PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

SPANISH 3-1

Length of Course: Term

Elective/Required: Required

Schools: High Schools

Eligibility: Grades 9-12

Credit Value: 5 credits

Date Approved: August 25, 2014

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"Modifications will be made to accommodate IEP mandates for classified students."

WORLD LANGUAGES PROGRAM

<u>STATEMENT OF PURPOSE</u>

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

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

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

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DEPARTMENTAL PHILOSOPHY

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

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

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

4.   The study of another language leads to an *interdisciplinary view* of the curriculum. Our goal is to have every student begin language study as early as possible in an interdisciplinary environment.

**New Jersey Core Curriculum Content Standard
for
World Languages**

INTRODUCTION

World Languages Education in the 21st Century

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

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

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

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

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

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

Intent and Spirit of the World Languages Standard

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

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

Language Proficiency Levels

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

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

- Intermediate-High Level: Students communicate using connected sentences and paragraphs to
- handle complicated situations on a wide-range of topics.
- Advanced-Low Level: Students communicate using paragraph-level discourse to handle complicated
- situations on a wide-range of topics.

Realistic Grade-Level Targets for Benchmarked Proficiency Levels

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

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

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

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

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

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

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

Realistic Grade-Level Targets for Benchmarked Proficiency Levels

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

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

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

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

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

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

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

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

ACTFL Anticipated Performance Outcomes

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

Visual Representation of Anticipated Performance Outcomes as described in the

ACTFL Performance Guidelines for K-12 Learners
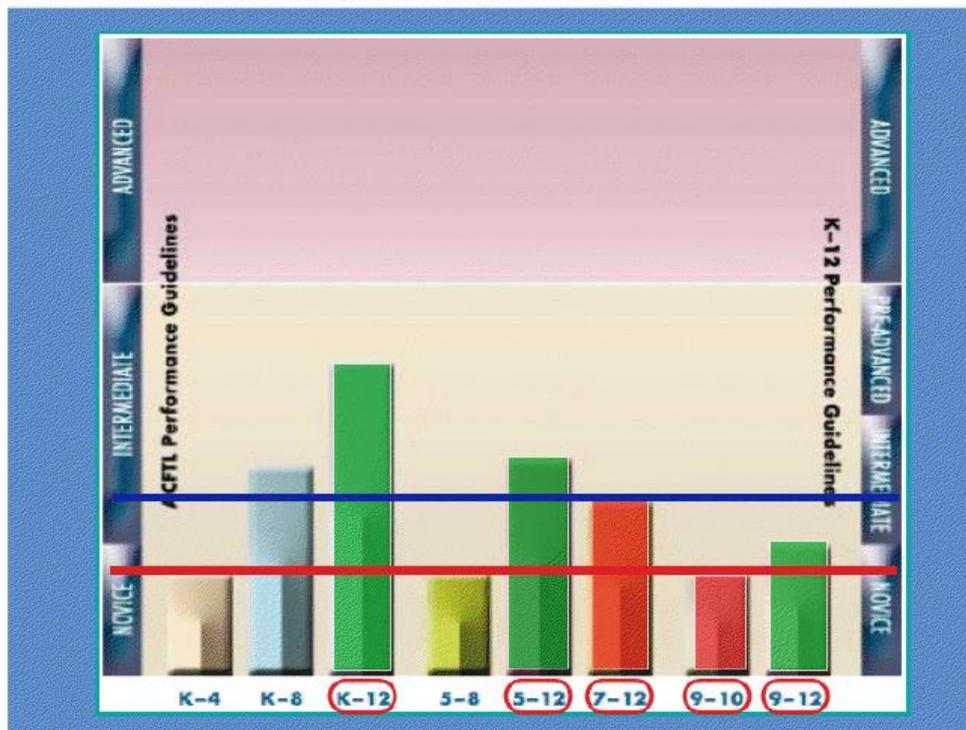
Philosophy and Goals

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

and is meant to be inclusive for all languages taught in New Jersey schools. With regard to the implementation of the world languages standard for particular languages or language groups:

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

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

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

Revised Standard

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

- The communication and culture standards have been combined into one standard that continues to be organized by proficiency levels, but now also encompasses a broader spectrum of proficiency levels.

- World languages content is both linguistic and cultural, and includes personal and social topics and concepts as well as ideas from other content areas. Both linguistic and cultural content statements have been added for each strand to provide a context for the cumulative progress indicators (CPIs) at each proficiency level.

- Linguistic content varies and is dependent on the mode of language use. Proficiency does not occur at the same rate for all students in all skill areas. (See the results of the Foreign Language Assistance Program Grant Project, which are contained in the report, Policy, Assessment, and Professional Development: Results from a Statewide Study.) For example, a student may perform at the Novice- High level in reading and the Intermediate-Low level in speaking.

