TRENTON PUBLIC SCHOOLS

Department of Curriculum and Instruction

108 NORTH CLINTON AVENUE

TRENTON, NEW JERSEY 08609

World Languages – Middle School Spanish

Novice Mid and Novice High

CURRICULUM GUIDE

August 2013
## Trenton Public Schools

**Curriculum Guide for:**

**World Languages: Middle School Spanish**

**Proficiency: Novice-Mid**

**Pacing Guide**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Pacing</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>¿Quien soy? / Who am I?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>El Colegio / School Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mi familia / My Family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>¡Buen apetito!</td>
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</tr>
</tbody>
</table>
Middle School Spanish Curriculum

Novice-Mid

Unit 1:

¿Quien soy? / Who Am I?
## Enduring Understanding:
- Social interaction in Spanish-speaking countries requires knowledge of cultural norms and expressions.
- It is important to be aware of the different places in the world where Spanish is spoken.
- People’s preferences are culturally influenced.

## Essential Questions:
- How do I greet people and exchange personal information using formal and casual expressions?
- How do the gestures of my country compare with the gestures of the country I am visiting?
- What is the basic geography of the Spanish speaking countries?
<table>
<thead>
<tr>
<th>7.1. NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</th>
<th>SLO # 2 – Use appropriate greetings and leave taking from the target culture in a variety of scenario.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</td>
<td>Can do statements:</td>
</tr>
<tr>
<td>7.1 NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</td>
<td>- I can greet and take leave in a culturally acceptable manner.</td>
</tr>
<tr>
<td>7.1 NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</td>
<td>- I can provide personal information such as name, age, and where I am from.</td>
</tr>
<tr>
<td>7.1 NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</td>
<td>- I can use number words, phrases, and memorized sentences to ask for some personal information such as name, age, and where someone is from.</td>
</tr>
<tr>
<td>7.1 NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</td>
<td>- I can ask simple, memorized questions (yes/no, either/or, and short response).</td>
</tr>
<tr>
<td>7.1 NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</td>
<td>- Recognize vocabulary used to greet people of different Spanish speaking countries as well as vocabulary used to tell age and describe.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO # 3 – Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).</th>
<th></th>
</tr>
</thead>
<tbody>
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<td>Can do statements:</td>
<td>- I can adjust my intonation (raise or lower pitch) as appropriate for asking a question (yes/no, either/or and short response).</td>
</tr>
</tbody>
</table>
7.1. NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

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

<table>
<thead>
<tr>
<th>CONCEPTS WHAT DO STUDENTS NEED TO KNOW?</th>
<th>SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Expressions to indicate location</td>
<td>• Use appropriate greetings and leave taking from the target culture.</td>
</tr>
<tr>
<td>• Expressions used to tell age.</td>
<td>• Ask memorized questions related to age, and location of Spanish speaking countries.</td>
</tr>
<tr>
<td>• Numbers 1-31</td>
<td>• Recognize vocabulary related to the location of different countries (prepositions) and tell age.</td>
</tr>
<tr>
<td>• Interrogative words (como, De donde, Cuantos)</td>
<td></td>
</tr>
<tr>
<td>• Adjectives related to age.</td>
<td></td>
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<tr>
<td>The structures necessary to:</td>
<td></td>
</tr>
<tr>
<td>• Greet each other</td>
<td></td>
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<tr>
<td>• Greet each other</td>
<td></td>
</tr>
<tr>
<td>• Subject pronouns, Ser, Estar, Tener (singular form present tense) and prepositions</td>
<td></td>
</tr>
</tbody>
</table>
Stage 2: Assessment Evidence:

<table>
<thead>
<tr>
<th>Formative Assessments:</th>
<th>Summative Assessments:</th>
</tr>
</thead>
<tbody>
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<td>• Daily written/verbal check-ins</td>
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<td>• Group conversations</td>
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<td>• Oral/written exams (Mid Marking Period)</td>
</tr>
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<td>• Projects</td>
</tr>
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<td>• Think-Pair-Share</td>
<td>• Portfolios</td>
</tr>
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<td>• 3-2-1 Reflections</td>
<td></td>
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<td>• Games (charades, Bingo, etc)</td>
<td></td>
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<td>• Exit Ticket</td>
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**Performance Assessment Task: Presentational**

- Research different Spanish speaking countries and decide which one you would like to visit. To encourage others to visit create and present a travel brochure of the country.
- Create a passport/ID.

See Appendix for Scoring Rubrics

Stage 3: Strategies

Students use the target language in the three modes of communication to introduce themselves and others, to tell their age and the age of others, and describe location of Spanish speaking countries. (Assessment of the interpretive mode may be in English; however, the text is always in the target language)

**Interpretive:**

They interpret authentic written and video/audio texts such as blogs, school websites, advertisements for ‘back to school’ sales, stories, and short video clips that focus on first introductions, personal information, and location of Spanish speaking countries.

- Read a dialogue and answer questions about personal information.
- Engage and practice audio /video activities.
• Write a description about the location of different countries.
• Complete practice reading/listening activities
• Demonstrate understanding of vocabulary through cloze sentence writing
• Organize countries according to locations.

**Interpersonal:**
They 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 school life.

• Interact in role-pay activities, interview, wikis, and blogs.
• Communicate with teacher/classmates in the target language
• Respond to simple questions in the target language

**Presentational:**
They use lists, chunks of language, and memorized phrases to greet each other, give basic and personal information and describe location of countries.

• Provide information about self-using words, phrases, and memorized expressions.
• Create and present a visual (brochure, poster, Power Point, etc) of a Spanish speaking country.
• Create a passport/ID.
• Role-plays in front of class

**Differentiation Strategies:**
• Tiered Activities (leveled reading)
• Flexible grouping based on ability/interest level
• Interest-based options (product/process choice)
• Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
• Technology integration (computer stations, PowerPoint, LCD projector, Google and other supported technology at teacher discretion)
<table>
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<th><strong>Suggested Resources:</strong></th>
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</table>
| • Textbook (Avancemos)  
• Activities created by teacher (including cultural passage readings), Computer stations, Power Point, LCD projector, Google and other supported technology at teacher discretion.  
• Computer links-  
  • http://www.spanishspanish.com  
  • www.quia.com  
  • www.duolingo.com  
  • www.edmodo.com  
  • www.brainpop.com  
  • www.learnspanish.com |
Middle School
Spanish Curriculum
Novice-Mid
Unit 2
El Colegio / School Life
## Trenton School District: Spanish Curriculum

<table>
<thead>
<tr>
<th>CONTENT AREA: World Languages</th>
<th>PROFICIENCY LEVEL: Novice-Mid Middle School</th>
<th>Unit # 2</th>
<th>UNIT NAME: El Colegio / School Life</th>
</tr>
</thead>
</table>

### STAGE 1 – Desired Results

**Enduring Understanding:**
Although schools in Spanish-speaking countries have different schedule patterns, grading systems and clothing requirements, daily lives of students in the United States and Spanish-speaking countries are very similar.

**Essential Questions:**
How does my school experience in the US compare to that in a Spanish-speaking country?

**CORRESPONDING NJCCCS**

- 7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1. NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

**STUDENT LEARNING OBJECTIVES (SLOs)**

**SLO # 1 -** Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with school life, schedules, and extra curriculum activities.

**Can do statements:**
- I can understand when someone describes things found in a school.
- I can understand when someone talks about his or her school day.
  - a. I can identify the time a class starts and finishes.
  - b. I can identify the order of classes during the school day.
  - c. I can identify the favorite and least favorite teacher and class.
  - d. I can determine how my school day and the school day of a student in the target culture are similar and different.
- I can recognize common school and classroom activities when someone is describing what they do during the school day.
- I can understand short readings (e.g. back-to-school advertisements, school supply lists, school map) dealing with description of things found in a school.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Can Do Statements</th>
</tr>
</thead>
</table>
| 7.1. NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response | **SLO # 2** - Use physical response to demonstrate understanding of classroom routines. **Can do statements:**  
- I can follow routine classroom directions given by my teacher orally/written (e.g. take out your…, put away your…, pass the papers forward, raise your hand, cover your papers, clear your desks). |
| 7.1. NM.B.1 | Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.  
7.1. NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. | **SGO # 3** - Ask and respond to memorized questions about academic and social aspects of school life, schedules, and classroom activities using digital tools and face-to-face communication through the target language. **Can do statements:**  
- I can use digital tools and face-to-face communication to:  
  a. Ask and answer simple, memorized questions (yes/no, either/or, and short response) about things found in a school and classroom.  
  b. Ask and respond to simple, memorized questions (yes/no, either/or, and short response) about a classmate’s schedule or the schedule of a student from the target culture.  
  c. Ask and respond simple, memorized questions (yes/no, either/or, and short response) about what I do and what my classmates and peers in the target culture do during school hours. |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience | **SGO # 4** - Produce a multimedia rich presentation that compares school life in the home and target culture(s) using information found in age-and level-appropriate culturally authentic texts. **Can do statements:**  
- I can use words, phrases, and memorized sentences to describe school life in the United States (e.g. describe a classroom, provide a typical schedule, and tell what takes place during a typical day).  
- I can use words, phrases, memorized sentences to describe school life in the target culture based on information gathered from readings, short audio/video clips, and interactions with my peers in the target culture (e.g. describe a classroom, provide a typical schedule, and tell what takes place during a typical day).  
- I can use words, phrases, and memorized sentences to create a multimedia rich presentation. |
| 7.1. NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. | **Can do statements:**  
- I can use words, phrases, and memorized sentences to describe school life in the United States (e.g. describe a classroom, provide a typical schedule, and tell what takes place during a typical day).  
- I can use words, phrases, memorized sentences to describe school life in the target culture based on information gathered from readings, short audio/video clips, and interactions with my peers in the target culture (e.g. describe a classroom, provide a typical schedule, and tell what takes place during a typical day).  
- I can use words, phrases, and memorized sentences to create a multimedia rich presentation. |
**CONCEPTS**

