

**Brick Township Public Schools WORLD LANGUAGE CURRICULUM**

**Grades 6-8**

Aligned to the NJWLCCCS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

**BRICK TOWNSHIP PUBLIC SCHOOLS  
WORLD LANGUAGE CURRICULUM**

**Content Area: World Language**

**Course Title: Spanish**

**Grade Level: 6**

<b>Unit</b>	<b>Timeframe</b>
Unit 1: Cognates	2 Days
Unit 2: Classroom Routines	2 Days
Unit 3: The Alphabet	2 Days
Unit 4: Basic Conversation	4 Days
Unit 5: Emotions	2 Days
Unit 6: Numbers	1 Day
Unit 7: Telling Time	4 Days
Unit 8: School Days	10 Days

**Date Created: June 2013**

**Board Approved on:**

**BRICK TOWNSHIP PUBLIC SCHOOLS  
WORLD LANGUAGE CURRICULUM**

**Content Area: World Language**

**Course Title: Spanish**

**Grade Level: 7**

<b>Unit</b>	<b>Timeframe</b>
Unit 1: Introduction/Review	4 Days
Unit 2: Weather	4 Days
Unit 3: Clothing	5 Days
Unit 4: Hispanic Heritage	5 Days
Unit 5: All About Me	4 Days
Unit 6: Celebrations	10 Days

**Date Created: June 2013**

**Board Approved on:**

**BRICK TOWNSHIP PUBLIC SCHOOLS  
WORLD LANGUAGE CURRICULUM**

**Content Area: World Language**

**Course Title: Spanish**

**Grade Level: 8**

<b>Unit</b>	<b>Timeframe</b>
Unit 1: Introduction/Review	4 Days
Unit 2: All About Me	20 Days
Unit 3: School Days	4-5 Days
Unit 4: Food	4-5 Days
Unit 5: Family and the House	4-5 Days
Unit 6: Sports	4-5 Days
Unit 7: Celebrations	10 Days

**Date Created: June 2013**

**Board Approved on:**



# Brick Township Public Schools

## Spanish Curriculum Grades 6-8

### Central Administration

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Dr. Lorraine Morgan	Academic Officer
James Edwards	Business Administrator

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Maritza Brito

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## **Vision Statement**

To foster global literacy, the Brick Township Middle School Spanish teachers will equip 21<sup>st</sup> century students with the necessary linguistic tools to communicate in a language other than English. World language students will develop an awareness of other cultures, recognition and respect for their diversity and contributions to the World. By promoting effective communication, based on knowledge of language and culture, students will be able to become prosperous and successful global citizens. Students will be given opportunities to develop meaningful authentic communication through simulating real-life tasks.

We will know we have achieved this vision for curriculum in Spanish when all students in the program are communicating in various forms to the best of their individual ability, as well as exhibit respect and an understanding of the countries, people, and cultures related to language of study.

## **Mission Statement**

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

In order to meet the needs of our learning community, we will teach our students in accordance with the World Language NJ Core Curriculum Content Standards (NJCCCS), and ACTFL standards. We will reach out to the community resources, when possible, to assist in promoting the program. Our goal is to have each child leave our program with the tools necessary to become effective communicators in a language other than English.

## **Program Description**

Brick Township Middle Schools are home to a Spanish program for grades 6-8. Students may receive Spanish for 5 weeks in 6<sup>th</sup> grade, or 9-10 weeks in 7<sup>th</sup> or 8<sup>th</sup> grade. They also have the opportunity to take Spanish for 18-20 weeks in 8<sup>th</sup> grade. The program is designed to encourage students to continue learning a second language in high school and beyond. While in the program, students are motivated to utilize their Spanish language skills in various modes through a variety of activities. Our program will focus on creating a supportive and stimulating environment where students achieve academic excellence and optimize their potential, which will appeal to the individual needs of all students.

This curriculum addresses all modes of communication in Spanish such as, reading, writing, listening, and speaking. Our goal is for students to reach the Novice-Mid to Novice-High language proficiency level in the interpretive, interpersonal, and presentational modes as set forth by ACTFL (American Council for Teaching Foreign Languages). The National Standards for Foreign Language Education centered on the 5 C's, communications, cultures, connections, comparisons, and communities, are also used to drive instruction. In addition our curriculum is aligned to the World Language NJCCCS and when possible with the NJCCCS for other subject areas. Our teaching techniques are, but not limited to Total Physical Response, whole group, independent work, and cooperative learning. Teachers will differentiate content according to the proficiency and academic levels of their students by modifying approaches and techniques to meet the needs of all learners.

In summary, it is the aspiration of this Spanish program to serve grades 6-8 population of Brick Township. It is our intention for students to be exposed to the Spanish language and culture, and to overall enrich their future educational experiences.

The overall purpose of the Spanish program is to provide students with the ability to interact and communicate with others in the target language while gaining an understanding of different cultures and the diversity of these cultures. During the marking period students will interact in all modes of communication; reading, writing, listening, and speaking. They will explore a variety of topics through engaging in hands-on activities, cooperative learning, and communication exercises. Students will be given opportunities to develop meaningful authentic communication through simulating real-life tasks. The goal is to have each child leave the program with the tools necessary to become effective communicators in the Spanish language.

6<sup>th</sup> grade students receive Spanish as a special for half a semester (approx.. 5 weeks)

7<sup>th</sup> grade students receive Spanish as a special for one semester (9-10 weeks).

8<sup>th</sup> grade students have an option to take Spanish as a special for one semester (9-10 weeks) or for 2 semesters (18-20 weeks).