- Cultural content recurs across the modes of communication because communication always occurs within a cultural context. The 21st-century themes identified in the Partnership for 21st Century Skills Framework are incorporated in many of these content statements. Students spiral through this content with increasing depth and sophistication as they attain higher levels of language proficiency. Therefore, the extent to which a theme is addressed at a given point in time depends on age- and developmental appropriateness as well as on proficiency level.

- Integration of technology within the CPIs necessitates its use as a tool in instruction and assessment.

One World Languages Standard

The reorganization of the previous world languages standards into one revised standard reflects the framework, graphically depicted below, that was developed for the 2004 National Association of Educational Progress (NAEP) in foreign languages.
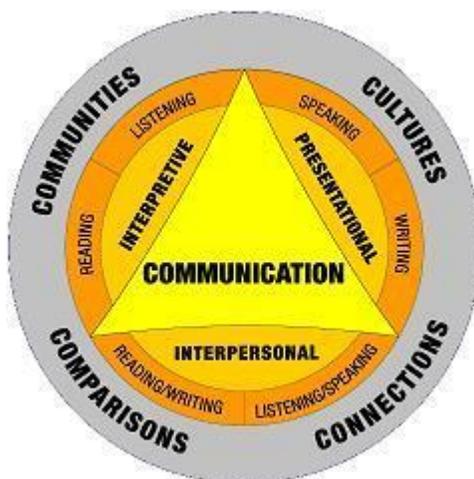
The NAEP graphic illustrates that the overarching goal of language instruction is the development of students' communicative skills (the central "C" of five Cs in the graphic is for "communication"). Students should be provided ample opportunities to engage in conversations, present information to a known audience, and interpret authentic

materials in the language of study. In addition, to develop linguistic proficiency, a meaningful context for language use must be established. The four Cs in the outer ring of the graphic (cultures, connections, comparisons, and communities) provide this meaningful context for language learning. These contexts stress (1) the teaching of culture; (2) the study and reinforcement of content from other disciplines; (3) the comparison of target and native languages and cultures; and (4) opportunities to interact with native speakers of languages. As such, the four context Cs serve as the basis for instructional activities and are fully embedded within the world languages communication objectives.

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

Three Strands

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

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

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpretive mode (scroll down to video #1).

- Click Wisconsin Project: Modes of Communication.

Strand B reflects the **Interpersonal Mode** of communication, in which students engage in direct oral and/or written communication with others. Examples of this "two-way" communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

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

- Click Wisconsin Project: Modes of Communication.

Strand C reflects the **Presentational Mode** of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include a presentation to a group, posting an online

video or webpage, creating and posting a podcast or videocast, and writing anarticle for a newspaper.

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

- Click Wisconsin Project: Modes of Communication.

The Role of Grammar in the World Languages Class

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

Education in World Languages: Advocacy and Resources

- Information regarding federal grants for implementing standards-based world languages programs may be found on the Foreign Language Assistance Program (FLAP) or the Joint National Committee for Languages (JNCL) websites. JNCL also provides advocacy materials.

- The American Council on the Teaching of Foreign Languages (ACTFL) provides extensive research related to the ways that language learning benefits students by supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures.

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

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

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

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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.

Interpretive Mode

Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator(CPI)
Novice-High	**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: • 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	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.

	words when used in familiar contexts. **Cultural:** - Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) - The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) - Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) - Human and animal migration are often	7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
		7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
		7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
		7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
		7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

	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: likes/dislikes, pastimes, schedules, and travel.) • Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.) • Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and		

	contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) • Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)		

Interpersonal Mode

Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator(CPI)
Novice-High	**Linguistic:** The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the **sentence** level and can *use words, lists, and simple sentences*independently to: • Ask and answer questions related to	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.

	everyday life.
	
	• Handle simple transactions related to everyday life:
	
	    o Initiate, maintain, and end a conversation.
	
	    o Ask for and give permission.
	
	    o Express needs.
	
	    o Give reasons.
	
	    o Request, suggest, and make arrangements.
	
	    o Extend, accept, and decline an invitation.
	
	    o Express an opinion and preference.
	
	Cultural:
	The Novice-High Cultural Content Statements remain the same for all the strands.
		7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

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

Presentational Mode

Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator(CPI)

Novice-High	**Linguistic:**
	The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the **sentence** level and can *use words, lists, and simple sentences*independently to:
	
	• Handle simple transactions related to everyday life:
	
	    o Express needs.
	
	    o Give reasons.
	
	    o Express an opinion and preference.
	
	    o Request and suggest.
	
