



EVESHAM TOWNSHIP SCHOOL DISTRICT

EVESHAM TOWNSHIP SCHOOL DISTRICT

WORLD LANGUAGE CURRICULUM GRADES 1-8

ADOPTED: October 26, 2017

DISTRICT MISSION STATEMENT

The mission of the Evesham Township School District is to promote excellence in an environment that engages students in meaningful learning experiences. In partnership with students, dedicated staff, families, and community, the district provides a strong educational foundation that will empower our students to:

- Achieve their unique potential
- Embrace self-directed, life-long learning
- Develop the skills necessary for appropriate risk-taking and responsible decision-making
- Respect themselves and others
- Problem-solve individually and collaboratively
- Become contributing members of a diverse, global society

John Scavelli, Jr., Superintendent
Danielle T. Magulick, Director of Curriculum & Instruction
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Making the world a better place,
one student at a time



WORLD LANGUAGE CURRICULUM COMMITTEE

The World Language Curriculum Revision Committee included elementary and middle school teachers, as well as principal and subject area curriculum supervisors.

Anne Ehrke – Marlton Middle School
Laura Lutz – Beeler/Rice/DeMasi Elementary Schools
Mindy Kaufer – Curriculum Supervisor
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The World Language Committee acknowledges the entire World Language Department for their work in all phases of the curriculum writing project.

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VISION FOR WORLD LANGUAGE EDUCATION

VISION FOR WORLD LANGUAGE EDUCATION

“One language sets you in a corridor for life. Two languages open every door along the way.” -Frank Smith

We believe that language is at the heart of the human experience and allows us to better relate to other peoples of the world through its study. The goals of our world language instruction are to enable students to communicate effectively in another language, to understand the cultures that support the language, to see connections between language study and other disciplines, and to appreciate what it means to live in a global community.

The purpose of World Language learning in Evesham Township is for our students to become culturally sensitive and communicatively competent in the language of Spanish. The decision to select Spanish as the targeted language was made collaboratively with the Lenape Regional School District and all K-8 sending districts in the Lenape Region. We encourage the study of a World Language as early as possible so that students can learn at a natural pace, thus enhancing their proficiency in the language.

Integrated language instruction allows learners to approach learning tasks by combining the skills of listening, speaking, reading, and writing in communication and by accessing their knowledge of culture. We believe that effective language learning is meaningful, engaging, and interactive; and that it will lead students to discover that they are members of an inter-dependent world community.

At the core of our vision are the following beliefs:

- An ability to communicate in another language fosters an appreciation of cultural similarities and differences and an understanding of students' place in the world.
- Learning other languages and exploring their cultures enables individuals to interact within our global community and beyond the classroom.
- Skills acquired in one language support, reinforce, and develop skills in other languages and disciplines.
- All children can speak a second language.
- Spanish should be spoken by teachers and students as much as possible because using the language leads to acquisition.
- Reading, Writing, Listening and Speaking are integral parts of instruction.
- Communication requires knowing how, when, and why to say something to someone. Understanding culture helps understand how to use the language.
- Children learn in different ways and a variety of approaches are necessary for engagement.

Goals for Students:

In order to achieve the district vision for World Language instruction, students will work towards fulfilling the following goals:

- Use Spanish to engage in basic conversation and communication;
- Present information and ideas, and interpret spoken and written language at the novice-high level as delineated in the ACTFL Performance Guidelines for K-12 language learners;
- Develop an understanding of how to use Spanish in the global community for lifelong enjoyment and enrichment;
- Become culturally sensitive to various cultures by studying the products, practices, and perspectives of people who speak Spanish;
- Make connections by acquiring information from other cultures and learning content from other disciplines;
- Compare Hispanic cultures to their own.

As students pursue these goals, they will not only enhance skills in the English language, but also in other academic areas by becoming more aware of similarities and differences in and amongst languages.

Goals for Teachers:

Strategies and concepts presented by teachers will apply natural language acquisition theory, total physical response, and comprehensible input. They will give equal attention to receptive and expressive language in the development of Spanish.

Toward that end, teachers will:

- Design authentic learning tasks that include opportunities to hear, see and use Spanish;
- Model effective language structure to enhance student understanding;
- Create opportunities for students to use prior knowledge and life experiences to make connections and apply their communications skills in real life situations;
- Reflectively and formatively assess student learning to inform and adapt instruction;
- Participate in on-going professional development to enhance knowledge of instructional strategies for effective language learning;
- Challenge students to become culturally sensitive by applying information from other cultures and learning content from other disciplines;
- Integrate language instruction allowing learners to approach learning tasks by combining the skills of interpersonal communication, presentational speaking and writing, and interpretive listening and reading and by accessing their knowledge of culture;
- Design effective language instruction that is meaningful, engaging and interactive.

PROGRAM DESCRIPTION

PROGRAM DESCRIPTION

Grades 1 - 2:

Students in grades one and two begin World Language instruction in Spanish using *Español para Ti*, which provides interactive video presentations. The video program serves as the core of instruction. This is supplemented by follow-up activities presented by the classroom teacher using additional audio and visual materials. The levels of instruction in each grade, are sequenced to provide both review of previous material and introduction of new content. Students will receive approximately 60 minutes of instruction per week with emphasis on communication through listening and speaking. Cultural awareness is also integrated into weekly lessons. Students are expected to be working toward novice-mid level by the end of grade two, as delineated by the ACTFL*.

Grades 3 - 5:

The World Language program is facilitated by a Spanish instructor in the third, fourth and fifth grades. Classes receive approximately 60 minutes of Spanish instruction per week. *Viva el Español* Learning Systems A, B and C are used as resources, and curriculum is taught using teacher-designed units. Emphasis is on attaining an acceptable degree of proficiency in listening and speaking skills with a gradual increase in the development of reading and writing skills. In addition, there is more exposure to the cultures of Spanish-speaking people. The goal at the end of fifth grade is for students to meet the novice-mid learner range, as delineated by the ACTFL*.

Grades 6 - 8:

At the middle school level, students study Spanish for one quintile (approximately 36 days) each year. This is under the direction of a Spanish instructor. The curriculum is implemented using teacher-designed units of instruction. The instruction emphasizes the four modes of communication: listening, speaking, reading, and writing. Culture is integrated throughout the program. It is expected that students who satisfactorily complete Spanish via the quintile option will be approaching the Novice High proficiency level as delineated by the ACTFL*.

Eighth grade students have the option of taking a traditional Spanish I course, which meets daily for a full year. This year-long elective replaces the quintile option at grade eight. The Spanish I course uses *¡Avancemos!* as the framework for instruction. It covers the same content as the Spanish I course taught in the Lenape Regional High School District. The goal at the end of this class is for students to be approaching the intermediate-low learner range as delineated by the ACTFL*, and to have the requisite knowledge and experience to participate in Spanish II coursework upon entering high school.

*Descriptions regarding proficiency at each of the levels described above can be found in the chart on page 10.

Modifications for Special Populations

As all students are individuals it will be necessary to differentiate instruction daily to meet the needs of every learner. In all cases, teachers should be consistently gathering and utilizing formative assessment data to drive instruction. At times this will necessitate additional whole group or small lessons, tiered assignments, and/or modified goals/expectations.

In certain cases, additional modifications are necessary to meet the needs of all students. Students who are identified through the Special Education process or the Tier III Gifted and Talented process will have additional individualized plans that may include adjusted materials or accommodations in order to access the curriculum and meet the standards. In these cases, teachers will consult IEPs or Tier III plans for specific guidelines regarding instruction and materials.

ACTFL Learner Range Descriptions

In 2012, the American Council on the Teaching of Foreign Languages released Proficiency Guidelines and Performance Descriptors for Language Learners to reflect the continuum of language learning from the Novice through the Distinguished levels and to provide a common marker for reporting performance in each mode of communication. The chart below reflects competencies at each proficiency band as outlined by the ACTFL. For a full copy of the ACTFL Proficiency Guidelines, see the appendix.

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
Presentational Speaking	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
Presentational Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.
Interpretive Listening	I can recognize a few memorized words and phrases when I hear them spoken.	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.	I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.
Interpretive Reading	I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.	I can understand the main idea of texts related to everyday life and personal interests or studies.

**NEW JERSEY STUDENT LEARNING
STANDARD FOR WORLD LANGUAGES**

NEW JERSEY STUDENT LEARNING STANDARD FOR WORLD LANGUAGES 2014 STANDARDS

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.

The New Jersey Student Learning World Language 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.

Three Strands

The refreshed 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 broadcasts, 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.”

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.

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.

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; other 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.

Novice-Mid Learner Range

- 7.1 A. Interpretive Mode (understanding and interpretation of spoken or written communication)**
1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
 2. Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
 3. Recognize a few common gestures and cultural practices associated with the target culture(s).
 4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.
 5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1 B. Interpersonal Mode (direct oral or written communication)

1. Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
2. Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
3. Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
5. Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1 C. Presentational Mode (spoken or written communication for an audience)

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.
2. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
3. Copy/write words, phrases, or simple guided texts on familiar topics.
4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
5. Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Novice-High Learner Range

7.1 A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
2. Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
3. Recognize some common gestures and cultural practices associated with target culture(s).
4. Identify people, places, objects, and activities in daily life based on oral or written descriptions.
5. Demonstrate comprehension of short conversations and brief written messages on familiar topics.
6. Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

7.1 B. Interpersonal Mode (direct oral or written communication)

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

3. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/ language during daily interactions.
4. Ask and respond to questions, make requests, and express preferences in various social situations.
5. Converse on a variety of familiar topics and/or topics studied in other content areas.

7.1 C. Presentational Mode (spoken or written communication for an audience)

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.
2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
3. Describe in writing people and things from the home and school environment.
4. Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
5. Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

Intermediate-Low Learner Range

7.1 A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
2. Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
3. Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
4. Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
5. Demonstrate comprehension of conversations and written information on a variety of topics.
6. Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
7. Infer the meaning of a few unfamiliar words in some new contexts.
8. Compare and contrast unique linguistic elements in English and the target language.

7.1 B. Interpersonal Mode (direct oral or written communication)

1. Use digital tools to participate in short conversations and to exchange information related to targeted themes.
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.
3. Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
4. Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

5. Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1 C. Presentational Mode (spoken or written communication for an audience)

1. Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
2. Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
3. Use language creatively to respond in writing to a variety of oral or visual prompts.
4. Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
5. Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
6. Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

EVESHAM TOWNSHIP SCHOOL DISTRICT
GRADE LEVEL STANDARDS AND EXPECTATIONS,
GRADES 1 - 8

Grades 1-2..... p. 18

Grades 3-5..... p. 27

Grades 6-8 Quintile..... p. 36

Grade 8 Elective p. 47

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.
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Strand	A. Interpretive Mode				
Proficiency Level	Novice - Mid				
Content Statement	CPI#	Cumulative Progress Indicator (CPI)	1	2	Resources
<p>Linguistic:</p> <ul style="list-style-type: none"> The Novice-Mid language learner understands and communicates at the word level and can <u>independently</u> identify and recognize <i>memorized words and phrases</i> that bring meaning to text. <p>Cultural:</p> <ul style="list-style-type: none"> 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 	7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.	I	I/D	<p>Español para Ti - Level 1 Video</p> <p>Español para Ti - Level 2 Video</p>
	7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	I	I/D	<p>Español para Ti - Level 1 Video</p> <p>Español para Ti - Level 2 Video</p>
	7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).	I	I/D	<p>Español para Ti - Level 1 Video</p> <p>Español para Ti - Level 2 Video</p>
	7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.	I	I/D	<p>Español para Ti - Level 1 Video</p> <p>Español para Ti - Level 2 Video</p>

Strand	A. Interpretive Mode				
Proficiency Level	Novice - Mid				
Content Statement	CPI#	Cumulative Progress Indicator (CPI)	1	2	Resources
<p>understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</p> <ul style="list-style-type: none"> • 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 	7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.	I	I/D	<p>Español para Ti - Level 1 Video</p> <p>Español para Ti - Level 2 Video</p>

Strand	A. Interpretive Mode				
Proficiency Level	Novice - Mid				
Content Statement	CPI#	Cumulative Progress Indicator (CPI)	1	2	Resources
<p>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.)</p> <ul style="list-style-type: none"> • 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.) 					

Strand	B. Interpersonal Mode				
Proficiency Level	Novice-Mid				
Content Statement	CPI#	Cumulative Progress Indicator (CPI)	1	2	Resources
<p><u>Linguistic:</u> The Novice-Mid language learner understands and communicates at the word level and can <i>use memorized words and phrases</i> independently to:</p> <ul style="list-style-type: none"> Respond to learned questions. Ask memorized questions. State needs and preferences. <p><u>Cultural:</u></p> <ul style="list-style-type: none"> 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.) 	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.	I	I/D	<p>Español para Ti - Level 1 Video</p> <p>Español para Ti - Level 2 Video</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.	I	I/D	<p>Español para Ti - Level 1 Video</p> <p>Español para Ti - Level 2 Video</p>
	7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	I	I/D	<p>Español para Ti - Level 1 Video</p> <p>Español para Ti - Level 2 Video</p>
	7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	I	I/D	<p>Español para Ti - Level 1 Video</p> <p>Español para Ti - Level 2 Video</p>

Strand	B. Interpersonal Mode					
Proficiency Level	Novice-Mid					
Content Statement	CPI#	Cumulative Progress Indicator (CPI)	1	2	Resources	
<ul style="list-style-type: none"> • 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 	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.	I	I/D	<p data-bbox="1541 212 1892 284">Español para Ti - Level 1 Video</p> <p data-bbox="1541 326 1892 397">Español para Ti - Level 2 Video</p>	

Strand	B. Interpersonal Mode				
Proficiency Level	Novice-Mid				
Content Statement	CPI#	Cumulative Progress Indicator (CPI)	1	2	Resources
<p>should include, but are not limited to: history, economics, science, and geography.)</p> <ul style="list-style-type: none"> • 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.) 					

Strand	C. Presentational Mode				
Proficiency Level	Novice-Mid				
Content Statement	CPI #	Cumulative Progress Indicator (CPI)	1	2	Resources
<p><u>Linguistic:</u> The Novice-Mid language learner understands and communicates at the word level and can <i>use memorized words and phrases</i> independently to:</p> <ul style="list-style-type: none"> • Make lists. • State needs and preferences. • Describe people, places, and things. <p><u>Cultural:</u></p> <ul style="list-style-type: none"> • 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 	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.	I	I/D	<p>Español para Ti - Level 1 Video</p> <p>Español para Ti - Level 2 Video</p>
	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.	-	-	

Strand	C. Presentational Mode				
Proficiency Level	Novice-Mid				
Content Statement	CPI#	Cumulative Progress Indicator (CPI)	1	2	Resources
<p>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.)</p> <ul style="list-style-type: none"> • 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: 	7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	I	I/D	<p>Español para Ti - Level 1 Video</p> <p>Español para Ti - Level 2 Video</p>

Strand	C. Presentational Mode				
Proficiency Level	Novice-Mid				
Content Statement	CPI#	Cumulative Progress Indicator (CPI)	1	2	Resources
<p>history, economics, science, and geography.)</p> <ul style="list-style-type: none"> • 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.) 					