**WHAT DO STUDENTS NEED TO KNOW?**

- School subjects
- Classroom objects and furniture
- School supplies
- Activities associated with school
- Ordinal numbers
- Question words
- Numbers for telling time
- Days of the week
- Months of the year
- Expressions associated with telling time (i.e. morning, afternoon, evening)
- The structures necessary to:
  - Express time
  - Ask memorized questions related to school activities in the present time.
  - Answer simple questions related to school activities in the present time.
- Cultural products related to school
- Cultural practices related to school
- Grammar:
  - Interrogatives
  - Command forms
  - Noun-adjective agreement
  - Subject verb agreement
  - Verbs “Ir”,
  - Contractions “al” and “del”
  - Ser with time expressions
  - Present of Tense of regular AR verbs (Llegar,

**SKILLS**

**WHAT DO STUDENTS NEED TO BE ABLE TO DO?**

- Recognize familiar school vocabulary as found in culturally authentic video clips from the target culture.
- Demonstrate understanding of commands related to school routine.
- Identify information related to class schedules and school activities as found in culturally authentic electronic information sources and other written texts.
- Ask memorized questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Answer simple questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Inquire about preferences related to school.
- Respond to questions about preferences related to school.
- Compare school life in the home and target culture(s).
The following items have already been assessed in Unit 1 and are being recycled in this unit:

- The structures necessary to:
  - Express likes or dislikes
  - Give and respond to commands (as memorized chunks)
  - Indicate location

### Stage 2: Assessment Evidence:

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<td>• Exit Ticket</td>
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**Performance Assessment Task: Presentational**

Prepare a recorded message describing the school schedule, classes and teachers giving details about at least one class; start/end times, needed supplies and teacher description. These messages may be recorded on cell phones/iPods/Google Voice

See Appendix for Scoring Rubrics
**Stage 3: Strategies**

Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, school supplies, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the target culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

**Interpretive:**
They interpret authentic 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(s).

- Read a dialogue and answer questions about schedules
- Engage and practice audio/video activities
- Follow your teacher/classmate via social networks in the target language
- Create a story describing school/favorite subjects/ideal classroom
- Complete practice reading/listening activities
- Produce schedules
- Demonstrate understanding of vocabulary through cloze sentence writing

**Interpersonal:**
They 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 school life.

- Interact in paired dialogues A/B activities, interview, role-play, wikis, and blogs.
- Communicate with teacher/classmates in the target language
- Respond to simple questions in the target language

**Presentational:**
They use lists, chunks of language, and memorized phrases to compare school in the home and target culture(s).

- Create and present an oral comparison of school experiences between self and a student in a Spanish-speaking country highlighting schedules, dress code, grading system and classroom procedures and etiquette.
- Prepare a recorded message describing their school schedule, classes and teachers giving details about at least one class; start/end times, needed supplies and teacher description. These messages may be recorded on cell phones/iPods/Google Voice
- Create and discuss a graphic organizer of schedule, illustrating, discussing/descrying a class/teacher.
**Differentiation Strategies:**
- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

**Suggested Resources:**
- Text books (Avancemos, Buen Viaje)
- Activities created by teacher (including cultural passage readings), Computer stations, Power Point, LCD projector, Google and other supported technology at teacher discretion.
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  - [www.duolingo.com](http://www.duolingo.com)
  - [www.edmodo.com](http://www.edmodo.com)
  - [www.brainpop.com](http://www.brainpop.com)
  - [www.learnspanish.com](http://www.learnspanish.com)
Middle School
Spanish Curriculum
Novice-Mid
Unit 3
Mi familia / My Family
<table>
<thead>
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<th>PROFICIENCY LEVEL:</th>
<th>Unit #</th>
<th>UNIT NAME:</th>
<th>Mi familia / My Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Languages</td>
<td>Novice-Mid – Middle School</td>
<td>3</td>
<td></td>
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</tbody>
</table>

**STAGE 1 – Desired Results**

**Enduring Understanding:**
- The family is an integral part of society that reflects cultural norms.
- Families often share similar characteristics, including spending quality time together.

**Essential Questions:**
- How do I describe family members and their relation to me?
- Can I describe the people I live with and the activities they do?
- How do the roles/responsibilities of my family members compare to those of a family from a Spanish-speaking country?

**CORRESPONDING NJCCCS**

- 7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1. NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

**STUDENT LEARNING OBJECTIVES (SLOs)**

**SLO # 1 - Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify physical characteristics, personality qualities, and family members.**

**Can do statements:**
- I can understand some basic information when someone describes themselves and others.
  a. I can match pictures based on oral descriptions of physical and/or personality traits.
  b. I can draw a picture based on oral descriptions of physical and/or personality traits.
  c. I can respond to teacher’s command through Total Physical Response (TPR).
- I can identify various family members, their physical and personal traits.
  a. I can ask who someone is.
  b. I can ask what someone is like.
  c. I can describe what someone is like.
| 7.1. NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes | **SGO # 2** – Exchange personal information about family members, physical characteristics, and personality qualities. **Can do statements:**  
- I can use digital tools and face-to-face communication to:  
  a. Introduce others and myself.  
  b. Ask memorized/simple questions (yes/no, either/or, and short response) related to physical characteristics and personality traits.  
  c. Ask memorized questions (yes/no, either/or and short response) related to family members.  
  d. I can answer simple questions (yes/no, either/or and short response) related to family members. |
|---|---|
| 7.1. NM.B.4 Ask and respond to simple questions, make requests, and express | **SGO # 3** – Describe self and others (physical characteristics and personality traits). **Can do statements:**  
- I can use words, phrases, and memorized sentences to describe myself including details about my physical characteristics and my personality qualities.  
- I can use words, phrases, and memorized sentences to describe others based on their physical characteristics and their personality qualities. |
| 7.1. NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. | **SLO # 4** – Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language). **Can do statements:**  
- I can adjust my intonation (raise or lower pitch) as appropriate for asking a question (yes/no, either/or and short response). |
| 7.1. NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.  
7.1. NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. | --- |
7.1. NM.C.1 Use basic information at the word and memorized-phrase to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

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

**SLO #5** - Retell highlights form age-and level-appropriate culturally authentic target language text orally and/or in writing including physical characteristics, personality qualities, and family members by creating a traditional or multimedia presentation.

**Can do statements:**
- I can use words, phrases, and memorized sentences and technology tools to retell a story or summarize an article that includes:
  - Physical characteristics
  - Personality qualities
  - Family members

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<td></td>
<td>• Introduce family members</td>
<td>• Describe self and family members (Personality and physical traits).</td>
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<tr>
<td></td>
<td>• Adjectives (personality and physical traits)</td>
<td>• State likes and dislikes.</td>
<td></td>
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<tr>
<td></td>
<td>• Identify colors</td>
<td>• Explain naming practices in Spanish –speaking countries.</td>
<td></td>
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<td></td>
<td>• Introduce body parts (e.g. hair/eye color)</td>
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</tr>
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<td>- Games (Charades, Simon says, etc)</td>
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**Performance Assessment Task: Presentational**

Explore the different relations within a family. Create and present a family tree visual (fictional or real) of your family.

See Appendix for Scoring Rubrics

Stage 3: Strategies

Students use the target language in the three modes of communication to describe themselves and others and to discuss family members. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

**Interpretive:**
They interpret authentic written and video/audio texts such as blogs, school websites, stories about families, short video clips that focus on families and physical/personal traits.

- Read a dialogue and answer questions about information on family members and their physical/personality traits.
- Engage and practice audio/video/kinesthetic (búsqueda de gente) activities and other interactive games.
- Write a description about family members.
- Complete practice reading/listening activities

Middle School Spanish Curriculum  
TBOE Board Approved 8/26/2013
- Demonstrate understanding of vocabulary through cloze sentence writing.

**Interpersonal:**
They 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 family members and their physical characteristics and personality traits.
- Interact in role-play activities, interview, wikis, and blogs.
- Communicate with teacher/classmates in the target language
- Respond to simple questions in the target language

**Presentational:**
They use lists, chunks of language, and memorized phrases to identify and describe family members.
- Provide information about self and family members using words, phrases, and memorized expressions.
- Create and present a family tree visual (fictional or real) for immediate family.
- Create and present an extra-terrestrial character labeling its body parts.
- Role-plays
- Complete a graphic organizer with physical characteristics and personality traits.

