

**MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT  
SEVENTH - EIGHTH GRADE - WORLD LANGUAGE  
Novice High**



**Revised to meet the June 2020 NJSLS-WORLD LANGUAGE  
Board Approval: SEPTEMBER 2022**

**District Administration**

Mr. Robert Mungo	Superintendent
Mrs. Amie Dougherty	Director of Curriculum and Instruction
Mrs. Tifanie Pierce	Director of Special Services
Mrs. Carolyn McDonald	Director of Equity and Student Services
Mr. Daniel Finn	Principal 5-8
Mr. Thomas Braddock	Principal 2-4
Mrs. Nicole Peoples	Principal PreK-1
Mrs. Kinny Nahal	Assist Principal 5-8
Mrs. Evon DiGangi	School Business Administrator

**Mount Holly Township Board of Education**

Mrs. Janet DiFolco	Board President
Mr. William Monk	Board Vice-President
Ms. Jennifer Mushinsky	Board Member
Mrs. Brianna Banks	Board Member
Mrs. Janene Ciotti	Board Member

## **World Languages**

The New Jersey Student Learning Standards – World Languages (NJSLS-WL) is a guiding document toward participation in the state’s global society. As one of the most diverse states in the United States, New Jersey encompasses a multicultural, global citizenry. In all regions, there are people speaking and interacting with others in different languages; there are street signs in several languages and international enterprises conducting business in English and in a multitude of other languages. The New Jersey Department of Education, whose mission is to equip students with necessary knowledge, skills, and attitudes to participate successfully in the 21st century, embraces the state’s multiculturalism and diversity, including the acquisition of diverse languages and cultures.

### **Mission**

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

### **Vision**

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding 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 enhances crosscultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing 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 benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in 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 continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

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 (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the statedesignated proficiency level of Novice-High. The data showed 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 Standards**

### **Framework for NJ Designed Standards**

The design of this version of the NJ World Language Standard is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of world languages as stated in the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- prioritize the important ideas and core processes that are central to world languages and have lasting value beyond the classroom; and
- reflect the habits of mind central to world language studies that lead to post-secondary success.

<b>Unit 1: Introduction to Spanish (2nd Year)</b> <b>Curriculum Area: World Language</b> <b>Unit Length: Ongoing</b>	<b>Grade Level: 7-8</b>
<b>Unit Overview</b>	
<p>In this Unit, students will use rudimentary vocabulary to converse with their peers. Students will be able to greet and introduce themselves to their peers. Students will also learn how to make different introductions, the different ways to end a conversation, the Spanish alphabet and how to spell vocabulary correctly, the difference between formal and informal greetings, saying where they and others are from, and Spanish- speaking countries, capitals and their locations. Students will begin to respond to classroom instructions in the new language.</p>	
<b>NJSLS: 7.1 World Languages</b>	<b>Modes of Communication:</b>
<p>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.</p>	<b>Interpretive Mode of Communication</b> <b>Interpersonal Mode of Communication</b> <b>Presentational Mode of Communication</b>
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Studying Spanish and learning to greet others will be useful to my future and give me insight into other cultures.</li> <li>● Understand the difference between familiar and formal greetings in Spanish</li> <li>● Analyze the differences between the Spanish and English alphabets.</li> <li>● Establish a routine by using Spanish in the classroom.</li> <li>● Use appropriate greetings and leave taking from the target culture.</li> </ul>	<ul style="list-style-type: none"> <li>● Why do people in Spanish-speaking countries use formal and informal greetings?</li> <li>● Why are there more letters in the Spanish alphabet than in the English alphabet?</li> <li>● How do cultural differences among Spanish speaking countries and the United State impact communication?</li> </ul>
<b>Core Idea</b>	
<ul style="list-style-type: none"> <li>● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li> </ul>	

- Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
- Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### District/School Supplementary Resources

- Textbook *Avancemos 1* Holt McDougal
- Google Slideshow Presentations
- Classwork assignments that align with the textbook content
- Posters, handouts & manipulatives
- <https://quizlet.com>
- [Duolingo - The world's best way to learn a language](#)
- [South America and Central America Map Quiz](#)
- [Senor Jordan YouTube Channel](#)
- [Spanish Grammar | Learn Spanish Grammar at StudySpanish.com](#)

#### District/ School Formative Assessment Plan

- Teacher Observation
- Quizzes/Test
- Group Projects/Discussions
- Performance Tasks

#### District/ School Summative Assessment Plan

- Performance Tasks

### Instructional Best Practices

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● Identifying Similarities and Differences</li> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Practice</li> <li>● Modeling</li> <li>● Cooperative Learning</li> <li>● Setting Objectives and Providing Feedback</li> <li>● Cues and Questions</li> </ul> | <ul style="list-style-type: none"> <li>● Checks for Understanding</li> <li>● Diagrams, Charts and Graphs</li> <li>● Coaching</li> <li>● Visuals</li> <li>● Collaborative Problem Solving</li> <li>● Active Engagement Strategies</li> </ul> |
|---|---|

