td>Identify the months of the year.</td>
<td>-Weather Report Project</td>
<td>-Projects</td>
</tr>
<tr>
<td>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.</td>
<td>-expressions of farewell</td>
<td>Find out and give the date in Spanish.</td>
<td>-Use Google Earth and other maps to explore Spanish-speaking countries</td>
<td></td>
</tr>
<tr>
<td>7.1.NM.B.3 - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</td>
<td>-expressions of courtesy</td>
<td>Give their birthday or dates of holidays.</td>
<td>Culture: Use the metric system found in all Spanish-speaking countries</td>
<td></td>
</tr>
<tr>
<td>7.1.NM.B.4 - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</td>
<td>-numbers through 100</td>
<td>Ask and tell the time.</td>
<td>Connections: Students will convert F° to C°. Convert distances from miles to kilometers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-units of currency</td>
<td>Tell at what time a certain event occurs.</td>
<td>Comparisons: Convert U.S. dollars to currency from Spanish-speaking countries. Students will be able to tell time using a 24-hour system.</td>
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<tr>
<td></td>
<td>-giving prices</td>
<td>Discuss the seasons and the weather.</td>
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<tr>
<td></td>
<td>-days of the week</td>
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# Unit Title: El mundo hispanohablante (cont.)

<table>
<thead>
<tr>
<th>Cumulative Progress Indicators</th>
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</tr>
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<tbody>
<tr>
<td>7.1.NM.B.5 - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</td>
<td>What students will know.</td>
<td>What students will be able to do.</td>
<td>Technology Implementation/Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>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.</td>
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</tr>
<tr>
<td>7.1.NM.C.2 - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</td>
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</tr>
<tr>
<td>7.1.NM.C.3 - Copy/write words, phrases, or simple guided texts on familiar topics.</td>
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<tr>
<td>7.1.NM.C.4 - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</td>
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<tr>
<td>7.1.NM.C.5 - Name and label tangible cultural products and imitate cultural practices from the target culture(s).</td>
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</table>
### Unit Title: El mundo hispanohablante (cont.)

<table>
<thead>
<tr>
<th>Resources:</th>
<th>Instructional Adjustments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schmitt, Conrad J. ¡Así se dice!, Columbus, Ohio: McGraw Hill Glencoe, 2012 Websites for weather, currency, maps, etc.</td>
<td>Modify materials/instruction based on student needs and abilities (textbook suggests modifications for students at different levels). Modifying materials/instruction for learners according to legal requirements. Textbook suggested differentiated instruction based upon multiple intelligences.</td>
</tr>
</tbody>
</table>
## Unit Title: ¿Cómo somos?

### Targeted Standards:
**NJ World Class Standards**
**Content Area: World Languages**

- 7.1.NM.A.1 - 7.1.NM.A.5  Interpretive
- 7.1.NM.B.1 - 7.1.NM.B.5  Interpersonal
- 7.1.NM.C.1 - 7.1.NM.C.5  Presentational

### Unit Objectives/Conceptual Understandings:
(Students will understand that)
- Students will understand how to describe people and things using appropriate adjectives for physical description, personality and nationality.
- Students will understand that adjectives need to agree with noun they modify in number and gender.
- Students will understand how to discuss their schedules and describe their classes.
- Students will understand that people need to be addressed formally/informally in different social situations.

### Essential Questions:
- What qualities do you look for in a good friend?
- What classes might you have if you went to school in another country?
- How are Spanish-speaking teens similar to and different from young people from the United States?