**Differentiation Strategies:**
- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration (Computer stations, Power Point, LCD projector, Digital recorder)
<table>
<thead>
<tr>
<th>Suggested Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Text books (Avancemos, Buen Viaje)</td>
</tr>
<tr>
<td>• Activities created by teacher (including cultural passage readings), Computer stations, Power Point, LCD projector, Google and other supported technology at teacher discretion.</td>
</tr>
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</tr>
<tr>
<td>• <a href="http://www.spanishspanish.com">http://www.spanishspanish.com</a></td>
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</tr>
</tbody>
</table>
Middle School
Spanish Curriculum
Novice-Mid
Unit 4
¡Buen apetito!
## Trenton School District: Spanish Curriculum

<table>
<thead>
<tr>
<th>CONTENT AREA:</th>
<th>PROFICIENCY LEVEL:</th>
<th>Unit #</th>
<th>UNIT NAME: ¡Buen Apetito!</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Languages</td>
<td>Novice-Mid Middle School</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### STAGE 1 – Desired Results

#### Enduring Understanding:
- Culturally authentic dishes vary from country to country yet share common foods.

#### Essential Questions:
- Can I name food and drinks associated with a Spanish-speaking country?
- Can I read and order from an authentic Spanish menu in a restaurant?

### CORRESPONDING NJCCCS

7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1. NM.A.5 Demonstrate comprehension of brief oral messages using age-and level-appropriate, culturally authentic materials on familiar topics.

### STUDENT LEARNING OBJECTIVES (SLOs)

**SLO # 1** - Skim and scan age- and level-appropriate culturally authentic target language materials from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s).

**Can do statements:**
- I can understand basic information when someone talks about food/drinks.
  - a. I can recognize the names of food/drinks.
  - b. I can recognize the names of different dishes.
  - c. I can match pictures based on oral descriptions of foods/drinks (color, shapes and size)
  - d. I can draw a picture based on oral descriptions of foods/drinks (color, shapes and size)
  - e. I can draw a picture of someone’s favorite foods/drinks based on oral descriptions.
- I can understand basic information when someone talks about different dishes.
  - a. I can recognize the names of common dishes.
  - b. I can associate foods with the different meals of the day (breakfast, lunch and dinner).
  - c. I can understand some basic information related to food (colors, shapes and size) as found in culturally authentic real websites.
- I can identify what foods/drinks are typical from some Spanish-speaking countries.
<table>
<thead>
<tr>
<th>7.1. NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</th>
<th>SLO # 2 - Recognize a few common gestures and cultural practices associated with food/drinks preferences, products and practices of the target culture(s).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Can do statements:</strong></td>
<td><strong>Can do statements:</strong></td>
</tr>
<tr>
<td>• I can listen to a short video/audio clips that compares food/drinks my family and I eat at home with what families from the target culture eat in their homes and identify commonalities and differences.</td>
<td>• I can listen to a short video/audio clips that compares food/drinks my family and I eat at home with what families from the target culture eat in their homes and identify commonalities and differences.</td>
</tr>
<tr>
<td>• I can read short written texts that compare food/drinks in my country with one in the target culture and identify commonalities and differences.</td>
<td>• I can read short written texts that compare food/drinks in my country with one in the target culture and identify commonalities and differences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.1. NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response</th>
<th>SLO # 3 - Give and follow simple, oral and written directions, commands, and requests through appropriate physical response as they relate to food practices.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Can do statements:</strong></td>
<td><strong>Can do statements:</strong></td>
</tr>
<tr>
<td>• I can ask/answer memorized questions (yes/no, either/or and short response) related to food/drinks preferences.</td>
<td>• I can ask/answer memorized questions (yes/no, either/or and short response) related to food/drinks preferences.</td>
</tr>
<tr>
<td>• I can ask/answer memorized questions (yes/no, either/or and short response) related to meals of the day.</td>
<td>• I can ask/answer memorized questions (yes/no, either/or and short response) related to meals of the day.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.1. NM.B.4 Ask and responds to simple questions, make requests, and express preferences using memorized words and phrases.</th>
<th>SLO # 4 - Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Can do statements:</strong></td>
<td><strong>Can do statements:</strong></td>
</tr>
<tr>
<td>• I can use words, phrases, and memorized sentences to create a multimedia presentation that describes and compares foods/drinks and meals of the day in my culture to those in the target culture.</td>
<td>• I can use words, phrases, and memorized sentences to create a multimedia presentation that describes and compares foods/drinks and meals of the day in my culture to those in the target culture.</td>
</tr>
</tbody>
</table>
7.1. NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

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

SLO # 5 - Present cultural products and imitate cultural practices related to food/drinks as found in age- and level-appropriate, culturally authentic materials.

Can do statements:
- I can use words, phrases, and memorized sentences to describe different foods/drinks and different meals from the target culture based on a text that includes:
  a) Typical foods/drinks found in the home/restaurant.
  b) Typical dishes found in different Spanish-speaking countries.
- I can list or identify different foods needed in different dishes.

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>WHAT DO STUDENTS NEED TO KNOW?</th>
<th>SKILLS</th>
<th>WHAT DO STUDENTS NEED TO BE ABLE TO DO?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vocabulary related to food/dishes and time of meals.</td>
<td></td>
<td>Recognize food/meal vocabulary as found in culturally authentic video clips from the target culture.</td>
</tr>
<tr>
<td></td>
<td>“ER”, and “IR” verbs in present tense.</td>
<td></td>
<td>Identify information related to food/dishes and time of meals.</td>
</tr>
<tr>
<td></td>
<td>Introduce shapes.</td>
<td></td>
<td>Ask/answer memorized questions related to food/drinks/mealss using digital tools and face-to-face communication.</td>
</tr>
<tr>
<td></td>
<td>Re-enter verb “SER”, “Ir”, time (a la/ a las), colors and commands.</td>
<td></td>
<td>Inquire about preferences related to food/drinks/mealss.</td>
</tr>
<tr>
<td></td>
<td>The structures necessary to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Describe/ identify foods and different dishes.</td>
<td></td>
<td>Respond to questions about preferences related to food/drinks/mealss.</td>
</tr>
<tr>
<td></td>
<td>2. To order food from an authentic Spanish menu/restaurant</td>
<td></td>
<td>Compare food/drinks/mealss in the home and target culture(s).</td>
</tr>
</tbody>
</table>
### Stage 2: Assessment Evidence:

<table>
<thead>
<tr>
<th>Formative Assessments:</th>
<th>Summative Assessments:</th>
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</thead>
<tbody>
<tr>
<td>• Daily written/verbal check-ins</td>
<td>• Common Unit Assessment at end of each Unit – <strong>Required</strong></td>
</tr>
<tr>
<td>• Group conversations</td>
<td>• Performance Task (See Below) - <strong>Required</strong></td>
</tr>
<tr>
<td>• Group activities</td>
<td>• Oral/written exams (Mid Marking Period)</td>
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<td>• Online activities</td>
<td>• Projects</td>
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<td>• Think-Pair-Share</td>
<td>• Portfolios</td>
</tr>
<tr>
<td>• Games (Charades, Bingo, Four corners, Flyswatter etc)</td>
<td></td>
</tr>
<tr>
<td>• Exit Ticket</td>
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</tr>
</tbody>
</table>

**Performance Assessment Task: Presentational**

You have just become the manager of a brand new Spanish restaurant in Trenton, NJ. It is your responsibility to name the restaurant and create the menu.

See Appendix for Scoring Rubrics
## Stage 3: Strategies

Students use the target language in the three modes of communication to explore food/drinks in the target cultures (i.e. ordering food from the menu). Students understand that their experiences with, in some ways are similar to and different from that of students in the target culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

### Interpretive:
They interpret authentic written and video/audio texts such as blogs, stories, and short video clips that focus on food/drinks/meals in the target culture(s).
- Read a dialogue and answer questions about food/drinks/meals.
- Engage and practice audio/video activities
- Follow your teacher/classmate via social networks in the target language
- Create a story describing favorite food, drinks, and meals.
- Complete practice reading/listening activities
- Demonstrate understanding of vocabulary through cloze sentence writing

### Interpersonal:
They 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 food/drinks/meals.
- Interact in paired dialogues A/B activities, interview, role-play, wikis, and blogs.
- Communicate with teacher/classmates in the target language
- Respond to simple questions in the target language

### Presentational:
They use lists, chunks of language, and memorized phrases to compare food, drinks and meals in their culture and the target culture(s).
- Create and present an oral comparison about different meals and drinks in the United States and Spanish-speaking countries.
- Prepare a recorded message describing meals and drinks. These messages may be recorded on cell phones/iPods/Google Voice, etc.
- Create and discuss a graphic organizer related to food.