	Cultural:
	The Novice-High Cultural Content Statements remain the same for all the strands.
		7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

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

HOW TO SELECT CULTURALLY AUTHENTIC MATERIALS BASED ON PROFICIENCY LEVEL

NOVICE-MID TEXTS

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

NOVICE-HIGH TO INTERMEDIATE-MID TEXTS

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

INTERMEDIATE-HIGH TEXTS

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

ADVANCED-LOW TEXTS

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

Novice-Mid Level

☐ Blogs
☐ Brochures
☐ Calendars and schedules
☐ Children's stories and poems related to novice contexts
☐ Directions
☐ Highly contextualized advertisements from a target country publication (print or online)
☐ ID cards ☐ Maps
☐ Menus
☐ Movie schedules
☐ Online weather reports
☐ Report cards
☐ Simple biographies from a target culture magazine (print or online)
☐ Simple letters or email correspondence

☐ Social networking sites
☐ Sports schedules
☐ Stories/songs
☐ Student schedules

Novice-High Through Intermediate-Mid Level

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

Intermediate-High Level

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

Advanced-Low Level

In addition to all above texts:
☐ Editorials
☐ Novels

Suggested culturally authentic texts for interpretive listening/viewing tasks:

Novice-Mid Level

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

Novice-High Through Intermediate-Mid Level

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

Intermediate-High Level

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

Advanced-Low Level

In addition to all above texts:
☐ Full-length movies

THEMATIC UNITS

La rutina diaria y el camping

Un viaje en tren

El restaurante

Las celebraciones

La tecnología

Unit Title: La rutina diaria y el camping

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

7.1.NH.A.1 - 7.1.NH.A.6   Interpretive
7.1.NH.B.1 - 7.1.NH.B.5   Interpersonal
7.1.NH.C.1 - 7.1.NH.C.5   Presentational

Unit Objectives/Conceptual Understandings: (Students will understand that)
Students will understand how to discuss their daily routines and the items used regularly.
Students will understand when to use reflexive verbs.
Students will understand that Spanish-speaking countries have many national parks just like the U.S.
Students will understand that there are different ways of making polite requests.

Essential Questions:
What are some events that form a part of our daily lives?
Why is nature important to human beings?
What do you do to feel more connected with nature?

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

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
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 daily routines, body parts,	-daily routine activities -reflexive verbs in the present tense -items used to get ready in the morning and to get ready for bed -body parts	Use reflexive verbs in the present tense to discuss what they and others do to get ready in the morning and to get ready for bed in the evening. Discuss items used in daily routine activities. Name parts of the body.	"Así se dice" textbook – - Vocabulario 1 - Vocabulario 2 - Gramática - Conversación - Lectura - Un poco más - Chapter 2 activities pages 40-63.	"Así se dice" teacher tools- - Chap. 2 Quizzes - Chap. 2 Tests - Chap. 2 On-line assessments -Participation and dialogues

Unit Title: La rutina diaria y el camping (cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	Assessment Check Points
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	
7.1.NH.A.2 - Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response with reflexive verbs, daily routine activities and camping activities. 7.1.NH.A.3 - Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.A.4 - Identify people, places, objects, and activities in daily life based on oral or written descriptions of daily routine items, camping gear, things/places in a national park. 7.1.NH.A.5 - Demonstrate comprehension of short conversations and brief written messages on familiar topics related to daily routines, body parts, camping activities, national parks. 7.1.NH.A.6 - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials regarding daily .	-camping equipment -camping activities -when to use reflexive verbs -stem changing reflexive verbs -commands beginning with "favor de…"	Discuss basic camping equipment necessary for a camping trip. Discuss activities they and others can do during a camping trip. Use reflexive verbs when appropriate. Make request beginning with "favor de…". Compare/contrast/critique products used for daily routine activities from Spanish-speaking countries. (Connections can also be made to U.S. products marketed in Spanish) Present information on activities and amenities at campgrounds in different Spanish-speaking countries. Present information on activities, sights and natural characteristics of national parks in Spanish-speaking countries.	"Así se dice" workbook- - Activities: pages 2.3 – 2.12 - Listening Activities: pages 2.13 – 2.18 Chapter Project (Los parques nacionales) Teacher´s Edition pg. 34C Research daily routine products available in other countries. Students may create projects advertising those products, using daily routine vocabulary. National park websites Reasearch on national parks and campgrounds in Spanish-speaking countries. Comparisons: U.S. national parks vs. national parks in Spanish-speaking countries.	-Writing tasks -Performance assessment tasks -Homework -Projects

Unit Title: La rutina diaria y el camping (cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
camping and national parks 7.1.NH.B.1 - Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences associated with camping, daily routines and body parts. 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 involving reflexive verbs and daily routine activities. 7.1.NH.B.3 - Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.B.4 - Ask and respond to questions, make requests, and express preferences in various social situations like "favor de.." requests. 7.1.NH.B.5 - Converse on a variety of familiar topics and/or topics studied in other content areas.				

