

**Randolph Township Schools  
Randolph High School**

# Spanish Language I Curriculum

*“The limits of my language means the limits of my world.”*

-Ludwig Wittgenstein

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**Randolph Township Schools**  
**Department of World Languages**  
**Spanish Language I**  
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## **Randolph Township Schools**

### **Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

### **Randolph Township Schools Affirmative Action Statement**

#### **Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **EDUCATIONAL GOALS**

### **VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools**  
**Department of World Languages**  
**World Language I**

**Introduction**

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

The Randolph Department of World Languages believes that the acquisition of a second language is an indispensable attribute of an educated person. We offer a multifaceted, comprehensive language program. The goal of the World Language department is to develop students’ communicative skills with grammar and vocabulary being taught in context rather than in isolation. In order to enrich and broaden students’ communicative skills, instruction will not be limited to the written curriculum, but student needs and inquiry will be addressed on an ongoing basis. The curriculum encompasses interpersonal, interpretive, and presentational communication while emphasizing the interrelationship between the language and its respective culture. Moreover, multiple language acquisition enables the individual to reflect upon and gain insight into the student's own language and culture.

Spanish Language I introduces the student to basic pronunciation, vocabulary, and culture. Each unit introduces new language and vocabulary in a situational context through listening, speaking, reading and writing activities. The Spanish Language I Curriculum presents students with the opportunity to explore the topics of Getting Started, My Friends and I, Student Life, Family Life and Personal and Public Identities. Through this exploration, students will gain knowledge of the target language environment and become more culturally and linguistically proficient. Students in Spanish Language I are typically in the Novice-Low to Novice-Mid proficiency levels in Spanish.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**Spanish Language I**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>8 weeks</b>	<b>I</b>	<b>Getting started</b>
<b>8 weeks</b>	<b>II</b>	<b>My Friends and I</b>
<b>8 weeks</b>	<b>III</b>	<b>Student Life</b>
<b>6 weeks</b>	<b>IV</b>	<b>Family Life</b>
<b>6 weeks</b>	<b>V</b>	<b>Personal and Public Identities</b>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Language I**  
**UNIT I: Getting Started**

<b>STANDARDS / GOALS:</b> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<b>Interpersonal</b> 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.  7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.  7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics.	Introductions and small talk are based on context as well as content. Culturally appropriate gestures and expressions aid in communication.	<ul style="list-style-type: none"> <li>How can I gather and exchange information about myself and others in culturally acceptable ways with limited communication abilities?</li> </ul>
	How one communicates is based on whom the speaker is addressing and the environment in which the conversation takes place.	<ul style="list-style-type: none"> <li>How do I convey personal information courteously?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
<b>Interpretive</b> 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other 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.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  <b>Presentation</b> 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted	<b>Students will know:</b>  There are acceptable ways to address people in a formal and informal manner.  Common expressions of introducing oneself by name.  The way in which people greet each other is determined by their culture as well as other factors such as age, social position, and gender.  Numbers 1 to 31.	<b>Students will be able to:</b>  Greet friends and new acquaintances.  Introduce themselves and others.  Compare and contrast culturally acceptable greetings in the United States as compared to target cultures.  Participate in basic conversations with people they just met.  Understand simple introductions and respond appropriately.  Identify polite expressions.  Classify ways people introduce each other.  Recall and order numbers from 1 to 31.

<p>themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p> <p><b>Technology Standards:</b> 8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support..</p>	<p>Expressions pertaining to age.</p> <p>The Spanish alphabet differs from English in the sounds and the number of letters.</p> <p>Commands are used without a subject in both Spanish and English.</p> <p>It is important to learn useful classroom expressions such as “<i>May I go to the bathroom?</i>” in order to stay within the target language in the classroom.</p> <p>There are different structures required in order to answer affirmative and negative questions.</p> <p>Vocabulary pertaining to days and months.</p> <p>Cognates are words that look similar in two languages and have similar meanings. False cognates are words that look similar in two languages but have different meanings.</p> <p><b>Vocabulary:</b> useful classroom expressions and commands, salutations and farewells, courtesy expressions, alphabet, numbers, days and months.</p>	<p>Tell their age and the age of others.</p> <p>Memorize the Spanish pronunciation of the letters of the alphabet.</p> <p>Spell names and known vocabulary words using the Spanish alphabet.</p> <p>Understand and follow classroom instructions.</p> <p>Express needs using common classroom expressions.</p> <p>Pose simple questions about someone's name.</p> <p>Answer questions in the affirmative and negative.</p> <p>Tell dates using corresponding days of the week, month and year.</p> <p>Infer the meaning of cognates to better understand a reading selection.</p> <p>Identify familiar words, expressions, signs and answer questions in response to a short spoken/signed or written conversation.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Listening to short passages and choosing the best answer to identify proper greetings, courtesy expressions and numbers. (<i>interpretive listening</i>).</li> <li>• Describing a picture by identifying the character by name, age and spelling out his/her name. (<i>presentational speaking</i>)</li> <li>• Interviewing a student in the target language to determine compatibility using appropriate greetings and leave taking from the target culture as well as asking and responding to memorized questions about name and age. (<i>interpersonal speaking</i>)</li> </ul>		