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.
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Strand	A. Interpretive Mode					
Proficiency Level	Novice-Mid					
Content Statement	CPI#	Cumulative Progress Indicator (CPI)	3	4	5	Resources
<p><u>Linguistic:</u></p> <ul style="list-style-type: none"> The Novice-Mid language learner understands and communicates at the word level and can <u>independently</u> identify and recognize <i>memorized words and phrases</i> that bring meaning to text. <p><u>Cultural:</u></p> <ul style="list-style-type: none"> 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. 	7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.	D	D/C	C/M	<p>All Units/All Sections</p> <p>All Units/All Sections</p> <p>All Units/All Sections</p>

Strand	A. Interpretive Mode						
Proficiency Level	Novice-Mid						
Content Statement	CPI#	Cumulative Progress Indicator (CPI)	3	4	5	Resources	
<p>(Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</p> <ul style="list-style-type: none"> 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. 	7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	D	D/C	C/M	<p>All Units/All Sections</p> <p>All Units/All Sections</p> <p>All Units/All Sections</p>	
	7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).	D	D/C	C/M	<p>All Units/All Sections</p> <p>Self: Sections 1-7, 11</p> <p>Calendar: Sections 1-3</p> <p>School Unit</p> <p>Home Unit</p> <p>Culture Unit</p> <p>All Units/All Sections</p>	

Strand	A. Interpretive Mode						
Proficiency Level	Novice-Mid						
Content Statement	CPI#	Cumulative Progress Indicator (CPI)	3	4	5	Resources	
<p>(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.)</p> <ul style="list-style-type: none"> • 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. 	7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.	D	D/C	C/M	<p>All Units/All Sections</p> <p>Self: Sections 8 - 11 Calendar: Sections 6, 7 School Unit Home Unit Culture Unit</p> <p>Self Unit Calendar: Sections 2,3 Home: Section 1 Culture: Sections 4-5, 8-9</p>	
<p>(Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</p> <ul style="list-style-type: none"> • 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. <p>(Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p>	7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.	D	D	D/C	<p>All Units/All Sections</p> <p>All Units/All Sections</p> <p>All Units/All Sections</p>	

Strand	B. Interpersonal Mode					
Proficiency Level	Novice-Mid					
Content Statement	CPI #	Cumulative Progress Indicator (CPI)	3	4	5	Resources
<p>Linguistic: The Novice-Mid language learner understands and communicates at the word level and can <i>use memorized words and phrases</i> independently to:</p> <ul style="list-style-type: none"> Respond to learned questions. Ask memorized questions. State needs and preferences. <p>Cultural:</p> <ul style="list-style-type: none"> 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 	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.	D	D	D/C	<p>All Units/All Sections</p> <p>Self: Section 8</p> <p>Self: Section 7</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.	D	D	D/C	<p>All Units/All Sections</p> <p>All Units/All Sections</p> <p>Self Unit</p> <p>Calendar Unit</p> <p>Culture Unit</p>
	7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	D	D	D/C	<p>All Units/All Sections</p> <p>Self: Sections 1-7</p> <p>Calendar Unit</p> <p>Culture: Sections 1,3,5</p> <p>Self Unit</p> <p>Calendar Unit</p> <p>Home Unit</p> <p>Culture: Sections 1-7</p>

Strand		B. Interpersonal Mode					
Proficiency Level		Novice-Mid					
Content Statement		CPI #	Cumulative Progress Indicator (CPI)	3	4	5	Resources
<p>that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</p> <ul style="list-style-type: none"> • 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. 		7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	D	D	D/C	<p>All Units/All Sections</p> <p>All Units/All Sections</p> <p>Self Unit</p> <p>Calendar Unit</p> <p>Home Unit</p> <p>Culture: Sections 1-7</p>
		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.	D	D	D/C	<p>All Units/All Sections</p> <p>All Units/All Sections</p> <p>Self Unit</p> <p>Calendar Unit</p> <p>Home Unit</p> <p>Culture: Sections 3-6, 8-9</p>

Strand	B. Interpersonal Mode					
Proficiency Level	Novice-Mid					
Content Statement	CPI #	Cumulative Progress Indicator (CPI)	3	4	5	Resources
<p>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.)</p> <ul style="list-style-type: none"> • 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.) 						

Strand	C. Presentational Mode					
Proficiency Level	Novice-Mid					
Content Statement	CPI#	Cumulative Progress Indicator (CPI)	3	4	5	Resources
<p>Linguistic: The Novice-Mid language learner understands and communicates at the word level and can <i>use memorized words and phrases</i> independently to:</p> <ul style="list-style-type: none"> • Make lists. • State needs and preferences. • Describe people, places, and things. <p>Cultural:</p> <ul style="list-style-type: none"> • 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 	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.	-	I/D	D/C	N/A Self: Section 8 Self: Section 7
	7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	D	D	D/C	All Units/All Sections Self Unit Calendar: Sections 2-6 Culture: Sections 1, 3 Self Unit Calendar: Sections 2, 4 Culture: Sections 1-6, 8-9
	7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.	-	I/D	C	N/A All Units/All Sections All Units/All Sections

Strand	C. Presentational Mode						
Proficiency Level	Novice-Mid						
Content Statement	CPI#	Cumulative Progress Indicator (CPI)	3	4	5	Resources	
<p>understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</p> <ul style="list-style-type: none"> • 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.) 	7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	-	I/D	D/C	<p>N/A</p> <p>Self: Sections 1-6, 8-9, 11</p> <p>Calendar Unit</p> <p>School Unit</p> <p>Home Unit</p> <p>Culture Unit</p> <p>Self Unit</p> <p>Calendar Unit</p> <p>Home Unit</p> <p>Culture: Sections 1-6, 8-9</p>	
	7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	D	D	D/C	<p>All Units/All Sections</p> <p>Self: Sections 1-6</p> <p>Calendar Unit</p> <p>School Unit</p> <p>Home Unit</p> <p>Culture Unit</p> <p>Self Unit</p> <p>Calendar Unit</p> <p>Culture: Sections 1-5, 8-9</p>	
<ul style="list-style-type: none"> • 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 							

Strand	C. Presentational Mode						
Proficiency Level	Novice-Mid						
Content Statement	CPI#	Cumulative Progress Indicator (CPI)	3	4	5	Resources	
<p>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.)</p> <ul style="list-style-type: none"> • 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.) 							

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.
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Strand	A. Interpretive Mode					
Proficiency Level	Novice High					
Content Statement	CPI#	Cumulative Progress Indicator (CPI)	6	7	8 (Quint)	Resources
<p><u>Linguistic:</u> 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:</p> <ul style="list-style-type: none"> 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. <p><u>Cultural:</u></p> <ul style="list-style-type: none"> 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.) 	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 contained in culturally authentic materials using electronic information sources related to targeted themes.	I	-	D/C	Getting Around the City N/A Vamos a Viajar
	7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.	C	M	M	Getting Around the City Mis Amigos y Yo Vamos a Viajar
	7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).	I	D	C	Getting Around the City Mis Amigos y Yo Vamos a Viajar

Strand		A. Interpretive Mode					
Proficiency Level		Novice High					
Content Statement		CPI #	Cumulative Progress Indicator (CPI)	6	7	8 (Quint)	Resources
<ul style="list-style-type: none"> 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 postsecondary plans. (Topics that assist in the development of this understanding should include, 		7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.	I	D	C	Getting Around the City Mis Amigos y Yo Vamos a Viajar
		7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.	D	C	M	Getting Around the City Mis Amigos y Yo Vamos a Viajar
		7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.	I	D	C	Getting Around the City Mis Amigos y Yo Vamos a Viajar

Strand	A. Interpretive Mode						
Proficiency Level	Novice High						
Content Statement	CPI #	Cumulative Progress Indicator (CPI)	6	7	8 (Quint)	Resources	
<p>but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p> <ul style="list-style-type: none"> • 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 							

Strand	A. Interpretive Mode					
Proficiency Level	Novice High					
Content Statement	CPI #	Cumulative Progress Indicator (CPI)	6	7	8 (Quint)	Resources
<p>protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <ul style="list-style-type: none"> • 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.) 						

Strand	B. Interpersonal Mode					
Proficiency Level	Novice High					
Content Statement	CPI #	Cumulative Progress Indicator (CPI)	6	7	8 (Quint)	Resources
<p>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:</p> <ul style="list-style-type: none"> • Ask and answer questions related to everyday life. • Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ○ 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. <p>Cultural:</p> <ul style="list-style-type: none"> • 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 	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.	-	I	-	N/A Mis Amigos y Yo N/A
	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.	I	D	C	Getting Around the City Mis Amigos y Yo Vamos a Viajar
	7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/ language during daily interactions.	D	C	M	Getting Around the City Mis Amigos y Yo Vamos a Viajar
	7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.	D	C	M	Getting Around the City Mis Amigos y Yo Vamos a Viajar
	7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.	I	D	C	Getting Around the City Mis Amigos y Yo Vamos a Viajar

Strand	B. Interpersonal Mode					
Proficiency Level	Novice High					
Content Statement	CPI #	Cumulative Progress Indicator (CPI)	6	7	8 (Quint)	Resources
<p>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.)</p> <ul style="list-style-type: none"> • 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 postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, 						

Strand	B. Interpersonal Mode					
Proficiency Level	Novice High					
Content Statement	CPI #	Cumulative Progress Indicator (CPI)	6	7	8 (Quint)	Resources
<p>academic record, and career awareness, exploration, and preparation.)</p> <ul style="list-style-type: none"> • 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].) 						

Strand	B. Interpersonal Mode					
Proficiency Level	Novice High					
Content Statement	CPI #	Cumulative Progress Indicator (CPI)	6	7	8 (Quint)	Resources
<ul style="list-style-type: none"> 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.) 						

Strand	C. Presentational Mode					
Proficiency Level	Novice-High					
Content Statement	CPI #	Cumulative Progress Indicator (CPI)	6	7	8 (Quint)	Resources
<p><u>Linguistic:</u> 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:</p> <ul style="list-style-type: none"> • Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ○ Express needs. ○ Give reasons. ○ Express an opinion and preference. ○ Request and suggest. <p><u>Cultural:</u></p> <ul style="list-style-type: none"> • 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 	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.	-	I	-	N/A Mis Amigos y Yo N/A
	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.	I	D	C	Getting Around the City Mis Amigos y Yo Vamos a Viajar
	7.1.NH.C.3	Describe in writing people and things from the home and school environment.	I/D	D/C	-	Getting Around the City Mis Amigos y Yo N/A
	7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	I	D/C	-	Getting Around the City Mis Amigos y Yo N/A
	7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.	I	D	C	Getting Around the City Mis Amigos y Yo Vamos a Viajar

Strand	C. Presentational Mode					
Proficiency Level	Novice-High					
Content Statement	CPI #	Cumulative Progress Indicator (CPI)	6	7	8 (Quint)	Resources
<p>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.)</p> <ul style="list-style-type: none"> • 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 postsecondary 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: 						

Strand	C. Presentational Mode					
Proficiency Level	Novice-High					
Content Statement	CPI #	Cumulative Progress Indicator (CPI)	6	7	8 (Quint)	Resources
<p>likes/dislikes, pastimes, schedules, and travel.)</p> <ul style="list-style-type: none"> 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.) 						

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.
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Strand	A. Interpretive Mode				
Proficiency Level	Intermediate-Low				
Content Statement	CPI#	Cumulative Progress Indicator (CPI)	8 (Elective)	Resources	
<p>Linguistic: The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:</p> <ul style="list-style-type: none"> • 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. <p>Cultural:</p> <ul style="list-style-type: none"> • 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 	7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.	C/M	<ul style="list-style-type: none"> • Un rato con los amigos • Vamos a la escuela • Comer en familia • En el centro • Bienvenido a nuestra casa • Mi rutina diaria 	
	7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.	M	<ul style="list-style-type: none"> • Un rato con los amigos • Vamos a la escuela • Comer en familia • En el centro • Bienvenido a nuestra casa • Mi rutina diaria 	
	7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.	C/M	<ul style="list-style-type: none"> • Un rato con los amigos • Vamos a la escuela • Comer en familia • En el centro • Bienvenido a nuestra casa • Mi rutina diaria 	

Strand	A. Interpretive Mode				
Proficiency Level	Intermediate-Low				
Content Statement	CPI#	Cumulative Progress Indicator (CPI)	8 (Elective)	Resources	
<p>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.)</p> <ul style="list-style-type: none"> • 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 postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, 	7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.	C/M	<ul style="list-style-type: none"> • Un rato con los amigos • Vamos a la escuela • Comer en familia • Vamos de compras • Bienvenido a nuestra casa • Mi rutina diaria 	
	7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.	M	<ul style="list-style-type: none"> • Un rato con los amigos • Vamos a la escuela • Comer en familia • En el centro • Bienvenido a nuestra casa • Mi rutina diaria 	
	7.1.IL.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 standard for world languages, this Indicator is listed as reserved.	C	<ul style="list-style-type: none"> • Un rato con los amigos • Vamos a la escuela • Comer en familia • En el centro • Bienvenido a nuestra casa • Mi rutina diaria 	
	7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.	D/C	<ul style="list-style-type: none"> • Un rato con los amigos • Vamos a la escuela • Comer en familia • En el centro • Bienvenido a nuestra casa • Mi rutina diaria 	
	7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.	I	<ul style="list-style-type: none"> • Un rato con los amigos • Vamos a la escuela • Comer en familia • En el centro • Bienvenido a nuestra casa 	

Strand	A. Interpretive Mode				
Proficiency Level	Intermediate-Low				
Content Statement	CPI#	Cumulative Progress Indicator (CPI)	8 (Elective)	Resources	
<p>academic record, and career awareness, exploration and preparation.)</p> <ul style="list-style-type: none"> • 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].) 				<ul style="list-style-type: none"> • Mi rutina diaria 	

Strand	A. Interpretive Mode			
Proficiency Level	Intermediate-Low			
Content Statement	CPI#	Cumulative Progress Indicator (CPI)	8 (Elective)	Resources
<ul style="list-style-type: none"> 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.) 				