### Differentiation Strategies:
- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

### Suggested Resources:

- Text books (Avancemos, Buen Viaje)
- Activities created by teacher (including cultural passage readings), Computer stations, Power Point, LCD projector, Google and other supported technology at teacher discretion.
- Computer links-
  - [http://www.spanishspanish.com](http://www.spanishspanish.com)
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  - [www.learnspanish.com](http://www.learnspanish.com)
  - [www.quizlet.com](http://www.quizlet.com)
Curriculum Guide for:
World Languages: Middle School Spanish
Proficiency: Novice-High
Pacing Guide

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Pacing</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mi casa es su casa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Todo de mi / All about Me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Comida gloriosa / Glorious Food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>De fiesta / Let’s Party</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Middle School
Spanish Curriculum
Novice-Mid
Unit 1
Mi casa es su casa
# Trenton School District: Spanish Curriculum

<table>
<thead>
<tr>
<th>CONTENT AREA:</th>
<th>PROFICIENCY LEVEL:</th>
<th>Unit #</th>
<th>UNIT NAME: Mi Casa es Su Casa</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Languages</td>
<td>Novice High Middle School</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

## STAGE 1 – Desired Results

### Enduring Understanding:
- The layout and structure in homes in Spanish-speaking countries have European influences, e.g. patios are usually located in the center of the home.

### Essential Questions:
- How does the structure of homes in the United States compare to those in Spanish-speaking countries?
- How does the distribution of household chores in the home culture compare with that of the target culture?

### CORRESPONDING NJCCCS

- 7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1. NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1. NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

### STUDENT LEARNING OBJECTIVES (SLOs)

**SLO # 1 -** Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in the home, the names of rooms in a home, common household items, and household chores.

**Can do statements:**
- I can understand basic information when someone talks about his or her home.
- I can recognize the names of the rooms.
- I can recognize the names of furniture.
- I can match pictures based on oral descriptions of a home (color, size, location of items).
- I can draw a picture based on oral descriptions of a home (color, size, location of items).
- I can draw a picture of someone’s favorite room based on oral descriptions.
- I can understand basic information when someone talks about household chores.
- I can recognize the names of common household chores.
- I can determine household chores one likes to do and doesn’t like to do.
- I can determine who does which chores.
<table>
<thead>
<tr>
<th><strong>Middle School Spanish Curriculum</strong></th>
<th><strong>TBOE Board Approved 8/26/2013</strong></th>
</tr>
</thead>
</table>

- I can understand some basic information related to home (colors, size, rooms, furniture, and location of furniture) as found in culturally authentic real estate websites and on-line home tours.
- I can identify who does which chores by interpreting surveys dealing with household chores.

<table>
<thead>
<tr>
<th>SLO # 2 - Skim and scan culturally authentic texts to identify cultural products and practices related to home life.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Can do statements:</strong></td>
</tr>
<tr>
<td>- I can listen to a short video/audio clip that compares a home in my community with one in the target culture and identify commonalities and differences.</td>
</tr>
<tr>
<td>- I can listen to a short video/audio clips that compares things my family and I do at home with what families from the target culture do in their homes and identify commonalities and differences.</td>
</tr>
<tr>
<td>- I can read short written texts that compare a home in my community with one in the target culture and identify commonalities and differences.</td>
</tr>
<tr>
<td>- I can read short written texts that compare things my family and I do at home with what families from the target culture do in their homes and identify commonalities and differences.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO # 3 - Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home, and the chores that are typically done using digital tools and face-to-face communication in the target language.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Can do statements:</strong></td>
</tr>
<tr>
<td>- I can ask memorized questions (yes/no, either/or and short response) related to the description of the home.</td>
</tr>
<tr>
<td>- I can answer simple questions (yes/no, either/or and short response) related to the description of the home.</td>
</tr>
<tr>
<td>- I can ask memorized questions (yes/no, either/or and short response) related to the division of household chores.</td>
</tr>
</tbody>
</table>

7.1. NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1. NM.A.5 Demonstrate comprehension of brief oral messages using age-and level-appropriate, culturally authentic materials on familiar topics.

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

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

7.1. NM.A.5 Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics.
<table>
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<tr>
<th>CONCEPTS</th>
<th>WHAT DO STUDENTS NEED TO KNOW?</th>
<th>WHAT DO STUDENTS NEED TO BE ABLE TO DO?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary related to home, floors, furniture and chores.</td>
<td>• I can answer simple questions (yes/no, either/ or and short response) related to the division of household chores.</td>
<td>• I can answer simple questions (yes/no, either/ or and short response) related to the division of household chores.</td>
</tr>
<tr>
<td>“AR”, “ER”, and “IR” verbs in present tense.</td>
<td>SLO # 4 - Create a multimedia rich presentation to compare homes and household chores in the home and target cultures.</td>
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</tr>
<tr>
<td>Introduce present tense “tener que plus infinitive”.</td>
<td>Can do statements:</td>
<td>Can do statements:</td>
</tr>
<tr>
<td>Reenter verb “estar”</td>
<td>• I can use words, phrases, and memorized sentences to create a multimedia presentation that describes and compares homes and chores common in my culture to those in the target culture</td>
<td>• I can use words, phrases, and memorized sentences to create a multimedia presentation that describes and compares homes and chores common in my culture to those in the target culture</td>
</tr>
<tr>
<td>The structures necessary to:</td>
<td></td>
<td>• I can use words, phrases, and memorized sentences to describe a home from the target culture based on a text that includes:</td>
</tr>
<tr>
<td>3. Describe home structure and layout.</td>
<td></td>
<td>a. Rooms typically found in the home</td>
</tr>
<tr>
<td>4. Identify the distribution of household chores in the homes.</td>
<td></td>
<td>b. Furniture and other items commonly found in different rooms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I can list or identify household chores commonly done by members of the target culture based on information found in a culturally authentic text.</td>
</tr>
</tbody>
</table>
### Stage 2: Assessment Evidence:

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<tr>
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<td>- Portfolios</td>
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</tbody>
</table>

**Performance Assessment Task: Presentational**

Create and present a visual comparison of structures/layout of homes in the United States and Spanish-speaking countries. Explain to classmates and teachers.

See Appendix for Scoring Rubrics
<table>
<thead>
<tr>
<th>Stage 3: Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students use the target language in the three modes of communication to explore home life in the target cultures (i.e. house chores, and preferences). Students understand that their home experiences in some ways are similar to and different from that of students in the target culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)</td>
</tr>
</tbody>
</table>

**Interpretive:**
They interpret authentic written and video/audio texts such as blogs, stories, and short video clips that focus on home life in the target culture(s).
- Read a dialogue and answer questions about home.
- Engage and practice audio/video activities
- Follow your teacher/classmate via social networks in the target language
- Create a story describing home/favorite rooms/ideal home.
- Complete practice reading/listening activities
- Demonstrate understanding of vocabulary through cloze sentence writing

**Interpersonal:**
They 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 home life.
- Interact in paired dialogues A/B activities, interview, role-play, wikis, and blogs.
- Communicate with teacher/classmates in the target language
- Respond to simple questions in the target language

**Presentational:**
They use lists, chunks of language, and memorized phrases to compare home life in their culture and the target culture(s).
- Create and present an oral comparison of structures/layout of homes in the United States and Spanish-speaking countries.
- Prepare a recorded message describing the structures/layout of a home. These messages may be recorded on cell phones/iPods/Google Voice, etc.
- Create and discuss a graphic organizer related to parts of a house.

**Differentiation Strategies:**
- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
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  - [www.brainpop.com](http://www.brainpop.com)
  - [www.learnspanish.com](http://www.learnspanish.com)
Middle School
Spanish Curriculum

Novice-High

Unit 2:

Todo de mi / All about Me
## Trenton School District: Spanish Curriculum

<table>
<thead>
<tr>
<th>CONTENT AREA: World Languages</th>
<th>PROFICIENCY LEVEL: Novice-High Middle School</th>
<th>Unit # 2</th>
<th>UNIT NAME: Todo de mí / All About Me</th>
</tr>
</thead>
</table>

### STAGE 1 – Desired Results

**Enduring Understanding:**
- Social interaction in Spanish-speaking countries requires knowledge of cultural norms and expressions.
- It is important to be aware of the different places in the world where Spanish is spoken.
- People’s preferences are culturally influenced.

**Essential Questions:**
- Can I read brief authentic messages, listen to short conversations, or view information about community events, personal interests, and cultural contexts to demonstrate comprehension?

### CORRESPONDING NJCCCS

- 7.1. NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics

### STUDENT LEARNING OBJECTIVES (SGOs)

**SLO # 1** – Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.

**Can do statements:**
- I can listen to short video or audio clips advertising a community function (e.g. concert, film festival, art show, auction, parade, community service event) to identify the time, location, and purpose of the event.
- I can select events appropriate for me and my classmates based on our interests, availability, and purpose by listening to short video or audio clips advertising a community function (e.g. concert, film festival, art show, auction, parade, community service event).
| 7.1. NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response | **SLO # 2** – Use physical response to identify, which written and oral directions based on an authentic online map, are accurate for going from one place to another in the target culture(s).