## **Program Goals**

The primary goals of Brick Township's Middle School Spanish Program is to ensure that students:

- Communicate in the target language
- Gain knowledge and understanding of other cultures
- Connect with other disciplines and acquire information
- Develop insight into the nature of language and culture
- Participate in multicultural communities at home and around the world

## **STANDARDS FOR FOREIGN LANGUAGE LEARNING**

**COMMUNICATION:** Communicate in Languages Other Than English

**CULTURES:** Gain Knowledge and Understanding of Other Cultures

**CONNECTIONS:** Connect with Other Disciplines and Acquire Information

**COMPARISONS:** Develop Insight into the Nature of Language and Culture

**COMMUNITIES:** Participate in Multilingual Communities at Home & Around the World

### **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**

**Strand B. Interpersonal Mode**

**Strand C. Presentational Mode**

**Proficiency Level:** Novice-Mid – Novice-High

# World Languages

Grade: 6

Level: 1

Language Proficiency: Novice – Mid

Time Period: 1/2 Quarter (Approx. 5 weeks)

<b>Unit 1: Introduction/Review</b>				
GOALS	OBJECTIVES	CPI Cumulative Progress Indicator	SUGGESTED LESSON ACTIVITIES & STRATEGIES:  (Including , but not limited to the list below)	SUGGESTED ASSESSMENT S
<ul style="list-style-type: none"> <li>- Comprehend and produce vocabulary related to greetings/leave-takings, expressions of courtesy.</li> <li>- Students will be able to comprehend and produce vocabulary related to the</li> </ul>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>- To respond appropriately to How are you.</li> <li>- Interact with the teacher and others using greetings, farewells, and expressions of courtesy orally and/or in writing.</li> <li>- Identify the days of the week and months of the year using a calendar.</li> </ul>	<p>7.1.NM.A.A.</p> <p>7.1.NM.A.1-2</p> <p>7.1.NM.B.A.1-4</p> <p>7.1.NM.B.3-5</p> <p>7.1.NM.C.A.2</p> <p>7.1.NM.C.3</p>	<p>Choral responses</p> <p>Flashcards</p> <p>Sentence strips</p> <p>Role-play</p> <p>Create a conversation using the greetings and courtesy vocabulary and act it out.</p> <p>Create a calendar using vocabulary related to days of the week, the months, and the seasons.</p> <p>Create a weather forecast using the days of the week, months of the year, and the weather vocabulary.</p>	<p><b>Interpretive</b></p> <p>Students appropriately respond to teachers and classmates questions.</p> <p><b>Interpersonal</b></p> <p>Students orally perform a dialogue with a partner including questions about the calendar and weather.</p> <p><b>Presentational</b></p> <p>Students create a comic</p>

<p>calendar.</p> <ul style="list-style-type: none"><li>- Identify days of the week and months of year</li><li>- Describe the seasons and weather</li><li>- Use numbers to identify dates and times of the day.</li></ul>	<ul style="list-style-type: none"><li>- Describe the daily weather.</li><li>- Use numbers to ask and answer questions related to dates and times.</li></ul>		<p>Interpret a weather forecast from a Spanish-Speaking Country.</p> <p>Telling Time Partner Activity.</p>	<p>strip dialogue with greetings and present to class.</p>
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<b>Unit 2: Emotions</b>				
<b>GOALS</b>	<b>OBJECTIVES</b>	<b>CPI</b>  Cumulative Progress Indicator	<b>SUGGESTED LESSON ACTIVITIES &amp; STRATEGIES:</b>  (Including , but not limited to the list below)	<b>SUGGESTED ASSESSMENT S</b>
<ul style="list-style-type: none"> <li>- Comprehend and produce vocabulary related to greetings/leave-takings, expressions of courtesy.</li> <li>- Students will be able to comprehend and produce vocabulary related to the calendar.</li> <li>- Identify days of the week and months of year</li> <li>- Describe the seasons and</li> </ul>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>- To respond appropriately to How are you.</li> <li>- Interact with the teacher and others using greetings, farewells, and expressions of courtesy orally and/or in writing.</li> <li>- Identify the days of the week and months of the year using a calendar.</li> <li>- Describe the daily weather.</li> <li>- Use numbers to ask and answer questions related to dates and times.</li> </ul>	<p>7.1.NM.A.A.</p> <p>7.1.NM.A.1-2</p> <p>7.1.NM.B.A.1-4</p> <p>7.1.NM.B.3-5</p> <p>7.1.NM.C.A.2</p> <p>7.1.NM.C.3</p>	<p>Choral responses</p> <p>Flashcards</p> <p>Sentence strips</p> <p>Role-play</p> <p>Create a conversation using the greetings and courtesy vocabulary and act it out.</p> <p>Create a calendar using vocabulary related to days of the week, the months, and the seasons.</p> <p>Create a weather forecast using the days of the week, months of the year, and the weather vocabulary.</p> <p>Interpret a weather forecast from a Spanish-Speaking Country.</p> <p>Telling Time Partner Activity.</p>	<p><b>Interpretive</b></p> <p>Students appropriately respond to teachers and classmates questions.</p> <p><b>Interpersonal</b></p> <p>Students orally perform a dialogue with a partner including questions about the calendar and weather.</p> <p><b>Presentational</b></p> <p>Students create a comic strip dialogue with greetings and present to class.</p>