Unit Title: La rutina diaria y el camping (cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
7.1.NH.C.1 - Recombine basic information at the word and sentence level related to daily routines, campgrounds and national parks to create a multimedia-rich presentation to be shared virtually with a target language audience. 7.1.NH.C.2 - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays orally or in writing using daily routines, camping activities, and "favor de…" requests. 7.1.NH.C.3 - Describe in writing daily routine items, camping items, places in a national park. 7.1.NH.C.4 - Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing using daily routines. 7.1.NH.C.5 - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices: national parks in Spanish-speaking camping equipment and activities.				

Unit Title: La rutina diaria y el camping (cont.)

Resources:	Instructional Adjustments:
Schmitt, Conrad J. ¡Así se dice!, Columbus, Ohio: McGraw Hill Glencoe, 2012 Camping sights web pages. National Parks web pages.	Modify materials/instruction based on student needs and abilities (textbook suggests modifications for students at different levels). Modify materials/instruction for learners according to legal requirements. Textbook suggested differentiated instruction based upon multiple intelligences.

Unit Title: Un viaje en tren

Targeted Standards: **NJ World Class Standards** **Content Area: World Languages** **7.1.NH.A.1 - 7.1.NH.A.6   Interpretive** **7.1.NH.B.1 - 7.1.NH.B.5   Interpersonal** **7.1.NH.C.1 - 7.1.NH.C.5   Presentational** **Unit Objectives/Conceptual Understandings:** (Students will understand that) Students will understand how to purchase different kinds of train tickets. Students will understand how to explain steps they followed to travel by train. Students will understand that Spanish-speaking countries have train systems like the U.S. and explore similarities and differences. Students will understand how to use irregular preterite verbs. **Essential Questions:** Why do we like to go places that we have never been to before? How does traveling expand our horizons? What do you need to feel at home in a new place? **Unit Assessment:** Chapter 3 Assessments (Quizzes, tests, informal assessments) Projects and presentations

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
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 train travel.	-places within a train station -things you see in a train station -train vocabulary -how to buy a train ticket -parts of a train	Identify parts of a train station. Use a website to buy a train ticket. Identify the parts of a train. Discuss activities that take place at a train station and on a train.	"Así se dice" textbook – - Vocabulario 1 - Vocabulario 2 - Gramática - Conversación - Lectura - Un poco más - Chapter 3 activities pp. 74-97	"Así se dice" teacher tools- - Chap. 3 Quizzes - Chap. 3 Tests - Chap. 3 On-line assessments -Participation and dialogues

Unit Title: Un viaje en tren (cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
7.1.NH.A.2 - Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response about train station vocabulary and activities related to train travel. 7.1.NH.A.3 - Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.A.4 - Identify people, places, objects, and activities in daily life based on oral or written descriptions for people, places, things at a train station and on a train. 7.1.NH.A.5 - Demonstrate comprehension of short conversations and brief written messages related to train travel. 7.1.NH.A.6 - Identify the main idea and other significant ideas in readings from age- and level-appropriate using culturally authentic materials regarding train travel.	-how to plan a train trip, including train changes -Irregular verbs in the preterite: hacer, querer, venir, poder, poner, saber, estar, andar, tener, decir -be familiar with train systems in Spanish-speaking countries	Read train maps and use map keys to gather information. Put events in order related to train travel. Use train system maps to plan multiple destination train travel. Ask and answer questions to buy train tickets and ask for and give information related to train travel. Use train service websites in Spanish from Spanish-speaking countries (as well as NJ Transit or Amtrak websites for comparisons/connections) to buy tickets, gather information and read rail maps. Create plans for a trip based on train travel, giving information about train trips, cities, sites to visit and hotel/hostel information.	"Así se dice" workbook- - Activities: pages 3.3 – 3.16 - Listening Activities: pp. 3.17 – 3.22 Train system websites from Spanish-speaking countries. Chapter Project (Un recorrido en tren) Teacher´s Edition pg. 68C Spanish language travel, hotel websites Research websites suggesting places to visit in the cities they will travel to. Comparisons: Amtrak vs. train systems in Spanish Speaking countries Connections: Math word problems involving train travel	-Writing tasks -Performance assessment tasks -Homework -Projects