**KEY LEARNING EVENTS AND INSTRUCTION:**

- Total Physical Response (TPR)
- Teaching Proficiency through Reading and Storytelling (TPRS)
- “Simon Says” as a check for understanding
- Authentic readings/videos
- Authentic songs
- Listening activities
- Matching activities
- Jigsaw activities
- Roleplay
- Picturetalk
- Bingo
- Exit slips

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Language I**  
**Unit I: Getting Started**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 Weeks	<b>Unit I: Getting Started</b> <ul style="list-style-type: none"> <li>• Introduction of a new language</li> <li>• Cultural competence in a new language</li> <li>• Greetings, introductions and farewells</li> <li>• Courtesy expressions</li> <li>• Classroom commands</li> <li>• Identification of oneself</li> <li>• Alphabet</li> <li>• Numbers 1-31</li> </ul>	<b>Spanish Suggested Resources:</b> <i>Descubre: Lengua y cultura del mundo hispánico</i> , Vista Higher Learning, 2016 (textbook). VHL Supersite: Online resources for <i>Descubre</i> <a href="https://m3a.vhlcentral.com/sections/0/activities/10296?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10296?popup=1</a> (Vocabulary Tutorial: ¿Cómo está?) <a href="https://m3a.vhlcentral.com/sections/0/activities/10297?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10297?popup=1</a> (Vocabulary Tutorial: Presentaciones) <a href="https://m3a.vhlcentral.com/sections/0/activities/10295?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10295?popup=1</a> (Vocabulary Tutorial: Los saludos y las despedidas) <a href="https://m3a.vhlcentral.com/sections/0/activities/8556?popup=1">https://m3a.vhlcentral.com/sections/0/activities/8556?popup=1</a> (Listening: Greetings) <a href="https://m3a.vhlcentral.com/sections/0/activities/10265?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10265?popup=1</a> (Listening: Hola, ¿qué tal?) <a href="https://m3a.vhlcentral.com/sections/0/activities/15310?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15310?popup=1</a> (Tutorial: Nouns and articles: forming plurals and agreement ) <a href="https://m3a.vhlcentral.com/sections/0/activities/15316?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15316?popup=1</a> (Tutorial: Numbers 1-30) <a href="https://m3a.vhlcentral.com/sections/0/activities/15317?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15317?popup=1</a> (Tutorial: Present tense of SER) <a href="https://m3a.vhlcentral.com/sections/0/activities/42225/popup?program_id=56">https://m3a.vhlcentral.com/sections/0/activities/42225/popup?program_id=56</a> (Create a contact list) <a href="https://m3a.vhlcentral.com/sections/0/activities/40503/popup?program_id=56">https://m3a.vhlcentral.com/sections/0/activities/40503/popup?program_id=56</a> (Identification of words in conversation) <a href="https://m3a.vhlcentral.com/sections/0/activities/40505/popup?program_id=56">https://m3a.vhlcentral.com/sections/0/activities/40505/popup?program_id=56</a> (Answering questions in context of a conversation) <a href="https://m3a.vhlcentral.com/sections/0/activities/11494?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11494?popup=1</a> (Fotonovela: Bienvenida Marissa) <a href="https://m3a.vhlcentral.com/sections/0/activities/10482?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10482?popup=1</a>