<ul style="list-style-type: none"> <li>• Gradual Release of Responsibility</li> </ul>	
<b>Career Readiness, Life Literacies, and Key Skills Practices</b>	
<p style="text-align: center;"><b>Career Readiness, Life Literacies, and Key Skills Practices</b></p> <ul style="list-style-type: none"> <li>• CRLK1: Act as a responsible and contributing community members and employee.</li> <li>• CRLK2: Attend to financial well-being.</li> <li>• CRLK3: Consider the environmental, social and economic impacts of decisions.</li> <li>• CRLK4: Demonstrate creativity and innovation</li> <li>• CRLK5: Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRLK6: Model integrity, ethical leadership and effective management.</li> <li>• CRLK7: Plan education and career paths aligned to personal goals.</li> <li>• CRLK8: Use technology to enhance productivity increase collaboration and communicate effectively.</li> <li>• CRLK9: Work productively in teams while using cultural/global competence.</li> </ul> <p>9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</p> <p>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p> <p>9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p>	
<b>9.1 Personal Financial Literacy – Income And Careers</b>	<b>9.2 Career Awareness, Exploration, And Preparation - Career Awareness</b>
9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.	9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
<b>8.1-8.2 Computer Science and Design Thinking:</b>	
<ul style="list-style-type: none"> <li>• 8.2.8.ITH.2: Compare how technologies have influenced society over time.</li> <li>• 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.</li> <li>• 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.</li> </ul>	
<b>Interdisciplinary &amp; Intercultural Connections</b>	
<u>Language Arts</u>	

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.  
 RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  
 RH.6-8.9 Analyze the relationship between primary and secondary sources on the same topic.  
 WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
 WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.  
 SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.  
 L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Mathematics

Use the four operations with whole numbers to solve problems.  
 Understand decimal notation for fractions, and compare decimal fractions.  
 Represent and interpret data.  
 Know number names and the count sequence.  
 Describe and compare measurable attributes.  
 Count to tell the number of objects.  
 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.  
 Generate and analyze patterns.  
 Extend understanding of fraction equivalence and ordering.  
 Classify objects and count the number of objects in each category.

### Communication and Culture

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.  
 Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.  
 Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.  
 Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.  
 Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.  
 Develop insight into the nature of language and culture in order to interact with cultural competence.  
 Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.  
 Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.



NJ Student Learning Objective	Exemplar Lessons and/or Activities
<ul style="list-style-type: none"> <li>• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li>• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</li> <li>• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li> <li>• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li> <li>• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li> <li>• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li> <li>• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</li> <li>• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</li> </ul> <p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <ul style="list-style-type: none"> <li>• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</li> <li>• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</li> <li>• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</li> </ul>	<p>Students will be able to: Using the 3 modes of Communication</p> <ul style="list-style-type: none"> <li>● Greet people and say goodbye using greetings and farewells.</li> <li>● Introduce themselves and others.</li> <li>● Ask and say how to spell names using the alphabet.</li> <li>● Use numbers to give dates, birthdays and holidays.</li> <li>● Say what day of the week it is.</li> <li>● Describe the weather conditions.</li> <li>● Initiate and respond to classroom commands and phrases.</li> <li>● Locate Spanish countries on maps.</li> <li>● Understand what cognates are.</li> </ul>

<ul style="list-style-type: none"> <li>• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</li> <li>• 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</li> <li>• 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</li> <li>• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</li> <li>• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</li> <li>• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</li> <li>• 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States</li> </ul>	
Key Vocabulary	
<a href="#">¡Hola! ~ Vocabulary</a>	
Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> <li>● Demonstrate/model activity</li> <li>● Partner assisted</li> <li>● Disregard time limits</li> <li>● Oral prompt</li> <li>● Preferred position</li> <li>● Reduce number of actions</li> </ul>	<ul style="list-style-type: none"> <li>● Use well-defined boundaries</li> <li>● Get a written list of instructions</li> <li>● Provide a buddy/partner</li> <li>● Preview skills for upcoming classes</li> <li>● Demonstrate/model activity</li> <li>● Disregard time limits</li> </ul>

<ul style="list-style-type: none"> <li>● Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>● Oral prompt</li> <li>● More space between students</li> <li>● Preferred position</li> <li>● Simplify patterns</li> <li>● Reduce number of actions</li> <li>● Ask for a repeat of the directions</li> </ul>
<b>Accommodations for English Language Learners</b>	<b>Accommodations for Gifted Students</b>
<ul style="list-style-type: none"> <li>● Demonstrate/model activity</li> <li>● Partner assisted</li> <li>● Disregard time limits</li> <li>● Provide pictorial of rules, directions, or process</li> <li>● Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>● Additional practice of specific skills or concepts</li> <li>● Increase opportunities for applying skills or concepts</li> <li>● Direct instruction in using specific knowledge in different contexts</li> <li>● Provide learning centers where students are in charge of their own learning</li> </ul>
<b>Required Activities</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>● Instant Activity/ Do Now</li> <li>● Closure</li> <li>● Whole Group</li> <li>● Small Groups</li> <li>● Modeling</li> <li>● Independent Practice</li> <li>● PBIS Implementation</li> <li>● Identify and review objectives for lesson</li> <li>● Stations</li> <li>● Modified Activities</li> </ul>	<ul style="list-style-type: none"> <li>● Reflection</li> <li>● Goal Setting</li> <li>● Real World Connection</li> <li>● Accessing Prior Experiences</li> </ul>