Unit Title: Un viaje en tren (cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
7.1.NH.B.1 - Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences about gathering and giving information useful for train travel 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 like: Giving verbal directions and instructions for buying train tickets, and finding out specific information regarding schedules, destinations and travel. 7.1.NH.B.3 - Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language for frequently used expressions when traveling by train. 7.1.NH.B.4 - Ask and respond to questions, make requests, and express preferences in various social situations regarding train travel 7.1.NH.B.5 - Converse on a				

Unit Title: Un viaje en tren (cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
variety of familiar topics and/or topics studied in other content areas about traveling by train. 7.1.NH.C.1 - Recombine basic information at the word and sentence level related to planning a train trip by creating a multimedia-rich presentation to be shared virtually with a target language audience. 7.1.NH.C.2 - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using vocabulary orally or in writing explaining how to buy train tickets and use a train network. 7.1.NH.C.3 - Describe in writing people and things from the home and school environment to identify train station vocabulary. 7.1.NH.C.4 - Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing about what they did in order to buy train tickets and travel by train. 7.1.NH.C.5 - Tell or write about				

Unit Title: Un viaje en tren (cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
cultural products associated with the target culture(s), and simulate common cultural practices about train systems from Spanish-speaking countries.				

Resources:	Instructional Adjustments:
Schmitt, Conrad J. ¡Así se dice!, Columbus, Ohio: McGraw Hill Glencoe, 2012 Train system web pages Travel web pages	Modify materials/instruction based on student needs and abilities (textbook suggests modifications for students at different levels) . Modify materials/instruction for learners according to legal requirements. Textbook suggested differentiated instruction based upon multiple intelligences.

Unit Title: El restaurante

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

7.1.NH.A.1 - 7.1.NH.A.6   Interpretive
7.1.NH.B.1 - 7.1.NH.B.5   Interpersonal
7.1.NH.C.1 - 7.1.NH.C.5   Presentational

Unit Objectives/Conceptual Understandings: (Students will understand that)
Students will understand how to order food and beverages in a restaurant.
Students will understand that different regions of the world have typical foods that are universal in many restaurants across the area.
Students will understand that menus are organized differently and restaurant etiquette is different in Spanish-speaking countries.
Students will understand that the passive "se" voice can be used to describe typical situations.

Essential Questions:
Why do you think there are restaurants in every part of the world and in every culture?
What do we expect when eating at a restaurant in a different country for the first time?
Have you imagined what would be different about a restaurant experience in a Spanish-speaking country?

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

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
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 restaurants and restaurant	-people and things in a restaurant -things you see on a restaurant menu (sections and foods) -table settings, silverware, other table items -typical dishes common in	Identify people and things in a restaurant. Use a website to decide what items to order at a restaurant. Identify things you see on a restaurant menu (sections and foods).	"Así se dice" textbook – - Vocabulario 1 - Vocabulario 2 - Gramática - Conversación - Lectura - Un poco más Chapter 4 activities pp. 108-129.	"Así se dice" teacher tools- - Chap. 4 Quizzes - Chap. 4 Tests - Chap. 4 On-line assessments -Participation and dialogues

Unit Title: El restaurante (cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
menus.

7.1.NH.A.2 - Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response regarding activities that take place in a restaurant.

7.1.NH.A.3 - Recognize some common gestures and cultural practices associated with target culture(s): How to get a waiter's attention, table gestures, etc.

7.1.NH.A.4 - Identify people, places, objects, and activities in daily life based on oral or written descriptions for people, things and foods at a restaurant.

7.1.NH.A.5 - Demonstrate comprehension of short conversations and brief written messages related to eating at a restaurant.

7.1.NH.A.6 - Identify the main idea and other significant ideas in readings from age- and level-appropriate using culturally authentic materials regarding | -present tense stem-changing verbs

-descriptions of foods, explaining why they like/dislike dishes and giving opinions about them

-passive voice with "se"

-expressions used to order at a restaurant

-know the difference between appropriate tip amounts in the U.S. vs. Spanish-speaking countries

-asking for and giving information at a restaurant

-reading/understanding a simple recipe

-writing recipes using the passive voice: "se corta, se pone, se hierve, etc." restaurants in different Spanish-speaking countries | Discuss activities that take place at a restaurant.

Identify table settings, silverware, other table items.

Use present tense stem-changing verbs to discuss ordering at a restaurant.

Describe foods, explain why they like/dislike different dishes and give their opinions of them.

Use and follow simple recipes to make, or explain how to make dishes.

Ask and answer questions to order meals and find out information in a restaurant.