Strand	B. Interpersonal Mode				
Proficiency Level	Intermediate-Low				
Content Statement	CPI #	Cumulative Progress Indicator (CPI)	8 (Elective)	Resources	
<p>Linguistic: The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:</p> <ul style="list-style-type: none"> • Ask and answer questions related to everyday life. • Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ○ 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. <p>Cultural:</p> <ul style="list-style-type: none"> • The Intermediate-Low Cultural Content Statements remain the same for all the strands. 	7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.	D/C	<ul style="list-style-type: none"> • Un rato con los amigos • Vamos a la escuela • Comer en familia • En el centro • Bienvenido a nuestra casa • Mi rutina diaria 	
	7.1.IL.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.	C/M	<ul style="list-style-type: none"> • Un rato con los amigos • Vamos a la escuela • Comer en familia • En el centro • Bienvenido a nuestra casa • Mi rutina diaria 	
	7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.	M	<ul style="list-style-type: none"> • Un rato con los amigos • Vamos a la escuela • Comer en familia • En el centro • Bienvenido a nuestra casa • Mi rutina diaria 	
	7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.	M	<ul style="list-style-type: none"> • Un rato con los amigos • Vamos a la escuela • Comer en familia • En el centro • Bienvenido a nuestra casa • Mi rutina diaria 	
	7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.	C/M	<ul style="list-style-type: none"> • Un rato con los amigos • Vamos a la escuela • Comer en familia • En el centro • Bienvenido a nuestra casa • Mi rutina diaria 	

Strand	C. Presentational Mode				
Proficiency Level	Intermediate-Low				
Content Statement	CPI #	Cumulative Progress Indicator (CPI)	8 (Elective)	Resources	
<p>Linguistic: The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:</p> <ul style="list-style-type: none"> • Handle simple transactions related to everyday life <ul style="list-style-type: none"> ○ Express needs. ○ Give reasons. ○ Express an opinion and preference. ○ Request and suggest. <p>Cultural: The Intermediate-Low Cultural Content Statements remain the same for all the strands.</p>	7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	D/C	<ul style="list-style-type: none"> • Un rato con los amigos • Vamos a la escuela • Bienvenido a nuestra casa • Mi rutina diaria 	
	7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.	C/M	<ul style="list-style-type: none"> • Un rato con los amigos • Vamos a la escuela • Comer en familia • En el centro • Bienvenido a nuestra casa • Mi rutina diaria 	
	7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.	D/C	<ul style="list-style-type: none"> • Vamos a la escuela • Comer en familia • Bienvenido a nuestra casa 	
	7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.	D/C	<ul style="list-style-type: none"> • Un rato con los amigos • Vamos a la escuela • Comer en familia • En el centro • Bienvenido a nuestra casa • Mi rutina diaria 	
	7.1.IL.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.	C	<ul style="list-style-type: none"> • En el centro 	

Strand	C. Presentational Mode			
Proficiency Level	Intermediate-Low			
Content Statement	CPI #	Cumulative Progress Indicator (CPI)	8 (Elective)	Resources
	7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.	-	N/A

INTERDISCIPLINARY CONNECTIONS

INTERDISCIPLINARY CONNECTIONS

Interdisciplinary learning develops real-world, multi-faceted knowledge. Integration identifies logical connections between and among the content and learning experiences in all areas of the curriculum. Integrating and connecting various content areas improves learning outcomes and provides more authentic and relevant experiences for students. Interdisciplinary connections both enrich and extend learning. In Evesham, interdisciplinary connections are studies that cross the boundaries of two or more district disciplines such as mathematics and art or literature and science. By purposefully looking for “essential concepts” and “big ideas,” we purposefully design deliberate integration of the various content areas wherever appropriate. This includes, but is not limited to examining how curriculum themes, project-based learning, understanding by design, essential questions, inquiry approaches, curriculum mapping, and the standards merge, while always keeping student best interests at the heart of this work.

The purpose of teaching a language is to communicate. Given this purpose, World Language instruction naturally lends itself to cross-curricular ties. It is an inherent necessity to seek and integrate the content of other disciplines so that students have context and purpose for communication. For example, students may interview one another about the makeup of their family (social studies/health) and then graph the results to look for trends in the class (math). Alternatively, students may view multimedia and compare characters with a book they read (ELA). World Language teachers seek out their interdisciplinary counterparts whenever possible to coordinate the units of study with the communicative objectives of language instruction.

The following areas are integrated into the World Language instructional program:

English Language Arts/Language Arts Literacy –

Anchor Standards for Reading

Key Ideas and Details

- NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Anchor Standards for Writing

Text Types and Purposes

- NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English

- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Mathematics –

- NJSLS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.
- NJSLS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.
- NJSLS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.
- NJSLS.MATH.PRACTICE.MP4 Model with mathematics.
- NJSLS.MATH.PRACTICE.MP5 Use appropriate tools strategically.
- NJSLS.MATH.PRACTICE.MP6 Attend to precision.
- NJSLS.MATH.PRACTICE.MP7 Look for and make use of structure.
- NJSLS.MATH.PRACTICE.MP8 Look for and express regularity in repeated reasoning.

Science –

Science and Engineering Practices

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating and communicating information

Social Studies –

Social Studies Standard 6.3: Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Technology –

Technology Standard 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Technology Standard 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world, as they relate to the individual, global society, and the environment.

Comprehensive Health and P.E. (2.2.2-8.C1-3):

Content Area	Comprehensive Health and Physical Education		
Standard	2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
Strand	C. Character Development		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Character traits are often evident in behaviors exhibited by individuals when interacting with others.	2.2.2.C.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
		2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
4	Personal core ethical values impact the health of oneself and others.	2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.
	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
		2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
6	Personal core ethical values impact the behavior of oneself and others.	2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
		2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
8	Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.	2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
		2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
	Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.	2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

The Career Ready Practices at Work: World Language Interdisciplinary Connection

*"With ordinary talent and extraordinary perseverance, all things are attainable."
-Thomas Foxwell Buxton*

Project-Based Learning Example:

A Spanish class has agreed to have "Restaurant Wars." This will be held during class, recorded, and turned into a multimedia presentation. As part of the project, each student needs to design two recipes from a specific country/region based on a predetermined rubric. Then the class will be divided into groups of 4-5. The groups will have to select their top four recipes, and each student will have to write a justification saying why that recipe should be featured, using key ideas from the rubric. This will be done on a shared document. On the actual day of the "war," students will take on different roles such as menu presenter, decor designer, maitre'd, restaurant manager, audio, visual director, etc. and present their restaurant to the judges. The final product will be available on the school news channel or on TeacherTube.

Applicable Standards:

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Reading-

Key Ideas and Details:

NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9

Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing-

Text Types and Purposes:

NJSLSA.W1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing:

NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Speaking and Listening-

Comprehension and Collaboration:

NJSLSA.SL1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas:

NJSLSA.SL4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Conventions of Standard English:

NJSLSA.L1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

NJSLSA.L3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

NJSLSA L6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Mathematics-

- NJSLS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.
- NJSLS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.
- NJSLS.MATH.PRACTICE.MP5 Use appropriate tools strategically.
- NJSLS.MATH.PRACTICE.MP6 Attend to precision.

Social Studies-

Social Studies Standard 6.3: Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Technology-

Technology Standard 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

PACING GUIDES AND UNIT OVERVIEWS

*** Implementation of the units will overlap at times throughout the year and will vary by grade level. The sessions are not required to be consecutive and will be based on the needs of the students.**

3rd Grade Pacing Guide

Unit	Time Period
1. Self	2 months
2. Calendar	Throughout the year; implemented at the beginning of each class session
3. School	2 months
4. Home	2 months
5. Culture	2 months

3rd Grade Units and Sections

Unit:	<u>Self</u>	<u>Calendar*</u>	<u>School</u>	<u>Home</u>	<u>Culture</u>
Sections:	1. Salutations/ greetings 2. Introductions 3. Courtesies 4. Farewells 5. Asking about feelings 6. Using commands (TPR activities) 7. Body parts 8. Clothing	1. Date 2. Days of the week 3. Months 4. Seasons 5. Weather 6. Numbers 7. Colors	1. Classroom objects 2. Personnel 3. Rooms of school	1. Family members 2. Parts/rooms of the house 3. Furniture/ appliances 4. Animals	1. Holidays and celebrations 2. Alphabet (letters/sounds)
*Calendar activities are conducted as part of the opening routines of each lesson. Calendar activities/concepts may include any or all of the sections delineated above in any given lesson.					

Unit I: Self

Amount of Time: 2 Months

Unit Goals:

1. Students will be able to identify vocabulary associated with meeting and greeting, commands, body parts, and clothing.
2. Students will be able to respond to and initiate simple statements and commands, express attitudes, reactions and courtesies, likes, dislikes and preferences.

Standards Addressed:

7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.2, 7.1.NM.C.3, 7.1.NM.C.4, 7.1.NM.C.5

Driving Questions:

1. How can I better understand what I hear and read when I have just begun learning a new language?
2. How do I start, carry on, and end a conversation more effectively?
3. How do I make myself more clearly understood when speaking and writing?

Vocabulary:

1. **Greetings and Farewells:** hola, buenos días, buenas tardes, buenas noches, adiós, hasta luego, chao
2. **Commands:** anda, busca, corre, dale, dame, muéstrame, levántate, pon, salta, siéntate, toca, toma, dibuja, borra, cuenta, escoge, ven acá
3. **Body Parts:** la cabeza, la cara, los ojos, la boca, la nariz, las orejas, el pelo, los brazos, las manos, los dedos, las piernas, los pies
4. **Clothing:** el sombrero, los pantalones, la camisa, los calcetines, la blusa, el suéter, el vestido, los zapatos, la falda, la chaqueta, el pijama, el traje de baño

Structures:

1. ¿Cómo te llamas? Me llamo, ¿Cómo estas? Estoy _____.
2. ¿Cuántos años tienes? ¿Qué llevas puesto? Llevo _____.
3. ¿Qué te gusta? Me gusta _____.

Suggested Activities:

1. Mini-dialogues with partners/teacher/puppet (topics: greetings/introductions; likes/dislikes & preferences)
2. Songs (cabeza, hombros, piernas, pies; refer to tape provided with Viva el español program)
3. Games (Matamoscas; Go Fish – using clothing cards; Simón dice...)
4. TPR activities (anda/salta/corre y toca...)
5. Cooperative activities and projects (e.g., surveys; build a person – body parts; inside/outside circles)

Assessment:

Assessment is informal through teacher observations and anecdotal records. Teacher-designed unit checklists will document progress towards grade level benchmarks.

Unit II: Calendar

Amount of Time: This unit is to be used as the basis for opening routines each class period. Content is to be integrated throughout the year.

Unit Goals:

1. Students will be able to identify vocabulary associated with date, days of the week, months, seasons, weather, numbers and colors.
2. Students will be able to form simple sentences that utilize unit vocabulary and structures to talk about the date, days of the week, months, seasons and weather.
3. Students will be able to acquire information about unit topics by utilizing interrogative words (¿Qué? ¿Cuál?).

Standards Addressed:

7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.2, 7.1.NM.C.3, 7.1.NM.C.4, 7.1.NM.C.5

Driving Questions:

1. How can I better understand what I hear and read when I have just begun learning a new language?
2. How do I start, carry on, and end a conversation more effectively?
3. How do I make myself more clearly understood when speaking and writing?

Vocabulary:

1. **Date:** hoy es, mañana es, ayer fue
2. **Days of the week:** lunes, martes, miércoles, jueves, viernes, sábado, domingo
3. **Months:** Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto, Septiembre, Octubre, Noviembre, Diciembre
4. **Seasons:** la primavera, el verano, el otoño, el invierno
5. **Weather:** Hace buen tiempo, Hace mal tiempo, Está nevando, Está lloviendo, Hace sol, Hace viento, Hace calor, Hace frío
6. **Numbers:** uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien
7. **Colors:** rojo, verde, amarillo, azul, morado, rosado, negro, blanco, café/pardo, gris, anaranjado

Structures:

1. ¿Qué día es ____? (hoy, mañana)
2. ¿Qué día fue ayer? Hoy es _____. Ayer fue _____.
3. ¿Cuál es la fecha? Hoy es el ____ de _____.
4. ¿Qué estación es? Es el/la _____.
5. ¿Qué tiempo hace?
6. ¿Qué te gusta? Me gusta _____. / Me gustan _____. No me gusta _____. / No me gustan_____.
7. ¿De qué color es?
8. ¿Qué número es?

Suggested Activities:

1. Mini-dialogues with partner/teacher/puppet (topics: ask/tell about weather and what you are wearing due to weather conditions; seasons)
2. Calendar activities (What day is today, tomorrow, was yesterday?; What is the date/the season/the weather?)
3. Songs (days of the week; months rap; refer to tape provided with the Viva el Español program)
4. Games (Matamoscas; BINGO – colors, numbers)
5. TPR activities (toca___; pon___; muéstrame___)
6. Cooperative activities and projects (e.g., survey – What is your favorite color? season? etc.?; inside/outside circles)

Assessment:

Assessment is informal through teacher observations and anecdotal records. Teacher-designed unit checklists will document progress towards grade level benchmarks.

Unit III: School

Amount of Time: 2 Months

Unit Goals:

1. Students will be able to identify objects they use in their classroom.
2. Students will be able to name personnel in the building.
3. Students will be able to use simple sentences to describe different rooms in the school, as well as the subjects taught.

Standards Addressed:

7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NM.B.2, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.3, 7.1.NM.C.4, 7.1.NM.C.5

Driving Questions:

1. How can I better understand what I hear and read when I have just begun learning a new language?
2. How do I start, carry on, and end a conversation more effectively?
3. How do I make myself more clearly understood when speaking and writing?

Vocabulary:

1. **Classroom objects:** el libro, la bandera, el papel, el reloj, el globo, el mapa, la silla, la regla, la mesa, el lápiz, la pluma, la carpeta, el pizarrón, el pupitre
2. **Personnel:** la maestra, el maestro, la profesora, el profesor, el director, la enfermera, la secretaria, el/la estudiante
3. **Rooms of school:** la clase, el salón de arte, el salón de música, el gimnasio, la cafetería, la oficina, el baño, la biblioteca

Structures:

1. Give and receive directions (a la derecha; a la izquierda; sigue derecho)
2. Express likes and dislikes (me gusta/me gustan; no me gusta/no me gustan)
3. Introduce question words (dónde, qué, cuál, quién)

Suggested Activities:

1. Games (7 Up; Memory; Scavenger Hunt-for classroom objects; Charades)
2. Songs (refer to tape provided with the Viva el Español program)
3. Mini-dialogues with partner/teacher/puppet (topics: school; subjects; instruments)
4. TPR activities (toca____; anda/salta/corre con...)
5. Cooperative activities and projects (e.g., survey – What do you like to study?; using map of school, give directions to partner, Where are you?)

Assessment:

Assessment is informal through teacher observations and anecdotal records. Teacher-designed unit checklists will document progress towards grade level benchmarks.

Unit IV: Home

Amount of Time: 2 Months

Unit Goals:

1. Students will be able to identify vocabulary associated with their families and homes, and animals.
2. Students will be able to respond to and initiate simple sentences concerning their families, homes, and animals.

Standards Addressed:

7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NM.B.2, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.3, 7.1.NM.C.4, 7.1.NM.C.5

Driving Questions:

1. How can I better understand what I hear and read when I have just begun learning a new language?
2. How do I start, carry on, and end a conversation more effectively?
3. How do I make myself more clearly understood when speaking and writing?