### Unit Assessment:
- Chapter 1 Assessments (Quizzes, tests, informal assessments)
- Projects and presentations: descriptions/school classes

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<td><strong>Cumulative Progress Indicators</strong></td>
<td><strong>Concepts</strong></td>
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<tr>
<td><strong>What students will know.</strong></td>
<td><strong>What students will be able to do.</strong></td>
</tr>
<tr>
<td>7.1.NM.A.1 - Recognize familiar spoken or written words and phrases used to describe people and things as well as classes.</td>
<td>nouns for different people</td>
</tr>
<tr>
<td>- names of Spanish-speaking countries</td>
<td>Describe people and things.</td>
</tr>
<tr>
<td>7.1.NM.A.2 - Demonstrate comprehension of simple, oral and written directions, commands, and requests</td>
<td>- adjectives used to describe people and things</td>
</tr>
<tr>
<td>- adjectives of nationality</td>
<td>Discuss what classes they take.</td>
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<td>Describe classes, teachers and</td>
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### Unit Title: ¿Cómo somos? (cont.)

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<tr>
<td><strong>Concepts</strong></td>
<td><strong>Skills</strong></td>
<td><strong>Activities/Strategies</strong></td>
<td><strong>Assessment</strong></td>
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<tr>
<td><em>What students will know.</em></td>
<td><em>What students will be able to do.</em></td>
<td><em>Technology Implementation/Interdisciplinary Connections</em></td>
<td></td>
</tr>
<tr>
<td><strong>regarding descriptions of people, things and classes.</strong></td>
<td><strong>classmates.</strong></td>
<td><strong>“Así se dice” workbook-</strong></td>
<td><strong>dialogues</strong></td>
</tr>
<tr>
<td>7.1.NM.A.3 - Copy/write words, phrases, or simple guided texts to describe people, things and classes.</td>
<td><strong>Use the present tense of the verb <em>ser</em> to describe people and things.</strong></td>
<td>- Activities: pages 1.3 – 1.16</td>
<td>- Simple writing tasks</td>
</tr>
<tr>
<td>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
<td><strong>Use number and gender agreement when describing people and things.</strong></td>
<td>- Listening Activities: pages 1.17 – 1.22</td>
<td>- Performance assessment tasks</td>
</tr>
<tr>
<td>7.1.NM.A.5 - Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials to describe people, things and classes.</td>
<td><strong>Distinguish between addressing someone formally and informally.</strong></td>
<td>Chapter Project (Un libro de recuerdos) Teacher’s Edition pg. 18C</td>
<td>- Homework</td>
</tr>
<tr>
<td>7.1.NM.B.1 - Use digital tools to exchange basic information at the word and memorized-phrase level related to people, things and classes.</td>
<td><strong>Ask and answer appropriate questions.</strong></td>
<td>Connections: Describing different people from literature or history using pictures or research.</td>
<td>- Projects</td>
</tr>
<tr>
<td>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.</td>
<td><strong>Read and discuss Spanish – speaking teenagers in the United States.</strong></td>
<td>Asking questions to guess the identity of a fictional character or well-known person.</td>
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</tr>
<tr>
<td>7.1.NM.B.3 - Imitate appropriate</td>
<td><strong>Read, describe and discuss two famous characters from Spanish literature.</strong></td>
<td>Describe well-known children’s characters from Spanish-speaking culture.</td>
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</tbody>
</table>
## Unit Title: ¿Cómo somos? (cont.)

<table>
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<tr>
<td></td>
<td>Concepts <em>What students will know.</em></td>
<td>Skills <em>What students will be able to do.</em></td>
<td>Activities/Strategies Technology Implementation/ Interdisciplinary Connections</td>
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<tr>
<td>gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions with formal and informal ways of addressing.</td>
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<td>7.1.NM.B.4 - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases, regarding descriptions of people, places and classes.</td>
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<td>7.1.NM.B.5 - Exchange information using words, phrases, and short sentences practiced in class on familiar topics for descriptions of people, things and classes.</td>
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<td>7.1.NM.C.1 - Use basic information at the word and memorized-phrase level for descriptions of people and things, and classes to create a multimedia-rich presentation to be shared virtually with a target language audience.</td>
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<td>7.1.NM.C.2 - Imitate, recite, and/or dramatize simple poetry.</td>
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*presentation*
## Unit Title: ¿Cómo somos? (cont.)

