

Berlin Borough School District

CURRICULUM GUIDE
World Language
Spanish
K-8



BERLIN COMMUNITY SCHOOL
Berlin, New Jersey

“Where students discover their potential!”

Mission Statement

The Mission of Berlin Community School, an active partnership between school and community, is to provide broad and balanced educational opportunities in a nurturing environment designed to challenge all students to strive for personal excellence, achieve the New Jersey Core Curriculum Content Standards, and become responsible citizenship in an evolving global society.

New Jersey Student Learning Standards 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 requirement for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation for entrance into postsecondary programs or 21st-century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans.

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

Revised Standard

Although the Standard for World Languages was adopted in 2009, it only became fully operational as of September 2012. Following the revision of the Standard groups of educators convened to develop support materials to assist other educators in implementing the Standard. These resources include the Classroom Application documents, the 21st Century Model Unit, the World Language Standard in Action documents, and the Model Curriculum. These materials contain instructional guidance and assessment examples to help educators in implementing the Standard with fidelity. Furthermore, the New Jersey Educator Resource Exchange provides a venue for educators to share additional support materials.

In *Outliers: The Story of Success* (2008), Gladwell emphasizes the role that practice plays in improving performance. By readopting the Standard in its current form with minor changes, educators have the opportunity to improve their practice by focusing on a target that remains constant. The intent of the Department is to continue to provide resources to assist

educators. Thus, the annotated glossary and related resources component, while still connected to the Standard, has been removed as part of the Standard and will serve as a living document that can be updated as appropriate.

We know that when students have the opportunity to transfer skills across content areas the learning becomes deeper and more enduring. There is a strong link between the New Jersey Students Learning Standard for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and the New Jersey Student Learning Standard for World Languages.

Language Proficiency Levels

Unlike other content areas, the world languages standard is benchmarked by proficiency levels. In this iteration of the standard, grade level performance benchmarks are also included. Below is a chart from *ACTFL Performance Descriptors for Language Learners 2012* that shows how assessing for performance is different from assessing for proficiency.

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) and is supported by more recently released documents including the [ACTFL Performance Descriptors for Language Learners 2012](#) and [ACTFL Proficiency Guidelines 2012](#).

Below is a short summary of each proficiency level included in the standard document:

- **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 Performance 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) and the language they are studying. For example, students studying a language with a different writing or grammar system and few if any cognates or loan words may require additional time to acquire the language at the same proficiency level as students studying a language with many cognates or loan words and the same writing or similar grammar system. Other factors that correlate to the development of proficiency include the age and cognitive development of the students and literacy in their first language.

The chart below comes from the *ACTFL Performance Descriptors for Language Learners 2012* and visually depicts general approximation of performance for all students. As time and intensity of program are directly related to the development of proficiency the chart reflects elementary programs that meet for at least 90 minutes a week in a standards-based program and middle school and high school programs that meet daily for the equivalent of a class period.

A Note about Preschool Learners: Like other young learners, preschool students learn world languages with the goal of reaching the Novice-Mid level by third or fourth grade. However, the focus of language learning for preschool students may differ from the focus of language learning for students in grades K-2.

Philosophy and Goals

The 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) and the summary of the *World-Readiness Standards for Learning Languages*. 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.

Selecting Culturally Authentic Materials

Included in the 2009 Standard for World Languages was a chart on how to select culturally authentic materials based on proficiency level. In *Implementing Integrated Performance Assessment*, Adair-Hauck, Glisan, & Troyan offer more current considerations suggesting that instructors should choose materials based on “CALL-IT”: Context, Age, Linguistic Level and Importance of Task always keeping in mind that it is the task that should be edited not the text.

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 below, 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.” For more on the interpretive mode of communication:

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

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

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

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

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

The Role of Grammar in the World Language 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 world language 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.

Content Area	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.		
Strand	Interpretive Mode		
Proficiency Level and Grade Level Performance Benchmark	Content Statement	Indicator #	Indicator

<p>Novice-Mid</p> <p>Grades 3-4 for all elementary students; grades 7-8 for students who switch languages in middle school; grade 9 for students who switch languages in high school</p>	<p>Linguistic:</p> <p>The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Cultural:</p> <p>∅ 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.)</p> <p>∅ 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.)</p> <p>∅ Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of</p>	<p>7.1.NM.A.1</p>	<p>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p>
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<p>this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</p> <p>Ø 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.)</p> <p>Ø 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.)</p> <p>Ø Maps, graphs, and other graphic organizers facilitate understanding of</p>	7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
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	<p>information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</p> <p>Ø 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</p>	7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
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development of this understanding should include, but is not limited to: all content areas and popular culture.)

7.1.NM.A.4

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

7.1.NM.A.5

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

<p>Novice-High</p> <p>Grades 5-6 for all students who continue to study the same language throughout elementary school; grades 8-9 for students who switch language in middle school; grades 10-11 for students who switch languages in high school</p>	<p>Linguistic:</p> <p>The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences to:</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 culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should 	<p>7.1.NH.A.1</p>	<p>Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p>
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include, but are not limited to: history, science, economics, and geography.)

Ø 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.)

Ø 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,

7.1.NH.A.2

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

<p>science, geography, social sciences, and distribution of resources.)</p> <p>∅ 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.)</p> <p>∅ 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.)</p> <p>∅ 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.)</p>	<p>7.1.NH.A.3</p>	<p>Recognize some common gestures and cultural practices associated with target culture(s).</p>
<p>∅ 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.)</p>	<p>7.1.NH.A.4</p>	<p>Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p>

Ø 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].)

7.1.NH.A.5

Demonstrate comprehension of short conversations and brief written messages on familiar topics.

Ø 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.)

7.1.NH.A.6

Reserved

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

7.1.NH.A.7

Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.

7.1.NH.A.8

Identify some unique linguistic elements in English and the target language.

<p>Intermediate-Low</p> <p>Grades 8-9 for all students who continue to study the same language throughout elementary school; grades 9-10 for students who switch language in middle school; grades 11-12 for students who switch languages in high school</p>	<p>Linguistic:</p> <p>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 culture deepens understanding of where 	<p>7.1.IL.A.1</p>	<p>Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p>
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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.)

Ø 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.)

Ø Human and animal migration are often

7.1.IL.A.2

Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

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.)

Ø 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.)

Ø 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

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.

schedules, and travel.)

Ø 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.)

Ø 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,

7.1.IL.A.4

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

problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

Ø 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.)

7.1.IL.A.5

Demonstrate comprehension of conversations and written information on a variety of topics.

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.

7.1.IL.A.7

Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8

Compare and contrast unique linguistic elements in English and the target language.

<p>Intermediate-Mid</p> <p>Grades 10-11 for all students who continue to study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grade 12 for students who switch languages in high school</p>	<p>Linguistic:</p> <p>The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of 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 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>7.1.IM.A.1</p>	<p>Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p>
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Ø 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.)

Ø 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.)

7.1.IM.A.2

Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

∅ 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

7.1.IM.A.3

Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

<p>physical fitness activities and common health conditions/problems and remedies.)</p> <p>Ø 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].)</p>	<p>7.1.IM.A.4</p>	<p>Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p>
<p>Ø 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.)</p>	<p>7.1.IM.A.5</p>	<p>Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>

7.1.IM.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.

7.1.IM.A.7

Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.A.8

Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

<p>Intermediate-High</p> <p>Grade 12 for all students who continue to study the same language throughout elementary school</p>	<p>Linguistic:</p> <p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:</p> <ul style="list-style-type: none"> Ø Analyze written and oral text. Ø Synthesize written and oral text. Ø Identify most supporting details in written and oral text. Ø Infer meaning of unfamiliar words in new contexts. Ø Infer and interpret author’s intent. Ø Identify some cultural perspectives. Ø Identify the organizing principle in written and oral text. 	<p>7.1.IH.A.1</p>	<p>Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p>
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<p>Cultural:</p> <p>∅ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (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].)</p> <p>∅ Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not</p>	<p>7.1.IH.A.2</p>	<p>Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p>
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<p>limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</p> <p>Ø Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <p>Ø Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation</p>	7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
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	<p>and business, financial, economic, and entrepreneurial literacy.)</p> <p>∅ Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>∅ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</p>	7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
		7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.

7.1.IH.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.

		7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
		7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.