<b>Unit 2: Friendship</b> <b>Curriculum Area: World Language</b> <b>Unit Length: Ongoing</b>	<b>Grade Level: 7-8</b>
<b>Unit Overview</b>	
<p>In this Unit, students will be able to talk about activities and likes/dislikes. Students will also be able to utilize Spanish vocabulary and grammar to describe themselves and others. Students will identify people and things. Students will focus on the importance of understanding the gender/number of nouns in order to achieve noun-adjective agreement.</p>	
<b>NJSLS: 7.1 World Languages</b>	<b>Modes of Communication:</b>
<p>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.</p>	<b>Interpretive Mode of Communication</b> <b>Interpersonal Mode of Communication</b> <b>Presentational Mode of Communication</b>
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• My classmates and I have similarities and differences in our appearance and personalities.</li> <li>• In Spanish, it is very important to understand nouns, gender &amp; agreement.</li> </ul>	<ul style="list-style-type: none"> <li>• How can I identify the gender/number of a noun?</li> <li>• Why is it acceptable not to use subject pronouns in Spanish, while it is necessary to use them in English?</li> </ul>
<b>Core Idea</b>	
<ul style="list-style-type: none"> <li>• Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li> <li>• Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</li> </ul>	

- Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### District/School Supplementary Resources

- Textbook *Avancemos I* Holt McDougal
- Google Slideshow Presentations
- Classwork assignments that align with the textbook content
- Posters, handouts & manipulatives
- [www.quizlet.com](http://www.quizlet.com)
- [www.quizizz.com](http://www.quizizz.com)
- [www.blooket.com](http://www.blooket.com)
- [Duolingo - The world's best way to learn a language](https://www.duolingo.com)
- [South America and Central America Map Quiz](#)
- [Senor Jordan YouTube Channel](#)
- [Spanish Grammar | Learn Spanish Grammar at StudySpanish.com](#)

District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Quizzes/Test</li> <li>● Group Projects/Discussions</li> <li>● Performance Tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Performance Tasks</li> </ul>
Instructional Best Practices	

<ul style="list-style-type: none"> <li>● Identifying Similarities and Differences</li> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Practice</li> </ul>	<ul style="list-style-type: none"> <li>● Checks for Understanding</li> <li>● Diagrams, Charts and Graphs</li> <li>● Coaching</li> </ul>
--	---

- Modeling
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Cues and Questions
- Gradual Release of Responsibility

- Visuals
- Collaborative Problem Solving
- Active Engagement Strategies

### Career Readiness, Life Literacies, and Key Skills Practices

#### Career Readiness, Life Literacies, and Key Skills Practices

• **CRLK1: Act as a responsible and contributing community members and employee.**

• CRLK2: Attend to financial well-being.

• **CRLK3: Consider the environmental, social and economic impacts of decisions.**

• **CRLK4: Demonstrate creativity and innovation**

• CRLK5: Utilize critical thinking to make sense of problems and persevere in solving them.

• CRLK6: Model integrity, ethical leadership and effective management.

• CRLK7: Plan education and career paths aligned to personal goals.

• **CRLK8: Use technology to enhance productivity increase collaboration and communicate effectively.**

• **CRLK9: Work productively in teams while using cultural/global competence.**

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

#### 9.1 Personal Financial Literacy – Income And Careers

#### 9.2 Career Awareness, Exploration, And Preparation - Career Awareness

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

### 8.1-8.2 Computer Science and Design Thinking:

• 8.2.8.ITH.2: Compare how technologies have influenced society over time.

• 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

- 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

## **Interdisciplinary & Intercultural Connections**

### Language Arts

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.9 Analyze the relationship between primary and secondary sources on the same topic.

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Mathematics

Use the four operations with whole numbers to solve problems.

Understand decimal notation for fractions, and compare decimal fractions.

Represent and interpret data.

Know number names and the count sequence.

Describe and compare measurable attributes.

Count to tell the number of objects.

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Generate and analyze patterns.

Extend understanding of fraction equivalence and ordering.

Classify objects and count the number of objects in each category.

### Communication and Culture

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Develop insight into the nature of language and culture in order to interact with cultural competence.

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

NJSLs Learning Plan	
NJ Student Learning Objective	Exemplar Lessons and/or Activities
<ul style="list-style-type: none"> <li>• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li>• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</li> <li>• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li> <li>• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li> <li>• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li> <li>• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li> <li>• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</li> <li>• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</li> </ul> <p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p>	<p>Students will be able to: Using the 3 modes of Communication</p> <ul style="list-style-type: none"> <li>• Talk about activities</li> <li>• Tell where they are from using <i>de</i></li> <li>• Say what they like/dislike</li> <li>• Utilize subject pronouns &amp; the verb SER</li> <li>• Utilize <i>gustar</i> with an infinitive</li> <li>• Describe themselves and others using SER</li> <li>• Identify people and things</li> <li>• Utilize definite and indefinite articles</li> <li>• Demonstrate noun-adjective agreement</li> </ul>



- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States

### Key Vocabulary

[Un rato con los amigos ~ Vocabulary](#)

<b>Modifications/Accommodations for Special Education Students</b>	<b>Accommodations for At-Risk Students</b>
<ul style="list-style-type: none"> <li>• Demonstrate/model activity</li> <li>• Partner assisted</li> <li>• Disregard time limits</li> <li>• Oral prompt</li> <li>• Preferred position</li> <li>• Reduce number of actions</li> <li>• Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>• Use well-defined boundaries</li> <li>• Get a written list of instructions</li> <li>• Provide a buddy/partner</li> <li>• Preview skills for upcoming classes</li> <li>• Demonstrate/model activity</li> <li>• Disregard time limits</li> <li>• Oral prompt</li> <li>• More space between students</li> <li>• Preferred position</li> <li>• Simplify patterns</li> <li>• Reduce number of actions</li> <li>• Ask for a repeat of the directions</li> </ul>