		<p>(Vocabulary Tutorial: Los días de la semana)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/10273?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10273?popup=1</a> (Culture: Saludos y besos en los países hispanos)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11502?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11502?popup=1</a> (Culture: Encuentros en la plaza)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/13209?popup=1">https://m3a.vhlcentral.com/sections/0/activities/13209?popup=1</a> (Cognates/Culture: Estados Unidos)</p> <p><a href="https://www.youtube.com/watch?v=q53gAvD60dA">https://www.youtube.com/watch?v=q53gAvD60dA</a> (Números 1-31)</p> <p><a href="https://www.youtube.com/watch?v=JfpFDOS34yU">https://www.youtube.com/watch?v=JfpFDOS34yU</a> (¿ Cuántos años)</p> <p><a href="https://www.youtube.com/watch?v=k8vSKZl7Nd8">https://www.youtube.com/watch?v=k8vSKZl7Nd8</a> (¿ Cómo te llamas?)</p> <p><a href="https://www.youtube.com/watch?v=kdDu8pFbnRc">https://www.youtube.com/watch?v=kdDu8pFbnRc</a> (Buenos días)</p> <p><a href="https://www.youtube.com/watch?v=0Aw-yBBBLEI">https://www.youtube.com/watch?v=0Aw-yBBBLEI</a> (Greetings)</p> <p><a href="https://www.youtube.com/watch?v=m9eaWTKrBDk">https://www.youtube.com/watch?v=m9eaWTKrBDk</a> (Greetings and Goodbyes)</p> <p><a href="https://www.youtube.com/watch?v=TaEe6_wikB8">https://www.youtube.com/watch?v=TaEe6_wikB8</a> (¿ Cómo estás? Rap)</p> <p><a href="https://www.youtube.com/watch?v=ij5R1YTG48Q">https://www.youtube.com/watch?v=ij5R1YTG48Q</a> (¿ Cómo te llamas?)</p> <p><a href="https://www.youtube.com/watch?v=44-E7jCmZzs">https://www.youtube.com/watch?v=44-E7jCmZzs</a> (¿ De dónde eres?)</p> <p><a href="https://www.youtube.com/watch?v=9bFRTm4J7PM">https://www.youtube.com/watch?v=9bFRTm4J7PM</a> (¿ De dónde eres tú?)</p> <p><a href="https://www.youtube.com/watch?v=d2Dn0q-WP98">https://www.youtube.com/watch?v=d2Dn0q-WP98</a> (Los meses)</p> <p><a href="https://www.youtube.com/watch?v=JferwEVkMXo">https://www.youtube.com/watch?v=JferwEVkMXo</a> (Los Dias)</p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Language I**  
**UNIT II: My friends and I**

<b>STANDARDS / GOALS:</b> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<b>Interpersonal</b> 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.  7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.  7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics.  <b>Interpretive</b> 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other 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.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  <b>Presentation</b> 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted	There are similarities and differences in relationships and friendships of people in the target language cultures and the United States.	<ul style="list-style-type: none"> <li>What can I learn about my culture and friends from the study of others?</li> </ul>
	How I describe myself is influenced by my culture, my self-esteem and self-worth.	<ul style="list-style-type: none"> <li>Who am I?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<b>Students will know:</b>  Vocabulary for friends and classmates.  Expressions to identify where people are from (origin).  Numbers 31-100  The verb <i>tener</i> is required in Spanish for question formation pertaining to age.  Vocabulary & expressions related to time.  Structures to introductions and vocabulary pertaining to someone's place of origin.  Expressions to describe people and things.  Vocabulary pertaining to adjectives and other descriptive words.	<b>Students will be able to:</b>  Identify friends and classmates.  Say who someone is and indicate where he/she is from.  Give and receive personal information using numbers, such as phone number and age.  Pose questions about age and answer accordingly.  Recognize phrases related to telling time.  Combine introductions of people with their place of origin.  Describe themselves, other people, and objects.  Listen to or read a description and match it with a picture of a corresponding person.