**Can do statements:**
- I can follow the walking or driving steps needed to get from one place to another based on written directions connected to an online map.
- I can match a series of written directions to the appropriate online maps.

---

| 7.1. NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. | **SLO # 3** – Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.

**Can do statements:**
- I can use digital tools and face-to-face communication to:
  a. Ask my classmates and members of the target culture simple questions related to time, location and purpose of a community event (e.g. concert, film festival, art show, auction, parade, community service event).
  b. Respond to questions from my classmates and members of the target culture related to time, location and purpose of a community event (e.g. concert, film festival, art show, auction, parade, community service event).
- I can use appropriate reaction words when my classmates and members of the Spanish culture answer a question (e.g. yo también, yo no, es interesante, ¿de verdad?, ¡Qué bien!)
- I can ask for clarification when I don’t understand something (e.g. por favor repita(e), No entiendo, dijistes …?)

| 7.1. NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. | **SLO # 3** – Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.

**Can do statements:**
- I can use digital tools and face-to-face communication to:
  a. Ask my classmates and members of the target culture simple questions related to time, location and purpose of a community event (e.g. concert, film festival, art show, auction, parade, community service event).
  b. Respond to questions from my classmates and members of the target culture related to time, location and purpose of a community event (e.g. concert, film festival, art show, auction, parade, community service event).
- I can use appropriate reaction words when my classmates and members of the Spanish culture answer a question (e.g. yo también, yo no, es interesante, ¿de verdad?, ¡Qué bien!)
- I can ask for clarification when I don’t understand something (e.g. por favor repita(e), No entiendo, dijistes …?)

---

| 7.1. NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. | **SLO # 3** – Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.

**Can do statements:**
- I can use digital tools and face-to-face communication to:
  a. Ask my classmates and members of the target culture simple questions related to time, location and purpose of a community event (e.g. concert, film festival, art show, auction, parade, community service event).
  b. Respond to questions from my classmates and members of the target culture related to time, location and purpose of a community event (e.g. concert, film festival, art show, auction, parade, community service event).
- I can use appropriate reaction words when my classmates and members of the Spanish culture answer a question (e.g. yo también, yo no, es interesante, ¿de verdad?, ¡Qué bien!)
- I can ask for clarification when I don’t understand something (e.g. por favor repita(e), No entiendo, dijistes …?)

---

| 7.1. NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. | **SLO # 3** – Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.

**Can do statements:**
- I can use digital tools and face-to-face communication to:
  a. Ask my classmates and members of the target culture simple questions related to time, location and purpose of a community event (e.g. concert, film festival, art show, auction, parade, community service event).
  b. Respond to questions from my classmates and members of the target culture related to time, location and purpose of a community event (e.g. concert, film festival, art show, auction, parade, community service event).
- I can use appropriate reaction words when my classmates and members of the Spanish culture answer a question (e.g. yo también, yo no, es interesante, ¿de verdad?, ¡Qué bien!)
- I can ask for clarification when I don’t understand something (e.g. por favor repita(e), No entiendo, dijistes …?)

---

| 7.1. NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. | **SLO # 3** – Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.

**Can do statements:**
- I can use digital tools and face-to-face communication to:
  a. Ask my classmates and members of the target culture simple questions related to time, location and purpose of a community event (e.g. concert, film festival, art show, auction, parade, community service event).
  b. Respond to questions from my classmates and members of the target culture related to time, location and purpose of a community event (e.g. concert, film festival, art show, auction, parade, community service event).
- I can use appropriate reaction words when my classmates and members of the Spanish culture answer a question (e.g. yo también, yo no, es interesante, ¿de verdad?, ¡Qué bien!)
- I can ask for clarification when I don’t understand something (e.g. por favor repita(e), No entiendo, dijistes …?)

---

| 7.1. NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. | **SLO # 3** – Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.

**Can do statements:**
- I can use digital tools and face-to-face communication to:
  a. Ask my classmates and members of the target culture simple questions related to time, location and purpose of a community event (e.g. concert, film festival, art show, auction, parade, community service event).
  b. Respond to questions from my classmates and members of the target culture related to time, location and purpose of a community event (e.g. concert, film festival, art show, auction, parade, community service event).
- I can use appropriate reaction words when my classmates and members of the Spanish culture answer a question (e.g. yo también, yo no, es interesante, ¿de verdad?, ¡Qué bien!)
- I can ask for clarification when I don’t understand something (e.g. por favor repita(e), No entiendo, dijistes …?)
7.1. NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

SLO # 4 – Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.

**Can do statements:**
- I can use simple sentences to create a multimedia-rich presentation using written and oral text that includes information related to community events and community service opportunities (e.g. time, location, and purpose of the event).

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT DO STUDENTS NEED TO KNOW?</td>
<td>WHAT DO STUDENTS NEED TO BE ABLE TO DO?</td>
</tr>
<tr>
<td>The structures necessary to learn:</td>
<td>• Ask/answer questions, using completed sentences related to culturally authentic materials.</td>
</tr>
<tr>
<td>• A series of expressions to indicate location</td>
<td>• Use complete sentences to describe locations.</td>
</tr>
<tr>
<td>• Map skills</td>
<td>• Produce a multimedia-rich presentation.</td>
</tr>
<tr>
<td>• Cardinal numbers (e.g. primero, Segundo, etc.)</td>
<td>• Follow a series of written and oral directions.</td>
</tr>
<tr>
<td>• Transitional expressions (Entonces, finalmente, a la vez, etc.)</td>
<td></td>
</tr>
<tr>
<td>• Recombine vocabulary to express understanding through reading, writing and speaking culturally authentic materials</td>
<td></td>
</tr>
</tbody>
</table>
Stage 2: Assessment Evidence:

<table>
<thead>
<tr>
<th>Formative Assessments:</th>
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<td>• Portfolios</td>
</tr>
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<td>• 3-2-1 Reflections</td>
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<tr>
<td>• Games (charades, Bingo, etc)</td>
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<td>• Exit Ticket</td>
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</tbody>
</table>

**Performance Assessment Task: Presentational**

Create and present a visual (brochure, poster, PowerPoint, etc) of a school/community/city map.

See Appendix for Scoring Rubrics

Stage 3: Strategies

Students use the target language in the three modes of communication to explore how preferences related to hobbies, community and cultural activities, and weekend/after school, activities are similar and different in the home and target culture(s). (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

**Interpretive:**

They interpret authentic written and video/audio texts such as blogs, community bulletin boards, and advertisements that focus on community/cultural events and community service opportunities.

• Read culturally authentic materials and answer comprehension questions.
• Engage and practice audio/video activities.
- Write a description pertaining to locations.
- Complete practice reading/listening activities.
- Develop comprehension activities applying map skills.
- Complete a graphic organizer (e.g. Venn diagram).

**Interpersonal:**
They 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 community/cultural events and community service opportunities
- Interact in role-play activities, interviews; edit classmates’ work, wikis, and blogs.
- Communicate with teacher/classmates and community at large in the Spanish language.
- Respond to a series of personal questions in Spanish (e.g. favorite pastime activities).

**Presentational:**
They use sentence level discourse to describe how they and others are involved in community and cultural activities, how they and others contribute positively to their community, and the effect that friends, family, acquaintances, and community context have on their choices related to the above. They compare and contrast cultural practices related to community and cultural events that occur in the home and target culture(s).
- Create and present a visual (brochure, poster, Power Point, etc) of a school/community/city map.
- Create a personal itinerary (ir al museo, ir al teatro, ir a un concierto, playa, etc.).
- Prepare a service-learning trip to a Spanish-speaking country during your summer / Spring break.
- Role-plays

**Differentiation Strategies:**
- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration (computer stations, Power Point, LCD projector, Google and other supported technology at teacher discretion)
### Suggested Resources:

- Textbooks (Avancemos, Buen Viaje)
- Activities created by teacher (including authentic cultural passage readings), Computer stations, Power Point, LCD projector, Google and other supported technology at teacher discretion.
- Computer links:
  - [http://www.spanishspanish.com](http://www.spanishspanish.com)
  - [www.quia.com](http://www.quia.com)
  - [www.duolingo.com](http://www.duolingo.com)
  - [www.edmodo.com](http://www.edmodo.com)
  - [www.brainpop.com](http://www.brainpop.com)
  - [www.learnspanish.com](http://www.learnspanish.com)
Middle School
Spanish Curriculum

Novice-High

Unit 3:

Comida gloriosa / Glorious Food
## Trenton School District: Spanish Curriculum

<table>
<thead>
<tr>
<th>CONTENT AREA: World Languages</th>
<th>PROFICIENCY LEVEL: Novice-High Middle School</th>
<th>Unit # 3</th>
<th>UNIT NAME: Comida gloriosa / Glorious Food</th>
</tr>
</thead>
</table>

### STAGE 1 – Desired Results

**Enduring Understanding:**
- Although the United States and Spanish speaking countries share common foods, and have much in common due to increased immigration, the preparation of authentic dishes varies from country to country.