### Core Content Objectives

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<tbody>
<tr>
<td>Concept: rhymes, songs, and skits for describing people, things and classes.</td>
<td>What students will know.</td>
<td>What students will be able to do.</td>
<td>Technology Implementation/Interdisciplinary Connections</td>
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</tr>
<tr>
<td>7.1.NM.C.3 - Copy/write words, phrases, or simple guided texts regarding descriptions of people, things, and classes.</td>
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<td>7.1.NM.C.4 - Present information from age- and level-appropriate, culturally authentic materials orally or in writing, describing people, things and classes.</td>
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### Resources:


Images and information from the Internet or other sources

### Instructional Adjustments:

Modify materials/instruction based on student needs and abilities (textbook suggests modifications for students at different levels).

Modify materials/instruction for learners according to legal requirements.

Textbook suggested differentiated instruction based upon multiple intelligences.
Unit Title: La familia y la casa

Targeted Standards:
NJ World Class Standards
Content Area: World Languages

7.1.NM.A.1 - 7.1.NM.A.5 Interpretive
7.1.NM.B.1 - 7.1.NM.B.5 Interpersonal
7.1.NM.C.1 - 7.1.NM.C.5 Presentational

Unit Objectives/Conceptual Understandings: (Students will understand that)
Students will understand how to express age, hair and eye color in Spanish.
Students will understand that possessive adjectives must agree with the item possessed.
Students will understand how important the family is and who is part of their family.
Students will understand how to talk about their house or apartment.

Essential Questions:
What does a typical house in a Spanish-speaking country look like?
How important are family members to a Spanish-speaking teenager?

Unit Assessment:
Chapter 2 Assessments (Quizzes, tests, informal assessments)
Projects and presentations: la familia y la casa

### Core Content Objectives

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<tr>
<th>Cumulative Progress Indicators</th>
<th>Concepts What students will know.</th>
<th>Skills What students will be able to do.</th>
<th>Activities/Strategies Technology Implementation/Interdisciplinary Connections</th>
<th>Assessment Check Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.NM.A.1 - Recognize familiar spoken or written words and phrases used to describe family members and items in the home.</td>
<td>- vocabulary for family members - vocabulary for pets - adjectives to describe hair and eye color - review of adjectives to describe people</td>
<td>Describe the people and pets in their families. Tell how old someone is. Describe someone’s hair and eye color. Describe their house or apartment.</td>
<td>&quot;Así se dice&quot; textbook – - Vocabulario 1 - Vocabulario 2 - Gramática - Conversación - Lectura - Chapter 2 activities pp. 54-87</td>
<td>“Así se dice” teacher tools - Chap. 2 Quizzes - Chap. 2 Tests - Chap. 2 On-line assessments - Participation and dialogues</td>
</tr>
</tbody>
</table>
# Unit Title: La familia y la casa (cont.)

## Core Content Objectives

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</table>
| homes.                        | - ages of different family members  
- types of homes  
- rooms in the homes  
- contents and furnishings of homes (inside and outside)  
- verb tener in the present tense  
- possessive adjectives  
- review of ser in the present tense | Describe the rooms and contents/furnishings of their home.  
Describe the outside of their house or apartment building.  
Talk about a typical Spanish house or apartment.  
Use the present tense of the verb tener to discuss what they have.  
Use possessive adjectives to tell what people have.  
Read and discuss information about the life of a family from Ecuador. |
| 7.1.NM.A.3 - Copy/write words, phrases, or simple guided texts on familiar topics relating to family members and their homes. | | |
| 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 about the family and the home. | | |
| 7.1.NM.B.1 - Use digital tools to exchange basic information at the word and memorized-phrase level related to family members and their homes. | | |
| 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 | | |

## Instructional Actions

- Activities: pages 2.3 – 2.16  
- Listening Activities: pp. 2.17 – 2.20  
Chapter Project. (Un barrio)  
Teacher’s Edition pg. 54C  
Spanish-speaking furniture store websites  
Spanish-speaking real estate websites  
Connections: Students will design an ideal house and label the rooms.

## Assessment Check Points

- Simple writing tasks  
- Performance assessment tasks  
- Homework  
- Projects
## Unit Title: La familia y la casa (cont.)