<p>themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p> <p><b>Technology Standards:</b> 8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p>	<p>Interrogative words and yes/no questions structures.</p> <p>Cognates are words that look similar in two languages and have similar meanings. False cognates are words that look similar in two languages but have different meanings.</p> <p>Common expressions of feelings and state of being.</p> <p><b>Vocabulary:</b> Friends and classmates, places of origin, descriptive words to describe personality traits and physical appearance, interrogative words. Time expressions. Numbers 31-100. Feelings and emotions.</p>	<p>Write a brief description of themselves or someone else.</p> <p>Ask and answer simple questions about someone's name, age, physical description and personality traits.</p> <p>Answer questions in the affirmative and negative format.</p> <p>Recognize cognates to better understand a reading selection.</p> <p>Identify familiar words, expressions, signs and answer questions in response to a short spoken/signed or written conversation.</p> <p>Express feelings and conditions of being.</p> <p>Discuss with a classmate how someone might feel as per brief situations provided.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Skimming and scanning target language in culturally authentic written text to identify name, age, nationality, and description. Check for understanding will occur through comprehensive questions. (<i>interpretive reading</i>)</li> <li>• Holding a conversation with classmates using appropriate greetings and leave taking from the target culture as well as asking and responding to memorized questions on personal information such as name, age, phone number and description using digital tools and /or face-to-face communication. (<i>interpersonal</i>)</li> <li>• Writing their own profile as well as that of a classmate in the target language. They will present to the class and answer prepared questions from classmates. (<i>presentational writing &amp; speaking, interpersonal speaking</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Total Physical Response (TPR)</li> <li>• Teaching Proficiency through Reading and Storytelling (TPRS)</li> <li>• “Simon Says” as a check for understanding</li> <li>• Authentic readings/videos</li> </ul>		

- Authentic songs
- Listening activities
- Matching activities
- Jigsaw activities
- Roleplay
- Picturetalk
- Movietalk
- Bingo
- Exit slips

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Language I**  
**UNIT II: My Friends and I**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 Weeks	<b>Unit II: My Friends and I</b> <ul style="list-style-type: none"> <li>• Identification of others (classmates, friends)</li> <li>• Expressing a person's place of origin</li> <li>• Describing oneself and others personality traits</li> <li>• Personal information (age/name/phone number)</li> <li>• Feelings and emotions</li> </ul>	<b>Spanish Suggested Resources:</b> <a href="https://m3a.vhlcentral.com/sections/0/activities/15321?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15321?popup=1</a> <i>(Tutorial: Numbers 31 and higher)</i> <a href="https://m3a.vhlcentral.com/sections/0/activities/15319?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15319?popup=1</a> <i>(Tutorial: Estar)</i> <a href="https://m3a.vhlcentral.com/sections/0/activities/15329?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15329?popup=1</a> <i>(Tutorial: Estar with conditions and emotions)</i> <a href="https://m3a.vhlcentral.com/sections/0/activities/7189?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7189?popup=1</a> <i>(Listening: Estar+feelings)</i> <a href="https://m3a.vhlcentral.com/sections/0/activities/40505/popup?program_id=56">https://m3a.vhlcentral.com/sections/0/activities/40505/popup?program_id=56</a> <i>(Identification of words in conversation)</i> <a href="https://www.youtube.com/watch?v=rwWzMvPyVXA">https://www.youtube.com/watch?v=rwWzMvPyVXA</a> ( <i>¿Cómo soy?</i> ) <a href="https://www.youtube.com/watch?v=TxWugQUw2us">https://www.youtube.com/watch?v=TxWugQUw2us</a> ( <i>¿Cómo eres?</i> ) <a href="https://www.youtube.com/watch?v=iaDwigX7sgA">https://www.youtube.com/watch?v=iaDwigX7sgA</a> ( <i>Spanish-speaking Countries of the World</i> ) <a href="https://www.youtube.com/watch?v=44-E7jCmZzs">https://www.youtube.com/watch?v=44-E7jCmZzs</a> ( <i>¿De dónde eres?</i> ) <a href="https://www.youtube.com/watch?v=9bFRTm4J7PM">https://www.youtube.com/watch?v=9bFRTm4J7PM</a> ( <i>¿De dónde eres tú?</i> )

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Language I**  
**UNIT III: Student Life**

<p><b>STANDARDS / GOALS:</b>  The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p><b>Interpretive</b>  7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p><b>Interpersonal</b>  7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar.</p> <p><b>Presentation</b>  7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p><b>Technology Standards:</b>  8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Individuals have control over their school experiences. Personal choices, attitudes and actions strongly influence academic and social successes and failures.	<ul style="list-style-type: none"> <li>How can I make the school year a successful one for myself?</li> </ul>
	A quality education is a vital human right. Children around the globe do not all receive an equal education. Culture and geography impact students' access to education and their school experience.	<ul style="list-style-type: none"> <li>How do adolescents' school experiences differ from culture to culture?</li> </ul>
	KNOWLEDGE	SKILLS
	<p><b>Students will know:</b></p> <p>Vocabulary pertaining to school objects and classes/courses offered in school.</p> <p>Vocabulary pertaining to places and people within a school.</p> <p>Twenty-hour hour clocks are used in target language speaking countries, especially in reference to scheduling.</p> <p>Vocabulary pertaining to numbers, time and scheduling.</p>	<p><b>Students will be able to:</b></p> <p>Recognize vocabulary pertaining to school items and classes.</p> <p>Read and understand a master school schedule.</p> <p>Ask and respond to questions regarding school subjects and class schedule.</p> <p>Recognize vocabulary pertaining to places and people in a school.</p> <p>Ask and answer questions about people in the school, places and school supplies.</p> <p>Tell and ask what time it is.</p> <p>Write out current school schedule.</p>