Vocabulary:

1. **Family:** el abuelo, la abuela, el papá, la mamá, el hermano, la hermana, el hijo, la hija
2. **House:** el techo, la chimenea, la ventana, la puerta, el garaje, el jardín, el patio, la sala, la cocina, el comedor, el dormitorio, el baño, el sofá, la cama, el sillón, la lámpara, la mesa, el refrigerador, el lavaplatos, el horno, el fregadero
3. **Animals:** el perro, el gato, el conejo, el caballo, la vaca, el cerdo, la gallina, el gallo

Structures:

1. ¿Quiénes... ?
2. ¿Dónde está... ?
3. ¿Qué necesitas? Necesito... .
4. ¿Qué te gusta? Me gusta... .

Suggested Activities:

1. Mini-dialogues with partner/teacher/puppet (topics: home, family)
2. Songs (refer to tape provided with the Viva el Español program)
3. Games (Matamoscas; Tic Tac Toe; Cual falta?; 7 Up)
4. TPR activities (toca...; pon...)
5. Cooperative activities and projects (e.g., inside/outside circles; four corners)

Assessment:

Assessment is informal through teacher observations and anecdotal records. Teacher-designed unit checklists will document progress towards grade level benchmarks.

Unit V: Culture

Amount of Time: 2 Months

Unit Goals:

1. Students will be able to know some of the main festivities from some Hispanic countries.
2. Students will be able to identify and use letters and sounds from the Spanish alphabet.
3. Students will be able to know some cultural matters related to life in the Hispanic countries.
4. Students will be able to compare and establish differences between their culture and Hispanic culture.

Standards Addressed:

7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.2, 7.1.NM.C.3

Driving Questions:

1. In what countries do people speak Spanish?
2. How do Hispanic cultures differ from one another?
3. How do Hispanic cultures compare with/differ from my own?

Vocabulary:

1. **Holidays and celebrations:** Navidad, Cinco de mayo, Día de los muertos, la piñata
2. **Alphabet:** Spanish alphabet

Structures:

1. Vamos a celebrar.
2. ¿Cómo se deletrea?

Suggested Activities:

1. Watch videos about Hispanic cities
2. Watch videos about Hispanic people celebrating their festivities
3. Role play in the classroom some Hispanic festivities
4. Make a piñata; design an altar, color a mask for Day of the Dead
5. Songs (Feliz Navidad; cascabeles; alphabet song; refer to the tape provided with the Viva el Español program)
6. Games (Pirinola; BINGO – alphabet)
7. Read books/research a Spanish-speaking country.

Assessment:

Assessment is informal through teacher observations and anecdotal records. Teacher-designed unit checklists will document progress towards grade level benchmarks.

4th Grade Pacing Guide

Unit	Time Period
1. Self	2 months
2. Calendar	Throughout the year; implemented at the beginning of each class session
3. School	2 months
4. Home	2 months
5. Culture	2 months

4th Grade Units and Sections

Unit:	<u>Self</u>	<u>Calendar*</u>	<u>School</u>	<u>Home</u>	<u>Culture</u>
Sections:	1. Salutations/ Greetings 2. Introductions 3. Courtesies 4. Farewells 5. Asking about names and ages 6. Asking about feelings 7. Using commands (TPR activities) 8. Body parts 9. Clothing 10. Sports and other activities 11. Adjectives	1. Date 2. Days of the week 3. Months 4. Seasons 5. Weather 6. Numbers 7. Colors	1. Classroom objects 2. Personnel 3. Rooms of school 4. Subjects 5. Instruments	1. Family members 2. Parts/rooms of the house 3. Furniture/ Appliances 4. Table setting 5. Fruits/Foods 6. Animals	1. Holidays and celebrations 2. Geography 3. Alphabet (letters/sounds) 4. Places/ Transportation 5. Capitalization/P unctuation
*Calendar activities are conducted as part of the opening routines of each lesson. Calendar activities/concepts may include any or all of the sections delineated above in any given lesson.					

Unit I: Self

Amount of Time: 2 Months

Unit Goals:

1. Students will be able to identify vocabulary associated with meeting and greeting, commands, body parts, clothing, sports, activities and adjectives.
2. Students will be able to respond to and initiate simple statements and commands, express attitudes, reactions and courtesies, likes, dislikes and preferences.

Standards Addressed:

7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.2, 7.1.NM.C.3, 7.1.NM.C.4, 7.1.NM.C.5

Driving Questions:

1. How can I better understand what I hear and read when I have just begun learning a new language?
2. How do I start, carry on, and end a conversation more effectively?
3. How do I make myself more clearly understood when speaking and writing?

Vocabulary:

1. **Greetings and Farewells:** hola, buenos días, buenas tardes, buenas noches, adiós, hasta luego, chao
2. **Commands:** anda, busca, corre, dale, dame, muéstrame, levántate, pon, salta, siéntate, toca, toma, dibuja, borra, cuenta, escoge, ven acá
3. **Body Parts:** la cabeza, la cara, los ojos, la boca, la nariz, las orejas, el pelo, los brazos, las manos, los dedos, las piernas, los pies
4. **Clothing:** el sombrero, los pantalones, la camisa, los calcetines, la blusa, el suéter, el vestido, los zapatos, la falda, la chaqueta, el pijama, el traje de baño
5. **Sports/Activities:** esquiar, el fútbol, el fútbol americano, el baloncesto, patinar, saltar la cuerda, nadar, el béisbol, ir de campo
6. **Adjectives:** los colores, grande, mediano, pequeño, alto, bajo, gordo, delgado, bonito, feo, suave, duro, sucio, limpio

Structures:

1. ¿Cómo te llamas? Me llamo, ¿Cómo estas? Estoy _____.
2. ¿Cuántos años tienes? ¿Qué llevas puesto? Llevo _____.
3. ¿Qué te gusta? Me gusta _____.
4. ¿De dónde eres? Soy de _____ ¿Dónde vives? Vivo en _____.

Suggested Activities:

1. Mini-dialogues with partners/teacher/puppet (topics: greetings/introductions; likes/dislikes & preferences)
2. Songs (cabeza, hombros, piernas, pies; refer to tape provided with Viva el Español program)
3. Games (Matamoscas; Go Fish – using clothing cards; Simón dice...)
4. TPR activities (anda/salta/corre y toca...)

5. Cooperative activities and projects (e.g., surveys; build a person – body parts; drawing directions using adjectives; inside/outside circles)

Assessment:

Assessment is informal through teacher observations and anecdotal records. Teacher-designed unit checklists will document progress towards grade level benchmarks.

Unit II: Calendar

Amount of Time: This unit is to be used as the basis for opening routines each class period. Content is to be integrated throughout the year.

Unit Goals:

1. Students will be able to identify vocabulary associated with date, days of the week, months, seasons, weather, numbers and colors.
2. Students will be able to form simple sentences that utilize unit vocabulary and structures to talk about the date, days of the week, months, seasons and weather.
3. Students will be able to acquire information about unit topics by utilizing interrogative words (¿Qué? ¿Cuál?)

Standards Addressed:

7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.2, 7.1.NM.C.3, 7.1.NM.C.4, 7.1.NM.C.5

Driving Questions:

1. How can I better understand what I hear and read when I have just begun learning a new language?
2. How do I start, carry on, and end a conversation more effectively?
3. How do I make myself more clearly understood when speaking and writing?

Vocabulary:

1. **Date:** hoy es, mañana es, ayer fue
2. **Days of the week:** lunes, martes, miércoles, jueves, viernes, sábado, domingo
3. **Months:** Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto, Septiembre, Octubre, Noviembre, Diciembre
4. **Seasons:** la primavera, el verano, el otoño, el invierno
5. **Weather:** hace buen tiempo, hace mal tiempo, está nevando, está lloviendo, hace sol, hace viento, hace calor, hace frío
6. **Numbers:** uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien
7. **Colors:** rojo, verde, amarillo, azul, morado, rosado, negro, blanco, café/pardo, gris, anaranjado

Structures:

1. ¿Qué día es ____? (hoy, mañana)
2. ¿Qué día fue ayer? Hoy es _____. Ayer fue _____.
3. ¿Cuál es la fecha? Hoy es el ____ de _____.
4. ¿Qué estación es? Es el/la _____.
5. ¿Qué tiempo hace?
6. ¿Qué te gusta? Me gusta _____. / Me gustan _____. No me gusta _____. / No me gustan_____.
7. ¿De qué color es?
8. ¿Qué número es?

Suggested Activities:

1. Mini-dialogues with partner/teacher/puppet (topics: ask/tell about weather and what you are wearing due to weather conditions; seasons)
2. Calendar activities (What day is today/tomorrow, was yesterday? What is the date/the season/the weather?)
3. Songs (days of the week; months rap; refer to tape provided with the Viva el Español program)
4. Games (Matamoscas; BINGO – colors, numbers)
5. TPR activities (toca___; pon___; muéstrame___)
6. Cooperative activities and projects (e.g., survey – What is your favorite color? season?; inside/outside circles)

Assessment:

Assessment is informal through teacher observations and anecdotal records. Teacher-designed unit checklists will document progress towards grade level benchmarks.

Unit III: School

Amount of Time: 2 Months

Unit Goals:

1. Students will be able to identify objects they use in their classroom.
2. Students will be able to name personnel in the building.
3. Students will be able to use simple sentences to describe different rooms in the school, as well as the subjects taught.

Standards Addressed:

7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NM.B.2, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.3, 7.1.NM.C.4, 7.1.NM.C.5

Driving Questions:

1. How can I better understand what I hear and read when I have just begun learning a new language?
2. How do I start, carry on, and end a conversation more effectively?
3. How do I make myself more clearly understood when speaking and writing?

Vocabulary:

1. **Classroom objects:** el libro, la bandera, el papel, el reloj, el globo, el mapa, la silla, la regla, la mesa, el lápiz, la pluma, la carpeta, el pizarrón, el pupitre
2. **Instruments:** el tambor, la guitarra, el piano, la trompeta, el violín, la flauta, el clarinete, la pandereta, los instrumentos musicales, una canción
3. **Personnel:** la maestra, el maestro, la profesora, el profesor, el director, la enfermera, la secretaria, el/la estudiante
4. **Subjects:** la lectura, la geografía, las matemáticas, la música, el arte, la educación física, la historia, las ciencias, el español
5. **Rooms of school:** la clase, el salón de arte, el salón de música, el gimnasio, la cafetería, la oficina, el baño, la biblioteca

Structures:

1. Use of number and gender (el/la; los/las) (un/una; unos/unas)
2. Use of adjective placement (after noun – adj./noun agreement; ser/estar + adj.)
3. Give and receive directions (a la derecha; a la izquierda; sigue derecho)
4. Express likes and dislikes (me gusta/me gustan; no me gusta/no me gustan)
5. Introduce question words (dónde, qué, cuál, quién)

Suggested Activities:

1. Games (7 Up; Memory; Scavenger Hunt-for classroom objects; Charades)
2. Songs (refer to tape provided with the Viva el Español program)
3. Mini-dialogues with partner/teacher/puppet (topics: school; subjects; instruments)
4. TPR activities (toca____; anda/salta/corre con...)
5. Cooperative activities and projects (e.g., survey – What do you like to study?; using map of school, give directions to partner, Where are you?)

Assessment:

Assessment is informal through teacher observations and anecdotal records. Teacher-designed unit checklists will document progress towards grade level benchmarks.

Unit IV: Home

Amount of Time: 2 Months

Unit Goals:

1. Students will be able to identify vocabulary associated with their families and homes, table settings, foods and animals.
2. Students will be able to respond to and initiate simple sentences concerning their families, homes, foods and animals.

Standards Addressed:

7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NM.B.2, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.3, 7.1.NM.C.4, 7.1.NM.C.5

Driving Questions:

1. How can I better understand what I hear and read when I have just begun learning a new language?
2. How do I start, carry on, and end a conversation more effectively?
3. How do I make myself more clearly understood when speaking and writing?

Vocabulary:

1. **Family:** el abuelo, la abuela, el papá, la mamá, el hermano, la hermana, el hijo, la hija
2. **House:** el techo, la chimenea, la ventana, la puerta, el garaje, el jardín, el patio, la sala, la cocina, el comedor, el dormitorio, el baño, el sofá, la cama, el sillón, la lámpara, la mesa, el refrigerador, el lavaplatos, el horno, el fregadero
3. **Table settings:** el tenedor, el cuchillo, la cuchara, el plato, la servilleta, el vaso, la taza, el platillo
4. **Fruit/Food:** la manzana, el plátano, la pera, la naranja, las uvas, las fresas, las cerezas, el limón, el durazno, la piña, el cereal, la leche, el jugo, el pan tostado, el sánduche, el queso, la sopa, las galletas, la carne, el pollo, el pescado, el arroz, la papa, las zanahorias
5. **Animals:** el perro, el gato, el conejo, el caballo, la vaca, el cerdo, la gallina, el gallo

Structures:

1. ¿Quiénes... ?
2. ¿Dónde está... ?
3. ¿Qué necesitas? Necesito... .
4. ¿Qué te gusta? Me gusta... .

Suggested Activities:

1. Mini-dialogues with partner/teacher/puppet (topics: foods, home, family)
2. Songs (refer to tape provided with the Viva el Español program)
3. Games (Matamoscas; Tic Tac Toe; Cual falta?; 7 Up)
4. TPR activities (toca...; pon...)
5. Cooperative activities and projects (e.g., set a table; survey – favorite food, fruit; inside/outside circles; four corners)

Assessment:

Assessment is informal through teacher observations and anecdotal records. Teacher-designed unit checklists will document progress towards grade level benchmarks.

Unit V: Culture

Amount of Time: 2 Months

Unit Goals:

1. Students will be able to know some of the main festivities from some Hispanic countries.
2. Students will be able to locate Spanish-speaking countries on a map.
3. Students will be able to identify and use letters and sounds from the Spanish alphabet.
4. Students will be able to know some cultural matters related to life in the Hispanic countries.
5. Students will be able to compare and establish differences between their culture and Hispanic culture.

Standards Addressed:

7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.2, 7.1.NM.C.3

Driving Questions:

1. In what countries do people speak Spanish?
2. How do Hispanic cultures differ from one another?
3. How do Hispanic cultures compare with/differ from my own?

Vocabulary:

1. **Holidays and celebrations:** Navidad, Cinco de mayo, Día de los muertos, la piñata
2. **Alphabet:** Spanish alphabet
3. **Places:** la ciudad, la plaza, la biblioteca, el correo, la escuela, el mercado, el restaurante, la tienda, el parque
4. **Transportation:** el bus, el auto, el avión, el tren, el barco

Structures:

1. Vamos a celebrar.
2. Vamos a la plaza.
3. Tengo que tomar _____.

Suggested Activities:

1. Watch videos about Hispanic cities
2. Watch videos about Hispanic people celebrating their festivities
3. Role play in the classroom some Hispanic festivities
4. Make a piñata; design an altar, color a mask for Day of the Dead
5. Songs (Feliz Navidad; Cascabeles; alphabet song; refer to the tape provided with the Viva el Español program)
6. Games (Pirinola; BINGO – countries, alphabet)
7. Read books/research a Spanish-speaking country.

Assessment:

Assessment is informal through teacher observations and anecdotal records. Teacher-designed unit checklists will document progress towards grade level benchmarks.