<p>weather</p> <ul style="list-style-type: none"><li>- Use numbers to identify dates and times of the day.</li></ul>				
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<b>Unit 1: Introduction/Review</b>				
<b>GOALS</b>	<b>OBJECTIVES</b>	<b>CPI</b>  Cumulative Progress Indicator	<b>SUGGESTED LESSON ACTIVITIES &amp; STRATEGIES:</b>  (Including , but not limited to the list below)	<b>SUGGESTED ASSESSMENT S</b>
<ul style="list-style-type: none"> <li>- Comprehend and produce vocabulary related to greetings/leave-takings, expressions of courtesy.</li> <li>- Students will be able to comprehend and produce vocabulary related to the calendar.</li> <li>- Identify days of the week and months of year</li> <li>- Describe the seasons and</li> </ul>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>- To respond appropriately to How are you.</li> <li>- Interact with the teacher and others using greetings, farewells, and expressions of courtesy orally and/or in writing.</li> <li>- Identify the days of the week and months of the year using a calendar.</li> <li>- Describe the daily weather.</li> <li>- Use numbers to ask and answer questions related to dates and times.</li> </ul>	<p>7.1.NM.A.A.</p> <p>7.1.NM.A.1-2</p> <p>7.1.NM.B.A.1-4</p> <p>7.1.NM.B.3-5</p> <p>7.1.NM.C.A.2</p> <p>7.1.NM.C.3</p>	<p>Choral responses</p> <p>Flashcards</p> <p>Sentence strips</p> <p>Role-play</p> <p>Create a conversation using the greetings and courtesy vocabulary and act it out.</p> <p>Create a calendar using vocabulary related to days of the week, the months, and the seasons.</p> <p>Create a weather forecast using the days of the week, months of the year, and the weather vocabulary.</p> <p>Interpret a weather forecast from a Spanish-Speaking Country.</p> <p>Telling Time Partner Activity.</p>	<p><b>Interpretive</b></p> <p>Students appropriately respond to teachers and classmates questions.</p> <p><b>Interpersonal</b></p> <p>Students orally perform a dialogue with a partner including questions about the calendar and weather.</p> <p><b>Presentational</b></p> <p>Students create a comic strip dialogue with greetings and present to class.</p>

<p>weather</p> <ul style="list-style-type: none"><li>- Use numbers to identify dates and times of the day.</li></ul>				
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GOALS	OBJECTIVES	CPI Cumulative Progress Indicator	LESSON APPLICATION/MATERIALS	ASSESSMENT
Students will be able to comprehend and produce vocabulary related to greetings/leave-takings, expressions of courtesy.	<b>SWBAT:</b> - To respond appropriately to How are you. - Interact with the teacher and others using greetings, farewells, and expressions of courtesy orally and/or in writing.	7.1.NM.A.1- 3 7.1.NM.B.3-5 7.1.NM.C.2-4	Choral responses Lyrics to songs Flashcards Sentence strips Role-play	<b>Interpretive</b> Students appropriately respond to teachers and classmates questions.  <b>Interpersonal</b> Students orally perform a dialogue with a partner.  <b>Presentational</b> Students create a comic strip dialogue with greetings and present to class.
Students will be able to comprehend and produce vocabulary related to the calendar.	<b>SWBAT:</b> - Engage in conversation with the teacher and other students to exchange information	7.1.NM.A.1- 5 7.1.NM.B.1-5 7.1.NM.C.2-5	Choral responses Lyrics to days of the week songs Month Macarena Flashcards	<b>Interpretive</b> Students appropriate responses to teacher and classmates' questions, comments and

	<p>about the calendar.</p> <ul style="list-style-type: none"> <li>- recognize and recite the numbers 0-100 orally and in print.</li> <li>- recognize and recite days of the week.</li> <li>- apply vocabulary for days of the week to the concept of today, tomorrow, and yesterday.</li> <li>- recognize and recite months of the year.</li> <li>-recognize and recite vocabulary related to the seasons and weather.</li> <li>- make connections between seasons weather.</li> </ul>		<p>Power Point Presentations</p>	<p>descriptions related to the calendar.</p> <p>Student's responses to teacher's and classmates' mathematical questions.</p> <p><b>Interpersonal</b></p> <p>Students will ask and respond to questions regarding the calendar in partners.</p> <p><b>Presentational</b></p> <p>Students appropriately record and report to the class the date, season, and weather in the target language.</p>
<p>Students will be able to describe their school day.</p> <p>Students will be able to</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>- Tell time in the target language.</li> <li>- Describe their school schedule in the target</li> </ul>	<p>7.1.NM.A.1-5</p> <p>7.1.NM.B.1-5</p> <p>7.1.NM.C.2-3</p>	<p>Power Point Presentation</p> <p>En mi mochila yo tengo _____</p> <p>Flashcards</p>	<p><b>Interpretive</b></p> <p>Students draw appropriate pictures related to given vocabulary with school</p>

<p>describe their classroom environment.</p> <p>Students will be able to describe their school environment.</p>	<p>language.</p> <ul style="list-style-type: none"> <li>- Identify school supplies.</li> <li>- Identify classroom furniture.</li> <li>- Physically demonstrate comprehension of commands used within the school setting.</li> <li>- identify people who work in the school.</li> <li>- identify places in the school.</li> </ul>			<p>supplies using la mochila.</p> <p><b>Interpersonal</b></p> <p>Students using flashcards interact with one another asking and answering questions using school supplies vocabulary.</p> <p><b>Presentational</b></p> <p>Students present what is in their mochila using Yo tengo to the class.</p>
<p>Students will be able to compare their school to schools in Spanish-speaking countries.</p>	<p>SWBAT</p> <ul style="list-style-type: none"> <li>- identify similarities and differences between classrooms in the U.S. and classrooms in Spanish-speaking countries.</li> <li>- describe similarities and differences between schools in our own community and abroad.</li> </ul>			

	- identify similarities and differences between schools in own community and abroad.			
Students will be able to comprehend and produce vocabulary related to the community.	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>- Identify essential places in the community.</li> <li>- Identify essential People in the community.</li> <li>- Compare and contrast their community to other communities.</li> </ul>	<p>7.1.NM.A.1- 2, 4</p> <p>7.1.NM.B.1-2, 4-5</p> <p>7.1.NM.C.3</p>	<p>Power Point Presentation</p> <p>¿Cómo se llama un restaurante en Brick?</p> <p>Memoria boards</p> <p>Pelota</p>	<p><b>Interpretive</b></p> <p>Students ask and answer questions related to the community in the target language.</p> <p><b>Interpersonal</b></p> <p>Students use picture cards and word cards to play memory match or Go Fish for community vocabulary.</p> <p>Students discuss their community with other students.</p> <p><b>Presentational</b></p> <p>Students create a labeled community with people and places and present it to the class.</p>
Students will be able to produce vocabulary	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>- Locate countries on a</li> </ul>	7.1.NM.A.1- 5	Power Point Presentation	<p><b>Interpretive</b></p> <p>Student's responses to</p>