	<p>School systems around the world are structured differently than American schools. Requirements vary from place to place.</p> <p>Often American students are afforded more freedom in their academic and extracurricular options than children in target language countries.</p> <p>Different countries have various school calendars, courses, daily schedules and grading systems.</p> <p>Vocabulary pertaining to school-related activities within a student's day-to-day routine.</p> <p>In order to expand writing skills in a target language, it is necessary to use previously learned and current vocabulary and language structures.</p> <p>Interrogative words; who, where, what, why, when, how, at what time, and how many, are necessary to formulate an informational question.</p> <p>A strategy to help understand the target language is to look for the similarities between that language and English.</p> <p>There are different structures required in order to create affirmative and negative sentences.</p>	<p>Tell someone what classes they take and when.</p> <p>Explain their school schedule to someone else.</p> <p>Compare and contrast a typical American schedule to one from a country of a Spanish speaking country.</p> <p>Compare and contrast a typical American grading system to one from a country of the target language.</p> <p>Answer questions based on a conversation that they hear, see or read.</p> <p>Discuss and write about common school-related activities.</p> <p>Write a short description of activities people in school do on a given day.</p> <p>Identify basic information in a document or a video pertaining to school-related activities.</p> <p>Ask and answer questions about actions at school in various classes. (e.g., Do you play a musical instrument? What do you do in gym class?)</p> <p>Recognize familiar vocabulary words and cognates in written and spoken form.</p> <p>Express which classes/subjects they like and/or dislike.</p> <p>Write a description of themselves including likes and dislikes in relation to the school community.</p>
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	<p><b>Vocabulary:</b> Academic courses, days of the week, months of the year, campus locations, classroom objects, prepositions of location, position words, regular verbs, idiomatic expressions with the verbs to be and to have, negative expressions, interrogative vocabulary and patterns</p>	Express preferences about which school-related activities, their classmates' like, and dislike. (e.g., Bob likes math, but does not like gym.)
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>Identifying themes associated with school life, schedules, and classroom activities from culturally authentic target language materials. (<i>interpretive reading</i>)</li> <li>Discussing a typical school day with a classmate and recording their conversation. (<i>interpersonal speaking</i>)</li> <li>Creating a class schedule of their preference in the target language in which they include course names as well as time, day when classes occur, and teacher's name. Students will state whether they like or dislike the course and specify why they feel that way and present their schedules to the class. (<i>presentational writing &amp; speaking</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>Total Physical Response (TPR)</li> <li>Teaching Proficiency through Reading and Storytelling (TPRS)</li> <li>Research grading systems in target-language countries</li> <li>Venn diagram comparing two country systems</li> <li>Mini conversations about schooling</li> <li>Authentic readings</li> <li>Listening activities</li> <li>Authentic songs</li> <li>Role plays</li> <li>Picturetalk</li> <li>Movietalk</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Language I**  
**Unit III: Student life**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 Weeks	<b>Unit III: Student life</b> <ul style="list-style-type: none"> <li>• School systems around the world</li> <li>• Classroom objects &amp; School supplies</li> <li>• School subjects</li> <li>• Class schedules</li> <li>• Telling Time</li> <li>• Likes &amp; dislikes</li> <li>• Cultural comparison of educational systems</li> </ul>	<b>Spanish Suggested Resources:</b> <i>Descubre: Lengua y cultura del mundo hispánico</i> textbook VHL Supersite: Online resources for <i>Descubre</i> <a href="http://wes.org/gradeconversionguide/">http://wes.org/gradeconversionguide/</a> ( <i>International Grade Conversion Guide For Higher Education</i> ) <a href="https://m3a.vhlcentral.com/sections/0/activities/15321?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15321?popup=1</a> (Tutorial: Numbers 31 and higher) <a href="https://m3a.vhlcentral.com/sections/0/activities/15318?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15318?popup=1</a> (Tutorial: Telling time) <a href="https://m3a.vhlcentral.com/sections/0/activities/10480?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10480?popup=1</a> (Vocabulary Tutorial: En la clase) <a href="https://m3a.vhlcentral.com/sections/0/activities/10481?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10481?popup=1</a> (Vocabulary Tutorial: La universidad y las materias) <a href="https://m3a.vhlcentral.com/sections/0/activities/12343?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12343?popup=1</a> (Vocabulary visual reference) <a href="https://m3a.vhlcentral.com/sections/0/activities/10324?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10324?popup=1</a> (Listening practice: En la clase) <a href="https://m3a.vhlcentral.com/sections/0/activities/10483?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10483?popup=1</a> (Listening practice: Los días de la semana) <a href="https://m3a.vhlcentral.com/sections/0/activities/15311?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15311?popup=1</a> (Tutorial: Regular -ar verbs) <a href="https://m3a.vhlcentral.com/sections/0/activities/15312?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15312?popup=1</a> (Tutorial: Regular -er and -ir verbs) <a href="https://m3a.vhlcentral.com/sections/0/activities/15328?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15328?popup=1</a> (Tutorial: Verbs with irregular YO forms) <a href="https://m3a.vhlcentral.com/sections/0/activities/15324?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15324?popup=1</a> (Tutorial: Verbs tener) <a href="https://m3a.vhlcentral.com/sections/0/activities/15320?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15320?popup=1</a> (Tutorial: Forming questions)