<b>Accommodations for English Language Learners</b>	<b>Accommodations for Gifted Students</b>
<ul style="list-style-type: none"> <li>• Demonstrate/model activity</li> <li>• Partner assisted</li> <li>• Disregard time limits</li> <li>• Provide pictorial of rules, directions, or process</li> <li>• Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>• Additional practice of specific skills or concepts</li> <li>• Increase opportunities for applying skills or concepts</li> <li>• Direct instruction in using specific knowledge in different contexts</li> <li>• Provide learning centers where students are in charge of their own learning</li> </ul>

<b>Required Activities</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>• Instant Activity/ Do Now</li> <li>• Closure</li> <li>• Whole Group</li> <li>• Small Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Goal Setting</li> <li>• Real World Connection</li> <li>• Accessing Prior Experiences</li> </ul>

<ul style="list-style-type: none"> <li>● Modeling</li> <li>● Independent Practice</li> <li>● PBIS Implementation</li> <li>● Identify and review objectives for lesson</li> <li>● Stations</li> <li>● Modified Activities</li> </ul>	
---	--

<b>Unit 3: School Life</b> <b>Curriculum Area: World Language</b> <b>Unit Length: Ongoing</b>	<b>Grade Level: 7-8</b>
<b>Unit Overview</b>	
<p>In this Unit, students will be able to talk about their school day and routines. Students will also ask and tell time and say when they have to do things. Students will be able to describe their classroom and say where things are located. Students will also talk about how they feel. Students will discuss the similarities and differences between schools in Spanish speaking countries and schools in the United States.</p>	
<b>NJSLS: 7.1 World Languages</b>	<b>Modes of Communication:</b>
<p>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.</p>	<b>Interpretive Mode of Communication</b> <b>Interpersonal Mode of Communication</b> <b>Presentational Mode of Communication</b>

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● School schedules in different countries vary because of cultural differences.</li> <li>● As a student, there are certain requirements that I must meet in order to be successful.</li> </ul>	<ul style="list-style-type: none"> <li>● How do schools in Spanish speaking countries differ from those in the United States?</li> <li>● How does my school schedule reflect my culture?</li> <li>● How does the way students dress reflect a culture?</li> </ul>

Core Idea
<ul style="list-style-type: none"> <li>● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li> <li>● Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</li> <li>● Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> </ul>
District/School Supplementary Resources
<ul style="list-style-type: none"> <li>● Textbook <i>Avancemos I</i> Holt McDougal</li> <li>● Google Slideshow Presentations</li> <li>● Classwork assignments that align with the textbook content</li> <li>● Posters, handouts &amp; manipulatives</li> <li>● <a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>● <a href="http://www.quizizz.com">www.quizizz.com</a></li> <li>● <a href="http://www.blooket.com">www.blooket.com</a></li> <li>● <a href="https://www.duolingo.com">Duolingo - The world's best way to learn a language</a></li> <li>● <a href="#">South America and Central America Map Quiz</a></li> <li>● <a href="#">Senor Jordan YouTube Channel</a></li> <li>● <a href="#">Spanish Grammar   Learn Spanish Grammar at StudySpanish.com</a></li> </ul>

District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Quizzes/Test</li> <li>● Group Projects/Discussions</li> <li>● Performance Tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Performance Tasks</li> </ul>
Instructional Best Practices	
<ul style="list-style-type: none"> <li>● Identifying Similarities and Differences</li> <li>● Reinforcing Effort and Providing Recognition</li> </ul>	<ul style="list-style-type: none"> <li>● Checks for Understanding</li> <li>● Diagrams, Charts and Graphs</li> </ul>

<ul style="list-style-type: none"> <li>• Practice</li> <li>• Modeling</li> <li>• Cooperative Learning</li> <li>• Setting Objectives and Providing Feedback</li> <li>• Cues and Questions</li> <li>• Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching</li> <li>• Visuals</li> <li>• Collaborative Problem Solving</li> <li>• Active Engagement Strategies</li> </ul>
--	--

### Career Readiness, Life Literacies, and Key Skills Practices

#### Career Readiness, Life Literacies, and Key Skills Practices

- CRLKS1: Act as a responsible and contributing community members and employee.
- CRLKS2: Attend to financial well-being.
- CRLKS3: Consider the environmental, social and economic impacts of decisions.
- CRLKS4: Demonstrate creativity and innovation
- CRLKS5: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRLKS6: Model integrity, ethical leadership and effective management.
- CRLKS7: Plan education and career paths aligned to personal goals.
- CRLKS8: Use technology to enhance productivity increase collaboration and communicate effectively.
- CRLKS9: Work productively in teams while using cultural/global competence.

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

#### 9.1 Personal Financial Literacy – Income And Careers

#### 9.2 Career Awareness, Exploration, And Preparation - Career Awareness

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

### 8.1-8.2 Computer Science and Design Thinking:

- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.
- 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

## Interdisciplinary & Intercultural Connections

### Language Arts

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.9 Analyze the relationship between primary and secondary sources on the same topic.

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Mathematics

Use the four operations with whole numbers to solve problems.

Understand decimal notation for fractions, and compare decimal fractions.

Represent and interpret data.

Know number names and the count sequence.

Describe and compare measurable attributes.

Count to tell the number of objects.

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Generate and analyze patterns.