<p>related to communities in the Spanish speaking countries.</p>	<p>map.</p> <p>- Compare and contrast their community with communities in Spanish speaking countries.</p> <p>Focus on:</p> <p>Chile (Pen pal for Max – Link to 3rd grade literacy curriculum)</p> <p>Caribbean (Cuba, Dominican Republic, Puerto Rico)</p> <p>Mexico</p> <p>Spain</p>	<p>7.1.NM.B.1-5</p> <p>7.1.NM.C.3-5</p>	<p>Maps from enchanted learning</p> <p>Authentic cultural stories</p> <p><a href="http://www.worldatlas.com">www.worldatlas.com</a></p> <p>Cultural family videos</p> <p>Google Earth</p> <p>Google Maps</p>	<p>teacher's and classmate's questions and comments related to communities and culture.</p> <p><b>Interpersonal</b></p> <p>Students discuss the information they found out about the country.</p> <p><b>Presentational</b></p> <p>Students draw an example of a community from one of the countries label it and present out to the class.</p>
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# World Languages

Grade: 7

Level: 1

Language Proficiency: Novice – Mid

Time Period: 1 Quarter (Approx. 9-10 weeks)

<b>Unit 1: Introduction/Review</b>				
GOALS	OBJECTIVES	CPI Cumulative Progress Indicator	SUGGESTED LESSON ACTIVITIES & STRATEGIES:  (Including , but not limited to the list below)	SUGGESTED ASSESSMENT S
<ul style="list-style-type: none"> <li>- Comprehend and produce vocabulary related to greetings/leave-takings, expressions of courtesy.</li> <li>- Students will be able to comprehend and produce vocabulary related to the</li> </ul>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>- To respond appropriately to How are you.</li> <li>- Interact with the teacher and others using greetings, farewells, and expressions of courtesy orally and/or in writing.</li> <li>- Identify the days of the week and months of the year using a calendar.</li> </ul>	<p>7.1.NM.A.A.</p> <p>7.1.NM.A.1-2</p> <p>7.1.NM.B.A.1-4</p> <p>7.1.NM.B.3-5</p> <p>7.1.NM.C.A.2</p> <p>7.1.NM.C.3</p>	<p>Choral responses</p> <p>Flashcards</p> <p>Sentence strips</p> <p>Role-play</p> <p>Create a conversation using the greetings and courtesy vocabulary and act it out.</p> <p>Create a calendar using vocabulary related to days of the week, the months, and the seasons.</p> <p>Create a weather forecast using the days of the week, months of the year, and the weather vocabulary.</p>	<p><b>Interpretive</b></p> <p>Students appropriately respond to teachers and classmates questions.</p> <p><b>Interpersonal</b></p> <p>Students orally perform a dialogue with a partner including questions about the calendar and weather.</p> <p><b>Presentational</b></p> <p>Students create a comic</p>

<p>calendar.</p> <ul style="list-style-type: none"> <li>- Identify days of the week and months of year</li> <li>- Describe the seasons and weather</li> <li>- Use numbers to identify dates and times of the day.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the daily weather.</li> <li>- Use numbers to ask and answer questions related to dates and times.</li> </ul>		<p>Interpret a weather forecast from a Spanish-Speaking Country.</p> <p>Telling Time Partner Activity.</p>	<p>strip dialogue with greetings and present to class.</p>
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<b>Unit 2: Clothing</b>				
<b>LEARNING GOALS</b>	<b>OBJECTIVES</b>	<b>CPI</b>	<b>SUGGESTED LESSON ACTIVITIES &amp; STRATEGIES:</b>	<b>SUGGESTED ASSESSMENT S</b>
		<p>Cumulative Progress Indicator</p>	<p>(Including , but not limited to the list below)</p>	
<p>Students will be able to identify and describe clothing in Spanish.</p> <p>Los estudiantes van a identificar y describir la</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>- Identify clothing orally and in print.</li> <li>- describe clothing both orally and in print (i.e.</li> </ul>	<p>7.1.NM.A.1- 5</p> <p>7.1.NM.B.1-5</p> <p>7.1.NM.C.2-5</p>	<p>Describe their own clothing</p> <p>Describe celebrities</p> <p>Imitate Models</p> <p>Describe what should be worn</p>	<p><b>Interpretive</b></p> <p>Students interpret authentic written and video/audio text such as blogs, online biographies, social</p>

ropa en español.	size, color).		<p>given different weather and occasion scenarios.</p> <p>Have a conversation asking and answering questions about their clothing.</p>	<p>networking sites, stories, and short video clips that focus on first introductions, personal information, and pastime preferences.</p> <p><b>Interpersonal</b></p> <p>Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.</p> <p><b>Presentational</b></p> <p>They use lists, chunks of language, and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</p>
<b>Unit 3: All About Me</b>				
GOALS	OBJECTIVES	CPI Cumulative Progress	SUGGESTED LESSON ACTIVITIES & STRATEGIES:	SUGGESTED ASSESSMENT S

