

Pine Hill Public Schools Curriculum			
Content Area:		World Languages	
Course Title/Grade Level:		Spanish I/9-12	
Unit 1:	¡Empecemos!	Marking Period:	1 (Weeks 1-9)
Unit 2:	A Conocernos.	Marking Period:	2 (Weeks 1-9)
Unit 3:	¿Qué te gusta hacer?	Marking Period:	3 (Weeks 1-9)
Unit 4:	La vida escolar.	Marking Period:	4 (Weeks 1-9)
BOE Approval Date:		July 17, 2012	

**Pine Hill Public Schools
World Languages' Curriculum**

Unit Title: ¡Empecemos!		Unit #: 1
Course: Spanish I		Length of Time: 9 Weeks
Date Created: June 2012		BOE Approval Date:
Pacing	Marking Period 1: Weeks 1-9	
Essential Questions	<ul style="list-style-type: none"> • What vocabulary, grammar, and communication skills can be considered basic/essential to first learning a language? • What information can be considered basic/essential to getting to know about Spain and its people/culture? • How/why does formality affect communication? 	
Content	<p><u>Language-Vocabulary</u></p> <ul style="list-style-type: none"> • Greetings and Goodbyes • Introductions • Numbers 0-31 • Subject Pronouns • Time • Days of the Week and Months of the Year • Seasons • Alphabet <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> • Subjects and Verbs in Sentences • Present Tense of "Ser" • Punctuation Marks and Written Accents <p><u>Nation</u></p> <ul style="list-style-type: none"> • Spain: History, Geography, Celebrations, Food, Architecture, Art, Government, Economy <p><u>Culture</u></p> <ul style="list-style-type: none"> • Informal and Formal Greetings in Spain and Latin America • Proverbs/Refranes of Spain and Latin America 	
Skills	<ul style="list-style-type: none"> • State someone's name • Express how someone is • Identify someone • Indicate where you and others are from • State phone numbers • Indicate the time, the date, and the day • Demonstrate spelling words and state e-mail addresses 	
Assessments	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Class Participation • Class Work Assignments • Homework Assignments <p><u>Summative</u></p> <ul style="list-style-type: none"> • Quizzes • Tests 	

	<ul style="list-style-type: none"> • Alternative Assessments • Benchmark Exam <p>*Other appropriate assessments at individual teacher's discretion.*</p>
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> • Varied grouping (individual/partner/small group/whole group) • Heterogeneous ability pairing/grouping • Multi-sensory approach (visual/auditory/tactile/kinesthetic) • Alternative assignments/assessments (rubrics/checklists) • Preferential seating • Positive reinforcement • Specific feedback • Objective-sharing • 1:1 assistance • Provide notes/outlines/study guides • Extended time for assignments/assessments • Leveled/supplemental materials/resources • Break up material into smaller parts • Advanced organizers • Assignment book • Repeated review/drill • Verbal and written directions • Memory-aids • Parent Contacts <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
Inter- Disciplinary Connections	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • History, Geography, Celebrations, Food, Architecture, Art, Government, Economy, of Spain. • Informal and Formal Greetings in Spain and Latin America. • Proverbs/Refranes of Spain and Latin America. <p><u>Math</u></p> <ul style="list-style-type: none"> • Numbers 0-31 • Time <p><u>LAL</u></p> <ul style="list-style-type: none"> • Subjects • Verbs • Subject Pronouns • Phonetics • Punctuation • Present Tense <p><u>Science</u></p> <ul style="list-style-type: none"> • Seasons
Lesson Resources / Activities	<ul style="list-style-type: none"> • Humbach, Nancy, et al. <u>Exprésate</u>. Orlando: Holt, 2008. • Humbach, Nancy, et al. <u>Exprésate Teacher's Edition</u>. Orlando: Holt, 2008.

	<ul style="list-style-type: none"> • <u>Exprésate Ancillaries</u> go.hrw.com, my.hrw.com, One Stop Planner CD-ROM, Video Program, DVD Tutor, Interactive Tutor CD-ROM, Holt Puzzle Pro CD-ROM, Puente: Customized Level 1 Review, Lab Book, Audio CD's, Activities for Communication, TPR Storytelling Book, Cuaderno de Vocabulario y Gramática, Grammar Tutor for Students of Spanish, Teaching Transparencies, Cuaderno de Actividades, Assessment Program, Exprésate para Hispanohablantes. <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>
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2009 NJCCCS

Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strand A Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Strand B Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

Strand C Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making 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.