Extend understanding of fraction equivalence and ordering.

Classify objects and count the number of objects in each category.

### Communication and Culture

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Develop insight into the nature of language and culture in order to interact with cultural competence.

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

### NJSLS Learning Plan

NJ Student Learning Objective	Exemplar Lessons and/or Activities
<ul style="list-style-type: none"> <li>• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li>• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</li> <li>• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li> <li>• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li> <li>• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li> <li>• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li> <li>• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</li> <li>• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</li> </ul>	<p>Students will be able to: Using the 3 modes of Communication</p> <ul style="list-style-type: none"> <li>• Talk about daily schedules</li> <li>• Ask and tell time</li> <li>• Say what you have and have to do using <i>tener</i> and <i>tener que</i></li> <li>• Say what you do and how often</li> <li>• Conjugate and utilize <i>-ar</i> verbs in the present tense</li> <li>• Describe classes and classroom objects</li> <li>• Say where things are located using the verb ESTAR</li> <li>• Say where you are going using the verb IR</li> <li>• Talk about how you feel</li> </ul>

- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
  - 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
  - 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
  - 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
  - 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- 
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
  - 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
  - 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
  - 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
  - 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
  - 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States

### Key Vocabulary

[¡Vamos a la escuela! ~ Vocabulary](#)



--

<b>Modifications/Accommodations for Special Education Students</b>	<b>Accommodations for At-Risk Students</b>
<ul style="list-style-type: none"> <li>• Demonstrate/model activity</li> <li>• Partner assisted</li> <li>• Disregard time limits</li> <li>• Oral prompt</li> <li>• Preferred position</li> <li>• Reduce number of actions</li> <li>• Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>• Use well-defined boundaries</li> <li>• Get a written list of instructions</li> <li>• Provide a buddy/partner</li> <li>• Preview skills for upcoming classes</li> <li>• Demonstrate/model activity</li> <li>• Disregard time limits</li> <li>• Oral prompt</li> <li>• More space between students</li> <li>• Preferred position</li> <li>• Simplify patterns</li> <li>• Reduce number of actions</li> <li>• Ask for a repeat of the directions</li> </ul>

<b>Accommodations for English Language Learners</b>	<b>Accommodations for Gifted Students</b>
<ul style="list-style-type: none"> <li>• Demonstrate/model activity</li> <li>• Partner assisted</li> <li>• Disregard time limits</li> <li>• Provide pictorial of rules, directions, or process</li> <li>• Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>• Additional practice of specific skills or concepts</li> <li>• Increase opportunities for applying skills or concepts</li> <li>• Direct instruction in using specific knowledge in different contexts</li> <li>• Provide learning centers where students are in charge of their own learning</li> </ul>
<b>Required Activities</b>	<b>Suggested Activities</b>

• Instant Activity/ Do Now	• Reflection
----------------------------	--------------

<ul style="list-style-type: none"> <li>● Closure</li> <li>● Whole Group</li> <li>● Small Groups</li> <li>● Modeling</li> <li>● Independent Practice</li> <li>● PBIS Implementation</li> <li>● Identify and review objectives for lesson</li> <li>● Stations</li> <li>● Modified Activities</li> </ul>	<ul style="list-style-type: none"> <li>● Goal Setting</li> <li>● Real World Connection</li> <li>● Accessing Prior Experiences</li> </ul>
---	--

<b>Unit 4: Food &amp; Family</b> <b>Curriculum Area: World Language</b> <b>Unit Length: Ongoing</b>	<b>Grade Level: 7-8</b>
<b>Unit Overview</b>	
<p>In this Unit, students will use rudimentary vocabulary to converse with their peers. Students will be able to talk about food and beverages. Students will become familiar with interrogative words in Spanish. Students will also learn how to talk about family, express possession, give dates and make comparisons. This unit will also focus on understanding and utilizing verb conjugations of -er &amp; -ir verbs in the present tense.</p>	
<b>NJSLS: 7.1 World Languages</b>	<b>Modes of Communication:</b>
<p>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.</p>	<b>Interpretive Mode of Communication</b> <b>Interpersonal Mode of Communication</b> <b>Presentation Mode of Communication</b>
<b>Enduring Understandings</b>	<b>Essential Questions</b>

<ul style="list-style-type: none"> <li>● Understand how historical influences affect the food that people eat.</li> <li>● Express their feelings about foods and drinks.</li> <li>● There are certain activities that people do on a daily basis to maintain a healthy and productive lifestyle.</li> <li>● Restaurants in different countries offer different meal options.</li> </ul>	<ul style="list-style-type: none"> <li>● How do historical influences affect the food that people eat?</li> <li>● At what time do you eat different meals throughout the day?</li> <li>● Which foods are good/bad for your health?</li> <li>● How can I communicate my needs and preferences in a restaurant setting?</li> </ul>
<b>Core Idea</b>	
<ul style="list-style-type: none"> <li>● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li> <li>● Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</li> <li>● Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> </ul>	
<b>District/School Supplementary Resources</b>	
<ul style="list-style-type: none"> <li>● Textbook <i>Avancemos I</i> Holt McDougal</li> <li>● Google Slideshow Presentations</li> <li>● Classwork assignments that align with the textbook content</li> <li>● Posters, handouts &amp; manipulatives</li> <li>● <a href="https://quizlet.com">https://quizlet.com</a></li> <li>● <a href="#">Duolingo - The world's best way to learn a language</a></li> <li>● <a href="#">South America and Central America Map Quiz</a></li> <li>● <a href="#">Senor Jordan YouTube Channel</a></li> <li>● <a href="#">Spanish Grammar   Learn Spanish Grammar at StudySpanish.com</a></li> </ul>	
<b>District/ School Formative Assessment Plan</b>	<b>District/ School Summative Assessment Plan</b>
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Quizzes/Test</li> <li>● Group Projects/Discussions</li> <li>● Performance Tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Performance Tasks</li> </ul>