<table>
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<td><em>What students will know.</em></td>
<td><em>What students will be able to do.</em></td>
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</table>
| **Concepts**                  | 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, regarding family members and their homes.  
7.1.NM.B.5 - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas: family members and their homes.  
7.1.NM.C.1 - Use basic information at the word and memorized-phrase level regarding family members and the home to create a multimedia 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 | | | | |
## Unit Title: La familia y la casa (cont.)

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<tr>
<td>regarding family members and houses.</td>
<td>7.1.NM.C.3 - Copy/write words, phrases, or simple guided texts about family members and their homes.</td>
<td></td>
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<tr>
<td>7.1.NM.C.4 - Present information from age- and level-appropriate, <em>culturally authentic materials</em> orally or in writing, regarding family members and their houses.</td>
<td>7.1.NM.C.5 - Name and label tangible <em>cultural products</em> and imitate <em>cultural practices</em> from the target culture(s).</td>
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</table>

### Resources:
- Websites on houses and family life in Spanish-speaking countries

### Instructional Adjustments:
- Modify materials/instruction based on student needs and abilities (textbook suggests modifications for students at different levels).
- Modify materials/instruction for learners according to legal requirements.
- Textbook suggested differentiated instruction based upon multiple intelligences.
### Targeted Standards:

**NJ World Class Standards**

**Content Area: World Languages**

- 7.1.NM.A.1 - 7.1.NM.A.5 Interpretive
- 7.1.NM.B.1 - 7.1.NM.B.5 Interpersonal
- 7.1.NM.C.1 - 7.1.NM.C.5 Presentational

### Unit Title: Mis clases y las actividades después de clases

#### Unit Objectives/Conceptual Understandings:

(Students will understand that)

- Students will understand how to describe their classes and school supplies used for these classes.
- Students will understand that Spanish-speaking students sometimes do different after school activities than they do.
- Students will understand how to discuss clothing worn to school by Spanish-speaking students in various places.
- Students will understand that all students need to do well in their studies.

#### Essential Questions:

- What courses do Spanish-speaking students take in their schools?
- What activities do Spanish-speaking students do after school?
- How do students in Spanish-speaking countries get to school?

### Unit Assessment:

Chapter 3 Assessments (Quizzes, tests, informal assessments)

Projects and presentations

### Core Content Objectives

<table>
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<th>Concepts What students will know.</th>
<th>Skills What students will be able to do.</th>
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<tbody>
<tr>
<td>7.1.NM.A.1 - Recognize familiar spoken or written words and phrases used to talk about school and activities.</td>
<td>-vocabulary for the classroom -expressions related to school activities</td>
<td>Talk about what they do in school. Mention what items they use for school and at home after school. Identify clothing worn to school. Talk about what they and others do in school and out of school.</td>
</tr>
<tr>
<td>7.1.NM.A.2 - Demonstrate comprehension of simple, oral and written directions, commands, and requests regarding school and activities.</td>
<td>-clothing or uniforms worn to school</td>
<td></td>
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<tr>
<td>-school supplies</td>
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</tbody>
</table>

### Instructional Actions

#### Activities/Strategies Technology Implementation/Interdisciplinary Connections

- "Así se dice" textbook –
  - Vocabulario 1
  - Vocabulario 2
  - Gramática
  - Conversación
  - Lectura
  - Chapter 1 activities pages 94-123

#### Assessment Check Points

- "Así se dice" teacher tools-
- Chap. 3 Quizzes
- Chap. 3 Tests
- Chap. 3 On-line assessments
- Participation and dialogues
## Unit Title: Mis clases y las actividades después de clases (cont.)