<p>Content Statement: 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. The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things. The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Make lists. State needs and preferences. Describe people, places, and things.</p>	<p>CPI: 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally</p>
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authentic materials on familiar topics.

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

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

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

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

7.1.NM.B.5
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

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

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

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

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

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

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy		Life and Career Skills		

Pine Hill Public Schools World Languages' Curriculum	
Unit Title: A Conocernos.	Unit #: 2
Course: Spanish I	Length of Time: 9 Weeks
Date Created: June 2012	BOE Approval Date:
Pacing	Marking Period 2: Weeks 1-9
Essential Questions	<ul style="list-style-type: none"> • What vocabulary, grammar, and communication skills can be considered basic/essential to getting to know about someone or something? • What information can be considered basic/essential to getting to know about Puerto Rico and its people/culture? • How/why is learning different cultures' proverbs valuable?
Content	<p><u>Language-Vocabulary</u></p> <ul style="list-style-type: none"> • Descriptive Adjectives of Physical and Personality Traits • Numbers 32-100 • Likes and Dislikes <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> • "Ser" with Adjectives • Gender and Adjective Agreement • Question Formation • Nouns and Definite Articles • The verb "Gustar" • ¿Por qué? and Porque • The Preposition "de" <p><u>Nation</u></p> <ul style="list-style-type: none"> • Puerto Rico: History, Geography, Food, Art, Celebrations, Architecture, Government, Economy <p><u>Culture</u></p> <ul style="list-style-type: none"> • Proverbs/Refranes of Spain and Latin America
Skills	<ul style="list-style-type: none"> • Describe people • State someone's age and birthday • Express what you and others like • Describe things
Assessments	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Class Participation • Class Work Assignments • Homework Assignments <p><u>Summative</u></p> <ul style="list-style-type: none"> • Quizzes • Tests • Alternative Assessments • Benchmark Exam <p>*Other appropriate assessments at individual teacher's discretion.*</p>

Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> • Varied grouping (individual/partner/small group/whole group) • Heterogeneous ability pairing/grouping • Multi-sensory approach (visual/auditory/tactile/kinesthetic) • Alternative assignments/assessments (rubrics/checklists) • Preferential seating • Positive reinforcement • Specific feedback • Objective-sharing • 1:1 assistance • Provide notes/outlines/study guides • Extended time for assignments/assessments • Leveled/supplemental materials/resources • Break up material into smaller parts • Advanced organizers • Assignment book • Repeated review/drill • Verbal and written directions • Memory-aids • Parent Contacts <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
Inter- Disciplinary Connections	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • History, Geography, Food, Art, Celebrations, Architecture, Government, Economy, of Puerto Rico • Proverbs/Refranes of Spain and Latin America <p><u>Math</u></p> <ul style="list-style-type: none"> • Numbers 32-100 <p><u>LAL</u></p> <ul style="list-style-type: none"> • Adjectives • Gender and Adjective Agreement • Interrogatives • Nouns • Definite Articles • Prepositions • Proverbs
Lesson Resources / Activities	<ul style="list-style-type: none"> • Humbach, Nancy, et al. <u>Exprésate</u>. Orlando: Holt, 2008. • Humbach, Nancy, et al. <u>Exprésate Teacher's Edition</u>. Orlando: Holt, 2008. • <u>Exprésate Ancillaries</u> go.hrw.com, my.hrw.com, One Stop Planner CD-ROM, Video Program, DVD Tutor, Interactive Tutor CD-ROM, Holt Puzzle Pro CD-ROM, Puente: Customized Level 1 Review, Lab Book, Audio CD's, Activities for Communication, TPR Storytelling Book, Cuaderno de Vocabulario y Gramática, Grammar Tutor for Students of Spanish, Teaching Transparencies, Cuaderno de Actividades, Assessment Program, Exprésate para Hispanohablantes.

Other appropriate resources/activities at individual teacher's discretion.

2009 NJCCCS

Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strand A Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Strand B Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

Strand C Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making 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.

Content Statement:

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.

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things.

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
Make lists. State needs and preferences. Describe people, places, and things.