<p>Advanced-Low</p> <p>Grade 12 for heritage students who continue to study their heritage language throughout K-12 and for some students who have study abroad</p>	<p>Linguistic:</p> <p>The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:</p> <ul style="list-style-type: none"> ∅ Analyze written and oral text. ∅ Synthesize written and oral text. ∅ Identify most supporting details in written and oral text. ∅ Infer meaning of unfamiliar words in new contexts. ∅ Infer and interpret author's intent. ∅ Identify some cultural perspectives. ∅ Identify the organizing principle in 	<p>7.1.AL.A.1</p>	<p>Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.</p>
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<p>opportunities</p>	<p>written and oral text.</p> <p>Cultural:</p> <p>∅ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (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].)</p> <p>∅ Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that</p>	<p>7.1.AL.A.2</p>	<p>Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p>
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	<p>assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</p> <p>Ø Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <p>Ø Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p>	7.1.AL.A.3	<p>Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.</p>
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Ø Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)

Ø Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)

7.1.AL.A.4

Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

		7.1.AL.A.5	Evaluate information from oral and written discourse dealing with a variety of topics.
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		7.1.AL.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.
		7.1.AL.A.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

		7.1.AL.A.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
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Content Area	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.		
Strand	Interpersonal Mode		
Proficiency Level and Grade Level Performance Benchmark	Content Statement	Indicator #	Indicator

<p>Novice-Mid</p> <p>Grades 3-4 for all elementary students; grades 7-8 for students who switch languages in middle school; grade 9 for students who switch languages in high school</p>	<p>Linguistic:</p> <p>The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:</p> <ul style="list-style-type: none"> ∅ Respond to learned questions. ∅ Ask memorized questions. ∅ 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 	<p>7.1.NM.B.1</p>	<p>Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p>
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	<p>the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p> <p>∅ 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.)</p> <p>∅ 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</p>	7.1.NM.B.2	<p>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>
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	<p>home or in restaurants, and wellness practices.)</p> <p>Ø 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.)</p> <p>Ø 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.)</p> <p>Ø Maps, graphs, and other</p>	7.1.NM.B.3	<p>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>
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	<p>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.</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> <p>Ø 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</p>	7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
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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.)

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.

<p>Novice-High</p> <p>Grades 5-6 for all students who continue to study the same language throughout elementary school; grades 8-9 for students who switch language in middle school; grades 10-11 for students who switch languages in high school</p>	<p>Linguistic:</p> <p>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 	<p>7.1.NH.B.1</p>	<p>Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p>
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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.)

Ø 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.)

Ø 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

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.

include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

Ø 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.)

Ø 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

7.1.NH.B.3

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

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

7.1.NH.B.4

Ask and respond to questions, make requests, and express preferences in various social situations.

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].)

Ø 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.)

7.1.NH.B.5

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

<p>Intermediate-Low</p> <p>Grades 8-9 for all students who continue to study the same language throughout elementary school; grades 9-10 for students who switch language in middle school; grades 11-12 for students who switch languages in high school</p>	<p>Linguistic:</p> <p>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"> Ø Ask and answer questions related to everyday life. Ø 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"> Ø Immigration changes both the community of origin and the new community. (Topics 	<p>7.1.IL.B.1</p>	<p>Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p>
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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.)

Ø 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.)

Ø 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,

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.

social sciences, the visual and performing arts, and world literature.)

Ø 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.)

Ø 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.)

7.1.IL.B.3

Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

∅ 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

7.1.IL.B.4

Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

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].)

Ø 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.)

7.1.IL.B.5

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

<p>Intermediate-Mid</p> <p>Grades 10-11 for all students who continue to study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grades 12 for students who switch languages in high school</p>	<p>Linguistic:</p> <p>The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> Ø Ask and answer questions related to everyday life. Ø 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"> Ø Immigration changes both 	<p>7.1.IM.B.1</p>	<p>Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p>
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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.)

Ø 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.)

Ø 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

7.1.IM.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 in familiar and some unfamiliar situations.

include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

Ø 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.)

Ø 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,

7.1.IM.B.3

Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

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

7.1.IM.B.4

Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.

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].)

Ø 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.)

7.1.IM.B.5

Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

<p>Intermediate-High</p> <p>Grade 12 for all students who continue to study the same language throughout elementary school</p>	<p>Linguistic:</p> <p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:</p> <ul style="list-style-type: none"> Ø Infer meaning of unfamiliar words in new contexts. Ø Identify some cultural perspectives. Ø Narrate and describe across a wide-range of topics. Ø Compare and contrast. 	<p>7.1.IH.B.1</p>	<p>Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p>
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<ul style="list-style-type: none">∅ Offer and support opinions.∅ Persuade someone to change a point of view.∅ Make and change plans.∅ Offer advice.∅ Handle a situation with a complication. <p>Cultural:</p> <p>∅ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to:</p>	7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
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	<p>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].)</p> <p>Ø Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</p> <p>Ø Observing and/or</p>	7.1.IH.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
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<p>participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <p>Ø Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation</p>	7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
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<p>and business, financial, economic, and entrepreneurial literacy.)</p> <p>Ø Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Ø Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the</p>	7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
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	development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)	7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.
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<p>Advanced-Low</p> <p>Grade 12 for heritage students who continue to study their heritage language throughout K-12 and for some students who have study abroad opportunities</p>	<p>Linguistic:</p> <p>The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:</p> <ul style="list-style-type: none"> ∅ Infer meaning of unfamiliar words in new contexts. ∅ Identify some cultural perspectives. ∅ Narrate and describe across a wide-range of topics. ∅ Compare and contrast. ∅ Offer and support opinions. ∅ Persuade someone to change a point of view. ∅ Make and change plans. ∅ Offer advice. ∅ Handle a situation with a complication. 	<p>7.1.AL.B.1</p>	<p>Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.</p>
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	<p>Cultural: Ø Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (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</p>	7.1.AL.B.2	Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
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	<p>and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Ø Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</p> <p>Ø Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this</p>	7.1.AL.B.3	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
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	<p>understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <p>Ø Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Ø Modifying a Personalized</p>	7.1.AL.B.4	Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
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	<p>Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Ø Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should</p>	7.1.AL.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
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	include, but are not limited to: history, social sciences, and world literatures.)	7.1.AL.B.6	Use language in a variety of settings to further personal, academic, and career goals.
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Content Area	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.
Strand	Presentational Mode

Proficiency Level and Grade Level Performance Benchmark	Content Statement	Indicator #	Indicator
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<p>Novice-Mid</p> <p>Grades 3-4 for all elementary students; grades 7-8 for students who switch languages in middle school; grade 9 for students who switch languages in high school</p>	<p>Linguistic:</p> <p>The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases 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 	<p>7.1.NM.C.1</p>	<p>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.</p>
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	<p>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.)</p> <p>Ø 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</p>	7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
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	<p>to: foods, shopping, eating at home or in restaurants, and wellness practices.)</p> <p>Ø 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.)</p>	7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
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	<p>Ø 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.)</p> <p>Ø 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.</p> <p>(Content areas that assist in the development of this understanding should include, but are not limited to: history, economics,</p>	7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
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	<p>science, and geography.)</p> <p>Ø 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.)</p>	7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
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<p>Novice-High</p> <p>Grades 5-6 for all students who continue to study the same language throughout elementary school; grades 8-9 for students who switch language in middle school; grades 10-11 for students who switch languages in high school</p>	<p>Linguistic:</p> <p>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>Cultural:</p> <p>∅ 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</p>	<p>7.1.NH.C.1</p>	<p>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.</p>
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society, and related issues.)

Ø 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.)

Ø 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.)

Ø Human and animal

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.

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.)

Ø Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this

7.1.NH.C.3

Describe in writing people and things from the home and school environment.

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

7.1.NH.C.4

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

conditions/problems and remedies.)

Ø 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].)

Ø Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should

7.1.NH.C.5

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

include, but are not limited to: fashion, style, popular music, art, and pastimes.)

<p>Intermediate-Low</p> <p>Grades 8-9 for all students who continue to study the same language throughout elementary school; grades 9-10 for students who switch language in middle school; grades 11-12 for students who switch languages in high school</p>	<p>Linguistic:</p> <p>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 ○ Express needs. ○ Give reasons. ○ Express an opinion and preference. ○ Request and suggest. <p>Cultural:</p> <p>∅ 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.)</p>	<p>7.1.IL.C.1</p>	<p>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.</p>
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<p>∅ 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.)</p> <p>∅ 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</p>	7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
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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.)

Ø 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,

7.1.IL.C.3

Use language creatively to respond in writing to a variety of oral or visual prompts.

geography, social sciences, and distribution of resources.)

Ø 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.)

Ø The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the

7.1.IL.C.4

Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)

Ø 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.)

Ø 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

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.

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].)

Ø 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.)

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.

<p>Intermediate-Mid</p> <p>Grades 10-11 for all students who continue to study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grade 12 for students who switch languages in high school</p>	<p>Linguistic:</p> <p>The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> Ø Handle simple transactions related to everyday life ○ Express needs. ○ Give reasons. ○ Express an opinion and ○ Request and suggest. <p>Cultural:</p> <p>Ø 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.)</p> <p>Ø The study of another</p>	<p>7.1.IM.C.1</p>	<p>Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p>
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<p>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.)</p> <p>Ø 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</p>	7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
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include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

Ø 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.)