**Essential Questions:**
- How do cultural, geographic, familial and commercial forces influence food choices and the way we look at sources of nutrition?
- What is the role of nutrition sources in United States compared with the Spanish Speaking Countries?

### CORRESPONDING NJCCCS

**7.1. NHA.1**
Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic sources related to targeted themes.

### STUDENT LEARNING OBJECTIVES (SLOs)

**SLO # 1 –** Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words related to food sources and choices in the home and target cultures contained in culturally authentic materials using electronic information sources.

**Can do statements:**
- I can listen to a video clip that contains information about where food comes from and food choices and
  - Identify key words and phrases.
  - Determine the main idea.
  - Recognize other key ideas.
  - Determine how where one lives influences one’s food choice.
- When reading short texts (e.g. a blog, recipe, survey, on-line menu) dealing with
<p>| 7.1. NH.A.1 | Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic sources related to targeted themes. |
| 7.1. NH.A.2 | SLO # 2 – Infer the meaning of highly contextualized unfamiliar spoken or written words contained in culturally authentic materials related to restaurant offerings. |
| <strong>Can do statements:</strong> | |
| • I can listen to a video clip that deals with food and food choices and infer the meaning of a few unfamiliar words when the audio text contains an explanation or definition of the unfamiliar word. | |
| • I can infer the meaning of a few unfamiliar words related to food when the text also contains an explanation or definition of the unfamiliar word. | |
| 7.1. NH.A.4 | Identify people, places, objects, and activities in daily life based on oral or written descriptions. |
| 7.1. NH.A.5 | Demonstrate comprehension of short conversations and brief written messages on familiar topics. |
| SLO # 3 – Identify target culture(s) practices related to healthy eating as found in short conversations and brief written messages and determine how the practices are similar to and different from those of the home culture. |
| <strong>Can do statements:</strong> | |
| • I can listen to a short conversation about healthy eating between two native speakers and determine what they consider a healthy meal. | |
| • I can listen to a short conversation about healthy eating between two native speakers and determine how their practices are similar to mine and how they are different from mine. | |
| 7.1. NH.A.3 | Recognize some common gestures and cultural practices associated with target cultural (s). |
| 7.1. NH.A.5 | Demonstrate comprehension of short conversations and brief written messages on familiar topics. |
| SLO # 4 – Recognize and use some gestures and idiomatic expressions for ordering and buying food and talking about food practices. |
| <strong>Can do statements:</strong> | |
| • I can recognize some gestures and idiomatic expressions used when speaking about food (e.g. cantidad, expresiones Como tener hambre y sed) quantity, expressions of hunger and thirst). | |
| • I can imitate some gestures and use some basic idiomatic expressions associated |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>SLO # 5 –</th>
<th>SLO # 6 -</th>
<th>SLO # 7 -</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.NH.B.4</td>
<td>Ask and respond to questions, make requests, and express preferences in various social situations.</td>
<td>Ask and answer questions related to personal choices in food selections.</td>
<td>Exchange basic information related to routine eating habits and food choices by recombining memorized words, phrases, and sentences in a culturally appropriate way using digital tools and face-to-face communication.</td>
<td>Recombine previously studied material to create a multimedia-rich presentation showing how food choices are influenced by culture, geography and media in the home and target cultures.</td>
</tr>
<tr>
<td>7.1.NH.B.1</td>
<td>Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</td>
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<tr>
<td>7.1.NH.B.5</td>
<td>Converse on a variety of familiar topics and/or topics studied in other content areas.</td>
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<tr>
<td>7.1.NH.C.1</td>
<td>Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</td>
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### 7.1.NH.C.3
Describe in writing people and things from the home and school environment.

### Can do statements:
- I can ask for clarification when I don’t understand something (e.g. please repeat, I don’t understand, did you say…?).
- I can use short sentences and digital tools to create a presentation that shows how food choices are influenced by culture, geography, and media in my culture and the target culture.
- I can use appropriate reaction words when my classmates and members of the target culture answer a question (e.g. me too, not me, that’s interesting, really?, that’s nice).

### 7.1.NH.C.5
Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

### SLO # 8
Describe in writing cultural products or practices associated with a balanced diet.

### Can do statements:
- I can write several sentences in which I name and describe cultural products and practices associated with a balanced diet in my culture and in the target culture.

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### CONCEPTS
**WHAT DO STUDENTS NEED TO KNOW?**

- Selected vocabulary related to food and its origin (e.g. processed, natural, artificial ingredients, sweeteners, preservatives, fillers, farm, orchard, garden, greenhouse, unrefined, minerals, antioxidants, and fiber)
- Selected vocabulary related to food preparation (e.g. baking, broiling, frying, microwaving, roasting, and smoking)
- Selected vocabulary related to a balanced diet
- The structures necessary to discuss the purchasing, growing, eating, and ordering of food in the present time frame
- Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording)

### SKILLS
**WHAT DO STUDENTS NEED TO BE ABLE TO DO?**

- Infer the meaning of highly contextualized unfamiliar spoken or written words associated with food as found in culturally authentic materials from electronic information sources and other resources.
- Demonstrate comprehension of a series of oral and written directions as conveyed in advertisements for the sale, preparation, and serving of foods.
- Exchange information about family and personal food choices in the home and the target culture(s) using digital tools such as blogs, wikis, or SKYPE as well as face-to-face communication by recombining previously memorized words, phrases, and sentences.
- Exchange information about opinions and biases as expressed in advertisements for food and restaurants in the home and target...
It is understood that students at the NH level will have already mastered the following:

- Names of common vegetables, fruits, grains, proteins, and dairy items
- Colors
- Names of common ‘empty calorie’ foods
- Vocabulary used to describe quantity (e.g. ounce, gram, pound, kilo, teaspoon, tablespoon, cup and slice)
- Vocabulary associated with table setting (plate, bowl, knife, fork, spoon, napkin, and tablecloth)
- Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade)
- Adjectives to describe size and shape of food
- Culturally authentic gestures and practices associated with eating
- The structures necessary to:
  - Order and pay for food (e.g. I would like, Please bring me, I need, and Do you have?)
  - Extend, accept, and refuse an invitation
- Memorized questions related to ordering and paying for a meal
- Currency from target culture and conversion to American equivalent

- Ask question related to nutritional value of food choices and a balanced diet.
- Answer question related to nutritional value of food choices and a balanced diet.
- Create a multimedia-rich presentation showing how food choices are influenced by culture, geography, and media in the home and target cultures.
- Recombine previously memorized words, phrases and sentences to express preferences related to food choices.
## Stage 2: Assessment Evidence:

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</table>

### Performance Assessment Task: Presentational

Students will plan and present the menu for a holiday celebration of their choosing. Nutritional values of the food need to be included.

See Appendix for Scoring Rubrics

## Stage 3: Strategies

Students use the target language in the three modes of communication to engage in the study of food as a source of nutrition and explore the role it plays in social, familial, and commercial situations. They consider how cultural, geographic, familial, and commercial forces influence food choices. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

### Interpretive:

Students examine authentic written and video/audio texts such as menus, advertisements, recipes, food blogs, maps, charts, and other text related to food, sources of food, and production and manufacturing of food in the home and target cultures.

### Interpersonal:
They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community in which they ask and answer questions and express preferences related to the above.

**Presentational:**
Students create graphs and charts to convey information about the sources of food, its nutritional value and its role in social, familial and commercial situations. They use sentence level discourse to describe how they and others select and prepare food, which food options are available to them, and why and what nutritional impact their selections have on overall health. They compare and contrast practices related to food selection and preparation in the home and target cultures.

**Differentiation Strategies:**
- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

**Suggested Resources:**
- Text books (Avancemos, Buen Viaje)
- Activities created by teacher (including cultural passage readings), Computer stations, Power Point, LCD projector, Google and other supported technology at teacher discretion.
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  - [www.edmodo.com](http://www.edmodo.com)
  - [www.brainpop.com](http://www.brainpop.com)
  - [www.learnspanish.com](http://www.learnspanish.com)
  - [www.quizlet.com](http://www.quizlet.com)
  - [Classzone.com](http://Classzone.com)
Middle School
Spanish Curriculum

Novice-High

Unit # 4

De fiesta / Let’s Party
<table>
<thead>
<tr>
<th>CONTENT AREA: World Languages</th>
<th>PROFICIENCY LEVEL: Novice-High Middle School</th>
<th>Unit # 4</th>
<th>UNIT NAME: De fiesta / Let’s Party</th>
</tr>
</thead>
</table>

**STAGE 1 – Desired Results**

**Enduring Understanding:**
- Celebrations in the United States and Spanish-speaking countries have much in common due to increased immigration.

**Essential Questions:**
- How are our celebrations similar or different to those of a student in a Spanish-speaking country?

**CORRESPONDING NJCCCS**

7.1. NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics

**STUDENT LEARNING OBJECTIVES (SLOs)**

SLO # 1 – Demonstrate comprehension of short conversations and brief written messages about the celebration of milestone events.