CPI:

7.1.NM.A.1

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

7.1.NM.A.2

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

7.1.NM.A.3

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

7.1.NM.A.4

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

7.1.NM.A.5

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

7.1.NM.B.1

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

7.1.NM.B.2

	<p>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>
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21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
World Languages' Curriculum**

Unit Title: ¿Qué te gusta hacer?		Unit #: 3
Course: Spanish I		Length of Time: 9 Weeks
Date Created: June 2012		BOE Approval Date:

Pacing	Marking Period 3: Weeks 1-9
Essential Questions	<ul style="list-style-type: none"> • What vocabulary, grammar, and communication skills can be considered basic/essential to getting to know what someone likes /wants to do? • What information can be considered basic/essential to getting to know about Texas and its people/culture? • How/why is knowing how a people/culture spends its leisure time valuable?
Content	<p><u>Language-Vocabulary</u></p> <ul style="list-style-type: none"> • Sports and Leisure Activities • Weekend Activities • Weather Expressions <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> • "Gustar" with Infinitives • Pronouns after Prepositions • Present Tense of "Querer" with Infinitives • Present Tense of Regular -AR Verbs • Present Tense of "ir" and "jugar" <p><u>Nation</u></p> <ul style="list-style-type: none"> • Texas: History, Geography, Architecture, Art, Food, Celebrations, Government, Economy <p><u>Culture</u></p> <ul style="list-style-type: none"> • Weekend Activities in Spain and Latin America • Proverbs/Refranes of Spain and Latin America
Skills	<ul style="list-style-type: none"> • Express what you and others like to do • Indicate what you want to do • Describe everyday activities • State how often you do things
Assessments	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Class Participation • Class Work Assignments • Homework Assignments <p><u>Summative</u></p> <ul style="list-style-type: none"> • Quizzes • Tests • Alternative Assessments • Benchmark Exam • Culture Project (Celebrations/Music/Dances of the Target Culture). <p>*Other appropriate assessments at individual teacher's discretion*</p>
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> • Varied grouping (individual/partner/small group/whole group) • Heterogeneous ability pairing/grouping • Multi-sensory approach (visual/auditory/tactile/kinesthetic) • Alternative assignments/assessments (rubrics/checklists) • Preferential seating • Positive reinforcement • Specific feedback • Objective-sharing

	<ul style="list-style-type: none"> • 1:1 assistance • Provide notes/outlines/study guides • Extended time for assignments/assessments • Leveled/supplemental materials/resources • Break up material into smaller parts • Advanced organizers • Assignment book • Repeated review/drill • Verbal and written directions • Memory-aids • Parent Contacts <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
<p>Inter-Disciplinary Connections</p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • History, Geography, Architecture, Art, Food, Celebrations, Government, Economy, of Texas. • Weekend Activities in Spain and Latin America. • Proverbs/Refranes of Spain and Latin America. <p><u>LAL</u></p> <ul style="list-style-type: none"> • Infinitives • Pronouns • Prepositions • Present Tense • Adverbs <p><u>Science</u></p> <ul style="list-style-type: none"> • Weather
<p>Lesson Resources / Activities</p>	<ul style="list-style-type: none"> • Humbach, Nancy, et al. <u>Exprésate</u>. Orlando: Holt, 2008. • Humbach, Nancy, et al. <u>Exprésate Teacher's Edition</u>. Orlando: Holt, 2008. • <u>Exprésate Ancillaries</u> go.hrw.com, my.hrw.com, One Stop Planner CD-ROM, Video Program, DVD Tutor, Interactive Tutor CD-ROM, Holt Puzzle Pro CD-ROM, Puente: Customized Level 1 Review, Lab Book, Audio CD's, Activities for Communication, TPR Storytelling Book, Cuaderno de Vocabulario y Gramática, Grammar Tutor for Students of Spanish, Teaching Transparencies, Cuaderno de Actividades, Assessment Program, Exprésate para Hispanohablantes. <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>
<p>2009 NJCCCS</p>	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p>Strand A Interpretive Mode: The mode of communication in which students demonstrate understanding of</p>	

spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

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Strand C Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making 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.

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The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things.

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
Make lists. State needs and preferences. Describe people, places, and things.