		Indicator	(Including , but not limited to the list below)	
<ul style="list-style-type: none"> <li>- Describe Physical characteristics &amp; Personality qualities</li> <li>- Express of likes and dislikes</li> <li>- Tell where someone is from</li> <li>- Describe clothing</li> <li>- Ser vs. Estar</li> </ul>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>- Recognize descriptions of people.</li> <li>- Ask memorized questions related to physical characteristics, personality qualities, and age.</li> <li>- Answer simple questions related to physical characteristics, personality qualities, and age.</li> <li>- Ask &amp; answer simple questions related to clothing</li> <li>- Describe self and others using oral or written text.</li> </ul>	<p>7.1.NM.A.1,4</p> <p>7.1.NM.B.1,4</p> <p>7.1.NM.C.4</p> <p>7.1.NM.C.1,4</p>	<p>Describe themselves, classmates, and personnel in the school</p> <p>Describe celebrities</p> <p>Describe family members</p> <p>Post a picture of students and walk around writing descriptions.</p> <p>Missing Person Poster.</p> <p>Create a postcard using the descriptive vocabulary.</p> <p>Select pictures of various people and describe their features.</p> <p>Have a conversation asking and answering questions about themselves.</p>	<p><b>Interpretive</b></p> <p>Students interpret authentic written and video/audio text such as blogs, online biographies, social networking sites, stories, and short video clips that focus on first introductions, personal information, and pastime preferences.</p> <p><b>Interpersonal</b></p> <p>Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.</p> <p><b>Presentational</b></p> <p>They use lists, chunks of language, and memorized</p>

				phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.
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<b>Unit 4: Celebrations</b>				
<b>GOALS</b>	<b>OBJECTIVES</b>	<b>CPI</b>	<b>SUGGESTED LESSON ACTIVITIES &amp; STRATEGIES:</b> (Including , but not limited to the list below)	<b>SUGGESTED ASSESSMENT S</b>
<ul style="list-style-type: none"> <li>- Identify all Spanish-speaking countries and their location.</li> <li>- Identify culture-specific holidays.</li> <li>- Identify customs and traditions of target cultures.</li> <li>- Describe celebrations in the home compared to</li> </ul>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>- identify holiday traditions in Spanish speaking countries</li> <li>-skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places, and things related to cultural celebrations.</li> <li>-ask and respond to simple questions related to holidays and other celebrations in the home and target cultures.</li> </ul>	<p>7.1.NM.A. B,C,E,H</p> <p>7.1.NM.A.1,4</p> <p>7.1.NM.B. B,C,E,H</p> <p>7.1.NM.B.A.1-4</p> <p>7.1.NM.B.4-5</p> <p>7.1.NM.C. B,C,E,H</p> <p>7.1.NM.C.A.1-3</p> <p>7.1.NM.C.1-3,5</p>	<p>Create an invitation related to a target culture celebration.</p> <p>Create posters, drawings, or power point related to the celebration.</p> <p>Participate in a culturally authentic celebration.</p>	<p><b>Interpretive</b></p> <p>Students interpret authentic written or video/audio texts related to celebrations (invitations, posters, radio/television/newspaper advertisements)</p> <p><b>Interpersonal</b></p> <p>Students engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to celebrations in the home</p>

target culture.				and target culture. <b>Presentational</b> Students use lists, chunks of language, and memorized phrases to compare celebrations in the home and target culture.
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Grade: 8

Level: 2

Language Proficiency: Novice – Mid

Time Period: 2 Quarters (Approx. 18-20 weeks)

<b>Unit 1: Family and the House</b>				
<b>GOALS</b>	<b>OBJECTIVES</b>	<b>CPI</b>  Cumulative Progress Indicator	<b>SUGGESTED LESSON ACTIVITIES &amp; STRATEGIES:</b>  (Including , but not limited to the list below)	<b>SUGGESTED ASSESSMENT S</b>
<ul style="list-style-type: none"><li>- Talk about your family and pets</li><li>- Describe your home</li><li>- Describe in more detail rooms and furnishings</li><li>- Compare families and homes in the U.S. to families and homes in Spanish-speaking country</li></ul>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"><li>- List family members and discuss relationships.</li><li>- Identify furniture and items in the home</li><li>- Ask and answer questions related to homes (rooms, descriptions of one's homes, items in a home, and furniture)</li><li>- Describe homes in the U.S. and target cultures</li></ul>	<p>7.1.NM.A.B.</p> <p>7.1.NM.A.1, 3-5</p> <p>7.1.NM.B.A.1-4</p> <p>7.1.NM.B.1,4</p> <p>7.1.NM.C.1,4</p>	<p>Provide a video or written tour of home in target language.</p> <p>Create a multimedia rich visual representation of one's home or a home representative of the home culture.</p> <p>Read and interpret advertisements for homes on the market.</p> <p>Compare homes for sale using</p>	<p><b>Interpretive</b></p> <p>Students interpret authentic video/audio texts such as news clips, real estate advertisements, and short video clips that focus on home tours, and descriptions of items in a home.</p> <p><b>Interpersonal</b></p> <p>Students engage in short unrehearsed/unscripted conversations with</p>