Ø 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

7.1.IM.C.3

Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

<p>include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p> <p>Ø 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.)</p> <p>Ø Wellness practices may vary across cultures. (Topics that assist in the</p>	7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
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development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)

Ø 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].)

7.1.IM.C.5

Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

Ø 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.)

<p>Intermediate-High</p> <p>Grade 12 for all students who continue to study the same language throughout K-12</p>	<p>Linguistic:</p> <p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:</p> <ul style="list-style-type: none"> Ø Synthesize written and oral text. Ø Identify some cultural perspectives. Ø Narrate and describe across a wide-range of topics. Ø Compare and contrast. Ø Offer and support opinions. Ø Persuade someone to change a point of view. Ø Offer advice. <p>Cultural:</p> <ul style="list-style-type: none"> Ø Collecting, sharing, and analyzing data related to 	<p>7.1.IH.C.1</p>	<p>Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one’s own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.</p>
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	<p>global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (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].)</p> <p>Ø Being able to view one's own culture through the lens of others assists in understanding global issues.</p>	7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
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<p>(Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</p>	7.1.IH.C.3	Use language creatively in writing for a variety of purposes.
<p>Ø Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p>	7.1.IH.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
<p>Ø Citizens who can communicate in more than one language have</p>		

unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)

Ø Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)

7.1.IH.C.5

Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.

	<p>Ø Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</p>	7.1.IH.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.
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<p>Advanced-Low</p> <p>Grade 12 for heritage students who continue to study their heritage language throughout K-12 and for some students who have study abroad opportunities</p>	<p>Linguistic:</p> <p>The Advanced-Low language learner understands and communicates at the paragraph level and can paragraph-level discourse independently to:</p> <ul style="list-style-type: none"> ∅ Synthesize written and oral text. ∅ Identify some cultural perspectives. ∅ Narrate and describe across a wide-range of topics. ∅ Compare and contrast. ∅ Offer and support opinions. ∅ Persuade someone to change a point of view. ∅ Offer advice. <p>Cultural:</p> <ul style="list-style-type: none"> ∅ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are 	<p>7.1.AL.C.1</p>	<p>Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.</p>
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Spanish Instructional Time by Grade

Grade Level	Contact Time	Frequency	Duration
K-4	45 minutes	Once a week	½ year
5	45 minutes	Once a week	Full year
6	45 minutes	Every other day	Full year
7	45 minutes	Every other day	Full year
8	45 minutes	Every other day	Full year

Month	Content	Skills	Assessment	Materials
September	<p>A. Greetings/Saludos</p> <p>B. Colores/Colors</p> <p>C. Formas/Shapes</p>	<p>A. Select appropriate vocabulary for greetings: hello, goodbye, what's your name</p> <p>B. Recite and identify colors</p> <p>C. Recite and identify shapes</p>	<p>A. Teacher observation</p> <p>A1. Student participation-oral dialogue</p> <p>A2. Rubric-translate, pronunciation and answer correctly</p> <p>B. Question and Answer, student participation and physical responses</p> <p>C. Question and Answer, student participation and physical responses</p>	<p>Teacher generated coloring sheets</p> <p>Video: Rock and learn Spanish</p> <p>CD: De Colores</p> <p>Power Point Presentation of Shapes</p>
October	<p>A. Numeros/Numbers 1-10</p> <p>B. Days of the Week</p>	<p>A. Recognize and recite numbers 1-10</p> <p>B. Recite and identify the days of the week on the calendar</p> <p>B1. Count the days of the week In Spanish</p> <p>B2. Sing about the days of the week</p>	<p>A. Question and Answer, student response, identify and recite numbers orally-rubric</p> <p>B. Locate their favorite day of the week on the calendar</p> <p>B1. Teacher observation</p> <p>B2. Teacher observation</p>	<p>Bean Bag</p> <p>Counting Sheet</p> <p>Calendar</p> <p>Days of the week Song.</p>

<p>November</p>	<p>A. El Alfabeto</p> <p>B. The months</p>	<p>A. Identify and recite each letter of the Alfabeto</p> <p>A1. Identify the letters of the day in Spanish and English</p> <p>A2. Identify each sound in Spanish</p> <p>B. Identify and recite the months of the year</p> <p>B1. Identify the month when the individual student has their birthday.</p>	<p>A. Teacher observation</p> <p>A1. Tracing the letters of the day</p> <p>A2. Teacher observation</p> <p>B. Question and answer</p> <p>B1. Teacher observation</p>	<p>Letter chart</p> <p>Letter trace work sheet</p> <p>Online Presentation</p> <p>Calendar</p> <p>"Los meses del Ano" song and CD</p>
<p>December</p>	<p>A. Weather/ El Tiempo</p> <p>B. La Navidad</p>	<p>A. Recognize Weather patterns and recite them in Spanish</p> <p>A1. Tell the day's weather</p> <p>B. Recognize and recite basic vocabulary</p> <p>B1. Sing a holiday song</p> <p>B2. Associate the weather pattern with the holiday season</p>	<p>A. Teacher observation</p> <p>A1 Question and Answer</p> <p>B. Teacher observation/ Question and answer</p> <p>B1. Teacher observation</p> <p>B2. Question and Answer</p>	<p>Weather Chart</p> <p>Silent Night/ Noche de Paz</p> <p>Mi Burrito Sabenero</p> <p>Online Flash cards</p>

Month	Content	Skills	Assessment	Materials
September	<p>A. Greetings/Saludos</p> <p>B. Colores/Colors</p> <p>C. Manners: gracias, de nada, yo quiero, por favor</p>	<p>A. Select appropriate vocabulary for greetings: hello, goodbye, what's your name, my name is.</p> <p>B. Recite and label colors</p> <p>C. Ask and respond when receiving materials</p>	<p>A-C. Teacher observation</p> <p>Student participation-oral dialogue</p> <p>Rubric-translate, pronunciation and answer correctly</p>	<p>Teacher created materials</p> <p>Spanish trade books</p> <p>Bean bags</p> <p>Pictures</p> <p>Music CDs</p>

<p>October</p>	<p>A. Numeros/Numbers 1-20</p> <p>B. Days of the week/Semanas</p> <p>C. Calendar</p> <p>D. Mexico Unit D1. Facts of music, art, food, animal D2. Mexican Flag-symbolism</p>	<p>A. Recognize and recite numbers 1-20</p> <p>B. Pronunciation and recite Days</p> <p>C2. Identify the dates (Birthday) C3. Ask and respond to simple questions</p> <p>D1. Practice traditional dances and sing a song D2.. Identify the Mexican Flag and its symbolism in comparison to the U.S. Flag.</p>	<p>A. Question and Answer, student response, identify and recite numbers orally-rubric</p> <p>B. Question and Answer, student response, teacher observation</p> <p>C. Question and Answer, Student response and teacher observation</p> <p>D1.Question and Answer/ Student participation D2.Color in the Mexican Flag</p>	
<p>November</p>	<p>A. El Tiempo/Weather</p> <p>B. Animales/ Animals</p> <p>C. La clase/classroom objects</p>	<p>A. Identify the weather for the day</p> <p>B. Identify Animals and their habitats</p> <p>C. Identify and recite classroom objects C1. Apply phrases into conversation</p>	<p>A. Question and Answer Student Response</p> <p>B. Student participation in Donde vive?</p> <p>C. Label classroom objects</p>	

<p>December</p>	<p>A. Mi familia y yo/ My family and me</p> <p>B. Juguetes/ Toys- - Yo Tengo</p> <p>C. La Navidad/Las Posadas</p> <p>C1. Poinsettia La Flor de Noche Buena/ The Flower of Christmas Eve</p>	<p>A. Label and draw family members to create family book</p> <p>B. Identify and recite popular toys and declare if they have the toy or not B1. Create a Toy wish list for Christmas</p> <p>C. Discuss Spanish/ Hispanic Christmas traditions. C1. Recreation of the Holiday Flower</p>	<p>A. Family book</p> <p>B. Completion of wish list.</p> <p>C. Question and Answer C1. Student Participation and teacher observation.</p>	
<p>January</p>	<p>A. La Clase/ Classroom objects</p> <p>B. Review</p>	<p>A. Identify and recite the classroom objects A1. Identify location of objects</p> <p>B. Identify and answer on colors, numbers, greetings, shapes, weather, date, days, months, Family, Animals</p>	<p>A. Label the classroom A1. Teacher and student dialogue</p> <p>B Question/Answer</p>	