<table>
<thead>
<tr>
<th>Cumulative Progress Indicators</th>
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<th>Assessment Check Points</th>
</tr>
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<tbody>
<tr>
<td>7.1.NM.A.3 - Copy/write words, phrases, or simple guided texts on topics related to school.</td>
<td>-expressions used in the classroom</td>
<td>Compare and contrast activities from Spanish –speaking students with those from the United States.</td>
<td>“Así se dice” workbook-</td>
<td>-Simple writing tasks</td>
</tr>
<tr>
<td>7.1.NM.A.4 - Identify familiar people, places, and objects based on simple oral and/or written descriptions regarding school and school activities.</td>
<td>-vocabulary related to purchasing school supplies</td>
<td>Discuss how they get to school.</td>
<td>-Activities: pages 3.3 – 3.18</td>
<td></td>
</tr>
<tr>
<td>7.1.NM.A.5 - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials about school and school activities.</td>
<td>-vocabulary related to activities done after school</td>
<td>Tell what school supplies they need for different classes.</td>
<td>-Listening Activities: pages 3.19 – 3.22</td>
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<tr>
<td>7.1.NM.B.1 - Use digital tools to exchange basic information at the word and memorized-phrase level describing classes and things they like to do.</td>
<td>-technological devices students use often</td>
<td>Talk about what grades they receive in different classes.</td>
<td>-Chapter project (Un programa semanal) Teacher’s edition page 88C</td>
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<tr>
<td>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 regarding school life.</td>
<td>-ways to get to school</td>
<td>Use the appropriate forms of present tense –ar verbs to discuss what activities they do in and out of school.</td>
<td>-Comparisons: Spanish language websites regarding school, grades, required classes and after school activities of students in Spanish speaking countries and in the United States.</td>
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<td>7.1.NM.B.3 - Imitate appropriate gestures and intonation of the target culture(s)/language during</td>
<td>-interrogative words</td>
<td>Use the correct present tense forms of the verbs ir, dar and estar to talk about school, school supplies and activities.</td>
<td>-Connections: Discuss other school subjects to talk about what material is learned in different classes.</td>
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<td></td>
<td>-ar verbs associated with school and after school activities</td>
<td>Use the contractions al and del.</td>
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<td></td>
<td>-verbs ir, dar and estar in the present tense</td>
<td>Read about differences in schools in Spanish-speaking countries and the United States.</td>
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<td>-contractions al and del</td>
<td>Discuss working habits of students from Spanish-speaking countries and those from the United States.</td>
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<td>-information about schools in the United States and Spanish-speaking countries</td>
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<td>-Homework</td>
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<tr>
<td></td>
<td>Concepts * \textit{What students will know.}</td>
<td>Skills * \textit{What students will be able to do.}</td>
<td>Activities/Strategies Technology Implementation/Interdisciplinary Connections</td>
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<tr>
<td>greetings, leave-takings, and daily interactions involving school life. 7.1.NM.B.4 - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases regarding school and after school activities. 7.1.NM.B.5 - Exchange information using words, phrases, and short sentences practiced in class about school and after school activities. 7.1.NM.C.1 - Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation regarding school and after-school activities 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 using descriptions of school related activities.</td>
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<td>Assessment Check Points</td>
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### Unit Title: Mis clases y las actividades después de clases (cont.)

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<td>Skills</td>
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<td><em>What students will know.</em></td>
<td><em>What students will be able to do.</em></td>
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</table>

**Concepts**

- 7.1.NM.C.3 - Copy/write words, phrases, or simple guided texts on school and school-related activities.
- 7.1.NM.C.4 - Present information from age- and level-appropriate, **culturally authentic materials** orally or in writing, regarding school and after school activities.
- 7.1.NM.C.5 - Name and label tangible **cultural products** and imitate **cultural practices** from the target culture(s) regarding school, school activities and after school activities.