Instructional Best Practices	
<ul style="list-style-type: none"> <li>Identifying Similarities and Differences</li> <li>Reinforcing Effort and Providing Recognition</li> <li>Practice</li> <li>Modeling</li> <li>Cooperative Learning</li> <li>Setting Objectives and Providing Feedback</li> <li>Cues and Questions</li> <li>Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Checks for Understanding</li> <li>Diagrams, Charts and Graphs</li> <li>Coaching</li> <li>Visuals</li> <li>Collaborative Problem Solving</li> <li>Active Engagement Strategies</li> </ul>
Career Readiness, Life Literacies, and Key Skills Practices	
<p align="center"><b>Career Readiness, Life Literacies, and Key Skills Practices</b></p> <ul style="list-style-type: none"> <li><b>CRLK1: Act as a responsible and contributing community members and employee.</b></li> <li>CRLK2: Attend to financial well-being.</li> <li><b>CRLK3: Consider the environmental, social and economic impacts of decisions.</b></li> <li><b>CRLK4: Demonstrate creativity and innovation</b></li> <li>CRLK5: Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRLK6: Model integrity, ethical leadership and effective management.</li> <li>CRLK7: Plan education and career paths aligned to personal goals.</li> <li><b>CRLK8: Use technology to enhance productivity increase collaboration and communicate effectively.</b></li> <li><b>CRLK9: Work productively in teams while using cultural/global competence.</b></li> </ul> <p>9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</p> <p>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p> <p>9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p>	
9.1 Personal Financial Literacy – Income And Careers	9.2 Career Awareness, Exploration, And Preparation - Career Awareness
9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.	9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
8.1-8.2 Computer Science and Design Thinking:	

- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.
- 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

### **Interdisciplinary & Intercultural Connections**

#### Language Arts

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.9 Analyze the relationship between primary and secondary sources on the same topic.

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### Mathematics

Use the four operations with whole numbers to solve problems.

Understand decimal notation for fractions, and compare decimal fractions.

Represent and interpret data.

Know number names and the count sequence.

Describe and compare measurable attributes.

Count to tell the number of objects.

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Generate and analyze patterns.

Extend understanding of fraction equivalence and ordering.

Classify objects and count the number of objects in each category.

#### Communication and Culture

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.  
 Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.  
 Develop insight into the nature of language and culture in order to interact with cultural competence.  
 Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.  
 Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

### NJSLS Learning Plan

NJ Student Learning Objective	Exemplar Lessons and/or Activities
<ul style="list-style-type: none"> <li>• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li>• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</li> <li>• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li> <li>• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li> <li>• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li> <li>• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li> <li>• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</li> <li>• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</li> </ul> <p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p>	<p>Students will be able to: Using the 3 modes of Communication</p> <ul style="list-style-type: none"> <li>● Talk about food and beverages</li> <li>● Ask questions using interrogative words</li> <li>● Say which foods you like and don't like using gustar</li> <li>● Utilize present tense of -er &amp; -ir verbs</li> <li>● Utilize the verb hacer</li> <li>● Talk about family</li> <li>● Ask and tell ages</li> <li>● Express possession using de and possessive adjectives</li> <li>● Give dates</li> <li>● Make comparisons</li> </ul>

- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States

### Key Vocabulary

[Comer en familia ~ Vocabulary](#)

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> <li>• Demonstrate/model activity</li> <li>• Partner assisted</li> <li>• Disregard time limits</li> <li>• Oral prompt</li> <li>• Preferred position</li> <li>• Reduce number of actions</li> <li>• Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>• Use well-defined boundaries</li> <li>• Get a written list of instructions</li> <li>• Provide a buddy/partner</li> <li>• Preview skills for upcoming classes</li> <li>• Demonstrate/model activity</li> <li>• Disregard time limits</li> <li>• Oral prompt</li> <li>• More space between students</li> <li>• Preferred position</li> <li>• Simplify patterns</li> <li>• Reduce number of actions</li> <li>• Ask for a repeat of the directions</li> </ul>
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> <li>• Demonstrate/model activity</li> <li>• Partner assisted</li> <li>• Disregard time limits</li> <li>• Provide pictorial of rules, directions, or process</li> <li>• Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>• Additional practice of specific skills or concepts</li> <li>• Increase opportunities for applying skills or concepts</li> <li>• Direct instruction in using specific knowledge in different contexts</li> <li>• Provide learning centers where students are in charge of their own learning</li> </ul>
Required Activities	Suggested Activities
<ul style="list-style-type: none"> <li>• Instant Activity/ Do Now</li> <li>• Closure</li> <li>• Whole Group</li> <li>• Small Groups</li> <li>• Modeling</li> <li>• Independent Practice</li> <li>• PBIS Implementation</li> <li>• Identify and review objectives for lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Goal Setting</li> <li>• Real World Connection</li> <li>• Accessing Prior Experiences</li> </ul>