		<a href="https://m3a.vhlcentral.com/sections/0/activities/11192?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11192?popup=1</a> <i>(Fotonovela: ¿Qué estudias?)</i> <a href="https://m3a.vhlcentral.com/sections/0/activities/10354?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10354?popup=1</a> <i>(Map of Spain)</i> <a href="https://m3a.vhlcentral.com/sections/0/activities/11522?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11522?popup=1</a> <i>(Culture: Festival de San Fermín)</i> <a href="https://www.youtube.com/watch?v=Omp4DjtWcuw">https://www.youtube.com/watch?v=Omp4DjtWcuw</a> <i>(Running of the Bull España)</i> <a href="https://www.youtube.com/watch?v=q0K6Yg9lFK8">https://www.youtube.com/watch?v=q0K6Yg9lFK8</a> <i>(Gustar 1)</i> <a href="https://www.youtube.com/watch?v=SJ0LC4RxbCA">https://www.youtube.com/watch?v=SJ0LC4RxbCA</a> <i>(Gustar 2)</i> <a href="https://www.youtube.com/watch?v=MxAZR2GX6EY">https://www.youtube.com/watch?v=MxAZR2GX6EY</a> <i>(Gustar 3)</i> <a href="https://www.youtube.com/watch?v=zvN-cPkdV2A">https://www.youtube.com/watch?v=zvN-cPkdV2A</a> <i>(Gustar + Nouns)</i> <a href="https://www.youtube.com/watch?v=jAgY7_08GT8">https://www.youtube.com/watch?v=jAgY7_08GT8</a> <i>(Gustar + Inf.)</i> <a href="https://www.youtube.com/watch?v=OYcoiUI5Ut8">https://www.youtube.com/watch?v=OYcoiUI5Ut8</a> <i>(Gusta Song)</i>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Language I**  
**UNIT IV: Family Life**

<p><b>STANDARDS / GOALS:</b>  The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p><b>Interpretive</b>  7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p><b>Interpersonal</b>  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.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar.</p> <p><b>Presentation</b>  7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Children’s lives are influenced by the people they live with. Families exist in all cultures but in different forms.	<ul style="list-style-type: none"> <li>What makes my family unique?</li> </ul>
	Culture and geography define the structure of family living arrangements. These arrangements shape the character and the context of a child’s life.	<ul style="list-style-type: none"> <li>How do the people I live with help to determine the person I become?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>Vocabulary pertaining to immediate family members.</p> <p>In order to reflect possession to show relationships in Spanish, the word <i>de</i> must be used in place of an ‘s in English.</p> <p>Traditional family relationships and structures differ around the world. They are influenced by many factors including culture.</p> <p>The concept of immediate and extended family varies by culture.</p>	<p><b>Students will be able to:</b></p> <p>Recognize family members and relationships among them.</p> <p>Use phrases related to talking about families.</p> <p>Exchange basic information about their own family, friends and classmates.</p> <p>Identify vocabulary related to possession and relationships.</p> <p>Talk about possessions (things and people) that are important to them (<i>my mom, her dad</i>).</p> <p>Demonstrate how people are related.</p> <p>Interpret a family tree and answer open-ended questions about it.</p> <p>Create a family tree for their own or a made up family.</p>