Month	Content	Skills	Assessment	Materials
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<p>February</p>	<p>A. Greetings B. Colores C. Formas</p> <p>D. Numeros:1-30</p> <p>E. Hispanic culture: Mexican art and Frida Kahlo</p>	<p>A. Select appropriate vocabulary for greetings B. Recite and label colors C. Recognize and label shapes C1. Identify the color of the form</p> <p>D. Identify and recite numbers</p> <p>E. Recognize Mexican paintings and photos.</p>	<p>A. Teacher observation, Question/Answer B. Pictures with colors and label C. Picture with shapes and label C1. Listening to color of the shape</p> <p>D. Hot potato while reciting the numbers</p> <p>E. Question and Answer E1. Student Response</p>	<p>Photos and pictures Bean bags, etc. Teacher created materials</p>
<p>March</p>	<p>A. El Cuerpo Humano/ The Body</p> <p>B. Actions</p>	<p>A. Recite and Identify parts of the body A1. Correctly Label Parts of the body on life size puppets.</p> <p>B. Recite and applying appropriate action B1. Associate an action with certain body parts</p>	<p>A. Student participation in the song 'Me Duele la Cabeza" A1. Mastering the game Simon Dice</p> <p>B. Student Response B1. Teacher observation</p>	<p>Photos and pictures Bean bags, etc. Teacher created materials</p>
<p>April</p>	<p>A. Let's celebrate my Birthday</p> <p>B. Mi Familia/My Family</p>	<p>A. Name the days of the week and months A1. Write and recite the date daily A2. Write their birthdate A3. Apply new vocabulary into question/answer and conversation</p>	<p>A. Days of the week word puzzle A1. Translate the dates worksheet A2. Write their Birthday date and age A3. Partner dialogue A4. Question and answer</p>	<p>Photos and pictures Bean bags, etc. Teacher created materials Music CDs</p>

		<p>B. Identify members of the family</p> <p>B1. Talk about name and birth dates of family members./ Family birthday organizer</p>	<p>B. Singing "Las Manitas" for</p> <p>C. Completion of the family birthday organizer</p>	
May	<p>A. Cinco de Mayo</p> <p>B. Tejas and Cognates</p>	<p>A. Discuss the history and traditions</p> <p>A1. Locate Mexico and the City of Puebla on the map</p> <p>A2. Color the Flag of Mexico</p> <p>B. Identify simple words that are related to the English language.</p> <p>B1. Associate cognates with Tejano (Tex-mex) history</p>	<p>A. Question and Answer</p> <p>A1. Teacher observation</p> <p>A2. Teacher observation</p> <p>B1. Teacher observation</p> <p>B2 Question and answer</p>	<p>Photos and pictures</p> <p>Bean bags, etc.</p> <p>Teacher created materials</p> <p>Flag outline</p> <p>Maps</p>
June	<p>A.El Bosque Tropical (Yunque-Tropical Rain Forest</p> <p>B. Review</p>	<p>A. Identify flor and fauna of El Yuque</p> <p>A1. Create own Bosque Tropical</p> <p>B. Recall previous information reviewed, and identify : Numbers, Date, Family, plants , and animals, cognates</p>	<p>A. Teacher observation/ question and answer</p> <p>B. Question and Answer through review game</p>	<p>Photos and pictures</p> <p>Bean bags, etc.</p> <p>Teacher created materials</p> <p>Flag outline</p> <p>Maps</p>

Month	Content	Skills	Assessment	Materials
September	<p>A. Name selection/Nicknames/ pet names</p> <p>B. Cognates</p> <p>C. Numbers 1-30</p>	<p>A. Cultural names and their nicknames... A1.Cultural terms of endearment</p> <p>B. Identify basic words similar to the English language-</p> <p>C. Identify numbers C1. Count items in the re desk and tell how many C2 Apply addition and subtraction expressions</p>	<p>A. Teacher observation, Question/Answer</p> <p>B. Teacher observation/Question and answer.</p> <p>C. Teacher observation/Question and Answer C1. Partner check. C2. Teacher observation/ Correction of answers on worksheet</p>	<p>Teacher created name list Teacher created cognate sheet/ word search Bean bags personal student school supplies Math expression sheet</p>

<p>October</p>	<p>A. Dia de los Muertos Activities</p> <p>B. Manners (Buenos modales)</p>	<p>A. Talk about why Mexicans celebrate this holiday A1. Discuss the migrations of the butterflies and their final destination</p> <p>B. Demonstrate the difference between good manners and bad manners when greeting others in Spanish</p>	<p>A. Question and Answer A1 Question and answer, completed monarch butterflies</p> <p>B. Acting out the appropriate motion and greeting/goodbye. Teacher observation</p>	<p>Maya and Miguel video "La Calavera" from PBS Construction paper, glue, scissors, butterfly pattern. Teacher Created worksheet.</p>
<p>November</p>	<p>A. El Cuerpo/ The Body</p> <p>B. Yo form AR verbs</p>	<p>A. Identify parts of the body A1. Tell the number of body parts on humans or animals</p> <p>B. Identify and recite AR verbs B1. Ability to put the verb in first person form B2. Ability to apply an action with each body part</p>	<p>A. Question and Answer A1. Complete Body diagram A2. Participation in the son "Me Duele La Cabeza"</p> <p>B Teacher observation B1. Question and answer/ Teacher observation B2. Student participation and teacher observation in "Simon Dice"</p>	<p>Teacher created diagram and vocabulary sheet Music cd and lyrics Teacher created verb sheet</p>

<p>December</p>	<p>A. La Ropa/Clothing</p> <p>B Christmas and Three Kings Day</p>	<p>A. Identify and select appropriate vocabulary A1. Ability to associate an article of clothing with a part of the body</p> <p>B. Recognize cultural differences and similarities between U.S. and Spanish countries and their celebrations</p>	<p>A. Matching vocabulary Spanish/English A1. Matching --teacher observation</p> <p>B. Question and Answer...</p>	<p>Teacher created worksheet Baby/Children clothes Video: Christmas in Spain</p>
<p>January</p>	<p>A. Weather/ El Tiempo</p> <p>B. Gender: Masculine or Feminine</p>	<p>A. Identify and recite the vocabulary A1. Indicate and Predict the daily weather</p> <p>B. Recite the rules and apply it in conversation and writing</p>	<p>A. Teacher observation A1. Completion of weather forecast A2. Participation of the song "Que Tiempo Hace Hoy"</p> <p>B. Question and Answer, student participation</p>	<p>Vocabulary list with pictures Poster board Music CD</p>

Month	Content	Skills	Assessment	Materials
September	<p>A. Greetings and Colores</p> <p>B. Colores/Colors</p> <p>C. Formas/Shapes</p> <p>D. Numeros:1-10</p> <p>E. Hispanic culture: Frida Kahlo</p>	<p>A. Select appropriate vocabulary for greeting and identify colors</p> <p>B. Recite and label colors</p> <p>C. Recognize and label shapes</p> <p>D. Identify and recite numbers</p> <p>E. Recognize Mexican paintings and photos. E1. Identify Frida Kahlo</p>	<p>A. Teacher observation, Question/Answer</p> <p>B. Pictures with colors and label</p> <p>C. Picture with shapes and label</p> <p>D. Song 'Diez Amigos' and Round Robin counting</p> <p>E. Question and Answer E1. Student Response</p>	<p>Teacher created materials</p> <p>Authentic Art Photos</p>