<ul style="list-style-type: none"><li>- Discuss age of self and family members</li></ul>	<ul style="list-style-type: none"><li>- Retell highlights from an authentic video or simple written text that includes description of the home and its contents.</li><li>- Use the verb tener to describe the different ages of family members and ownership.</li></ul>		<p>internet resources.</p> <p>Watch and analyze a TV show about homes in Spanish-speaking countries (House Hunters International).</p>	<p>classmates and the teacher and members of the target language community in which they ask and answer questions related to their homes, common household items, and furniture.</p> <p><b>Presentational</b></p> <p>Students use lists, chunks of language, and memorized phrases to describe the rooms and items in homes of the target languages.</p>
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<b>Unit 2: School Days</b>				
<b>GOALS</b>	<b>OBJECTIVES</b>	<b>CPI</b>  Cumulative Progress Indicator	<b>SUGGESTED LESSON ACTIVITIES &amp; STRATEGIES:</b>  (Including , but not limited to the list below)	<b>SUGGESTED ASSESSMENT S</b>
<ul style="list-style-type: none"> <li>- Talk about what you do in school</li> <li>- Identify school subjects</li> <li>- Identify school clothes and supplies</li> <li>- Talk about after-school activities</li> <li>- Compare school and after-school activities in the U.S. and Spanish-speaking countries</li> </ul>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>- Identify information related to class schedules and school activities.</li> <li>- Use time to describe school schedule</li> <li>- Describe the school day using present-tense verb forms.</li> <li>- Describe school materials and clothing.</li> <li>- Ask and answer simple questions related to school life.</li> <li>- State preferences related to school.</li> </ul>	<p>7.1.NM.A.B.</p> <p>7.1.NM.A.1-2, 4</p> <p>7.1.NM.B.A.1-4</p> <p>7.1.NM.B.1,4</p> <p>7.1.NM.C.1, 4</p>	<p><b>Write a school schedule including class times.</b></p> <p><b>Write an e-mail describing the school day.</b></p> <p><b>Plan an after-school activity with a classmate.</b></p> <p><b>Create and store advertisement using school supplies and/or clothing.</b></p> <p><b>Research and report about a school schedule, classes offered, and after-school activities in a Spanish-speaking country.</b></p>	<p><b>Interpretive</b></p> <p>Students interpret written and video/audio texts such as blogs, school websites, advertisements for back to school sales, stories, and short video clips that focus on school life in the target culture.</p> <p><b>Interpersonal</b></p> <p>Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community in which they ask and answer questions related to</p>

	<ul style="list-style-type: none"><li>- Describe a daily school routing in a Spanish-speaking country.</li><li>- use time in the target language to describe daily activities.</li></ul>		<p>Write a description of an ideal school.</p>	<p>school life.</p> <p><b>Presentational</b></p> <p>Students use lists, chunks of language and memorized phrases to compare school in the home and target culture.</p>
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<b>Unit 3: Food</b>				
<b>GOALS</b>	<b>OBJECTIVES</b>	<b>CPI</b>  Cumulative Progress Indicator	<b>SUGGESTED LESSON ACTIVITIES &amp; STRATEGIES:</b>  (Including , but not limited to the list below)	<b>SUGGESTED ASSESSMENT S</b>
<ul style="list-style-type: none"> <li>- Identify foods and discuss meals</li> <li>- Talk about places where you eat</li> <li>- Order food or beverages</li> <li>- Shop for food</li> <li>- Compare eating habits in the U.S. to Spanish-speaking countries</li> </ul>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>- Name common vegetables, fruits, grains, proteins, dairy items, and ‘empty calorie’ foods.</li> <li>- Name the meals of the day.</li> <li>- Use vocabulary associated with table setting.</li> <li>- Describe the types of food.</li> <li>- Order food or a beverage from a restaurant.</li> <li>- Describe daily meals and eating habits using</li> </ul>	<p>7.1.NM.A. D-F</p> <p>7.1.NM.A.1-3,5</p> <p>7.1.NM.B.D-F</p> <p>7.1.NM.B.A.1-4</p> <p>7.1.NM.B.2,4</p> <p>7.1.NM.C.4,5</p>	<p>Plan a grocery list to create a recipe.</p> <p>Create a menu.</p> <p>Role-play eating in a restaurant.</p> <p>Research restaurants and eating habits in Spanish-speaking countries.</p> <p>Watch culturally authentic video clips related to eating habits and common foods in Spanish-speaking countries.</p> <p>Sample culturally authentic foods.</p>	<p><b>Interpretive</b></p> <p>Students interpret age-level-appropriate authentic written and video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.</p> <p><b>Interpersonal</b></p> <p>Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer</p>

	<p>the present tense.</p> <ul style="list-style-type: none"><li>- Recognize and use common gestures and cultural practices associated with food.</li><li>- Ask and answer memorized questions related to food preferences, products, and practices.</li><li>- Engage in an unrehearsed conversation to order a meal.</li><li>- Present information related to food preferences, products, and practices in the target culture based on information found in age-level-appropriate, culturally authentic materials.</li></ul>			<p>questions and express preferences related to food preferences, products, and practices.</p> <p><b>Presentational</b></p> <p>Students use lists, chunks of language, and memorized phrases to compare food preferences, products, and practices in the home and target cultures.</p>
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Unit 4: Sports				
GOALS	OBJECTIVES	CPI  Cumulative Progress Indicator	SUGGESTED LESSON ACTIVITIES & STRATEGIES:  (Including , but not limited to the list below)	SUGGESTED ASSESSMENT S
<ul style="list-style-type: none"> <li>- Talk about team sports and other physical activities</li> <li>- Describe team uniforms</li> <li>- Compare teams sports in the U.S. and Spanish-speaking countries</li> <li>- Express what interests, bores, or pleases you</li> </ul>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>- Identify types of sports in the target language.</li> <li>- Identify equipment used to play different sports.</li> <li>- Interpret text and audio related to teams sports.</li> <li>- Use vocabulary associated with clothing and colors to describe team uniforms.</li> <li>- Use <b>interesar</b>, <b>aburrir</b>, and <b>gustar</b> to describe opinions about sports.</li> <li>- Describe how to play different sports using the present tense (stem-</li> </ul>	<p>7.1.NM.A.D, H</p> <p>7.1.NM.A.1-5</p> <p>7.1.NM.B.D,H</p> <p>7.1.NM.B.A. 1-4</p> <p>7.1.NM.B.2-5</p> <p>7.1.NM.C.A.1-3</p> <p>7.1.NM.C.D, H</p> <p>7.1.NM.C.3-5</p>	<p>Create a Sports How-to and perform it.</p> <p>Play sports games</p> <p>Create an advertisement for a Sporting event and/or Sport's equipment store</p> <p>Watch video clips for a culturally authentic sporting event in the target language</p> <p>Research and report in the target language about an athlete</p> <p>Read about sports in the target language</p> <p>Teacher read a how-to</p>	<p><b>Interpretive</b></p> <p>Students interpret age-level-appropriate authentic written and video/audio texts such as advertisements for games, advertisements for sports equipment stores, , and short video clips that focus on sports played in the target culture.</p> <p><b>Interpersonal</b></p> <p>Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer</p>