<p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>Technology Standards:</b> 8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p>	<p>Vocabulary used to describe oneself and others.</p> <p>Adjectives of physical and personality traits are used to describe people and things.</p> <p>Culturally appropriate email format.</p> <p>The differences and similarities in family structures and customs within the target language compared to their own.</p> <p><b>Vocabulary:</b> Family terminology, descriptive adjectives, email terminology, possessive adjectives, personal pronouns.</p>	<p>Describe and speak about people they see in photos.</p> <p>Answer open-ended questions about their own family and ask others about their family.</p> <p>State how many siblings they have and which ones are older and younger than they are.</p> <p>Listen to or read a description and match it to the corresponding person.</p> <p>Draw a picture based on a description that they hear or read.</p> <p>Describe someone's physical and personality traits.</p> <p>Write a brief e-mail to a pen pal about their family or an imaginary family.</p> <p>Discuss cultural practices of families in the target language.</p> <p>Compare and contrast family structures and customs in other countries to their own.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Skimming and scanning culturally authentic audio recordings in the target language to identify vocabulary pertaining to family. They will answer true or false questions about family members. (<i>interpretive listening</i>)</li> <li>• Having a conversation with a classmate to gather information about each other's family members. They will ask each other about age, profession, nationality, place of birth and typical activities. Students will record their conversation. (<i>interpersonal speaking</i>)</li> <li>• Presenting their own or fictitious family using technology, including pictures and a map showing where members were born and where they now live. (<i>presentational writing &amp; speaking</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Total Physical Response (TPR)</li> <li>• Teaching Proficiency through Reading and Storytelling (TPRS)</li> <li>• Circling techniques</li> </ul>		

- “Who am I” (a guessing game) interpersonal activity
- Family Tree
- Students match up descriptions to pictures.
- Authentic readings
- Listening activities
- Matching activities
- Video activities
- Jigsaw activities
- Movietalk
- Pictoretalk

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Language I**  
**Unit IV: Family Life**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	<b>Unit IV: Family Life</b> <ul style="list-style-type: none"> <li>Family and relationships</li> <li>Physical description of oneself and others</li> <li>Family structures around the world</li> <li>Email etiquette</li> </ul>	<b>Spanish Suggested Resources:</b> <i>Descubre: Lengua y cultura del mundo hispánico</i> textbook VHL Supersite: Online resources for <i>Descubre</i> <a href="https://m3a.vhlcentral.com/sections/0/activities/10506?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10506?popup=1</a> (Vocabulary Tutorial: La familia) <a href="https://m3a.vhlcentral.com/sections/0/activities/10507?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10507?popup=1</a> (Vocabulary Tutorial: Otras personas) <a href="https://m3a.vhlcentral.com/sections/0/activities/10508?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10508?popup=1</a> (Vocabulary Tutorial: Profesiones) <a href="https://m3a.vhlcentral.com/sections/0/activities/12344?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12344?popup=1</a> (Visual representation of vocabulary) <a href="https://m3a.vhlcentral.com/sections/0/activities/10512?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10512?popup=1</a> (Listening Practice: La familia with family tree) <a href="https://m3a.vhlcentral.com/sections/0/activities/15322?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15322?popup=1</a> (Tutorial: Descriptive adjectives) <a href="https://m3a.vhlcentral.com/sections/0/activities/15323?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15323?popup=1</a> (Tutorial: Possessive adjectives) <a href="https://m3a.vhlcentral.com/sections/0/activities/42788/popup?program_id=56">https://m3a.vhlcentral.com/sections/0/activities/42788/popup?program_id=56</a> (Writing an email) <a href="https://m3a.vhlcentral.com/sections/0/activities/11360?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11360?popup=1</a> (Flash Cultura: La familia) <a href="https://m3a.vhlcentral.com/sections/0/activities/10472?popup=1">https://m3a.vhlcentral.com/sections/0/activities/10472?popup=1</a> (Fotonovela: Un domingo en familia) <a href="https://m3a.vhlcentral.com/sections/0/activities/11371?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11371?popup=1</a> (Geography: Map of Ecuador) <a href="https://m3a.vhlcentral.com/sections/0/activities/11372?popup=1">https://m3a.vhlcentral.com/sections/0/activities/11372?popup=1</a> (Culture: Las Islas Galápagos)