<p>October</p>	<p>A. Numbers 1-50</p> <p>B. Days of the Week</p> <p>C. Months of the Year</p> <p>D. Colors, numbers, months, days and shapes</p> <p>E. Dia de los Muertos</p>	<p>A. Identify and pronounce numbers</p> <p>A1. Add and subtract numbers in Spanish</p> <p>B. Pronunciation and recite Days</p> <p>B1. Ask and respond to simple questions</p> <p>C. Identify the months and recite</p> <p>C1. Ask and respond to simple questions</p> <p>D. Identify and recite vocabulary</p> <p>D1. Apply new vocabulary to answer questions</p> <p>E. Identify and recite Halloween and Dia de los Muertos vocabulary</p> <p>E1. Compare and contrast the celebrations from U.S. and Mexico</p>	<p>A. Question and answer</p> <p>A1. Salute game with check list</p> <p>B. Rompe cabeza</p> <p>B1. Question and Answer</p> <p>B2. Verbal responses</p> <p>C. Rompe cabeza</p> <p>D. Game of Pictionary with check list</p> <p>E. Venn diagram</p> <p>E1. Calavera Mask</p>	<p>Teacher created puzzles</p> <p>Arts & craft materials</p>
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<p>November</p>	<p>A. Let's celebrate my Birthday-Quinceañera</p> <p>B. Weather/El tiempo</p> <p>C. Partes Del Cuerpo/Body Parts</p> <p>D. Classroom Objects</p>	<p>A. Name the days of the week and months A1. Write and recite the date daily A2. Write their birthdate A3. Apply new vocabulary into question/answer and conversation A4. Recognize the culture behind the Quinceañera and compare and contrast it to Sweet 16</p> <p>B. Describe and state the weather B1. Ask and respond on weather C. Identify and recognize body parts C1. Recite "Cabeza, hombros rodillas, pies" song D. Identify and recite classroom objects D1. Apply phrases into conversation</p>	<p>A. Days of the week word puzzle A1. Translate the dates worksheet A2. Write their Birthday date and age A3. Partner dialogue A4. Question and answer</p> <p>B. Question and Answer B1. Complete weather chart B2. Translate C. Label the Body parts C1. Simon Dice</p> <p>D. Label classroom objects D1. Partner Dialogue</p>	
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<p>December</p>	<p>A. Mi familia/My family B. Christmas and Three Kings Day</p>	<p>A. Identify and select appropriate vocabulary A1. Ask and express information about family B. Recognize cultural differences and similarities between U.S. and Spanish countries and their celebrations</p>	<p>A. Family Tree A1. Translate family relations worksheet B. Venn diagram</p>	<p>Teacher created materials</p>
<p>January</p>	<p>A. Gender: Masculine or Feminine B. Definite Article C. Indefinite Article D. Diego Rivera</p>	<p>A. Recite the rules and apply it in conversation and writing B. Recite the rules and apply it in speech and writing C. Recite the rules and apply it in speech and writing D. Summarize his life and recognize murals</p>	<p>A. Question and Answer, student participation B. Question and Answer, student participation C. Question and Answer, student participation D. Sketch own mural</p>	<p>Diego Rivera art/book</p>

February	<p>A. Greetings</p> <p>B. Numbers 1-40</p> <p>C. La Hora</p>	<p>A. Apply different greetings for the appropriate time of day</p> <p>A1. Formal and informal greetings</p> <p>A2. Argentinian Greeting song</p> <p>B. Identify and use the numbers</p> <p>B1. Perform and recite simple Math Problems</p> <p>C. Telling Time on the hour</p> <p>C1. Adding minutes to the hour</p>	<p>A. Question and answer</p> <p>A1 Student interaction/Teacher observation</p> <p>A2. Teacher observation</p> <p>B. Teacher observation</p> <p>B1. Question and Answer and partner check</p> <p>C. Teacher observation with clocks</p> <p>C1. Participation in "A la una, veo la luna"</p>	<p>Teacher created workbook</p> <p>Song lyrics</p> <p>Bean Bag Workbook</p> <p>Clocks Workbook</p> <p>Song lyrics</p>
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<p>March</p>	<p>A. Free Time/ El Tiempo Libre</p>	<p>A. Apply correct vocabulary to describe free time and leisure activities A1. Describe favorite leisure activity A2. Organize activities and what time they are done A3. Talk about leisure activities of children in Central and South America A4. Interpret leisure activities in Madrid</p>	<p>A. Question and answer A1. Teacher observation A2. Teacher observation A3. Question and answer A4. Question and answer</p>	<p>Work book Graphic organizer Map "Letter" from a student of Madrid, Spain</p>
<p>April</p>	<p>A. Me gusta/ No me gusta- Likes and dislikes B. Horario/Schedule</p>	<p>A. Describe activities that students like or dislike A1. Determine using the singular or plural of Gustar B. Create a daily schedule of activities in school and outside of school</p>	<p>A. Question and answer A1. Teacher observation B. Completion of the Schedule, Teacher observation</p>	<p>Workbook activities Flash cards Schedule Chart</p>

May	A. Vacacion/Vacation B. Adjectives	A. Describe places and activities on family vacation A1. Name and locate destinations and states in Spanish A2. Plan a family vacation and activities B. Describe activities negatively or positively in some detail.	A. Teacher observation A1. Question and answer A2. Completed Brochure and itinerary B. Teacher observation	Power Point on destinations Workbook paper, markers, magazine photos, glue, scissors Power point on adjectives
June	A Review-	A. Students will recall and recite : Actions, activities, weather, numbers, likes, dislikes, geography from previous lessons	A. Teacher observation	Rags to riches Online game from quia.com

Month	Content	Skills	Assessment	Materials
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<p>September</p>	<p>Theme Food, Health, and Nutrition</p> <p>A. Greetings and language structure</p> <p>B. Cognates/ Falso Amigos</p> <p>C. Food nutrition/ Food Pyramid</p>	<p>A. Greet each other with traditional greetings</p> <p>A1. Understand and use the Spanish vocabulary for class rules</p> <p>B. Identify cognates</p> <p>B1. Identify words that look like English but carry a different meaning</p> <p>C. Recognize the food pyramid in Spanish</p> <p>C1. Recognize US and Mexican food groups</p> <p>C2. Classify targeted Spanish vocabulary within different food groups</p>	<p>A. Conversation exchange</p> <p>A1. Teacher observation in student active response</p> <p>B. Question and Answer</p> <p>B1. Teacher observation</p> <p>C. Teacher observation</p> <p>C1 & 2. Completion of the d Pyramid/ Question and answer</p>	<p>Teacher generated greeting sheets</p> <p>Poster of rules</p> <p>Teacher generated student workbook</p> <p>Cognate worksheet</p> <p>Smart board</p> <p>Computer</p> <p>Food pyramid</p> <p>Flash cards/ empty food containers</p>
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<p>October</p>	<p>A. Numbers 1-100</p> <p>B. La Hora/The time</p> <p>C. Dia de los Muertos</p>	<p>A. Recognizing numbers 1-100 A1. Count basic nutritional facts up to 100</p> <p>B. Tell time on the hour. Add and subtract minutes B1. Associate time of day with greetings B2. Associate time of day with meal times</p> <p>C. Understand the difference between Halloween and Dia de los Muertos C1. Talk about different Mexican dishes served on this day C2. Make a traditional Mexican dish and learn it's ingredients in Spanish</p>	<p>A. Teacher observation in the "Number Game" A1. Partner check/Teacher observation</p> <p>B. Teacher observation and partner check with clocks B1. Question and answer B2. Question and answer</p> <p>C. Question and answer C1. Preparation in food/ Question and answer</p>	<p>Bean Bags Nutrition labels</p> <p>Clocks Workbooks.</p> <p>Dia de los Muertos Power Point Presentation Ingredients for Mexican dish</p>
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<p>November</p>	<p>A. Subject Pronouns</p> <p>B. Regular AR verbs</p>	<p>A. Identify Pronouns A1. Identify the difference between Tu and usted.</p> <p>B. Recite and Identify infinitives B1. Practice singular conjugations B2. Identify actions that promote a healthy/ life style (behavior and physical)</p>	<p>A. Question and Answer A1. Role Play</p>	<p>Teacher generated material for subject pronouns</p> <p>work book Flash cards Power Point Presentation</p>
<p>December</p>	<p>A. More AR verbs</p> <p>B. Manners: por favor, Gracias, de nada, perdón, con permiso, and table manners</p> <p>C. La Navidad/ Las Posadas</p>	<p>A. Associate actions with good manners</p> <p>B Using manners in a restaurant situation/ social situation</p> <p>C. Understand traditions of children in Spain and the difference/similarities between the U.S.</p>	<p>A. Question and Answer</p> <p>B. Skit</p> <p>C. Question and answer</p>	<p>Power Point</p> <p>Student generated script</p> <p>Video "Christmas in Spain"</p>

<p>March</p>	<p>A. Traveling/Viajar</p>	<p>A. Understand location and cultures of Spanish speaking countries</p> <p>A1. Distinguish between different monetary units</p> <p>A2. Recognize different cultural dishes in different Spanish Speaking countries</p> <p>A3. Identify components of a menu and associating the vocabulary</p> <p>A4. Give and follow directional cues for traveling around a town</p> <p>A5. Interpret cooking directions</p>	<p>A. Locating countries on the map</p> <p>A1. Converting monies using today's exchange rate</p> <p>A2. Creating own dish on Cultural Day</p> <p>A3. Creating a menu using all key components for a restaurant.</p>	<p>World Map</p> <p>online exchange rate calculator</p> <p>Recipe of students choice</p> <p>Construction paper, markers, Scissors</p> <p>Blindfold (directions), City maps</p>
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<p>April</p>	<p>A. The Verb Ir --- to go</p> <p>B. Cinco de Mayo Unit:</p>	<p>A. Demonstrate correct usage and conjugation of the verb. A1. Ask and answer where people go to have fun/ on vacation A2. Recite and interpret corresponding vocabulary of places.</p> <p>B. Identify culture, history and fiestas B1. Talk about foods served and their ingredients. B2. Recognize and practice how Mexicans prepare for the holiday</p>	<p>A. Question and answer A1. Question and answer/ Partner check A2. Teacher observation</p> <p>B. Question and Answer B1. Question and answer B2. Creating a Mercado for the school to visit on Cinco de Mayo</p>	<p>Power Point Work books</p> <p>Cinco de mayo Facts Sheet Student supplied activities and merchandise for the mercado</p>
<p>May</p>	<p>A. Cumpleanos/Birthdays</p>	<p>A. Talk about birthday celebrations A1. Apply own and others birthdates A2. Explain the cultural meaning of a quincenera A3. Dramatize activities that happen at birthday parties A4. Use the verb Tener and Ser and distinguish between</p>	<p>A. Birthday game--Put their classmates birthdays in order A1. Teacher observation A2. Question and answer A3. Question and answer A4. TPR Story telling about a birthday</p>	<p>Birthday Story Quincenera Video Paper and markers Teacher created Tener and Ser worksheets</p>