<ul style="list-style-type: none"> <li>● Stations</li> <li>● Modified Activities</li> </ul>	
---	--

<b>Unit 5: Shopping and Leisure Activities</b> <b>Curriculum Area: World Language</b> <b>Unit Length: Ongoing</b>	<b>Grade Level: 7-8</b>
<b>Unit Overview</b>	
<p>In this Unit, students will be able to talk about what clothes they want to buy and what they wear in different seasons. Students will also describe places and events in town, describe different types of transportation &amp; say what they are going to do. Students will compare and contrast the climate of Spanish speaking countries to their own and how clothing styles differ from place to place.</p>	
<b>NJSLS: 7.1 World Languages</b>	<b>Modes of Communication:</b>
<p>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.</p>	<b>Interpretive Mode of Communication</b> <b>Interpersonal Mode of Communication</b> <b>Presentational Mode of Communication</b>
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Clothing styles can vary from country to country</li> <li>● Leisure activities can cross cultures but , at the same time , reflect cultures.</li> <li>● Leisure activities have been influenced by recent technology.</li> </ul>	<ul style="list-style-type: none"> <li>● Can I describe my clothes in Spanish?</li> <li>● How do teenagers in Spanish-speaking countries spend their leisure time?</li> </ul>
<b>Core Idea</b>	
<ul style="list-style-type: none"> <li>● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li> <li>● Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</li> </ul>	

- Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### District/School Supplementary Resources

- Textbook *Avancemos I* Holt McDougal
- Google Slideshow Presentations
- Classwork assignments that align with the textbook content
- Posters, handouts & manipulatives
- <https://quizlet.com>
- [Duolingo - The world's best way to learn a language](#)
- [South America and Central America Map Quiz](#)
- [Senor Jordan YouTube Channel](#)
- [Spanish Grammar | Learn Spanish Grammar at StudySpanish.com](#)

#### District/ School Formative Assessment Plan

- Teacher Observation
- Quizzes/Test
- Group Projects/Discussions
- Performance Tasks

#### District/ School Summative Assessment Plan

- Performance Tasks

### Instructional Best Practices

- Identifying Similarities and Differences
- Reinforcing Effort and Providing Recognition
- Practice
- Modeling
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Cues and Questions
- Gradual Release of Responsibility

- Checks for Understanding
- Diagrams, Charts and Graphs
- Coaching
- Visuals
- Collaborative Problem Solving
- Active Engagement Strategies

Career Readiness, Life Literacies, and Key Skills Practices	
<p><b>Career Readiness, Life Literacies, and Key Skills Practices</b></p> <ul style="list-style-type: none"> <li>● CRLK1: Act as a responsible and contributing community members and employee.</li> <li>● CRLK2: Attend to financial well-being.</li> <li>● CRLK3: Consider the environmental, social and economic impacts of decisions.</li> <li>● CRLK4: Demonstrate creativity and innovation</li> <li>● CRLK5: Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRLK6: Model integrity, ethical leadership and effective management.</li> <li>● CRLK7: Plan education and career paths aligned to personal goals.</li> <li>● CRLK8: Use technology to enhance productivity increase collaboration and communicate effectively.</li> <li>● CRLK9: Work productively in teams while using cultural/global competence.</li> </ul> <p>9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</p> <p>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p> <p>9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p>	
9.1 Personal Financial Literacy – Income And Careers	9.2 Career Awareness, Exploration, And Preparation - Career Awareness
9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.	9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
8.1-8.2 Computer Science and Design Thinking:	
<ul style="list-style-type: none"> <li>• 8.2.8.ITH.2: Compare how technologies have influenced society over time.</li> <li>• 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.</li> <li>• 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.</li> </ul>	
Interdisciplinary & Intercultural Connections	
<p><u>Language Arts</u></p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.9 Analyze the relationship between primary and secondary sources on the same topic.</p>	

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
 WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.  
 SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.  
 L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Mathematics

Use the four operations with whole numbers to solve problems.  
 Understand decimal notation for fractions, and compare decimal fractions.  
 Represent and interpret data.  
 Know number names and the count sequence.  
 Describe and compare measurable attributes.  
 Count to tell the number of objects.  
 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.  
 Generate and analyze patterns.  
 Extend understanding of fraction equivalence and ordering.  
 Classify objects and count the number of objects in each category.

### Communication and Culture

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.  
 Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.  
 Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.  
 Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.  
 Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.  
 Develop insight into the nature of language and culture in order to interact with cultural competence.  
 Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.  
 Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

## **NJSLS Learning Plan**

**NJ Student Learning Objective**

**Exemplar Lessons and/or Activities**

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
  - 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
  - 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
  - 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
  - 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
  - 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
  - 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
  - 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
  - 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
  - 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
  - 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

Students will be able to: Using the 3 modes of Communication

- Talk about what clothes they want to buy
- Say what they wear in different seasons
- Utilize tener expressions
- Utilize stem-changing verbs: e->ie, o ->ue & e ->i
- Utilize direct object pronouns
- Describe places and events around town
- Talk about types of transportation
- Say what they are going to do using *ir a* + infinitive
- Order from a menu