Calculate tips in the U.S. and Spanish-speaking countries.

Use Spanish language restaurant websites from the U.S. and Spanish-speaking countries to discuss/compare typical foods from the U.S. and other countries.

Create a recipe book compiling | "Así se dice" workbook-

- Activities: pages 4.3 – 4.12
- Listening Activities: pp. 4.13 – 4.18

Chapter Project (libro de cocina hispana) Teacher´s Edition pg. 102C

Restaurant websites from Spanish-speaking countries and Spanish language websites in the U.S.

Spanish language travel and hotel websites

Research on sites to discover typical foods at restaurants in different countries

Comparisons: Typical dishes in the U.S. and Spanish-speaking countries.

Connections: 1. Math word problems involving restaurant checks and tips 2. Chemistry and recipes | Writing tasks

-Performance assessment tasks

-Homework

-Projects |

Unit Title: El restaurante (cont.)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
restaurant and food related topics. 7.1.NH.B.1 - Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on gathering and giving information useful for ordering at a restaurant and giving opinions about food. 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 like ordering a meal at a restaurant and the execution of a simple recipe. 7.1.NH.B.3 - Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language for frequently used expressions when ordering at a restaurant and expressing opinions about foods. 7.1.NH.B.4 - Ask and respond to questions, make requests, and		recipes made by the students that represent the typical sections of a menu in Spanish-speaking countries and containing dishes that are typical of different countries, using the passive voice in the creations of the recipes.		

Unit Title: El restaurante (cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
express preferences in various social situations regarding eating at a restaurant. 7.1.NH.B.5 - Converse on a variety of familiar topics and/or topics studied in other content areas about restaurants and food. 7.1.NH.C.1 - Recombine basic information at the word and sentence level related to presenting and executing simple recipes by creating a multimedia-rich presentation to be shared virtually with a target language audience. 7.1.NH.C.2 - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using vocabulary orally or in writing demonstrating how to order at a restaurant, and how to execute a simple recipe. 7.1.NH.C.3 - Describe in writing people and things from the home and school environment to identify people and things in a restaurant.				

Unit Title: El restaurante (cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
7.1.NH.C.4 - Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing about eating at a restaurant or executing a recipe. 7.1.NH.C.5 - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices about typical foods served at restaurants in Spanish-speaking countries and the U.S.				

Resources: Schmitt, Conrad J. ¡Así se dice!, Columbus, Ohio: McGraw Hill Glencoe, 2012 Restaurant/menu webpages Recipe web pages	Instructional Adjustments: Modify materials/instruction based on student needs and abilities (textbook suggests modifications for students at different levels) . Modify materials/instruction for learners according to legal requirements. Textbook suggested differentiated instruction based upon multiple intelligences.

Unit Title: Las celebraciones

Targeted Standards:

NJ World Class Standards
Content Area: World Languages

7.1.NH.A.1 - 7.1.NH.A.6   Interpretive
7.1.NH.B.1 - 7.1.NH.B.5   Interpersonal
7.1.NH.C.1 - 7.1.NH.C.5   Presentational

Unit Objectives/Conceptual Understandings: (Students will understand that)
Students will understand that holidays are celebrated around the world.
Students will understand that different regions in the world have various ways to celebrate special days and occasions.
Students will understand that the imperfect can be used to talk about the way things used to be or what used to happen.

Essential Questions:
Why do people celebrate holidays?
What is the difference between a day that is special for only one person or one family and a day that is special for a whole country or region?

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

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
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 holidays and celebrations.	-names of celebrations in Spanish and what people celebrate during each of them -things you see and use during a celebration -activities that are common during different celebrations	Identify names of celebrations in Spanish and what people celebrate during each of them. Use a website to discover celebrations that are new to students from Spanish-speaking countries. Identify and discuss activities	"Así se dice" textbook – - Vocabulario 1 - Vocabulario 2 - Gramática - Conversación - Lectura - Un poco más - Chapter 5 activities pp. 138-163	"Así se dice" teacher tools- - Chap. 5 Quizzes - Chap. 5 Tests - Chap. 5 On-line assessments -Participation and dialogues

Unit Title: Las celebraciones (cont.)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
7.1.NH.A.2 - Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response regarding holidays and celebrations

7.1.NH.A.3 - Recognize some common gestures and dances associated with celebrations and cultural practices of the target culture(s).

7.1.NH.A.4 - Identify people, places, objects, and activities in daily life based on oral or written descriptions for items, music, traditions and artifacts associated with different celebrations.

7.1.NH.A.5 - Demonstrate comprehension of short conversations and brief written messages related to holidays and celebrations.