**Can do statements:**
- I can listen to a video clip that contains information about celebrations of milestone events (e.g. losing a tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating) and
  a. Identify key words and phrases.
  b. Determine how the milestone events are similar to and different from those in my culture.
- I can read short texts dealing with celebrations of milestone events (e.g. losing a tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating) and
  a. Identify key words and phrases.
  b. Determine how the milestone events are similar to and different from those in my culture.
<table>
<thead>
<tr>
<th>7.1. NH.A.6 Identify the main idea and other significant ideas in readings from age-and level-appropriate, culturally authentic materials.</th>
<th>SLO # 2 – Identify the main idea and other significant ideas in reading from age and level-appropriate culturally authentic materials that address the celebration of milestone events in the target culture(s).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Can do statements:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| • I can listen to a short authentic video clip that contains information about celebrations of milestone events (e.g. losing a tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating) and  
  a. Identify the main idea.  
  b. Recognize other key ideas.  
|  |
| • I can read short authentic texts dealing with celebrations of milestone events (e.g. losing a tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating) and  
  a. Identify the main idea.  
  b. Recognize other key ideas.  |  |

<table>
<thead>
<tr>
<th>7.1. NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age-and level-appropriate classroom and cultural activities.</th>
<th>SLO # 3 – Give and follow oral or written directions for performing an authentic cultural activity associated with a milestone celebration.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Can do statements:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| • I can give directions for participating in a cultural activity (e.g. how to perform a dance, how to play a game) and I can answer questions from my classmates and members of the target culture when they don’t understand my directions.  
|  |
| • I can follow directions for participating in a cultural activity (e.g. how to perform a dance, how to play a game) and ask for clarification when I do not understand (e.g. please repeat, I don’t understand, did you say).  |  |

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<thead>
<tr>
<th>7.1. NH.B.1 Use digital tools to exchange basic information by recombinining memorized words, phrases, and sentences on topics related to self and targeted themes.</th>
<th>SLO # 4 – Use digital tools to ask and answer questions by recombinining memorized words, phrases, and sentences related to milestone events in the target culture(s).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Can do statements:</strong></td>
<td></td>
</tr>
<tr>
<td>• I can ask and answer simple questions related to a milestone event (e.g. losing a</td>
<td></td>
</tr>
</tbody>
</table>

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Middle School Spanish Curriculum

TBOE Board Approved 8/26/2013
| 7.1. NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. | tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating) using digital tools and face-to-face communication.  
- I can use appropriate reaction words when my classmates and members of the target culture answer a question (e.g. me too, not me, that’s interesting, really?, that’s nice).  
- I can ask for clarification when I don’t understand something (e.g. please repeat, I don’t understand, did you say). |
| 7.1. NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. | SLO # 5 – Recombine words, phrases, and sentences to create a multi-media rich presentation that compares and contrasts milestone celebrations in the home and target cultures.  
**Can do statements:**  
- I can create a multi-media presentation in which I recombine words, phrases and sentences to compare and contrast a milestone celebration (e.g. losing a tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating) in my culture and the target culture. |
### CONCEPTS
**STUDENTS NEED TO KNOW**
- Vocabulary associated with celebrations that mark important milestone events within the target culture(s)
- The structures necessary to:
  - Express comparisons
  - Express superlatives
  - Describe cultural celebrations in the present time frame
- The products and practices that individuals and families in the target culture(s) use when celebrating milestone events
- Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording).

The Following items have already been assessed in previous units and are being recycled in this unit:
- Family members
- Clothing
- Names of authentic holidays
- Seasons
- Structures needed to:
  - Describe typical holidays
  - Describe activities that take place during holiday celebrations

### SKILLS
**WHAT DO STUDENTS NEED TO BE ABLE TO DO?**
- Demonstrate comprehension of short conversations and brief messages dealing with celebration of milestone events within the target culture(s).
- Identify the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials dealing with celebrations of milestone events within the target culture(s).
- Use digital tools to ask and answer questions related to celebrations that mark important milestone events within the home and target cultures.
- Give and follow a series of directions related to a cultural celebration.
- Ask and respond to questions, make requests, and express preferences related to celebrations of milestone events within the target culture(s).
- Recombine basic information at the word and sentence level to create a multi-media presentation that compares and contrasts celebrations of milestone event(s) in the home and target culture(s).
Stage 2: Assessment Evidence:

<table>
<thead>
<tr>
<th>Formative Assessments:</th>
<th>Summative Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Daily written/verbal check-ins</td>
<td>• Common Unit Assessment at end of each Unit – <strong>Required</strong></td>
</tr>
<tr>
<td>• Group activities (conversations)</td>
<td>• Performance Task (See Below) - <strong>Required</strong></td>
</tr>
<tr>
<td>• Graph organizers (e.g. Venn diagram)</td>
<td>• Oral/written exams (Mid Marking Period)</td>
</tr>
<tr>
<td>• Online activities</td>
<td>• Projects</td>
</tr>
<tr>
<td>• Think-Pair-Share</td>
<td>• Portfolios</td>
</tr>
<tr>
<td>• Competitive games</td>
<td></td>
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<tr>
<td>• Exit Ticket</td>
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</tr>
</tbody>
</table>

**Performance Assessment Task: Presentational**

Students will plan and present a celebration for the end of the course. Theme, food, drinks, attire, music, must be included. They will also write an invitation. Teacher can assign topics to groups or individuals.

See Appendix for Scoring Rubrics

Stage 3: Strategies

Students use the target language in the three modes of communication to explore milestone events as celebrated in the target culture, compare, and contrast them to similar celebrations in the home culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

**Interpretive:**
They interpret authentic written and video/audio texts such as magazine articles, newspaper articles (e.g. Invitations and Announcements), and short video clips that focus on the celebration of milestone events in the target culture(s).

**Interpersonal:**
They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which
they ask and answer question related to the celebration of milestone events.

**Presentational:**
They use written and oral sentence discourse to compare and contrast how milestone events are celebrated in the home and target cultures.

**Differentiation Strategies:**
- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

**Suggested Resources:**
- Text books (Avancemos, Buen Viaje)
- Activities created by teacher (including cultural passage readings), Computer stations, Power Point, LCD projector, Google and other supported technology at teacher discretion.
- Computer links-
  - [http://www.spanishspanish.com](http://www.spanishspanish.com)
  - [www.quia.com](http://www.quia.com)
  - [www.duolingo.com](http://www.duolingo.com)
  - [www.edmodo.com](http://www.edmodo.com)
  - [www.brainpop.com](http://www.brainpop.com)
  - [www.learnspanish.com](http://www.learnspanish.com)
  - [www.classzone.com](http://www.classzone.com)
Appendix A

Assessments/Strategies/Resources:

1. **Ads/Commercials/Videos** – Go to [www.youtube.com](http://www.youtube.com). Search for ecotourism in the target language. Select videos that contain visuals and text that will assist students in understanding the message. **Be sure to view all the videos from start to finish before sharing them with the class.**

2. **Brochures** – To find brochures that contain lists and visual support do a target-language search for “vacation package”, “tourist office”, “places of interest”, or “tourism activities” in a specific city or country. An example can be found at [http://www.acentorural.com/turismoactivo/turismo_activo_deporte_ aventura_naturaleza_andalucia.asp](http://www.acentorural.com/turismoactivo/turismo_activo_deporte_ aventura_naturaleza_andalucia.asp). There is an interactive map.

3. **Exit Ticket** - Use this technique to show you what students are thinking and what they have learned at the end of a lesson. Before students leave, they have to hand you a “ticket” filled out with an answer to a question, a solution to a problem, or a response to what they’ve learned. Exit Tickets help you assess if students have “caught what you taught” and plan for the next lesson or unit of instruction.

4. **Google Earth** – This web resource allows you to travel around the world. To download it, go to [http://earth.google.com/](http://earth.google.com/). In order to provide students with authentic experiences, the language settings can be changed. Make changes in the program by clicking on “Tools”, then “Options” and finally “General”. Click on “Language” and select the language of your choice. *

5. **Magic Box** – Place authentic materials/props such as art books, souvenirs, tickets to events, menus, etc. and introduce each item as a means to provide a cultural setting and motivation. As a student selects an item from the box, hold it up and tell students what it represents. For example, if a student selects a ticket to a museum, describe it and tell where it is from, how much admission is, and what type of items can be found in the museum. Ask students questions related to item and tie it to their own cultural background. *

6. **Map/Travel Guide** – Using a map of the target language country, students will answer questions about tourist attractions, restaurants, and hotels. *
7. **PowerPoint** – A PowerPoint presentation can be an effective way to introduce students to new vocabulary and authentic images. Once the concepts are introduced, the teacher may incorporate authentic materials and questioning techniques to check for understanding and reinforcement.

8. **Role-Play** – It provides opportunities for students in small groups to assume different roles or create skits. In order to maximize language production during a role-play, brainstorm as a class: words, phrases, questions and statements you might hear during the role-play.

9. **3-2-1 Reflection Strategy** – 3 things you found out, 2 things you learned, 1 question you still have. There are different variations on-line for this activity.