CPI:

7.1.NM.A.1

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

7.1.NM.A.2

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

7.1.NM.A.3

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

7.1.NM.A.4

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

7.1.NM.A.5

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

7.1.NM.B.1

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

7.1.NM.B.2

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

7.1.NM.B.3

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

7.1.NM.B.4

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

	7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).
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21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy	X	ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
World Languages' Curriculum**

Unit Title: La vida escolar.		Unit #: 4
Course: Spanish I		Length of Time: 9 Weeks
Date Created: June 2012		BOE Approval Date:
Pacing	Marking Period 4: Weeks 1-9	
Essential Questions	<ul style="list-style-type: none"> • What vocabulary, grammar, and communication skills can be considered basic/essential to getting to know about a student's day? • What information can be considered basic/essential to getting to know about Costa Rica and its people/culture? • How/why is knowing about a people's/culture's school day valuable? 	
Content	<u>Language-Vocabulary</u> <ul style="list-style-type: none"> • School Supplies and Items Needed for School • Classes • Indefinite Articles 	

	<ul style="list-style-type: none"> • School Events • Places at School <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> • ¿Cuánto?, Mucho, and Poco • Present Tense of "tener" and "tener" idioms • "Venir + a + time" • "ir + a + infinitives" • Present Tense of -er and -ir verbs and tag questions • -er and -ir verbs with irregular "yo" form verbs <p><u>Nation</u></p> <ul style="list-style-type: none"> • Costa Rica: History, Geography, Celebrations, Art, Food, Animals, Government, Economy <p><u>Culture</u></p> <ul style="list-style-type: none"> • Typical School Day in Spain and Latin America • Proverbs/Refranes of Spain and Latin America
Skills	<ul style="list-style-type: none"> • Indicate what you have and what you need • Describe classes • Identify plans • Demonstrate inviting others to do something
Assessments	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Class Participation • Class Work Assignments • Homework Assignments <p><u>Summative</u></p> <ul style="list-style-type: none"> • Quizzes • Tests • Alternative Assessments • Benchmark Exam <p>*Other appropriate assessments at individual teacher's discretion*</p>
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> • Varied grouping (individual/partner/small group/whole group) • Heterogeneous ability pairing/grouping • Multi-sensory approach (visual/auditory/tactile/kinesthetic) • Alternative assignments/assessments (rubrics/checklists) • Preferential seating • Positive reinforcement • Specific feedback • Objective-sharing • 1:1 assistance • Provide notes/outlines/study guides • Extended time for assignments/assessments • Leveled/supplemental materials/resources • Break up material into smaller parts • Advanced organizers • Assignment book • Repeated review/drill

	<ul style="list-style-type: none"> • Verbal and written directions • Memory-aids • Parent Contacts <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
Inter-Disciplinary Connections	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • History, Geography, Celebrations, Art, Food, Animals, Government, Economy of Costa Rica. • Typical School Day in Spain and Latin America. • Proverbs/Refranes of Spain and Latin America. <p><u>LAL</u></p> <ul style="list-style-type: none"> • Indefinite Articles • Present Tense • Near Future Tense • Idioms • Irregular Verbs
Lesson Resources / Activities	<p>Humbach, Nancy, et al. <u>Exprésate</u>. Orlando: Holt, 2008.</p> <p>Humbach, Nancy, et al. <u>Exprésate Teacher's Edition</u>. Orlando: Holt, 2008.</p> <p>Exprésate Ancillaries: go.hrw.com, my.hrw.com, One Stop Planner CD-ROM, Video Program, DVD Tutor, Interactive Tutor CD-ROM, Holt Puzzle Pro CD-ROM, Puente: Customized Level 1 Review, Lab Book, Audio CD's, Activities for Communication, TPR Storytelling Book, Cuaderno de Vocabulario y Gramática, Grammar Tutor for Students of Spanish, Teaching Transparencies, Cuaderno de Actividades, Assessment Program, Exprésate para Hispanohablantes.</p> <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>

2009 NJCCCS

Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strand A Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Strand B Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

Strand C Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making 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.

Content Statement:

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.

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things.

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Make lists. State needs and preferences. Describe people, places, and things.

CPI:

7.1.NM.A.1

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

7.1.NM.A.2

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

7.1.NM.A.3

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

7.1.NM.A.4

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

7.1.NM.A.5

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

7.1.NM.B.1

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

7.1.NM.B.2

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

7.1.NM.B.3

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

7.1.NM.B.4

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

7.1.NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.1

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

7.1.NM.C.2

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

	7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).
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21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy		Life and Career Skills		

Revised: August 27, 2013