**Skills**

- |

**Activities/Strategies**

- Technology Implementation/Interdisciplinary Connections

**Assessment Check Points**

- |

**Resources:**

- Websites from schools in Spanish-speaking countries

**Instructional Adjustments:**

- Modify materials/instruction based on student needs and abilities (textbook suggests modifications for students at different levels).
- Modify materials/instruction for learners according to legal requirements.
- Textbook suggested differentiated instruction based upon multiple intelligences.
Unit Title: Vamos a comer

Targeted Standards:
NJ World Class Standards
Content Area: World Languages

7.1.NM.A.1 - 7.1.NM.A.5 Interpretive
7.1.NM.B.1 - 7.1.NM.B.5 Interpersonal
7.1.NM.C.1 - 7.1.NM.C.5 Presentational

Unit Objectives/Conceptual Understandings: (Students will understand that)
Students will understand how to describe food and beverage items.
Students will understand that Spanish-speaking regions have different meal times than we do.
Students will understand how to discuss eating habits of people from Spanish-speaking countries.
Students will understand that people from various Spanish-speaking regions eat very different foods.

Essential Questions:
Why do all regions of the world have typical local foods?
What is the importance of having specific times for eating meals?

Unit Assessment:
Chapter 4 Assessments (Quizzes, tests, informal assessments)
Projects and presentations

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<tr>
<td><strong>Cumulative Progress Indicators</strong></td>
<td><strong>Concepts</strong> What students will know.</td>
</tr>
<tr>
<td>7.1.NM.A.1 - Recognize familiar spoken or written words and phrases used to describe food items and beverages.</td>
<td>-food and beverage items and regional variations among them</td>
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<tr>
<td>7.1.NM.A.2 - Demonstrate comprehension of simple, oral and written directions, commands, and requests regarding meals and eating habits.</td>
<td>-names of meals</td>
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<td>-places where we eat</td>
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<td>-expressions used in cafés and restaurants</td>
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# Unit Title: Vamos a comer (cont.)

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<th>Instructional Actions</th>
<th>Activities/Strategies/Tech Implementation/Interdisciplinary Connections</th>
<th>Assessment Check Points</th>
</tr>
</thead>
</table>
| 7.1.NM.A.3 - Copy/write words, phrases, or simple guided texts to describe food and beverage items. | -expressions to talk about eating experiences  
- present tense forms of –er and –ir verbs associated with foods and eating habits  
-helping verbs used with infinitives (ir + a……., tener que……. and acabar de…….)  
-cultural food and beverage items from Spanish-speaking countries  
-eating habits  
-meal times  
-vocabulary expressions used in recipes | beverages and pay a bill at a café.  
Compare eating habits in Spain, Latin America and the United States.  
Use forms of present tense –er and –ir verbs to talk about food related topics.  
Use helping verbs and infinitives to talk about what they are going to do, what they have to do and what they have just done.  
Compare and contrast eating habits in various Spanish-speaking countries with eating habits in the United States.  
Read and follow a simple recipe to prepare a dish from a Spanish-speaking country.  
Talk about food preferences.  
Ask and answer questions about eating habits.  
Read and discuss an article about food establishments in Spanish-speaking locations. | “Así se dice” workbook-  
· Activities: pages 4.3 – 4.20  
· Listening Activities: pages 4.21 – 4.26  
Project (el menú) – Teacher’s edition page 124C  
Computer research on food and beverage items, meals, recipes, restaurants and eating habits  
Connections: Follow or modify a recipe according to serving number to use fractions accurately. | -Simple writing tasks  
-Performance assessment tasks  
-Homework  
-Projects |
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<td>Technology Implementation/Interdisciplinary Connections</td>
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| greetings, leave-takings, and daily interactions occurring in a restaurant setting. 7.1.NM.B.4 - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases, regarding eating habits and food selection. 7.1.NM.B.5 - Exchange information using words, phrases, and short sentences practiced in class on familiar topics for descriptions of food. 7.1.NM.C.1 - Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation regarding eating habits 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 for descriptions of foods and beverages. 7.1.NM.C.3 - Copy/write words, phrases, or simple guided texts regarding restaurant.
Unit Title: Vamos a comer (cont.)

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expressions.

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

7.1.NM.C.5 - Name and label tangible **cultural products** and imitate **cultural practices** from the target culture(s) regarding table manners and eating habits.