10. **Think-pair-share** (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.

11. **TPR Storytelling** – Total Physical Response – This is an effective strategy to make language understandable to novice students. Go to World Language Curriculum page for the “Three Steps of TPR Storytelling”.

12. **Two Stars and a Wish** – This strategy lets students reflect on their own and each other’s work. Two Stars = two things that are good about a piece of work. One Wish = one thing that can be improved and made better.

13. **Visuals** – Incorporate authentic images in the form of prints or a PowerPoint slide show to introduce/reinforce the vocabulary by using word strips and questioning techniques.

14. **Weather Maps** – Use the image tab search “forecast” in a target language search engine to locate weather maps. Use the maps to check for understanding while providing additional input in the target language. Spiral questions by starting with yes/no, either/or and short responses. Sample questions: Is it cloudy in the center of Spain? What is the weather like in southern Spain?*

(*Adapted from World Languages Standard in Action – NJDOE)
Appendix B

Common Core State Standards

The Common Core State Standards for English Language Arts (ELA) and Literacy lay out a vision of what it means to be a literate person in the twenty-first century, describing the skills and understandings students are expected to demonstrate which have wide applicability outside the classroom or workplace. The expectations are described in the ELA Anchor standards across four strands: Reading, Writing, Speaking and Listening, and Language. These four strands are represented in the National Standards for Learning Languages three modes of communication (interpersonal, interpretive, and presentational) and the level of proficiency demonstrated.

The Common Core strands of Reading, Writing, Speaking and Listening are captured in the standards for learning languages’ goal area of Communication.

- Interpersonal (speaking + listening or writing + reading)
- Interpretive (reading, listening, viewing)
- Presentational (writing, speaking, visually representing)

The Common Core Strand of Language is described for language learners through proficiency levels that outline three key benchmarks achieved in world language programs given sufficient instruction over time:

- Novice (beginning level)
- Intermediate
- Advanced

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**College and Career Readiness Anchor Standards for Speaking and Listening**

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**College and Career Readiness Anchor Standards for Language**

**Conventions of Standard English**

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Adapted from the Alignment of the National Standards for Learning Languages with the Common Core State Standards: Performance Expectations, www.actfl.org (June 21, 2013)

Please visit the Trenton Public Schools Curriculum World Language Website to view or download the complete document.
Appendix C: Rubrics

<table>
<thead>
<tr>
<th>Novice Interpersonal Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is the student understood?</strong></td>
</tr>
<tr>
<td>(Comprehensibility)</td>
</tr>
<tr>
<td><strong>Does the student understand?</strong></td>
</tr>
<tr>
<td>(Comprehension)</td>
</tr>
<tr>
<td><strong>How well does the student use language?</strong></td>
</tr>
<tr>
<td>(Vocabulary Use &amp; Language Control)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>How well can the student keep the conversation going?</strong></td>
</tr>
<tr>
<td>(Communication Strategies)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Adapted from the CAPS Rubrics: Consortium for Assessing Performance Standards, New Jersey FLAP Grant Project: More information is available at http://flenj.org/CAPS?page=parent
## Novice Interpretive Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Can student understand what he/she heard or read?</strong> <em>(Comprehension)</em></td>
<td>Answers are relevant and accurate and show that student understood what was heard or read.</td>
<td>Most of the answers are relevant and accurate and show that, for the most part, the student understood what was heard or read.</td>
<td>Answers are irrelevant and/or inaccurate and show that student really didn’t understand what was heard or read.</td>
</tr>
<tr>
<td><strong>What strategies does the student use to make meaning of what was said or read?</strong> <em>(Communication Strategies)</em></td>
<td>Accurately identifies vocabulary words that have already been taught, and can figure out new words based on the context of what was heard or read.</td>
<td>Accurately identify most vocabulary words that have been taught.</td>
<td>Cannot accurately identify many vocabulary words that have been taught.</td>
</tr>
<tr>
<td><strong>Can student identify the main idea?</strong></td>
<td>Student can identify the main idea.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>If there is a message beyond the literal one, can student understand it?</strong> <em>(Interpretation)</em></td>
<td>Student can sometimes successfully interpret between the lines when necessary.</td>
<td>Student attempts to interpret between the lines when necessary.</td>
<td>Student cannot interpret between the lines.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Novice Interpersonal Rubric</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does the teacher understand me?</strong></td>
</tr>
<tr>
<td>(Comprehensibility)</td>
</tr>
<tr>
<td><strong>Exceeds Expectations</strong></td>
</tr>
<tr>
<td>The teacher understands me without difficulty.</td>
</tr>
<tr>
<td><strong>Meets Expectations</strong></td>
</tr>
<tr>
<td>The teacher understands me with occasional difficulty.</td>
</tr>
<tr>
<td><strong>Does Not Meet Expectations</strong></td>
</tr>
<tr>
<td>The teacher understands me only with much difficulty.</td>
</tr>
<tr>
<td><strong>Do I understand the teacher?</strong></td>
</tr>
<tr>
<td>(Comprehension)</td>
</tr>
<tr>
<td><strong>Exceeds Expectations</strong></td>
</tr>
<tr>
<td>I understand the teacher without difficulty.</td>
</tr>
<tr>
<td><strong>Meets Expectations</strong></td>
</tr>
<tr>
<td>I understand the teacher but sometimes I need repetition or restatement.</td>
</tr>
<tr>
<td><strong>Does Not Meet Expectations</strong></td>
</tr>
<tr>
<td>Most of the time I don’t understand the teacher.</td>
</tr>
<tr>
<td><strong>How well do I use the Spanish language?</strong></td>
</tr>
<tr>
<td>(Vocabulary Use &amp; Language Control)</td>
</tr>
<tr>
<td><strong>Exceeds Expectations</strong></td>
</tr>
<tr>
<td>I am mostly correct when producing simple sentences.</td>
</tr>
<tr>
<td>I attempt to create.</td>
</tr>
<tr>
<td>I recognize and use vocabulary with ease.</td>
</tr>
<tr>
<td><strong>Meets Expectations</strong></td>
</tr>
<tr>
<td>I am mostly correct with memorized language. I am less correct when I try to create language.</td>
</tr>
<tr>
<td>I recognize and use most of the vocabulary correctly.</td>
</tr>
<tr>
<td><strong>Does Not Meet Expectations</strong></td>
</tr>
<tr>
<td>I can only communicate at the word level.</td>
</tr>
<tr>
<td>I use a limited number of words / phrases.</td>
</tr>
<tr>
<td><strong>How well do I keep the conversation going?</strong></td>
</tr>
<tr>
<td>(Communication Strategies)</td>
</tr>
<tr>
<td><strong>Exceeds Expectations</strong></td>
</tr>
<tr>
<td>I begin to recombine some memorized language to ask for repetition and/or clarification</td>
</tr>
<tr>
<td><strong>Meets Expectations</strong></td>
</tr>
<tr>
<td>I use memorized chunks of language to: -Ask for repetition -State that I don’t understand</td>
</tr>
<tr>
<td><strong>Does Not Meet Expectations</strong></td>
</tr>
<tr>
<td>I cannot keep the conversation going.</td>
</tr>
</tbody>
</table>

Adapted from the CAPS Rubrics: Consortium for Assessing Performance Standards, New Jersey FLAP Grant Project: More information is available at http://flenj.org/CAPS?page=parent
<table>
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</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Can I understand what I heard or read?</strong> (Comprehension)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Exceeds Expectations</strong></td>
</tr>
<tr>
<td>My answers are relevant and accurate and show that I understood what I heard or read.</td>
</tr>
</tbody>
</table>

| **What strategies do I use to help me understand what I heard or read?** (Communication Strategies) |
|                                    |
| I accurately identify vocabulary words that I have already been taught, and I can figure out new words based on the context of what I heard or read. | I accurately identify most vocabulary words that I have already been taught | I cannot accurately identify many vocabulary words that I have already been taught |

<table>
<thead>
<tr>
<th><strong>Can I identify the main idea?</strong></th>
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<tbody>
<tr>
<td>I can identify the main idea</td>
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</tbody>
</table>

<table>
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<tr>
<th><strong>If there is a message beyond the literal one, can I understand it?</strong> (Interpretation)</th>
</tr>
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<tbody>
<tr>
<td>I can sometimes successfully interpret between the lines when necessary</td>
</tr>
</tbody>
</table>

Appendix D

Websites

http://www.state.nj.us/education/aps/cccs/wl/ (NJDOE World Language Home Page)

http://www.state.nj.us/education/modelcurriculum/wl/ (WL Model Curriculum)

http://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf (Performance Descriptors)
http://actflproficiencyguidelines2012.org/ (Proficiency Guidelines)

http://seclang.ncwiseowl.org/resources/lingua_folio/lingua_folio_materials/ (Self-Assessment Checklists)

http://www.state.nj.us/education/aps/cccs/wl/ (NJDOE World Language Home Page)

http://www.state.nj.us/education/modelcurriculum/wl/ (WL Model Curriculum)

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