7.1.NH.A.6 - Identify the main idea and other significant ideas in readings from age- and level-appropriate using culturally authentic materials regarding celebrations and holidays. | -facts about celebrations in Spanish-speaking countries

-typical clothing, foods, artifacts and traditions for specific celebrations in different Spanish-speaking countries and regions

-imperfect tense -ar verbs

-imperfect tense -er and -ir verbs

-imperfect tense of irregular verbs: ser, ir and ver

-information about what used to happen during celebrations in the past

-information telling how things became a tradition or custom

-expressions used to express good wishes, congratulations or condolences

-facts about what used to happen on important dates and occasions and what they used to like about past celebrations

-dance steps for popular | that are common during different celebrations.

Identify typical clothing, foods, artifacts and traditions for specific celebrations in different Spanish-speaking countries.

Use imperfect tense verbs to discuss how things used to be and what they used to like during past celebrations.

Use imperfect tense verbs to discuss what used to happen during past traditions and customs that have created current holidays and celebrations.

Congratulate, offer condolences and express good wishes for celebrations of different kinds.

Narrate memories of holidays in the past using the imperfect tense.

Compare and contrast celebrations in the U.S. with celebrations in Spanish-speaking countries.

Demonstrate dance steps for | "Así se dice" workbook-

-    Activities: pages 5.3 – 5.14
-    Listening Activities: pp. 5.15 – 5.18

Chapter Project (Un calendario hispano) Teacher´s Edition pg. 134C

Websites from Spanish- speaking countries and Spanish language websites in the U.S. that discuss holidays and holiday traditions.

Comparisons: Typical holidays and celebrations in the U.S. and in Spanish-speaking countries

Connections: 1. History: origins of holidays in historical events 2. Physical Education: dance steps | -Writing tasks

-Performance assessment tasks

-Homework

-Projects |

Unit Title: Las celebraciones (cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
7.1.NH.B.1 - Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on gathering and giving information about holidays and celebrations. 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 such as dancing and planning a holiday celebration. 7.1.NH.B.3 - Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language for frequently used expressions associated with celebrating a holiday. 7.1.NH.B.4 - Ask and respond to questions, make requests, and express preferences in various social situations regarding holidays and celebrations 7.1.NH.B.5 - Converse on a variety of familiar topics and/or topics studied in other content areas about holidays and	dances such as Salsa, Merengue, Bachata, Vallenato, etc. and/or dance steps for a traditional dance for a specific celebration -differences and similarities between celebrations and holidays in the U.S. and Spanish-speaking countries	popular dances such as Salsa, Merengue, Bachata, Vallenato, etc. and/or dance steps for a traditional dance for a specific celebration. Plan a celebration for a holiday from a Spanish-speaking country, making sure to include foods, artifacts, music and traditions that will be part of the celebration as well as suggestions for how the guests are to dress and activities that will comprise the celebration. Use Spanish language websites from the U.S. and Spanish-speaking countries to discuss/compare typical holidays from the U.S. and other countries.		

Unit Title: Las celebraciones (cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
celebrations. 7.1.NH.C.1 - Recombine basic information at the word and sentence level related to planning or presenting facts gathered about a holiday celebration by creating a multimedia-rich presentation to be shared virtually with a target language audience. 7.1.NH.C.2 - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using vocabulary orally or in writing that can be used for holidays and celebrations. 7.1.NH.C.3 - Describe in writing people and things from the home and school environment to identify artifacts, activities, clothing, foods, dances and other traditions associated with specific holidays and celebrations. 7.1.NH.C.4 - Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing about holidays and celebrations.				

Unit Title: Las celebraciones (cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
7.1.NH.C.5 - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices regarding holidays and celebrations.				

Resources:	Instructional Adjustments:
Schmitt, Conrad J. ¡Así se dice!, Columbus, Ohio: McGraw Hill Glencoe, 2012 Webpages that give information about holidays and celebrations. Videos/visual instructions for dance steps.	Modify materials/instruction based on student needs and abilities (textbook suggests modifications for students at different levels) . Modify materials/instruction for learners according to legal requirements. Textbook suggested differentiated instruction based upon multiple intelligences.

Unit Title: La tecnología

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

7.1.IL.A.1 - 7.1.IL.A.6   Interpretive
7.1.IL.B.1 - 7.1.IL.B.5   Interpersonal
7.1.IL.C.1 - 7.1.IL.C.5   Presentational

Unit Objectives/Conceptual Understandings: (Students will understand that)
Students will understand that specific technological language terms are used in Spanish as well as in English.
Students will understand that this technological language is necessary to talk about websites, social media and other electronic media.
Students will understand that the imperfect and preterite tenses are necessary to talk about and narrate events that happened in the past.