5th Grade Pacing Guide

Unit	Time Period
1. Self	2 months
2. Calendar	Throughout the year; implemented at the beginning of each class session
3. Home	1 month
4. Culture	3 months

5th Grade Units and Sections

Unit:	<u>Self</u>	<u>Calendar</u>	<u>Home</u>	<u>Culture</u>
Sections:	1. Asking about address 2. Asking about phone number 3. Courtesies (additional) 4. Preferences (<i>Me gusta/ Me gustan; Quiero; Prefiero</i>) 5. Adjectives (additional) 6. Use of 1 st person singular verb form 7. Activities (additional)	1. Time 2. Numbers (1-1,000) 3. Geometric shapes 4. Mathematical operations (+, -, x, ÷, =)	1. Extended family	1. Use of <i>ir + a + infinitive</i> (near future) and <i>ir + a + place</i> (destination) 2. Customs 3. Countries and geography

*Calendar activities are conducted as part of the opening routines of each lesson. Calendar activities/concepts may include any or all of the sections delineated above in any given lesson.

Unit I: Self

Amount of Time: 2 Months

Unit Goals:

1. Students will be able to identify vocabulary associated with personal information, courtesies, adjectives, and first person singular verbs.
2. Students will be able to respond to and initiate simple sentences concerning address and phone number, preferences, adjectives, and first person singular verbs.

Standards Addressed:

7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.2, 7.1.NM.C.3, 7.1.NM.C.4, 7.1.NM.C.5

Driving Questions:

1. How can I better understand what I hear and read when I have just begun learning a new language?
2. How do I start, carry on, and end a conversation more effectively?
3. How do I make myself more clearly understood when speaking and writing?

Vocabulary:

1. **Asking about address and phone number:** la dirección, la avenida, la calle, el teléfono
2. **Courtesies:** perdón, con permiso, lo siento mucho, ¡Buena suerte!, mucho gusto, el gusto es mío
3. **Adjectives:** ancho, estrecho, lleno, vacío, primero, último, viejo, nuevo, oscuro, claro, largo, corto, feliz, triste
4. **First person singular verb forms:** hablo, escribo, canto, camino, corro, como, pinto, leo, bailo, salto, me levanto, me acuesto, estudio, hago ejercicios

Structures:

1. ¿Cuál es tu dirección? Mi dirección es _____.
2. ¿Cuál es tu número de teléfono? Mi número de teléfono es _____.
3. Quiero presentarte a _____.
4. ¿Qué te gusta(n) más? Me gusta(n) más _____.
5. ¿Cuál prefieres? Prefiero _____.
6. ¿Qué haces tú?
7. ¿Cómo es?

Suggested Activities:

1. Mini-dialogues with partner/teacher/puppet (topics: address/phone number, using first person, giving descriptions)
2. Games (Jeopardy, Bingo, Charades)
3. TPR activities (toca, muéstrame)
4. Cooperative activities and projects (e.g., I Spy, inside/outside circles)

Assessment:

Assessment is informal through teacher observations and anecdotal records. Teacher-designed unit checklists will document progress towards grade level benchmarks.

Unit II: Calendar

Amount of Time: This unit is to be used as the basis for opening routines each class period. Content is to be integrated throughout the year.

Unit Goals:

1. Students will be able to tell time in Spanish.
2. Students will know Spanish numbers to 1,000, and be able to use them in equations.
3. Students will be able to identify basic shapes.

Standards Addressed:

7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.2, 7.1.NM.C.3, 7.1.NM.C.4, 7.1.NM.C.5

Driving Questions:

1. How can I better understand what I hear and read when I have just begun learning a new language?
2. How do I start, carry on, and end a conversation more effectively?
3. How do I make myself more clearly understood when speaking and writing?

Vocabulary:

1. **Time:** y cuarto, y media, menos cuarto, el mediodía, la medianoche
2. **Numbers to 1,000:** cien, doscientos, trescientos, cuatrocientos, quinientos, seiscientos, setecientos, ochocientos, novecientos, mil
3. **Math:** más, menos, por, suma, resta, multiplica, son, es
4. **Shapes:** el círculo, el cuadrado, el triángulo, el rectángulo, las formas

Structures:

1. ¿Qué hora es? Son las... Es la...
2. ¿Cuántos son...?
3. ¿Qué forma tiene...?

Suggested Activities:

1. Mini-dialogues with partner/teacher/puppet topics: telling time, counting objects
2. Games (Bingo, Carreras, Number Formation)
3. TPR activities (toca, muéstrame)
4. Cooperative activities and projects (e.g., math equations, telling time with partners)

Assessment:

Assessment is informal through teacher observations and anecdotal records. Teacher-designed unit checklists will document progress towards grade level benchmarks.

Unit III: Home
Amount of Time: 1 Month

Unit Goals:

1. Students will review vocabulary associated with home and family.
2. Students will learn vocabulary for the extended family.

Standards Addressed:

7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.3, 7.1.NM.C.4

Driving Questions:

1. How can I better understand what I hear and read when I have just begun learning a new language?
2. How do I start, carry on, and end a conversation more effectively?
3. How do I make myself more clearly understood when speaking and writing?

Vocabulary:

1. **Family:** la tía, el tío, la prima, el primo, los tíos, los primos, los padres

Structures:

1. ¿Quién es...?
2. ¿Cómo es...?

Suggested Activities:

1. Mini-dialogues with partner/teacher/puppet (topics: home, family)
2. Games (7 Up, Guess Who, ¿Cuál falta?)
3. TPR activities (anda, salta, corre, toca)
4. Cooperative activities and projects (e.g., create and introduce a family)

Assessment:

Assessment is informal through teacher observations and anecdotal records. Teacher-designed unit checklists will document progress towards grade level benchmarks.

Unit IV: Culture

Amount of Time: 3 Months

Unit Goals:

1. Students will be able to know the names of the Spanish speaking countries.
2. Students will be able to identify some of the traditions and customs associated with Spanish speakers.
3. Students will be able to represent and celebrate some important festivities of Spanish heritage.
4. Students will be able to compare their own culture to the Spanish culture.

Standards Addressed:

7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.2, 7.1.NM.C.3, 7.1.NM.C.4, 7.1.NM.C.5

Driving Questions:

1. In what countries do people speak Spanish?
2. How do Hispanic cultures differ from one another?
3. How do Hispanic cultures compare with/differ from my own?

Vocabulary:

1. **Spanish Speaking Countries** (los países que hablan español): España, Méjico, Cuba, República Dominicana, Puerto Rico, Guatemala, El salvador, Honduras, Nicaragua, Costa Rica, Panamá, Venezuela, Colombia, Ecuador, Perú, Bolivia, Argentina, Chile, Paraguay, Uruguay
2. **Festivities** (las festividades): Navidad, Año Nuevo, Día de los muertos, los cumpleaños, el Cinco de Mayo, el día de la independenciam, la fiesta brava (bullfight), el Carnaval
3. **Customs and Traditions** (las costumbres y tradiciones): comida, música, baile, juegos

Structures:

1. Ir + a + lugar (go to + place)
2. Ir + a + infinitivo (go to + infinitive)
3. Me gusta / no me gusta (I like / I don't like)
4. Yo creo que.... (I think....)

Suggested Activities:

1. Make imaginary trips to some of the Spanish speaking countries. Countries to include: Spain, Mexico, Puerto Rico, one from Central America, and at least two from South America.
2. Make big maps in the classroom to visit different countries.
3. Watch videos from the school library or United Streaming about customs and traditions in the Spanish speaking countries.
4. Represent some Hispanic festivities in the classroom.
5. Invite parents or teachers who were in one of these countries to talk with the children about their experiences.
6. Teach the students traditional games of the Spanish speaking countries.
7. Listen to traditional music of these countries.
8. Make comparisons between Spanish culture and American culture.

Assessment:

Assessment is informal through teacher observations and anecdotal records. Teacher-designed unit checklists, along with the evaluation of work samples created throughout the unit will document progress towards grade level benchmarks.

6th Grade Pacing Guide

Unit	Time Period
En la Ciudad	30 lessons

En la Ciudad

Amount of Time: 30 Lessons

Unit Goals:

1. Students will be able to understand and utilize vocabulary associated with places, transportation, activities, and directions.
2. Students will be able to form simple sentences describing where they and others are going, how they and others are getting there, and what they and others are going to do.
3. Students will be able to ask for, give, and follow simple directions in order to travel around a city.

Standards Addressed:

7.1.NH.A.1, 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.4, 7.1.NH.C.5

Driving Questions:

1. How can I better understand what I hear and read when I have just begun learning a new language?
2. How do I start, carry on, and end a conversation more effectively?
3. How do I make myself more clearly understood when speaking and writing?

Vocabulary:

1. **Lugares** (Places)- el café, el centro comercial, el parque de diversiones, el cine, el restaurante, el parque, el museo, el estadio, el aeropuerto, el zoológico, la tienda de artesanías, el desfile, la playa, el mercado al aire libre, la plaza, ¿Adónde vas?, ¿Adónde va él/ella?
2. **Transporte** (Transportation)- a pie, en tren, en motocicleta, en bicicleta, en autobús, en carro, en camión, en taxi, en barco, en metro, en avión, en autobús escolar, a caballo, en patineta, ¿Cómo vas?, ¿Cómo va él/ella?
3. **Actividades** (Activities)- comprar un café/un sándwich/recuerdos, ir de compras, montar montañas rusas, mirar una película/el arte/un partido de fútbol/una corrida de toros/los animales, comer, tomar fotos/unas vacaciones/el sol/una siesta, volar a casa, visitar, nadar, escuchar música, ¿Qué vas a hacer allí?, ¿Qué va a hacer él/ella allí?
4. **Direcciones** (Directions)- ¿Dónde estás?, ¿Dónde está?, dobla a la izquierda, dobla a la derecha, sigue derecho, cuerdas, al lado de, cerca de, lejos de, estoy, estás, está, lugar, calle, avenida, aquí, allí

Structures:

1. The verb *ir* (to go) - voy, vas, va
2. Expressing near future (ir a + infinitive)
3. Expressing location (estar + preposition)

Suggested Activities:

1. Survey classmates about what they are going to do over the weekend. Graph the results and report them using ir a + infinitive and the place. (ex., Luisa va a mirar una película en el cine.).
2. Using maps, explain how to get from one location to the next.

3. Working with a partner, one person hides a piece of candy somewhere in the classroom while the other person is in the hallway. The person that hid the candy has to give directions to their partner on where to find it.
4. Create your own city. Buildings and streets should be labeled. With a partner or small group, practice asking and answering questions about where you want to go, how you will get there, what you will do there, and the location of places as well as directions to get there.
5. Pretend that you and a friend are visiting Mexico City. With a partner, create a conversation that would take place on the airplane about what you are going to do there and what places you are going to visit.
6. Use pictures of places and methods of transportation and ask questions about the pictures. (ex., ¿Vas a Puerto Rico en tren? Entonces, ¿Cómo vas a Puerto Rico?) Use both logical and illogical questions.
7. Provide students with sentences describing where someone is going and how they are getting there. Have students draw pictures to illustrate the sentence. (ex., María va al cine en taxi.) Students would then draw a girl, a movie theater, and a taxi.

Culture:

1. Students will compare and contrast Latin American cities with their own.
2. Students will learn alternative words for transportation that are used in various Spanish-speaking countries.

Assessment:

Embedded throughout the unit, are various assessments that are used to diagnose instructional needs, plan instruction, assess progress, and communicate progress to others. The assessments encompass the interpersonal, interpretive, and presentational modes of communication and are both authentic and multi-dimensional. Assessments include interviews between students, skit presentations, surveys, role-playing, and vocabulary quizzes. Work samples are collected throughout the duration of the unit and evaluated through teacher-designed rubrics and/or checklists.

The culminating project for the unit, titled “Una conversación en la ciudad”, is a performance assessment task. The teacher will prepare picture prompts that include a place and a type of transportation as well as a map of an imaginary city in a Spanish-speaking country based on vocabulary that students learned in class. With a partner, students will create a conversation based on the scenario below:

Proyecto Final: Una vacacione

You and a friend are on vacation in a Spanish-speaking country and are talking about your plans for the day. Have a conversation *en español* in which you greet your partner, ask your partner where they are going, how they are getting there, what they are going to do there and directions to get to one of their destinations. When asked by your partner, express where you are going, how you are getting there, what you are going to do there, and directions to one of your destinations.

You will be provided with picture prompts for the specific vocabulary you will be required to use in your presentation as well as a map so that you can provide directions.

You will have one class period to practice the role play activity with several different partners before your presentation. Be prepared to ask and answer the following questions.

Sample responses have been provided.

- ¿Adónde vas?
Yo voy al museo.
Yo voy a la playa.
- ¿Cómo vas?
Yo voy en metro.
Yo voy a pie.
- ¿Qué vas a hacer allí?
Yo voy a mirar pinturas.
Yo voy a tomar el sol y nadar.
- ¿Dónde está el museo?
Está en la calle Verde cerca de la plaza. Sigue derecho por dos cuadras en la calle Roja. Dobla a la izquierda en la calle Azul. Sigue derecho por una cuadra. El museo está a la derecha.

Students should be given one class period to practice the scenario with several different partners before presenting to the class. During presentations, students will listen for specific information from each conversation and record it on a teacher-created chart. A teacher-made rubric is utilized to evaluate individual student achievement of their presentational skills, use of the target language and language mechanics. In addition to the project specific rubric, students should also be assessed using the ACTFL rubric to determine proficiency.

7th Grade Pacing Guide

Unit	Time Period
Mis Amigos y Yo	30 lessons

Mis Amigos y Yo/My Friends and I

Amount of Time: 30 Lessons

Unit Goals:

1. Students will be able to describe themselves and others.
2. Students will be able to identify people and relationships.
3. Students will be able to talk about activities that they and others do.

Standards Addressed:

7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.1, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.1, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.4, 7.1.NH.C.5

Driving Questions:

1. How can I better understand what I hear and read when I have just begun learning a new language?
2. How do I start, carry on, and end a conversation more effectively?
3. How do I make myself more clearly understood when speaking and writing?

Vocabulary:

1. **Adjetivos** (Adjectives)- ¿cómo eres?, ¿cómo es?, ¿cómo son?, alto, mediano, bajo, rubio, moreno, pelirrojo, americano, mexicano, cómico, serio, atlético, inteligente, perezoso, tonto, simpático, antipático, fuerte, trabajador, amable, guapo, bonita, feo, delgado, grande, orgulloso
2. **¿Quiénes son? (Who are they?)**- el entrenador, el profesor, el/la estudiante, el/la amigo/a, el padre, la madre, el/la hermano/a, el tío
3. **Actividades** (Activities)- ¿qué haces?, ¿qué hace?, ¿qué hacen?, enseñar, bailar, trabajar en los campos, cocinar, montar en bicicleta, comer, correr, jugar*

Structures:

1. The verb *ser* to describe and identify
2. Using various verbs to describe what people do

Sample Activities:

1. Use the movie "McFarland, USA" as the basis for instruction by showing clips throughout the quintile.
2. The teacher describes a character from the movie or a student in the class and asks, "¿Quién soy?" The class must guess who they are based on their description.
3. Students draw a scene from the movie and write a short paragraph describing who is in the picture and what they are doing.
4. The true story of the Diaz family <https://www.youtube.com/watch?v=Sz9v0CBt-FM>
5. Use the following website <http://www.historyvshollywood.com/reelfaces/mcfarland-usa/> as a basis for a post-viewing activity. Students will learn the differences between the true story and the movie.
6. Have students identify stereotypes as they view each part of the movie.
7. See attached document for additional talking points.