June	A. Review	A. Recall and recite previously learned topics: Foods, recipes, actions, celebrations, directions, numbers, countries	A. Jeopardy A1. Final Portfolio	Computer/Power Point Completed work book
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Month	Content	Skills	Assessment	Materials
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<p>September (Month 1)</p>	<p>A. Culture & Geography Spain Greetings</p> <p>B. Grammar Subject Pronouns Subjects & verbs in sentences</p> <p>C. Vocabulary Number 0-31 Days of the week Months of the Year Alphabet</p>	<p>A. Compare & contrast key Spanish and US cultural differences</p> <p>A. Identify major geographic features of Spain</p> <p>A. Ask/respond to greetings and questions regarding personal information: name, address, nationality/ethnicity</p> <p>B. Apply correct form of "ser" with subject</p> <p>B. Use subject pronouns appropriately</p> <p>C. Identify new vocabulary Apply vocabulary in context Use new vocabulary to complete oral and written communication activities</p>	<p>A. TO (Teacher Observation) Student Project: skit, poster, PPT presentation Map assessment Student dialogues</p> <p>B. TO of oral responses Grammar quiz Partner dialogues</p> <p>C. TO of oral responses Vocabulary quizzes Student prepared skits/dialogues</p>	<p>Expresate 1A Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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<p>October (Month 2)</p>	<p>A. Culture & Geography Spain Greetings</p> <p>B. Grammar Subject Pronouns Subjects & verbs in sentences</p> <p>C. Vocabulary Time Numbers & letters</p>	<p>A. Compare & contrast key Spanish and US cultural differences</p> <p>A. Identify major geographic features of Spain</p> <p>A. Ask/respond to greetings and questions regarding personal information: name, address, nationality/ethnicity</p> <p>B. Apply correct form of "ser" with subject</p> <p>B. Use subject pronouns appropriately</p> <p>C. Identify new vocabulary</p> <p>C. Ask/tell time in oral and written activities</p> <p>C. Convert time to 24 hour clock/and revert</p> <p>C. Interpret timetables and schedules</p> <p>C. Create an announcement (electronic) specifying time, date, location</p> <p>C. Recite e-mail and telephone numbers to provide information to others</p>	<p>A. TO Student Project: skit, poster, PPT presentation Map assessment Student dialogues</p> <p>B. TO of oral responses Grammar quiz Partner dialogues</p> <p>C. TO of oral responses with clocks Vocabulary quizzes Student prepared skits/dialogues E-mail announcement or web-page</p>	<p>Expresate 1A Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD Videos of Spain</p> <p>Student created props</p> <p>Bus/train schedules</p>
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<p>November (Month 3)</p>	<p>A. Culture & Geography Puerto Rico</p> <p>B. Grammar Ser with adjectives Gender & adjective agreement Forming questions Use of "de"</p> <p>C. Vocabulary Adjectives Likes & dislikes Age and personal traits/characteristics Numbers 32-100</p>	<p>A. Compare & contrast key points of Puerto Rican and US cultures A. Identify major geographic features of Puerto Rico</p> <p>B. Apply correct form of "ser" with adjectives to describe self and others B. Distinguish between feminine & masculine forms of adjectives & nouns B. Use "de" in sentences to show possession</p> <p>C. Identify new vocabulary C. Describe self and others, providing information on age, likes and dislikes C. Create an e-mail to an "e-pal" to describe oneself and ask information about another person</p>	<p>A. TO Student Project: skit, poster, PPT presentation Map assessment Student dialogues B. TO of oral responses Grammar quiz Partner dialogues</p> <p>C. TO of oral responses Vocabulary quizzes Student prepared skits/dialogues Completed E-mail</p>	<p>Expresate 1A Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD Videos of Spain</p> <p>Student created props</p> <p>PPT presentation</p>
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<p>December (Month 4)</p>	<p>A. Culture & Geography Puerto Rico</p> <p>B. Grammar Ser with adjectives Gender & adjective agreement Forming questions Use of "de"</p> <p>C. Vocabulary Adjectives Likes & dislikes Age and personal traits/characteristics Numbers 32-100</p>	<p>A. Compare & contrast key points of Puerto Rican and US cultures A. Identify major geographic features of Puerto Rico</p> <p>B. Apply correct form of "ser" with adjectives to describe self and others B. Distinguish between feminine & masculine forms of adjectives & nouns B. Use "de" in sentences to show possession</p> <p>C. Identify new vocabulary C. Describe self and others, providing information on age, likes and dislikes C. Present a description of personal traits, likes & dislikes in a PPT C. Compare/contrast personal traits with another person</p>	<p>A. TO Student Project: skit, poster, PPT presentation Map assessment Student dialogues</p> <p>B. TO of oral responses Grammar quiz Partner dialogues</p> <p>C. TO of oral responses Vocabulary quizzes Student prepared skits/dialogues PPT presentation of personal traits/compared to a friend</p>	<p>Expresate 1A Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD Videos of Spain</p> <p>Student created props</p> <p>PPT presentation</p>
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Month	Content	Skills	Assessment	Materials
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<p>September</p>	<p>A. Culture & Geography Texas Greetings</p> <p>B. Grammar Adjective agreement Use of "ser" with adjectives Gustar with infinitives Querer with infinitives Pronouns after prepositions</p> <p>C. Vocabulary Pronouns Sports & Leisure</p>	<p>A. Compare & contrast regional differences in US culture (Texas/NJ) A. Identify major geographic features of Texas</p> <p>B. Apply correct form of ser with adjectives to describe self and others (masc/fem forms) B. Apply correct form of gustar and querer with pronouns and infinitive forms of verbs to describe what self & others like to do B. Use pronouns with prepositions appropriately</p> <p>C. Identify new vocabulary Apply vocabulary in context Use new vocabulary to complete oral and written communication activities</p>	<p>A. TO Student Project: skit, poster, PPT presentation Map assessment Student dialogues</p> <p>B. TO of oral responses Grammar quiz Partner dialogues</p> <p>B. Venn diagram comparing self with best friend</p> <p>C. TO of oral responses Vocabulary quizzes Student prepared skits/dialogues</p>	<p>Expresate 1A Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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<p>October</p>	<p>A. Culture & Geography Texas Greetings</p> <p>B. Grammar AR verb conjugations "Ir" & "jugar" (u to ue change)</p> <p>C. Vocabulary Weather terms Sports & Leisure Regular AR verbs</p>	<p>A. Compare & contrast regional differences in US culture (Texas/NJ) A. Identify major geographic features of Texas</p> <p>B. Apply correct form of AR verb with subject pronouns B. Apply correct form of IR & JUGAR to describe what self & others like do on weekends B. Create a multimedia presentation to describe a family's weekend activities</p> <p>C. Identify new vocabulary Apply vocabulary in context Use new vocabulary to complete oral and written communication activities</p>	<p>A. TO Student Project: skit, poster, PPT presentation Map assessment Student dialogues</p> <p>B. TO of oral responses Grammar quiz Partner dialogues B. Weekend Scrapbook/Video Project</p> <p>C. TO of oral responses Vocabulary quizzes Student prepared skits/dialogues Good weather/Bad weather weekend schedule</p>	<p>Expresate 1A Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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<p>November</p>	<p>A. Culture & Geography Texas Greetings</p> <p>B. Grammar AR verb conjugations "Ir" & "jugar" (u to ue change)</p> <p>C. Vocabulary Weather terms Sports & Leisure Regular AR verbs</p>	<p>A. Compare & contrast regional differences in US culture (Texas/NJ) A. Identify major geographic features of Texas</p> <p>B. Apply correct form of AR verb with subject pronouns B. Apply correct form of IR & JUGAR to describe what self & others like do on weekends B. Create a multimedia presentation to describe a family's weekend activities</p> <p>C. Identify new vocabulary Apply vocabulary in context Use new vocabulary to complete oral and written communication activities</p>	<p>A. TO Student Project: skit, poster, PPT presentation Map assessment Student dialogues</p> <p>B. TO of oral responses Grammar quiz Partner dialogues</p> <p>B. Weekend Scrapbook/Video Project</p> <p>C. TO of oral responses Vocabulary quizzes Student prepared skits/dialogues Good weather/Bad weather weekend schedule</p>	<p>Expresate 1A Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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<p>December 2009</p>	<p>A. Culture & Geography Costa Rica Greetings</p> <p>B. Grammar Indefinite articles