	<p>changers).</p> <ul style="list-style-type: none"><li>- Recognize and use common gestures and cultural practices associated with sports.</li><li>- Ask and answer memorized questions related to sports preferences, equipment, and practices.</li><li>- Engage in an unrehearsed conversation about sports.</li><li>- Present information related to sports in the target culture based on information found in age-level-appropriate, culturally authentic materials.</li></ul>		<p>without title in the target language and students interpret</p>	<p>questions and express preferences related to sports.</p> <p><b>Presentational</b></p> <p>Students use lists, chunks of language, and memorized phrases to compare preferences, , and practices about sports in the home and target cultures.</p>
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## APPENDIX

### MATERIALS AND BIBLIOGRAPHY

Buen Viaje Textbook

National Textbook Company, ¡Viva El Español!

Double R. Publishing, LLC, ¡Muy Bien! Level A, B, and C

Hayes School Publishing Co., Inc., Let's Speak Spanish.

Los Trotamundos – Curso de Español Para Niños & Niñas. Edelsa Ideal Foreign Books (800) 284-2490 [edelsa@edelsa.es](mailto:edelsa@edelsa.es)

NTC Language Masters for Beginning Spanish Student (National Textbook Company)

Benatar, Raquel. Mis Amigos. Laredo Publishing (NTC) 2000

Benatar, Raquel. Mi Familia. Laredo Publishing ( NTC) 2000

Berg, Elizabeth. Festivals of the World, Mexico. Gareth Stevens Publishing

Best, Shirley. Let's Have Fun With Spanish Culture. Teacher's Discovery

Bragg Eliza, Lizaraburu Venecia, McCoy Christina Spanish – Elementary Level 1, 2 and 3 Frank Schaffer Publication. Torrance, CA 1997

Broekel, Dr. Ray and King, Grace E. Children of all Lands. An Introduction to Different Cultures. Hayes School Publishing Co., Inc. Williamsburg, Pennsylvania 1989.

Downs, Cynthia and Becker, Terry. Bienvenido: A Monthly Bilingual/Bicultural Teacher's Resource Guide to Mexico and Hispanic Culture. T.S. Denison and Company, Inc. Minneapolis, Minnesota. 1991.

Hackett- Waltzer, Winnie, Teach Them Spanish Grades Pre-K, K, 1, 2, 3, 4, and 5 Instructional Fair, Grand Rapids, MI 1999

Ketchum, Peter J. Reading About Famous Hispanic Americans Hayes School Publishing Co., Inc. Pittsburgh, Pennsylvania. 1993.

McArthur, Barbara. Sing, Dance, Laugh & Eat Tacos I, II, III. (Available on CD's and cassettes)

Milord, Susan. Mexico! 40 Activities to Experience Mexico Past and Present. Williamson Publishing, Charlotte, Vermont 1999.

Pattis, Anne-Francoise. The Spanish-Speaking Cultures Coloring Book Passport Books, Chicago, IL 1997

Perl, Lila. (Spanish Version by Alma Flor Ada) Piñatas and Paper Flowers: Holidays of the Americas in English and Spanish Clarion Books. New York. 1983

Ramsay –Verzarilu. A Trip to Mexico: Beginning Spanish Reader Hayes School Publishing Co. Inc. 1998.

Ramsay –Verzarilu. A Trip to Spain: Beginning Spanish Reader Hayes School Publishing Co. Inc. 1998.

Schmitt/Woodford. Bienvenidos. McGraw Hill, New York, NY 1997

Schmitt/Woodford. Bienvenidos (Student tape and Manual ) McGraw Hill, New York, NY 1997

Schmitt/Woodford. Bienvenidos (Workbook) McGraw Hill, New York, NY 1997

Schmitt/Woodford. Bienvenidos (Communication from Activities Masters ) McGraw Hill, New York, NY 1997

Schmitt/Woodford. Nosotros y Nuestro Mundo McGraw Hill, New York, NY, 1997

Stockham, Leslie. Spanish Holiday Book. BLM.

Sullivan, Dianne. Multicultural Education Series: Discovering Mexico Hayes School Publishing Co., Inc. Pittsburgh, Pennsylvania. 1995

Wilkes, Angela. Spanish for Beginners Passport Books, 1997

Wilson, Jo Anne and Jacqueline Moase-Burke. Buen Viaje Heinle & Heinle 1994

## List of Videos/DVD's to use as supplemental resources

- *Ancient Civilizations for Children* – Schlessinger Media – A 2-volume set about the ancient civilizations including the Ancient Maya and the Ancient Inca. Each one is 23 minutes long and is for grades 3-7. The episode on the Ancient Maya and the Inca are very well done and are presented by archeologist Arizona Smith and his young detective-in-training as they delve into clues of the past to unlock mysteries of the world's ancient civilizations. (Available through [www.libraryvideo.com](http://www.libraryvideo.com))
- *Countries Around the World* – Schlessinger Media – These DVD's are available for 52 countries and are for grades 2-5. They are a short 13 minute introduction to the countries and gives a snapshot of the geography, the country's history, political system, currency, language, foods and climate as well as a visit to a few of the most famous sites. The Spanish speaking countries included in this series are Argentina, Bolivia, Chile, Guatemala, Mexico, Peru, Spain, and Venezuela. (Available through [www.libraryvideo.com](http://www.libraryvideo.com))
- *Children of the Earth* – Cuba - Maryknoll World Productions – This movie is 20 minutes long. It is about a 14 year girl growing up in Cuba in poverty. ONLY SHOW SECOND HALF. (available through [www.maryknoll.org](http://www.maryknoll.org))
- *Children of the Earth* – Dominican Republic - Maryknoll World Productions – This movie is 20 minutes long. It is about a 14 year girl growing up in Cuba in poverty. ONLY SHOW SECOND HALF. (available through [www.maryknoll.org](http://www.maryknoll.org))
- Cinco de Mayo:
- *Central America Close-Up* – Maryknoll World Productions – This movie has two 15 minute segments on Guatemala and El Salvador. Guatemala follows a 14 year old Maya girl in her isolated mountain village that retains many traditions which strengthen her sense of identity. A newly constructed road brings new influences to the community. Soon she will make important choices about the direction her life will take. The second part of this movie is about a 15 year old boy from El Salvador. He is a child of refugee parents. He was born in Nicaragua during the civil war in the 1980's. After years of uncertainty, his family returns to El Salvador. He shows us his family, school and village.
- *People of the Rainforest* – Schlessinger Video Productions – This movie is approximately 25 minutes long. It is about the rainforests of the world but focuses on the Costa Rican rainforest, its people and rich resources.