Culture:

1. The importance of food and family

2. The life of a migrant worker
3. La quinceañera
4. César Chávez and his fight for labor rights

Assessment:

Embedded throughout the unit, are various assessments that are used to diagnose instructional needs, plan instruction, assess progress, and communicate progress to others. The assessments encompass the interpersonal, interpretive, and presentational modes of communication and are both authentic and multi-dimensional. Assessments include interviews between students, skit presentations, surveys, role-playing, and vocabulary quizzes. Work samples are collected throughout the duration of the unit and evaluated through teacher-designed rubrics and/or checklists.

The culminating project for the unit, titled “Una comparación is a performance assessment task and includes written description in the target language. Students choose a character from the movie to compare themselves to. Using a Venn diagram, students describe themselves and what they do, what the character is like and what he/she does, and then in the middle, those characteristics they both possess and those activities they both do. This will be presented to the class.

Proyecto Final: Una comparación

Throughout the marking period you have learned about the characters in the movie “McFarland, USA” and are able to describe them and activities that they do. For your final presentation you are going to create a Venn diagram comparison of a character of your choosing and yourself based on the following requirements:

- Use the template provided by your teacher,
- Include a picture of yourself and the character.
- In one circle, describe yourself. Include a minimum of 5 physical and personality traits that you possess and a minimum of two that you do not. Express at least three activities that you do.
- In the second circle, describe the character. Include a minimum of 5 physical and personality traits that they possess and a minimum of two that they do not. Express at least three activities that they do.
- In the center, choose two different physical or personality traits that describe you AND the character and two that you both are not. Express at least one activity that you AND the character do.

Students will present their Venn diagrams to the class. During presentations, students will listen for specific information from each conversation and record it on a teacher-created chart. A teacher-made rubric is utilized to evaluate individual student achievement of their presentational skills, use of the target language and language mechanics. In addition to the project specific rubric, students should also be assessed using the ACTFL rubric to determine proficiency.

Talking Points: McFarland, USA

- McFarland is known as the “Fruit Bowl of California”. Why?
- What does it mean to be a “picker”?

- How does being a “picker” influence the Valles’ family’s life?
- Coach White has dinner at the Diaz house after the three brothers have to quit the team. What are your thoughts on the food that is served? Does it compare to dinner with your family?
- Señora Diaz points out to Coach White that her husband is always working but that every night he sits down and has dinner with the family and she asks Coach White, “How you going to be family if you no eat together?” Does your family eat dinner together?
- The importance of family and respect for the parents.

Stereotypes Presented

- Jamie White (younger daughter) thinks they are in Mexico as they drive through McFarland.
- Assuming the Mexicans they see as they come out of dinner are part of a gang or are dangerous.
- When Jim enters the office at the school for the first time, Maria assumes he is from Bakersfield, a more affluent area, rather than McFarland.
- At the first meet at Palo Alto, an opposing team says, “They can’t run without a cop behind them or a Taco Bell in front of them.”
- During the second meet, the Clovis coach comments that the McFarland runners probably can’t even understand Coach White. He says “What, do you just point? ‘Run that way amigo.’ ”
- Coach White made the assumption that Señor Diaz did not speak English.
- When talking to Coach White about why running was not working for his sons, Señor Diaz pointed that for every hour they were with Coach White it was one hour they were not working for him and that is food off their table. He then says, “I do not expect a man like you to understand.”
- The Diaz brothers ask Coach White, “Don’t white people mow their lawns on Saturday morning?” when he goes out to the fields to pick with them.
- The team changes their name for Coach White as the movie progresses moving from jefe to homes to White to Blanco to Coach. What does this signify?
- José Cárdenas writes a poem about running. What is the message of the poem?
- When talking to him about possibly going to college, Thomas’s father says, “Take your face out of those books. They will ruin your eyes. No one ever needed a book in the fields.” What does it say about his view on education?
- In what ways does Coach White have to assimilate into the culture of McFarland?

Character Profiles

Coach White- entrenador, profesor, moreno, americano, alto, trabajador

Cheryl White- rubia, bonita, americana, alta

Julie White- rubia, bonita, joven, mediana, americana

Jamie White- rubia, bonita, joven, baja, americana

Danny Diaz- moreno, mediano, mexicano, grande

David Diaz- moreno, mediano, mexicano, delgado

Damacio Diaz- moreno, mediano, mexicano, delgado

Victor Puentes- moreno, confidente, mexicano, rápido

Johnny Sameniego- moreno, mexicano, bajo, rápido

Javi- moreno, muy serio, es el tío de Victor.

Thomas Valles- moreno, mexicano, mediano, simpático, rápido

Señora Diaz- seria, morena, mediana, orgullosa, fuerte, simpática

Señor Diaz- serio, trabajador, moreno

Cultural Aspects

- During gym class, Señora Diaz arrives to pick up her sons. Coach White tells the brothers that class is not over as they get up to leave. They reiterate that they have to go because it's their mom. Coach White says to tell her to wait. Damacio, with a smile, says, "You tell her." The importance and respect for the mother in the family.
- The White's neighbor presents Jim with a chicken as a "welcome to the neighborhood" gift. A gift is given to express a desire to build a relationship to newcomers.
- Pride in oneself and work. Señor Diaz says, "We don't ask for help around here. We get by."
- The life of a migrant worker.
- César Chávez and his fight for labor rights. Coach White asks how old the Diaz brothers were when they started working in the fields and they answered 10 but stated it depended on the type of crop they were picking.
- The importance of food.
- The education of Hispanics in the US.
- La quinceañera

8th Grade Quintile Pacing Guide

Unit	Time Period
Vamos a Viajar	30 lessons

Vamos a Viajar/ Let's Travel!

Amount of Time: 30 Lessons

Unit Goals:

1. Students will be able to express what clothes they will need based on the climate.
2. Students will be able to negotiate transactions in order to buy what they need.
3. Students will be able to express where they are going, how they are getting there, and what they are going to do once they arrive.
4. Students will be able to ask for and follow directions.
5. Students will be able to order food in a restaurant.

Standards Addressed:

7.1.NH.A.1, 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.5

Driving Questions:

1. How do I start, carry on, and end a conversation more effectively?
2. How do I make myself more clearly understood when speaking and writing?
3. How can I use my existing language skills to communicate in an unknown environment?
4. What do I do when my vocabulary skills do not allow me to fully express my needs?
5. How can gestures help to facilitate communication?

Vocabulary: Teacher note: Choose a Spanish-speaking country for each quintile and make it the focus of the unit. The country can be chosen based on holidays or events taking place during that time of year. For example, quintile 1 might have a focus on Mexico because of Independence Day and Dia de los muertos. The vocabulary presented below is the minimum that needs to be taught and can be added to as necessary in order to suit your needs and cultural focus.

1. **La ropa** (Clothing)- ¿Qué necesitas?, ¿Qué necesito? la camisa, la camiseta, la chaqueta, el abrigo, el vestido, los pantalones, los pantalones cortos, los jeans, los calcetines, los zapatos, las botas, el gorro, la bufanda, los guantes, el traje de baño, el suéter, la blusa, las sandalias
2. **El tiempo**- (Weather)- ¿Qué tiempo hace (en...)?, hace frío, hace calor, hace buen tiempo, hace mal tiempo, llueve, nieva, hace sol, está nublado, parcialmente sol, parcialmente nublado, hace fresco, está templado
3. **Los numeros** (Numbers)- ¿Cuánto cuesta(n)?, 0-1,000,000
4. **Lugares y Eventos** (Places and Events)- ¿Adónde vas?, el aeropuerto, el hotel, el banco, el restaurante, el centro, el mercado, el cementerio, el desfile, el museo, la fiesta, las tienda de ropa, la tienda de artesanías, la playa, las ruinas, el parque, el café, el cine, la plaza de toros, el estadio, los fuegos artificiales
5. **Transporte** (Transportation)- ¿Cómo vas?, ¿Vas...?, en coche, en avión, en taxi, en autobús, en metro, a pie
6. **Actividades** (Activities)- ¿Qué vas a hacer?, ¿Qué hay para hacer?, dormir, comer, sacar dinero, ir de compras, nadar, visitar, mirar una película, mirar un partido, caminar, mirar pinturas, sacar fotos, mirar una corrida de toros
7. **Las direcciones** (Directions)- ¿Dónde está? Sigue derecho, cuadra, dobla, a la izquierda, a la derecha, al lado de, en la esquina, cerca de, lejos de, aquí, allí

8. **En el restaurante** (At the restaurant)- ¿Qué te gustaría?, Me gustaría, el sándwich, la sopa, la ensalada, la pizza, las papas fritas, la hamburguesa (con queso), el bistec, el pollo, la cuenta, la propina, el menú, el agua, el refresco, la limonada, el té, el café, caro, barato
9. **Cosas para comprar** (Things to buy)- los recuerdos, las fotos, las artesanías, las tarjetas postales, el papel picado, las máscaras, los disfraces

Structures:

1. The verb *necesitar*- necesito, necesitas, necesitamos
2. The verb *costar*- cuesta, cuestan
3. The verb *ir*- voy, vas, vamos
4. The verb *comprar*- compro, compras, compramos
5. Estar + preposition
6. Hay

Suggested Activities:

1. Students are given a suitcase to pack and items from which to choose. Given specific weather situations, they decide what they need and what they do not need to pack (necesito, no necesito).
2. Arrange a city in the classroom by placing pictures of places on the walls or desks.
3. Students practice asking where they are going and where places are and then following the directions to get to each place.
4. Set up a marketplace and give students money to use to purchase items. Students should practice using ¿Cuánto cuesta? and bartering techniques. They can be provided with a list of items that need to buy and a budget with which to make the purchases.

Culture:

1. Bull-fighting
2. Bargaining

In addition, each quintile will have a different cultural focus based on the time of year and the events taking place in various Spanish-speaking countries.

Assessment:

Embedded throughout the unit, are various assessments that are used to diagnose instructional needs, plan instruction, assess progress, and communicate progress to others. The assessments encompass the interpersonal, interpretive, and presentational modes of communication and are both authentic and multi-dimensional. Assessments include interviews between students, skit presentations, surveys, role-playing, and vocabulary quizzes. Work samples are collected throughout the duration of the unit and evaluated through teacher-designed rubrics and/or checklists.

The culminating project for the unit, titled "Me voy de vacaciones" is a performance assessment task. Students will role play one of four scenarios with a partner that, when presented in order, create a short play. As students will not know which scenario they will present, the class should be given two days to practice the different scenarios with various partners before presentations. The teacher will provide a map that students can use to give directions when necessary.

Scenario 1: You are leaving for vacation at the end of the week and have questions regarding your trip. With a partner, role play a phone conversation between you and your travel agent. Find out what the weather is like (at least three expressions), what clothes you will need (at least four), places or events you can go to (at least three), and ask how much the hotel costs. Thank the travel agent for their help.

Be prepared to ask and answer the following questions. Sample responses have been provided.

- ¿Qué tiempo hace en Madrid?
Hace buen tiempo.
Hace sol.
Es ochenta grados.
- ¿Qué ropa necesito?
Necesitas pantalones cortos, camisetas, sandalias, zapatos, y un traje de baño.
- ¿Qué hay para hacer allí?
Hay un museo, una plaza de toros, y fuegos artificiales.
- ¿Cuánto cuesta el hotel?
Cuesta trescientos cincuenta euros.

Scenario 2: You have arrived at your hotel but your luggage was lost by the airline. You are hungry and you need to buy some new clothes. With a partner, role play a conversation between you and the manager of the hotel. Say you need to buy clothes and ask where the clothing store is. Ask if the store is cheap or expensive. Say you are hungry. Tell the manager what you like to eat. Ask for directions to the restaurant from the clothing store. The manager will say where the clothing store is and if it is cheap or expensive. Ask the guest what food he/she likes to eat and then provide the name of a restaurant. The manager will also provide directions from the clothing store to the restaurant.

Be prepared to ask and answer the following questions. Sample responses have been provided.

- ¿Dónde está la tienda de ropa?
Está a dos cuadras de aquí, cerca del café.
- ¿Es cara o barata?
Es muy barata.
- ¿Qué te gusta comer?
Me gustan las ensaladas y los sándwiches.
- ¿Dónde está el restaurante?
Dobla a la derecha y sigue derecho por dos cuadras. Dobla a la izquierda en la calle Verde y el restaurante Oro está en la esquina.

Scenario 3: You call your mom/dad/friend to talk about your vacation. Role play a phone conversation in which you talk about your plans for the day. Greet each other and find out how the other is doing. Your mom/dad/friend asks you where you are going today. Respond with at least three places or events that you are going to. Your mom/dad/friend asks if you are taking a

particular type of transportation. You respond by stating how you will get to each destination. Your mom/dad/friend asks what you are going to do at each place. Respond with an appropriate activity. Close the conversation with an appropriate leave-taking expression.

Be prepared to ask and answer the following questions. Sample responses have been provided.

- ¿Cómo estás?
Estoy muy bien, gracias.
Estoy así-así.
- Adónde vas hoy?
Voy al mercado.
Voy a los fuegos artificiales.
Voy a la plaza de toros.
- ¿Vas en metro?
Sí, voy en metro porque está cerca del hotel.
No, voy a pie.
- ¿Qué vas a hacer?
En el mercado, voy a comprar recuerdos.
En la plaza de toros, voy a mirar una corrida de toros.
En los fuegos artificiales, voy a sacar fotos.

Scenario 4: You are at the marketplace shopping for souvenirs. Role play a conversation with the vendor. Greet each other and find out how the other is doing. Comment on the day's weather (at least three expressions). The vendor will ask what you need. State you need to buy souvenirs. The vendor asks you what you would like. Express at least three different things that you would like to buy. Ask how much they cost and when a price is provided, state it is too expensive and then bargain for a price (at least two exchanges before agreeing on a price). Ask for directions to your next destination and then thank the vendor. Close the conversation with an appropriate leave-taking expression.

Be prepared to ask and answer the following questions. Sample responses have been provided.

- ¿Cómo estás?
Estoy muy bien, gracias.
Estoy así-así.
- ¿Qué necesitas?
Yo necesito comprar recuerdos.
- ¿Qué te gustaría comprar?
Me gustaría comprar...
- ¿Cuánto cuestan?
Cuestan cincuenta y cinco euros.
- ¿Dónde está la plaza de toros?