Tener idioms Venir and "a" with time</p> <p>C. Vocabulary Academic subjects Classroom objects</p>	<p>A. Compare & contrast differences between Costa Rica and US culture A. Identify major geographic features of Costa Rica</p> <p>B. Ask and respond to questions about school, supplies, classes using indefinite articles B. Summarize destinations with time according to an itinerary</p> <p>C. Identify new vocabulary Apply vocabulary in context Use new vocabulary to complete oral and written communication activities</p>	<p>A. TO Student Project: skit, poster, PPT presentation Map assessment Student dialogues</p> <p>B. TO of oral responses Grammar quiz Partner dialogues</p> <p>B. Tour Brochure</p> <p>C. TO of oral responses Vocabulary quizzes Student prepared skits/dialogues</p>	<p>Expresate 1A Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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<p>January</p>	<p>A. Culture & Geography Costa Rica Greetings</p> <p>B. Grammar Indefinite articles Tener idioms Venir and "a" with time</p> <p>C. Vocabulary Academic subjects Classroom objects</p>	<p>A. Compare & contrast differences between Costa Rica and US culture A. Identify major geographic features of Costa Rica</p> <p>B. Ask and respond to questions about school, supplies, classes using indefinite articles B. Summarize destinations with time according to an itinerary</p> <p>C. Identify new vocabulary Apply vocabulary in context Use new vocabulary to complete oral and written communication activities</p>	<p>A. TO Student Project: skit, poster, PPT presentation Map assessment Student dialogues</p> <p>B. TO of oral responses Grammar quiz Partner dialogues</p> <p>B. Tour Brochure</p> <p>C. TO of oral responses Vocabulary quizzes Student prepared skits/dialogues</p>	<p>Expresate 1A Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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<p>February</p>	<p>A. Culture & Geography Costa Rica Greetings</p> <p>B. Grammar ER & IR verbs Irregular "yo" forms Tener & venir forms</p> <p>C. Vocabulary Academic subjects Classroom objects</p>	<p>A. Compare & contrast differences between Costa Rica and US culture A. Identify major geographic features of Costa Rica</p> <p>B. Ask and respond to questions about school B. Summarize a typical day at school in the present tense</p> <p>C. Identify new vocabulary Apply vocabulary in context Use new vocabulary to complete oral and written communication activities</p>	<p>A. TO Student Project: skit, poster, PPT presentation Map assessment Student dialogues</p> <p>B. TO of oral responses Grammar quiz Partner dialogues</p> <p>B. Cartoon script of typical school day</p> <p>C. TO of oral responses Vocabulary quizzes Student prepared skits/dialogues</p>	<p>Expresate 1A Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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<p>March</p>	<p>A. Culture & Geography Chile</p> <p>B. Grammar Possessive adjectives Stem changing verbs o to ue e to ie</p> <p>C. Vocabulary Family members Adjectives Activities</p>	<p>A. Compare & contrast differences between Chile and US culture A. Identify major geographic features of Chile</p> <p>B. Describe people and family relationships B. Outline a typical day for each family member</p> <p>C. Identify new vocabulary Apply vocabulary in context Use new vocabulary to complete oral and written communication activities</p>	<p>A. TO Student Project: skit, poster, PPT presentation Map assessment Student dialogues</p> <p>B. TO of oral responses Grammar quiz B. Student created dialogue</p> <p>C. TO of oral responses Vocabulary quizzes Student prepared skits/dialogues</p> <p>C. Libro de mi Familia</p>	<p>Expresate 1A Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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<p>April</p>	<p>A. Culture & Geography Chile Greetings</p> <p>B. Grammar Possessive adjectives Stem changing verbs o to ue e to ie</p> <p>C. Vocabulary Family members Adjectives Activities</p>	<p>A. Compare & contrast differences between Chile and US culture A. Identify major geographic features of Chile</p> <p>B. Describe people and family relationships B. Outline a typical day for each family member</p> <p>C. Identify new vocabulary Apply vocabulary in context Use new vocabulary to complete oral and written communication activities</p>	<p>A. TO Student Project: skit, poster, PPT presentation Map assessment Student dialogues</p> <p>B. TO of oral responses Grammar quiz B. Student created dialogue</p> <p>C. TO of oral responses Vocabulary quizzes Student prepared skits/dialogues C. Libro de mi Familia</p>	<p>Expresate 1A Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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<p>May</p>	<p>A. Culture & Geography Chile Greetings</p> <p>B. Grammar Estar forms Negation Tocar and parecer</p> <p>C. Vocabulary Household items Locations/buildings</p>	<p>A. Compare & contrast differences between Chile and US culture A. Identify major geographic features of Chile</p> <p>B. Ask and respond to questions about location B. Provide information about chores and other responsibilities B. Make recommendations or express opinions about art, music, literature.</p> <p>C. Identify new vocabulary Apply vocabulary in context Use new vocabulary to complete oral and written communication activities</p>	<p>A. TO Student Project: skit, poster, PPT presentation Map assessment Student dialogues B. TO of oral responses Grammar quiz B. Student created dialogue B. Critic's Review</p> <p>C. TO of oral responses Vocabulary quizzes Student prepared skits/dialogues</p>	<p>Expresate 1A Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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<p>June</p>	<p>A. Culture & Geography Greetings</p> <p>B. Grammar Verb conjugations Agreement tocar and parecer</p> <p>C. Vocabulary Review</p>	<p>A. Produce authentic cultural products of one target culture studied</p> <p>A. Design - using technology - a map, menu, program, or other product to demonstrate learning or increased cultural awareness of one target culture</p> <p>B. Apply correct verb forms and demonstrate understanding of the concept of agreement in simple oral conversation</p> <p>B. Make recommendations or express opinions about art, music, literature.</p> <p>C. Identify new vocabulary Apply vocabulary in context Use vocabulary to complete oral and written communication activities</p>	<p>A. TO Student Project: skit, poster, PPT presentation Map assessment Student dialogues</p> <p>B. TO of oral responses B. Student created dialogue B. Critic's Review</p> <p>C. TO of oral responses Student prepared skits/dialogues</p>	<p>Expresate 1A Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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Month	Content	Skills	Assessment	Materials
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<p>September</p>	<p>A. Culture & Geography Spain Greetings</p> <p>B. Grammar SER and ESTAR GUSTAR and TENER QUERER and IR + INF -AR, -ER, -IR Verb Conjugations "de" as possessive Stem-changing verbs</p> <p>C. Vocabulary Pronouns Sports & Leisure School supplies & classes Home & family</p>	<p>A. Compare & contrast differences in US culture and Spain A. Identify major geographic features of Spain A. Introduce and greet others in culturally appropriate ways</p> <p>B. Apply correct form of verbs with adjectives to describe self and others (masc/fem forms) B. Apply correct forms of verbs to describe what self & others like to do B. Ask and respond to questions about personal information, likes, and dislikes</p> <p>C. Identify new vocabulary Apply vocabulary in context Use new vocabulary to complete oral and written communication activities</p>	<p>A. TO (Teacher Observation) Student Project: skit, poster, PPT presentation Map assessment Student dialogues</p> <p>B. TO of oral responses Grammar quiz Partner dialogues B. Venn diagram comparing self with best friend</p> <p>C. TO of oral responses Vocabulary quizzes Student prepared skits/dialogues C. Cafe Charla-group performance based assessment (PBA)</p>	<p>Expresate 1B Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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<p>October</p>	<p>A. Culture & Geography Spain Greetings</p> <p>B. Grammar SER, ESTAR, GUSTAR, TENER QUERER and IR + INF -AR, -ER, -IR Verb Conjugations "de" as possessive Stem-changing</p> <p>C. Vocabulary Pronouns Sports & Leisure School supplies & classes</p>	<p>A. Compare & contrast differences in US culture and Spain A. Identify major geographic features of Spain A. Introduce and greet others in culturally appropriate ways B. Apply correct form of verbs with adjectives to describe self and others (masc/fem forms) B. Apply correct forms of verbs to describe what self & others like to do B. Ask and respond to questions about personal information, likes, and dislikes</p> <p>C. Identify new vocabulary Apply vocabulary in context