- *Families of the World Video Series* – These are 15 minute programs for ages 5 – 10. Its takes you on a fantastic journey to another country where you view the unique lives of children and their families. Each video focuses on different cultures, their way of life, family interaction, foods and even celebrations. It visits the countryside, cities, communities, schools and homes of tow families – from breakfast to bedtime and all the fun filled activities in between. (Countries available: Costa Rica, Guatemala, Mexico, Panama, Puerto Rico)
- *Cinco de Mayo* – Teacher’s Video Company – a 20 minute video explaining the history of Cinco de Mayo and explores the culture surrounding this Mexican holiday. (Available through Teacher’s Video Company 1-800-262-8837)
- *The Day of the Dead* – The Carlex Company- This video is 32 minutes long and is designed for Grade 5. It follows the Ortega family as they prepare for the very interesting holiday celebrated in Mexico every year. It takes you from the market place where they buy the necessary things to prepare for the celebration. It explains their traditions that have been passed down from generation to generation. (Available through Carlex, Inc. (1-800-526-3768)
- *Spanish and More Spanish* – Lyric Language – Penton Kids – This is a 2 volume set, each episode is 35 minutes. This video combines famous animated characters along with live action adventures through songs which include such titles as : The Opposites Song, A Picnic, A Walk in the Forest, I Like To Read, The Spider, I Have Five Senses, There Is a River, The Clown, Clap Your Hands, Family, At The Zoo, At The Beach, At The Supermarket, Happy Birthday to You, The Rain, The Seasons, The Days of the Week, The Night, The Alphabet, I Wish I Could Fly, and Jump Rope. (Available from Penton (1-800-748-5804)
- *FIESTA!* – Peapod Productions – Carlex – This is a 30 minute live-action video for ages 2-8, featuring Senora Reyes and her Spanish Language Club. They use traditional Hispanic songs, games and dances to transmit Hispanic culture as well as language.
- *Adentro Y Afuera and Vamos a Jugar* – Spanish for Beginners – Whistlefritz.com Each episode is 30 minutes. This sing-along, dance-along, learn along program introduces children to the Spanish language. Topics include numbers, clothing, parts of the body, in the house, on the playground, using prepositions, foods and fruits.
- *Fiesta!* – Sesame Street – Sony Wonder – This video is approx. 30 minutes and uses Sesame Street characters and special performances by Linda Ronstadt and Celiz Cruz to introduce numbers and counting, Amigos, Fiesta, El Baile Del Pinguino, It Sure is Hot, South American Way and La Charreada.

- *A Dormir* – Plaza Sesamo – Sony Wonder – This video is 45 minutes. It is all in Spanish and uses the characters of “Plaza Sesamo” to show how to prepare yourself for bed. It is all in Spanish. It has songs and stories about counting sheep, singing, sweet dreams, and more. Fun to see familiar characters – talking in Spanish.
- *Costa Rica & Belize* – IVN entertainment Inc. –These videos share the rich beauty, culture, history, climate, geography and wildlife of these countries.

## Recommended Websites

[https://www13.state.nj.us/NJCCCS/ContentAreaView\\_WorldLang.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaView_WorldLang.aspx)

[www.quia.com](http://www.quia.com)

[www.miscositas.com](http://www.miscositas.com)

<http://www.hispaniconline.com/>

<http://www.clta.net/lessons/index.html>

<http://mel.lib.mi.us/education/edu-foreignlang.html>

<http://spanishprograms.com/quizzes.htm>

<http://www.sat.lib.tx.us/html/hispanic.htm>

<http://www.transparent.com/games/index.htm>

[http://invision.esu3.org/Tech\\_Span/resources/secondary%20fl%20sites.htm](http://invision.esu3.org/Tech_Span/resources/secondary%20fl%20sites.htm)

<http://www.carsondellosa.com>

<http://www.crizmac.com>

<http://mexconnect.com>

[http://www.educationworld.com/foreign\\_lang/](http://www.educationworld.com/foreign_lang/)

<http://www.lacany.org>

[www.duolingo.com](http://www.duolingo.com)

[www.edmodo.com](http://www.edmodo.com)

[www.kahoot.com](http://www.kahoot.com)

CPI #	Cumulative Progress Indicator	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>
	A. INTERPRETIVE MODE			
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.			
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .			
7.1.NM.A.3	Recognize a few common gestures and <a href="#">cultural practices</a> 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, <a href="#">culturally authentic materials</a> on familiar topics.			
	B. INTERPERSONAL MODE			
7.1.NM.B.1	Use <a href="#">digital tools</a> 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.			
	C. PRESENTATIONAL MODE			
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a <a href="#">multimedia-rich presentation</a> 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, <a href="#">culturally authentic materials</a> orally or in writing.			
7.1.NM.C.5	Name and label tangible <a href="#">cultural products</a> and imitate <a href="#">cultural practices</a> from the target culture(s).			