<ul style="list-style-type: none"> <li>• 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</li> <li>• 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</li> <li>• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</li> <li>• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</li> <li>• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</li> <li>• 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States</li> </ul>	
Key Vocabulary	
<a href="#">En el centro ~ Vocabulary</a>	
Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> <li>● Demonstrate/model activity</li> <li>● Partner assisted</li> <li>● Disregard time limits</li> <li>● Oral prompt</li> <li>● Preferred position</li> <li>● Reduce number of actions</li> <li>● Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>● Use well-defined boundaries</li> <li>● Get a written list of instructions</li> <li>● Provide a buddy/partner</li> <li>● Preview skills for upcoming classes</li> <li>● Demonstrate/model activity</li> <li>● Disregard time limits</li> <li>● Oral prompt</li> <li>● More space between students</li> <li>● Preferred position</li> </ul>

	<ul style="list-style-type: none"> <li>• Simplify patterns</li> <li>• Reduce number of actions</li> <li>• Ask for a repeat of the directions</li> </ul>
<b>Accommodations for English Language Learners</b>	<b>Accommodations for Gifted Students</b>
<ul style="list-style-type: none"> <li>• Demonstrate/model activity</li> <li>• Partner assisted</li> <li>• Disregard time limits</li> <li>• Provide pictorial of rules, directions, or process</li> <li>• Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>• Additional practice of specific skills or concepts</li> <li>• Increase opportunities for applying skills or concepts</li> <li>• Direct instruction in using specific knowledge in different contexts</li> <li>• Provide learning centers where students are in charge of their own learning</li> </ul>
<b>Required Activities</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>• Instant Activity/ Do Now</li> <li>• Closure</li> <li>• Whole Group</li> <li>• Small Groups</li> <li>• Modeling</li> <li>• Independent Practice</li> <li>• PBIS Implementation</li> <li>• Identify and review objectives for lesson</li> <li>• Stations</li> <li>• Modified Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Goal Setting</li> <li>• Real World Connection</li> <li>• Accessing Prior Experiences</li> </ul>

## MOUNT HOLLY TOWNSHIP PUBLIC SCHOOL DISTRICT PACING GUIDE

331 Levis Drive  
Mount Holly, New Jersey 08060

Course Title: World Languages  
Grade(s): Seventh through Eighth Grade

Unit	Weeks/Days	Standards/Assessment	Focus Skills
Unit 1	4-6 weeks (classes meet 1x per week)	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6	Students will be able to: Using the 3 modes of Communication <ul style="list-style-type: none"><li>● Greet people and say goodbye using greetings and farewells.</li><li>● Introduce themselves and others.</li><li>● Ask and say how to spell names using the alphabet.</li><li>● Use numbers to give dates, birthdays and holidays.</li></ul>

Board Approved: September 28, 2022



		7.1.NH.IPRET.7 7.1.NH.IPRET.8  7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6  7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6	<ul style="list-style-type: none"> <li>● Say what day of the week it is.</li> <li>● Describe the weather conditions.</li> <li>● Initiate and respond to classroom commands and phrases.</li> <li>● Locate Spanish countries on maps.</li> <li>● Understand what cognates are.</li> </ul>
Unit 2	4-6 weeks (classes meet 1x per week)	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8  7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6  7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5	Students will be able to: Using the 3 modes of Communication <ul style="list-style-type: none"> <li>● Talk about activities</li> <li>● Tell where they are from using de</li> <li>● Say what they like/dislike</li> <li>● Utilize subject pronouns &amp; the verb SER</li> <li>● Utilize gustar with an infinitive</li> <li>● Describe themselves and others using SER</li> <li>● Identify people and things</li> <li>● Utilize definite and indefinite articles</li> <li>● Demonstrate noun-adjective agreement</li> </ul>

		7.1.NH.PRSNT.6	
Unit 3	4-6 weeks (classes meet 1x per week)	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8  7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6  7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6	Students will be able to: Using the 3 modes of Communication <ul style="list-style-type: none"> <li>• Talk about daily schedules</li> <li>• Ask and tell time</li> <li>• Say what you have and have to do using tener and tener que</li> <li>• Say what you do and how often</li> <li>• Conjugate and utilize -ar verbs in the present tense</li> <li>• Describe classes and classroom objects</li> <li>• Say where things are located using the verb ESTAR</li> <li>• Say where you are going using the verb IR</li> <li>• Talk about how you feel</li> </ul>
Unit 4	8-10 weeks (classes meet 1x per week)	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8  7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4	Students will be able to: Using the 3 modes of Communication <ul style="list-style-type: none"> <li>• Talk about food and beverages</li> <li>• Ask questions using interrogative words</li> <li>• Say which foods you like and don't like using gustar</li> <li>• Utilize present tense of -er &amp; -ir verbs</li> <li>• Utilize the verb hacer</li> <li>• Talk about family</li> <li>• Ask and tell ages</li> <li>• Express possession using de and possessive adjectives</li> <li>• Give dates</li> <li>• Make comparisons</li> </ul>

		7.1.NH.IPERS.5 7.1.NH.IPERS.6  7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6	
Unit 5	8-10 weeks (classes meet 1x per week)	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8  7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6  7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6	Students will be able to: Using the 3 modes of Communication <ul style="list-style-type: none"> <li>● Talk about what clothes they want to buy</li> <li>● Say what they wear in different seasons</li> <li>● Utilize tener expressions</li> <li>● Utilize stem-changing verbs: e-&gt;ie, o -&gt;ue &amp; e -&gt;i</li> <li>● Utilize direct object pronouns</li> <li>● Describe places and events around town</li> <li>● Talk about types of transportation</li> <li>● Say what they are going to do using ir a + infinitive</li> <li>● Order from a menu</li> </ul>