Use new vocabulary to complete oral and written communication activities</p>	<p>A. TO Student Project: skit, poster, PPT presentation Student dialogues</p> <p>B. TO of oral responses Grammar quiz Partner dialogues B. Venn diagram comparing self with best friend</p> <p>C. TO of oral responses Vocabulary quizzes Student prepared skits/dialogues C. Cafe Charla-group performance based assessment (PBA)</p>	<p>Expresate 1B Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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<p>November</p>	<p>A. Culture & Geography Mexico</p> <p>B. Grammar SER and ESTAR PEDIR and SERVIR PREFERIR, PODER, PROBAR Direct Object Pronouns (DOPs) Affirmative Commands</p> <p>C. Vocabulary Food</p>	<p>A. Compare & contrast differences in US culture and Mexico A. Identify major geographic features of Mexico</p> <p>B. Apply correct form of verbs with adjectives to comment on foods B. Apply correct forms of verbs to order food for oneself and others B. Give directions or instructions</p> <p>C. Identify new vocabulary Apply vocabulary in context Use new vocabulary to complete oral and written communication activities</p>	<p>A. TO Student Project: skit, poster, PPT presentation Map assessment Student dialogues</p> <p>B. TO of oral responses Grammar quiz Partner dialogues B. Restaurant Skit - PBA</p> <p>C. TO of oral responses Vocabulary quizzes C. Multimedia project- Menu or PPT of Mexican Food</p>	<p>Expresate 1B Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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<p>December</p>	<p>A. Culture & Geography Argentina</p> <p>B. Grammar Verbs with reflexive pronouns Negative Informal Commands DOPs Infinitives Stem-changing verbs</p> <p>C. Vocabulary Daily routines Parts of the body Personal items Health & advice</p>	<p>A. Compare & contrast differences in US culture and Argentina A. Identify major geographic features of Argentina</p> <p>B. Apply correct form of verbs with adjectives to talk about daily routines B. Apply correct forms of verbs to give advice B. Give directions how to stay healthy</p> <p>C. Identify new vocabulary Apply vocabulary in context Use new vocabulary to complete oral and written communication activities</p>	<p>A. TO Student Project: skit, poster, PPT presentation Map assessment Student dialogues</p> <p>B. TO of oral responses Grammar quiz Partner dialogues B. My Daily Routine- Cartoon Story Board</p> <p>C. TO of oral responses Vocabulary quizzes C. Multimedia project- Health Topic</p>	<p>Expresate 1B Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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<p>January</p>	<p>A. Culture & Geography Argentina</p> <p>B. Grammar Verbs with reflexive pronouns Negative Informal Commands DOPs Infinitives Stem-changing verbs</p> <p>C. Vocabulary Daily routines Parts of the body Personal items Health & advice</p>	<p>A. Compare & contrast differences in US culture and Argentina A. Identify major geographic features of Argentina</p> <p>B. Apply correct form of verbs with adjectives to talk about daily routines B. Apply correct forms of verbs to give advice B. Give directions how to stay healthy</p> <p>C. Identify new vocabulary Apply vocabulary in context Use new vocabulary to complete oral and written communication activities</p>	<p>A. TO Student Project: skit, poster, PPT presentation Student dialogues</p> <p>B. TO of oral responses Grammar quiz Partner dialogues B. My Daily Routine- Cartoon Story Board</p> <p>C. TO of oral responses Vocabulary quizzes C. Multimedia project- Health Topic</p>	<p>Expresate 1B Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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<p>February</p>	<p>A. Culture & Geography Florida</p> <p>B. Grammar Numbers to million with COSTAR QUEDAR Demonstrative adjectives Preterite -AR verbs Preterite IR Preterite with reflexive pronouns</p> <p>C. Vocabulary Stores and shopping Clothes Colors</p>	<p>A. Compare & contrast regional differences in US (Florida/NJ) A. Identify major geographic features of Florida</p> <p>B. Apply correct form of verbs with adjectives to ask for and give opinions B. Apply correct forms of verbs to ask for and offer help in a store B. Explain where you went and what you did</p> <p>C. Identify new vocabulary Apply vocabulary in context Use new vocabulary to complete oral and written communication activities</p>	<p>A. TO Student Project: skit, poster, PPT presentation Map assessment Student dialogues</p> <p>B. TO of oral responses Grammar quiz Partner dialogues B. Shopping Skit - PBA</p> <p>C. TO of oral responses Vocabulary quizzes C. Fashion Show - PBA</p>	<p>Expresate 1B Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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<p>March</p>	<p>A. Culture & Geography Florida</p> <p>B. Grammar Numbers to million with COSTAR QUEDAR Demonstrative adjectives Preterite</p> <p>C. Vocabulary Stores and shopping Clothes Colors</p>	<p>A. Compare & contrast regional differences in US (Florida/NJ) A. Identify major geographic features of Florida</p> <p>B. Apply correct form of verbs with adjectives to ask for and give opinions B. Apply correct forms of verbs to ask for and offer help in a store B. Explain where you went and what you did</p> <p>C. Identify new vocabulary Apply vocabulary in context Use new vocabulary to complete oral and written communication activities</p>	<p>A. TO Student Project: skit, poster, PPT presentation Student dialogues</p> <p>B. TO of oral responses Grammar quiz Partner dialogues B. Shopping Skit - PBA</p> <p>C. TO of oral responses Vocabulary quizzes C. Fashion Show - PBA</p>	<p>Expresate 1B Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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<p>April</p>	<p>A. Culture & Geography Dominican Republic</p> <p>B. Grammar DOPs PENSAR CONOCER + "a" Preterite -ER & -IR verbs Present progressive</p> <p>C. Vocabulary Holidays Party activities Preparations</p>	<p>A. Compare & contrast differences between US and Dominican Republic A. Identify major geographic features of Dominican Republic</p> <p>B. Apply correct form of verbs to talk about plans and preparing for an event/party B. Apply correct forms of verbs to talk about past events/holidays</p> <p>C. Identify new vocabulary Apply vocabulary in context Use new vocabulary to complete oral and written communication activities</p>	<p>A. TO Student Project: skit, poster, PPT presentation Map assessment Student dialogues</p> <p>B. TO of oral responses Grammar quiz Partner dialogues B. Scene from a party-PBA</p> <p>C. TO of oral responses Vocabulary quizzes C. Party announcement; personal web posting-photo with captions</p>	<p>Expresate 1B Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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<p>May</p>	<p>A. Culture & Geography Peru</p> <p>B. Grammar Preterite verb forms HACER -car, -gar, -zar changing verbs Review DOPs Review commands</p> <p>C. Vocabulary Transportation Travel terms</p>	<p>A. Compare & contrast differences between US and Peru A. Identify major geographic features of Peru</p> <p>B. Apply correct form of verbs to talk about a trip B. Apply correct forms of verbs to talk about hopes and wishes B. Demonstrate language acquisition through an original project</p> <p>C. Identify new vocabulary Apply vocabulary in context Use new vocabulary to complete oral and written communication activities</p>	<p>A. TO Student Project: skit, poster, PPT presentation Map assessment Student dialogues</p> <p>B. TO of oral responses Grammar quiz Partner dialogues B. Student created PBA</p> <p>C. TO of oral responses Vocabulary quizzes C. Newsletter - PBA</p>	<p>Expresate 1B Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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<p>June</p>	<p>A. Culture & Geography Peru</p> <p>B. Grammar Preterite verb forms HACER -car, -gar, -zar changing verbs Review DOPs with commands</p> <p>C. Vocabulary Transportation Travel terms</p>	<p>A. Compare & contrast differences between US and Peru A. Identify major geographic features of Peru</p> <p>B. Apply correct form of verbs to talk about a trip B. Apply correct forms of verbs to talk about hopes and wishes B. Demonstrate language acquisition through an original project</p> <p>C. Identify new vocabulary Apply vocabulary in context Use new vocabulary to complete oral and written communication activities</p>	<p>A. TO Student Project: skit, poster, PPT presentation Student dialogues</p> <p>B. TO of oral responses Grammar quiz Partner dialogues B. Student created PBA</p> <p>C. TO of oral responses Vocabulary quizzes C. Newsletter – PBA C. Oral Proficiency Interview (OPI)</p>	<p>Expresate 1B Holt, Rinehart, Winston 2008</p> <p>Grammavision-Grammar DVD Smartboards Maps Powernotes Teacher's One-Stop Planner Bingo Cards Mas Musica CD</p> <p>Student created props</p>
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