Está a tres cuadras de aquí. En la esquina, dobla a la derecha en la calle Azul. Sigue derecho por tres cuadras. La plaza de toros está a la izquierda.

Students should be given two class periods to practice the scenarios with several different partners before presenting to the class. During presentations, students will listen for specific information from each conversation and record it on a teacher-created chart. A teacher-made rubric is utilized to evaluate individual student achievement of their presentational skills, use of the target language and language mechanics. In addition to the project specific rubric, students should also be assessed using the ACTFL rubric to determine proficiency.

8th Grade Elective Pacing Guide

Unit	Time Period
1. Un rato con los amigos	30 days
2. Vamos a la escuela	30 days
3. Comer en familia	27 days
4. En el centro	26 days
5. Bienvenido a nuestra casa	22 days
6. Mantener un cuerpo sano	25 days

Unit I: Un Rato con los Amigos
Amount of Time: ~ 30 days

Months: September-October

Standards Addressed:

7.1.NH.A.1, 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.1, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.1, 7.1.NH.C.2, 7.1.NH.C.4

Brief Description of Unit:

The purpose of this unit is to communicate basic information about oneself. Students will learn to express where they are from, activities they like, and what they like and do not like. Students will also learn about the Spanish-speaking population in the United States.

Driving Questions:

1. How can I better understand what I hear and read when I have just begun learning a new language?
2. How do I make myself clearly understood when speaking and writing?
3. How do I start, carry on and end a conversation more effectively?
4. In what ways are Spanish-speaking teens similar to and different from me?

Enduring Understandings:

1. One must consistently practice listening, speaking, reading, and writing a foreign language to gain proficiency and therefore communicate effectively.
2. How we communicate personal information in the target language is important to be able to clearly express things about oneself.
3. There are similarities and differences among teens from different cultures which ultimately affect and shape language and the way we communicate with each other.

Skills:

Students will be able to...

- talk about activities
- say what they like and do not like to do
- describe where they are from
- describe themselves and others
- identify people and things

Knowledge:

Vocabulary

- activities
- snack foods and drinks
- adjectives

Structures

- subject pronouns and ser
- using "de" to describe from where you come
- using "gustar" with an infinitive

- using definite and indefinite articles
- noun-adjective agreement

Culture

- Latino cultural elements in San Antonio and Miami

Performance Assessment:

The culminating project for the unit, titled “Quién será yo?” is a performance assessment task and includes the use of technology, written responses, and individual oral presentations. Students synthesize target vocabulary and concepts of the *Un rato con los amigos* unit through the development of a Google Slides presentation. The teacher presents the context of the assessment:

Unidad 1: Proyecto Final **¿Quién será yo?**

MGM Studios has contacted you. They are interested in making a movie about your life. They would like some input into who should portray you. Using student collected digital photos, create a Google Slides presentation that includes the following information:

- A picture of you
- Pictures of three actors or actresses that could portray you in a movie
- For each picture, outline the person’s name, two physical traits, two personality traits, two things that the person likes to do
- The information should be presented on the slides using bullets, not sentences.

Por ejemplo:



- **Anne Hathaway**
- **New York**
- **dark-haired/pretty**
- **smart/athletic**
- **sing/run**

When you present, the bulleted information is used as cues:

Anne Hathaway es de New York. Ella es morena y bonita. Es inteligente y atlética. Le gusta cantar y correr.

Each student will present their slides to the class using the bulleted information to guide them as they express the information in complete Spanish sentences. At the end of the presentation, the

class will vote on which actor or actress should portray the student based on the information presented about them.

A teacher-made rubric is utilized to evaluate individual student achievement of their presentational skills, use of the target language and language mechanics. In addition to the project specific rubric, students should also be assessed using the ACTFL rubric to determine proficiency.

Unit II: Vamos a la escuela

Amount of Time: ~30 days

Months: November-December

Standards Addressed:

7.1.NH.A.1, 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.1, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.1, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.4

Brief Description of Unit:

The purpose of the unit is to communicate information about the daily life of a student. Students will learn how to talk about their schedules, tell time, describe classes and classroom objects, where they are going and how they feel. Students will also learn what school life is like in a Spanish-speaking country.

Driving Questions:

1. How can I better understand what I hear and read when I have just begun learning a new language?
2. How do I make myself clearly understood when speaking and writing?
3. In what way does school life in Spanish-speaking countries compare or contrast to school life in the United States?

Enduring Understandings:

1. One must consistently practice listening, speaking, reading, and writing a foreign language to gain proficiency and therefore communicate effectively.
2. How we communicate personal information in the target language is important to be able to clearly express things about ourselves.
3. Although there are many differences in school life, students in all countries need to study the same basic courses in order to be successful in life.

Skills:

Students will be able to...

- talk about daily schedules
- ask and tell time
- say what they have and what they have to do
- say what they do and how often they do things
- describe classroom and classroom objects
- say where things are located
- say where they are going
- talk about how they feel

Knowledge:

Vocabulary

- class subjects
- telling time
- frequency words
- numbers from 11-100

- classroom objects
- feelings
- places in the school

Structures:

- tener and tener que + infinitive
- present tense of regular –ar verbs
- el verbo estar
- question construction
- el verbo ir

Culture:

- information about Latin American schools, typical school dress, and the school year

Performance Assessment:

The culminating project for the unit, titled “Esta es mi escuela” is a performance assessment task and includes the use of technology, written responses, and individual oral presentations.

Students synthesize target vocabulary and concepts of the Vamos a la escuela unit through the development of a Google Slides presentation. The teacher presents the context of the assessment:

Unidad 2: Proyecto Final
Esta es mi escuela

Imagine you are a new student that just moved here from a Spanish-speaking country. What would you want to know about your new school? Working with a partner, create a Google Slides presentation that would introduce a new student to Marlton/DeMasi Middle School. Include pictures and the following information:

- A Welcome Slide (¡Bienvenidos a la escuela Marlton/DeMasi Middle!)
- A general description of the school
- The time you arrive at school
- What classes students have
- Introduction of the principal, vice-principal, nurse, and guidance counselor using at least three descriptive words for each person.
- A description of your favorite teacher and class, giving reasons why it is your favorite and what you have to do to get good grades in that class.
- What supplies (los útiles escolares) a new student would need
- Location of various places within the school (gym, nurse’s office, cafeteria, library)

Each group will share their presentation with the class. A teacher-made rubric is utilized to evaluate individual student achievement of their presentational skills, use of the target language and language mechanics. In addition to the project specific rubric, students should also be assessed using the ACTFL rubric to determine proficiency.

Unit III: Comer en Familia

Amount of Time: ~27 days

Months: January and February

Standards Addressed:

7.1.NH.A.1, 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.1, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.4

Brief Description of Unit:

The purpose of the unit is to communicate information about food and family. Students will learn how to talk about foods and beverages, ask questions, say which foods they like or do not like, talk about their family, and make comparisons. Students will also learn about traditional cooking in Puerto Rico and El Salvador as well as grocery shopping.

Driving Questions:

1. How can I better understand what I hear and read when I have just begun learning a new language?
2. How do I make myself clearly understood when speaking and writing?
3. How do I start, carry on and end a conversation more effectively?
4. How do historical influences affect the food that people eat?

Enduring Understandings:

1. One must consistently practice listening, speaking, reading, and writing a foreign language to gain proficiency and therefore communicate effectively.
2. How we communicate personal information in the target language is important in order to clearly express things about oneself.
3. The foods people eat and how they are prepared are directly related to historical influences in that different types of food come from different parts of the world. When the explorers came to the Americas and the island countries they brought with them foods native to their own country, which then became part of the cuisine in the New World.

Skills:

Students will be able to...

- talk about food and beverages
- ask questions
- say which foods they like and do not like
- talk about family
- ask and tell ages
- express possession
- give dates
- make comparisons

Knowledge:

Vocabulary

- food
- meals
- family

- numbers from 200-1,000,000
- months of the year

Structures

- gustar with nouns to express likes and dislikes
- present tense of regular –er and -ir verbs
- el verbo hacer
- possessive adjectives
- expressing dates of birth
- making comparisons

Culture

- information about mealtime traditions and how historical influences affect food and how it is prepared

Performance Assessment:

The culminating project for this unit is a Picture Based Discussion that will be completed with a partner and incorporates the use of technology, written responses, and oral presentations. The teacher presents the context of the assessment:

Unidad 3: Proyecto Final **Esta es nuestra familia**

Imagine that you and a classmate are siblings. What is your family like? Is Adam Levine your dad? Is Donald Trump your grandfather? Create a family tree that shows who your family members are and other relevant information. This visual will be the basis for your Picture Based Discussion presentation. Your visual can be a Google Slide presentation or a poster and must include the following:

- Pictures of at least six family members (including yourselves)
- Dates of birth in Spanish format (DD/MM/YEAR)
- Ages in digit format
- Pictures of food each family member likes

For the presentation piece, each of you will be responsible for talking about yourself and two other family members using the visual to guide you as you present the information in complete Spanish sentences. For each family member, state the following:

- Name
- Age
- Date of birth
- Physical description (at least two adjectives)
- Personality description (at least two adjectives)
- The foods they like (at least three)
- Compare to another family member

Each pair will share their presentation with the class. A teacher-made rubric is utilized to evaluate individual student achievement of their presentational skills, use of the target language and language mechanics. In addition to the project specific rubric, students should also be assessed using the ACTFL rubric to determine proficiency.

Unit IV: En el centro
Amount of Time: ~26 days

Months: February-March

Standards Addressed:

7.1.NH.A.1, 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.6, 7.1.NH.B.1, 7.1.NH.B.1, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.4, 7.1.NH.C.5

Brief Description of Unit:

The purpose of the unit is to communicate information about shopping and getting around in a city. Students will learn how to talk about clothing they want to buy and what they wear during the various seasons, events and places they go, how they get places and what they are going to do. Students will also learn about shopping traditions in Spain and Guatemala.

Driving Questions:

1. How can I better understand what I hear and read when I have just begun learning a new language?
2. How do I make myself clearly understood when speaking and writing?
3. How do I start, carry on and end a conversation more effectively?
4. How do local markets reflect the culture of an area?

Enduring Understandings:

1. One must consistently practice listening, speaking, reading, and writing a foreign language to gain proficiency and therefore communicate effectively.
2. How we communicate personal information in the target language is important to be able to clearly express things about ourselves.
3. Goods sold in food and craft markets reflect local agriculture and native materials, eating habits and cuisine, artistic talent and traditions, and various needs and interest of people in the community.

Skills:

Students will be able to...

- talk about clothes they want to buy
- say what they wear in different seasons
- describe places and events in town
- talk about types of transportation
- say what they are going to do
- order from a menu

Knowledge:

Vocabulary

- clothes
- stores
- colors
- seasons
- places to go

- means of transportation
- ordering a meal

Structures

- e (ie stem-changing verbs)
- direct object pronouns
- o (ue stem-changing verbs)
- e (i stem-changing verbs)

Culture

- information about shopping and marketplaces in Spain and Guatemala

Performance Assessment:

The culminating project for this unit is a role-play activity that will be completed with a partner and incorporates the use of written responses and oral presentations. The teacher presents the context of the assessment:

Unidad 4: Proyecto Final ¿Qué quieres hacer hoy?

You and a friend are talking about plans for the day and are unable to agree on what you want to do. Create a conversation that revolves around the idea that one person is making suggestions about what you **can** do, what you **want** to do, or what you **prefer** to do (ex., movie theater). They give reasons why you should go (you want to see the new Beauty and the Beast movie) and the other person has an excuse for not wanting to do that (ex., you do not want to see Beauty and the Beast). A counter plan is then suggested (you want to see The Boss Baby). This process is then repeated two more times before a final suggestion is made that you both agree on.

Ex. A: We can go to the movies. I want to see Beauty and the Beast.

B: I don't want to see Beauty and the Beast. I prefer to see The Boss Baby.

A: Do you want to go to the park? We can play soccer.

B: I don't like soccer. Can we skateboard?

A: I don't have a skateboard. I need new shoes. We can go to the mall...

You will be given one class period to plan and practice the scenario with your partner before presenting to the class.

Each pair will present their skit to the class. During presentations, students will listen for specific information from each conversation and record it on a teacher-created chart. A teacher-made rubric is utilized to evaluate individual student achievement of their presentational skills, use of the target language and language mechanics. In addition to the project specific rubric, students should also be assessed using the ACTFL rubric to determine proficiency.

Unit V: Bienvenido a nuestra casa

Amount of Time: ~22 days

Months: March-April

Brief Description of Unit:

The purpose of this unit is to communicate information about the house and typical household activities. Students will learn to talk about their house and items found within, how they plan parties, and what chores and responsibilities they have. Students will also compare and contrast types of housing and landscapes in the United States and Ecuador.

Standards Addressed:

7.1.NH.A.1, 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.1, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.4

Driving Questions:

1. How can I better understand what I hear and read when I have just begun learning a new language?
2. How do I make myself clearly understood when speaking and writing?
3. How do I start, carry on and end a conversation more effectively?
4. How does a country's location in the world make it unique?
5. How do landscapes reflect a community's way of life?

Enduring Understandings:

1. One must consistently practice listening, speaking, reading, and writing a foreign language to gain proficiency and therefore communicate effectively.
2. How we communicate personal information in the target language is important to be able to clearly express things about oneself.
3. The place in which each country is geographically located is unique due to various factors including landscape, climate, and physical characteristics.
4. Landscapes can indicate the economic level of a community and the type of terrain that surrounds it.

Skills:

Students will be able to...

- describe a house and household items
- indicate the order of things
- describe people and locations
- plan a party
- talk about chores and responsibilities
- tell someone what to do
- tell about their actions using the past tense

Knowledge:

Vocabulary

- rooms of a house
- furniture
- household items

- household chores
- party activities

Structures

- different uses of ser and estar
- use of ordinal numbers
- irregular verbs: dar, decir, poner, salir, traer, y venir
- affirmative tu commands
- acabar de + infinitive

Culture

- information about housing and landscape in Ecuador and Argentina

Performance Assessment:

The performance assessment task for this unit is called “Casa se vende” which incorporates technology and reflects the unit goals and the vocabulary and structures presented. The teacher will present the context of the assessment.

Unidad 5: Proyecto Final Casa se vende

Your teacher wants to buy a vacation house in a Spanish-speaking country. They provide you with a list of their requirements for the house (ex., in the mountains, in a city, number of bedrooms, close to a beach). Research properties and create a computer generated “For Sale” ad similar to the examples on pages 264-265 in Avancemos. Include the following elements in bullet (not sentence) format:

- a picture of the house
- the price
- a short description of the location including any geographical features
- a short description of local attractions
- the rooms in the house
- the “realtor’s” name and contact information

Each student will present their ad to the class using the bulleted information to guide them. The teacher and the class will have the opportunity to ask questions of the presenter about the house. Students will also listen for specific information from each presentation and record it on a teacher-created chart. After all of the ads have been presented they will be compared to the requirements given by the teacher and he/she will decide which house they would like to buy. A teacher-made rubric is utilized to evaluate individual student achievement of their presentational skills, use of the target language and language mechanics. In addition to the project specific rubric, students should also be assessed using the ACTFL rubric to determine proficiency.