Essential Questions:
What role does technology play in our lives?
What are some positive and negative aspects of technology?
In what ways do you use technology on a daily basis?

Unit Assessment:
Chapter 6 Assessments (Quizzes, tests, informal assessments)
Projects and presentations

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
7.1.IL.A.1 - Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to technology.

7.1.IL.A.2 - Demonstrate comprehension of oral and written instructions connected to daily activities through | -parts of a computer

-activities related to navigating a computer and its files and programs

-vocabulary related to receiving sending and email

-vocabulary related to cell phones and things you can do | Identify the parts of a computer and computer accessories and discuss what each is used for.

Use appropriate language to discuss websites and how to navigate them.

Use appropriate language to discuss using the computer and its programs. | "Así se dice" textbook –

- Vocabulario 1
- Vocabulario 2
- Gramática
- Conversación
- Lectura
- Un poco más
- Chapter 6 activities pp. 174-195. | "Así se dice" teacher tools-

- Chap. 6 Quizzes
- Chap. 6 Tests
- Chap. 6 On-line assessments

-Participation and dialogues |

Unit Title: La tecnología (cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	Assessment Check Points
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	
appropriate responses.

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.

7.1.IL.A.4 - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 - Demonstrate comprehension of conversations and written information regarding technology.

7.1.IL.A.6 - Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.

7.1.IL.A.7 - Infer the meanings of a few unfamiliar words in new contexts. | with them

-vocabulary related to phone calls and how to use proper etiquette on the phone

-vocabulary related to other social media

-imperfect tense of -er and -ir verbs involving mental activities or conditions: creer, desear, querer, tener ganas de, sentir, pensar, preferir, poder, saber, gustar

-imperfect and preterite tense verbs in the same sentence

-imperfect and preterite verbs to retell events that happened through social media, and through cell phone technology

-different technologies present and past and their uses | Discuss reasons why people use cell phone and what they do with them.

Make phone calls using appropriate vocabulary and expressions.

Discuss social media and its uses with the appropriate vocabulary.

Use the appropriate imperfect tense verbs and expressions to discuss activities that used to happen.

Use the imperfect tense to talk about mental conditions.

Use the preterite and imperfect tenses in the same sentence to appropriately discuss things that happened simultaneously in the past and to discuss events that modify or describe other events.

Narrate events that happened using the preterite and imperfect tenses, social media and other electronic tools to retell and modify the past events.

Discuss different types of | "Así se dice" workbook-

-    Activities: pages 6.3 – 6.16
-    Listening Activities: pp. 6.17 – 6.21

Chapter Project (Un sitio Web) Teacher´s Edition pg.168C

Websites from Spanish- speaking countries and Spanish language websites in the U.S. to navigate and explore web surfing in the target language.

Email pages formatted in Spanish to learn to navigate email service in the target language.

Students choose images they have stored on their phones or through social media to share a story/event/series of events, using the imperfect and preterite tenses to retell the events to the class.

Comparisons: Explore the Spanish language versions of websites they visit often and compare them to the English language version of the website. | -Writing tasks

-Performance assessment tasks

-Homework

-Projects |

Unit Title: La tecnología (cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
7.1.IL.A.8 - Compare and contrast unique linguistic elements in English and the target language. 7.1.IL.B.1 - Use digital tools to participate in short conversations and to exchange information related to technology. 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. 7.1.IL.B.3 - Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s) and language in familiar situations. 7.1.IL.B.4 - Ask and respond to factual and interpretive questions of a personal nature related to technology. 7.1.IL.B.5 - Engage in short conversations about personal experiences, events or topics studied in other content areas.		technologies present and past, and how technology has improved peoples´ lives as well as its advantages and disadvantages.		

Unit Title: La tecnología (cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
7.1.IL.C.1 - Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on technology to be shared virtually with a target language audience. 7.1.IL.C.2 - Present student-created and/or authentic short plays, skits, poems, songs, stories or reports. 7.1.IL.C.3 - Use language creatively to respond in writing to a variety of oral or visual prompts. 7.1.IL.C.4 - Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing. 7.1.IL.C.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.				

Unit Title: La tecnología (cont.)

Resources:	Instructional Adjustments:
Schmitt, Conrad J. ¡Así se dice!, Columbus, Ohio: McGraw Hill Glencoe, 2012 Spanish-language websites.	Modify materials/instruction based on student needs and abilities (textbook suggests modifications for students at different levels) . Modify materials/instruction for learners according to legal requirements. Textbook suggested differentiated instruction based upon multiple intelligences.