**Resources:**

- Websites for food and beverage items, restaurant options and meal time
- Websites for restaurant menus from Spanish-speaking countries

**Instructional Adjustments:**

- Modify materials/instruction based on student needs and abilities (textbook suggests modifications for students at different levels).
- Modify materials/instruction for learners according to legal requirements.
- Textbook suggested differentiated instruction based upon multiple intelligences.
Unit Title: Los deportes

Targeted Standards:
NJ World Class Standards
Content Area: World Languages

7.1.NM.A.1 - 7.1.NM.A.5     Interpretive
7.1.NM.B.1 - 7.1.NM.B.5     Interpersonal
7.1.NM.C.1 - 7.1.NM.C.5     Presentational

Unit Objectives/Conceptual Understandings: (Students will understand that)
Students will understand how to describe various sports activities.
Students will understand that Spanish-speaking people watch and play some of the same sports that we do.
Students will understand how to discuss sports from Spanish-speaking countries.

Essential Questions:
Do people in Spanish-speaking countries play football?
Why are there so many baseball players from Latin America?
Do high schools in Spanish-speaking countries have sports teams?

Unit Assessment:
Chapter 5 Assessments (Quizzes, tests, informal assessments)
Projects and presentations

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<td><strong>Concepts</strong>&lt;br&gt;What students will know.</td>
</tr>
<tr>
<td>7.1.NM.A.1 - Recognize familiar spoken or written words and phrases used to describe sports.</td>
<td>-vocabulary pertaining to soccer, baseball, basketball, and tennis, amongst other sports</td>
</tr>
<tr>
<td>7.1.NM.A.2 – Demonstrate comprehension of simple, oral and written directions, commands, and requests regarding sports and sports equipment.</td>
<td>-equipment used in soccer, baseball, basketball and tennis</td>
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<td>-information about positions for playing soccer, baseball, basketball and tennis</td>
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<tr>
<td><strong>Cumulative Progress Indicators</strong></td>
<td><strong>Concepts</strong></td>
</tr>
<tr>
<td>7.1.NM.A.3 - Copy/write words, phrases, or simple guided texts to describe several sports.</td>
<td>What students will know.</td>
</tr>
<tr>
<td>7.1.NM.A.4 - Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
<td>-rules of the games of soccer, baseball, basketball and tennis</td>
</tr>
<tr>
<td>7.1.NM.A.5 - Demonstrate comprehension of brief oral and written messages using age- and level appropriate, <strong>culturally authentic materials</strong> to talk about sports and positions on the field.</td>
<td>-actions required to play different sports</td>
</tr>
<tr>
<td>7.1.NM.B.1 - Use <strong>digital tools</strong> to exchange basic information at the word and memorized-phrase level related to sports.</td>
<td>-information about sports teams</td>
</tr>
<tr>
<td>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.</td>
<td>-information about different individual sports</td>
</tr>
<tr>
<td>7.1.NM.B.3 - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions occurring in sports interactions with others.</td>
<td>-expressions used to react to a sporting contest</td>
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<td>-vocabulary for colors</td>
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<td>-review of numbers through 100</td>
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<td>-stem-changing verbs in the present tense for e-ie and o-ue changes to talk about sports and other activities</td>
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<td>-verbs of preference and opinion like gustar, aburrir and interesar</td>
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<td>-biography of Roberto Clemente</td>
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<td>-famous sports players from the Spanish-speaking world</td>
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<td>7.1.NM.B.4 - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases, regarding various sports and equipment.</td>
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<td>7.1.NM.B.5 - Exchange information using words, phrases, and short sentences about sports and equipment.</td>
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<td>7.1.NM.C.2 - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits for descriptions of different sports.</td>
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<tr>
<td>7.1.NM.C.5 - Name and label tangible cultural products and imitate cultural practices from the target culture(s): sports teams and memorabilia.</td>
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#### Resources:
- Spanish-speaking websites for sports

#### Instructional Adjustments:
- Modify materials/instruction based on student needs and abilities (textbook suggests modifications for students at different levels).
- Modify materials/instruction for learners according to legal requirements.
- Textbook suggested differentiated instruction based upon multiple intelligences.