Unit VI: Mi rutina diaria
Amount of Time: ~25 days

Months: May-June

Standards Addressed:

7.1.NH.A.1, 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.1, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.1, 7.1.NH.C.2, 7.1.NH.C.3

Brief Description of Unit:

The purpose of this unit is to communicate information about daily routines and how they differ based on the time of year. Students will learn about vacation destinations in Spanish-speaking countries.

Driving Questions:

1. How can I better understand what I hear and read when I have just begun learning a new language?
2. How do I make myself clearly understood when speaking and writing?
3. How do I start, carry on and end a conversation more effectively?
4. How can gestures help to facilitate communication?

Enduring Understandings:

1. One must consistently practice listening, speaking, reading, and writing a foreign language to gain proficiency and therefore communicate effectively.
2. How we communicate personal information in the target language is important to be able to clearly express things about oneself.
3. Effective communication in the target language involves the use of verbal speech in collaboration with non-verbal cues which help to emphasize what is being said.

Skills:

Students will be able to...

- talk about the parts of the body
- talk about a typical day
- talk about what they are doing
- talk about their daily routine while on vacation

Knowledge:

Vocabulary

- parts of the body
- daily routine
- personal care items

Structures

- present progressive
- reflexive pronouns and reflexive verbs

Culture

- information about vacation destinations in Spanish-speaking countries

Performance Assessment:

The performance assessment task for this unit is called "Mi rutina diaria" and reflects the unit goals and the vocabulary and structures presented.

Unidad 6: Proyecto Final Un día en la vida de.../A Day in the Life of...

You will be creating a video documenting what a famous person/character does in their everyday life.

With a partner, decide who you would like the portray. Choose ten reflexive actions and eight non-reflexive actions and write sentences in the third person.

Ex. Cinderella wakes up at 7:00 (reflexive). She brushes her teeth (reflexive). She eats breakfast (non-reflexive) and then gets dressed (reflexive).

Use only actions that you and your classmates know. Write sentences for the actor in the first person. Decide who will play the part of the person and who will narrate what is happening.

Your project must include:

_____MINIMUM 20 sentences of narration (3rd person)*

_____MINIMUM 10 sentences of comments by the actor (1st person)*

_____Props and/or costume (what you need will depend on who you choose)

_____vocabulary learned in class.

*Ex. If the narrator says "She is hungry. She eats breakfast." then the actor could say, "I'm eating breakfast." and pretend to eat a bowl of cereal.

You will have three class periods to plan and film your video before presenting to the class. The oral presentation will be assessed by the teacher utilizing a teacher-created rubric. The rubric assigns point values for use of the language, oral language skills, and presentation skills. In addition to the project specific rubric, students should also be assessed using the ACTFL rubric to determine proficiency.

INSTRUCTIONAL STRATEGIES

INSTRUCTIONAL STRATEGIES

In order to achieve the goals of our World Language curriculum and address the various learning styles and multiple intelligences of all our students, teachers must maintain a repertoire of appropriate, effective, and flexible strategies and resources. Students are introduced to hands-on experiences involving simulations, tasks, and immersion in the language and culture. The units of study at each grade level give students the opportunity to experience the language in meaningful contexts. Major tasks and culminating events are embedded in each unit to provide authentic situations for students to apply the use of language in real-life contexts. Rather than an abundance of teacher-centered activities in the Spanish classroom, the use of pair work, group work and cooperative learning is used as often as possible to allow more students to use Spanish for longer periods of time in a non-threatening learning environment where the objective is communication and not merely correction of error.

By employing varied and engaging strategies appropriately, teachers assist students in applying Spanish to their everyday lives. Strategies include use of visuals, artifacts, manipulatives, surveys, interviews and skits. The following table describes many of the instructional strategies that are implemented in our World Language classrooms.

Within the World Language classroom, teachers will have a variety of types of learners. These students will range from those who are extremely comfortable with learning a foreign language and who excel at both production and comprehension, to those who are extremely reluctant to learn and use it.

World Language instructors will hold high expectations for all students regardless of their aptitude for second language learning. In order for all children to perform at their personal best, differentiation of instruction is essential. This may include, but is not limited to the following strategies:

- Providing multiple assignments within each unit, tailored for students of different levels of achievement.
- Allowing students to choose, with the teacher's guidance, ways to learn and how to demonstrate what they have learned.
- Permitting students to opt out of material they already know and progress at their own pace through new material.
- Structuring class assignments so they require high levels of critical thinking but permit a range of responses.
- Creating learning centers with activities geared to different learning styles, readiness and levels of interest.
- Providing students with opportunities to explore topics in which they have strong interest and find personal meaning.

Whether teachers differentiate content, process, or product, responding to the unique needs of learners is a paramount part of implementing the World Language curriculum at all grade levels.

The following instructional strategies table incorporates strategies and suggestions from professional literature, internet resources, NJSLS, and Evesham professionals.

INSTRUCTIONAL STRATEGIES

Resource	Description	Suggestions for Application
Carouseling	A brainstorming activity where learners travel from station to station as in carousel motion sharing, recording, and reporting ideas or participating in activities.	<ul style="list-style-type: none"> • At each station, the learners will record a response to a specific teacher-guided prompt.
Cooperative learning	Small heterogeneous groups of learners working together to achieve a common goal.	<p><u>Suggested structures:</u></p> <ul style="list-style-type: none"> • Think – Pair – Share • Investigation • Partner quiz • Team interview • Peer tutoring
Display Devices	Interactive, visual, conceptually-oriented devices that incorporate student involvement (art reproductions, bulletin boards, posters, PowerPoint).	<ul style="list-style-type: none"> • Present concepts • Motivate interest • Stimulate discussion • Synthesize concepts • Invite student contributions
Fiction and Non-Fiction Print Material	Various literary forms that are integrated to increase depth and breadth of understanding of World Language concepts.	<ul style="list-style-type: none"> • Connect World Language concepts through exposure to related literature. • Analyze world situations based upon news articles. • Utilize print materials to research particular areas of interest or need. • Analyze primary and secondary sources for legitimacy and validity.
Flexible Grouping	Utilization of a variety of grouping options, including cooperative groups, whole class, small group, partners and individuals, to achieve goals and concepts.	<ul style="list-style-type: none"> • Participate in several different grouping options in order to analyze, synthesize, investigate, challenge, and defend as it relates to concepts in World Language.

Resource	Description	Suggestions for Application
Games	Motivational activities that introduce, reinforce, and review skills. Examples: Bingo, Buzz, Concentration, Jeopardy, 7 Up, Hangman, etc.	<ul style="list-style-type: none"> • Participate in teacher/student-created games. • Participate in interactive computer games. • Participate in appropriate commercially-developed games related to World Language concepts.
Graphic Organizers	Pictorial devices demonstrating World Language concepts that help the learner organize, comprehend, summarize, and synthesize information. Examples: charts, graphs, tables, diagrams, flowcharts, maps.	<ul style="list-style-type: none"> • Timeline • Problem/solution outline • Network • Cycle • Venn diagram • Tree diagram • Mindmap • Web • Ranking ladder • K-W-L chart
Jigsawing	Each student becomes an “expert” on one topic by working with members from other teams. Upon returning to their team, each “expert” teaches the home group.	<p><u>May be used for the following:</u></p> <ul style="list-style-type: none"> • Comparing aspects of Hispanic cultures • Acquiring new World Language concepts • Reviewing concepts learned • Learning and sharing different points of view
K-W-L	Survey students’ knowledge of World Language concepts and set purposes for learning. <ul style="list-style-type: none"> • <u>K</u>now (what I already know) • <u>W</u>hat I want to find out • <u>L</u>earn (after lesson/unit what new information was learned) 	<p><u>Use K-W-L chart to:</u></p> <ul style="list-style-type: none"> • Access prior knowledge about a World Language topic. • Develop questions to investigate. • Summarize/evaluate learning.
Making Models	Models, dioramas, posters, and other projects created by students to increase interest in and understanding of World Language concepts.	<ul style="list-style-type: none"> • Create representations • Synthesize concepts • Stimulate discussion

Resource	Description	Suggestions for Application
Media	Observe, integrate, and evaluate information that brings the real world into the classroom.	<ul style="list-style-type: none"> • CD-ROM • Computers • DVD • TV • Recording devices • Audio-visual devices • Overhead transparencies • Listening centers • Internet • United Streaming
Questioning	<p>Purposeful questions require students to use thinking skills; questions can be organized according to Bloom's Taxonomy, higher and lower level, open and closed.</p> <ul style="list-style-type: none"> • Know goal; select context • Plan questions • Phrase questions clearly • Allow flexibility • Avoid yes/no questions • Allow wait time (at least 3 seconds) • Avoid saying learner's name before the questions • Select learners randomly • Use positive feeling tone • Respond positively to all answers • Use probing techniques to elicit more thorough responses • Redirect and rephrase • Use learner's questions for instruction 	<ul style="list-style-type: none"> • Ask higher-level, open-ended questions (How & Why) • Allow students to react to and rephrase other responses
Research	Use of various World Language materials to answer questions about a topic.	<ul style="list-style-type: none"> • Extend knowledge of a specific topic • Utilize reference materials to learn about areas of interest or need • Present new information to whole class

Resource	Description	Suggestions for Application
Role Playing	Students express and reinforce themes throughout the unit.	<ul style="list-style-type: none"> • Puppets • Props • Cue cards
Show-and-Tell / Museum	A designated area of the classroom used to display real-world objects reflective of the World Language culture or special student presentations.	<ul style="list-style-type: none"> • Students collect various culturally authentic objects and explain their significance
Storytelling	Students and/or teacher narrate from a culturally authentic text.	<ul style="list-style-type: none"> • Cadena (chain story) • Storybooks • Hand-crafted books
Surveys / Interviews	Students conduct surveys or interviews to practice speaking and listening related to various themes and/or concepts.	<ul style="list-style-type: none"> • Ask and answer target questions • Create interview questions
Tools and Manipulatives	Concrete materials such as puppets, artifacts, costumes, models, and clay.	<ul style="list-style-type: none"> • Explore relationships: human, environmental, cultural • Create: three-dimensional representations • Identify/Locate: geographic regions • Compare/Contrast: cultural regions, families, governments
Total Physical Response (TPR)	Students respond to verbal stimuli through physical action. In an effectively structured Spanish classroom, the other skills of speaking, reading and writing will follow in natural progression.	Teacher and students use gestures to reinforce the meaning of words and phrases in the target language.
Using Modeling/ Demonstrations	The act of demonstrating the behavior or activity that is to be elicited from the learner.	<p><u>Teacher can model:</u></p> <ul style="list-style-type: none"> • An activity that learners will replicate. • A demonstration to motivate interest, present a World Language concept for discussion or reflection. • Involve learners in a simulation.

ASSESSMENT

ASSESSMENT

Student assessment is paramount for observing and describing performance, diagnosing instructional needs, ascertaining progress, planning instruction and communicating progress to others.

A variety of assessment strategies are used to adequately monitor and evaluate individual children's development of Spanish in the areas of speaking, listening, reading, and writing. Assessment strategies and tools closely match instructional strategies and activities, both in format and design.

Assessment is ongoing and multi-dimensional; both driving instruction and evaluating progress. Formative assessment allows teachers to monitor student understanding as they become knowledgeable about the Spanish language. Summative assessment ensures that students are attaining their grade-level proficiencies, and acquiring mastery of information to help them use the language at a novice level. Both forms of assessment are embedded into the units of study.

Feedback from assessment tasks assists students in setting goals and becoming independent learners. Effective assessment holds students accountable for their learning. Toward this end, assessment needs to be meaningful to both students and teachers, and authentic in nature.

District-wide assessments, also referred to as common assessments, are utilized in all subject areas to both inform instruction, as well as determine proficiency of skills in particular subject areas. These assessments provide consistency across classrooms and grade level/departments. They may take the form of traditional assessments or performance tasks, but more commonly use standardized administration and scoring procedures to help maintain validity, reliability, and fairness. Typically, teachers administer common assessments to all students in the same course and grade level in the district at prescribed intervals, which vary by subject area. Common assessment instruments measure proficiency on subsets of standards and might include writing samples, literary responses, end-of-unit assessments, open-ended problems/questions, laboratory investigations, and projects.

The assessment strategies that follow are utilized by World Language teachers to assist in assessing and evaluating student progress.

Assessment Strategies

Strategy	Description
Checklists	A checklist is constructed to target skills and provide a systematic record for each student's performance. This checklist may list behaviors, skills, or attitudes, and can have point values assigned to specific behaviors being assessed.
Interviews	The teacher and student interact in a dialogue using the target language. The teacher ascertains the student's proficiency level, using a predetermined set of criteria.
Work samples	These include written responses, projects, journal entries, pictorial records, etc. of tasks completed.
Observation	The teacher closely watches students' behaviors in learning situations, checks for evidence of understanding, and processes the information to make ongoing instructional decisions.
Open-Ended Responses	Students are given a situation related to a World Language concept and are asked to write a response. This written response is then read and evaluated according to a predetermined set of criteria contained in a rubric. Typically, there are a variety of possible answers and the students' level of competency/understanding is measured by the support and explanation given in the response.
Oral presentations or demonstrations	These presentations by students provide opportunities for students to demonstrate their understanding of World Language. These can be assessed formally or informally, and involve using a rubric or checklist reflecting criteria being assessed.
Problem-solving based investigations	A problem is posed which has multiple solutions. Students develop appropriate methods to solve the problem. They may work individually or within a group. The teacher can observe, question, or interview students as they work. Students are expected to generate a product, such as a drawing, display, table, graph, or written explanation. This will be shared upon completion of the investigation.
Project tasks	A specific task is assigned to apply World Language concepts using a predetermined set of criteria. Students may work individually or in a group.
Questioning	Questions are asked to evaluate students' thinking and reasoning. The questions must require students to think about social studies and provide opportunities to discover and validate ideas.

Strategy	Description
Tests	The following tests may be used to assess student learning: <ul data-bbox="541 240 1213 347" style="list-style-type: none">• Appropriate teacher-made tests and quizzes• Student-made tests• Midterm and final exams

APPENDICES

Appendix A:
ACTFL PROFICIENCY GUIDELINES

Appendix B:
NCSSFL AND ACTFL 'CAN DO' STATEMENTS

Appendix C:
21ST CENTURY LIFE AND CAREER SKILLS

21st CENTURY LIFE AND CAREER SKILLS

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

In Evesham, 21st century life and career skills focus on enabling student to make informed decisions that will prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace. Therefore, these life and career skills are integrated across the K-8 curriculum in various subject areas, where appropriate. It is our goal to build a solid foundation for the high school that foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1 and 9.2 which are outlined below:

Career Ready Practices

These following practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in

order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Appendix D: REFERENCE ARTICLES

Reference Articles

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