**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Language I**  
**UNIT V: Personal and Public Identities**

<b>STANDARDS / GOALS:</b> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.  <b>Interpretive</b> 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.  7.1.NM.A.2 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other 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.  7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  <b>Interpersonal</b> 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.  7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Geography and culture impact how people identify themselves and others.	<ul style="list-style-type: none"> <li>How does where I come from affect how I see myself?</li> </ul>
	An individual's cultural identity is tied to where they were raised as well as their family's culture.	<ul style="list-style-type: none"> <li>How are aspects of identity tied to location and family?</li> </ul>
	KNOWLEDGE	SKILLS
	<b>Students will know:</b>  Vocabulary pertaining to Spanish-speaking countries, capitals, and nationalities of the target language.  Adjectives agree in gender and number with the nouns they modify.  Colors are adjectives and must match the nouns they modify.	<b>Students will be able to:</b>  Select the capitals of the countries of the target language.  Match countries with their capitals.  Recognize vocabulary pertaining to some nationalities.  State where they are from and their nationalities.  Infer someone's nationality based on their country of origin.  Recognize vocabulary pertaining to colors.  Match countries to their flags.  Match a description heard in the target language about someone's nationality with an image.  Listen to a description of someone and state where they are from.

<p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics.</p> <p><b>Presentational</b></p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>Technology Standards:</b></p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p>	<p>Adjectives are words used to describe people, places, things, and ideas.</p> <p>Vocabulary pertaining to common professions and occupations.</p> <p>In order to understand circling questions, it is necessary to listen for previously learned material, cognates and repetition of statements.</p> <p><b>Vocabulary:</b> Nationalities, adjectives, countries, capitals, professions, occupations, descriptors of physical and personality characteristics.</p>	<p>Ask someone where they are from or what nationality they are.</p> <p>Match a description read in the target language with a picture of that person/thing.</p> <p>Draw a picture to match a description they read.</p> <p>Orally describe themselves, other people, and objects.</p> <p>Write a brief description of themselves or someone else.</p> <p>Classify vocabulary pertaining to professions and occupations.</p> <p>Listen to a short story and interpret the professions and occupations of the characters.</p> <p>Answer yes/no, either/or and open-ended questions about parents' professions.</p> <p>Watch a short film and answer circling questions posed by the teacher.</p> <p>Write a brief description of themselves with regard to professions or occupations they want to pursue when they are older. "I want to be...."</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Reading a short story in order to identify the name, age, nationality, and profession of some of the characters. Check for understanding will occur through cloze reading activity. (<i>interpretive reading</i>)</li> <li>• Having a conversation with a classmate including greetings and leave taking as well as asking and responding to questions about name, age, nationality, school, future profession, and likes and dislikes using digital tools and face-to-face communication. (<i>interpersonal speaking</i>)</li> <li>• Writing a short description about themselves. (<i>presentational writing</i>)</li> </ul>		

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Total Physical Response (TPR)
- Circling question techniques
- Teaching Proficiency through Reading and Storytelling (TPRS)
- “Simon Says” as a check for understanding
- Creation of identification card
- Authentic readings
- Listening activities
- Role play
- Create skits
- Games and songs
- Video clips
- Writings descriptions of others
- Pictoretalk
- Movietalk

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Language I**  
**UNIT V: Personal and Public Identities**

<p style="text-align: center;"><b>SUGGESTED TIME ALLOTMENT</b></p>	<p style="text-align: center;"><b>CONTENT-UNIT OF STUDY</b></p>	<p style="text-align: center;"><b>SUPPLEMENTAL UNIT RESOURCES</b></p>
<p><b>6 Weeks</b></p>	<p><b>Unit V: Personal and Public Identities</b></p> <ul style="list-style-type: none"> <li>• Personal characteristics</li> <li>• Professions</li> <li>• Nationality</li> <li>• Adjectives</li> <li>• Countries and capitals</li> <li>• Colors</li> </ul>	<p><b>Spanish Suggested Resources:</b>  <i>Descubre: Lengua y cultura del mundo hispánico</i> textbook  VHL Supersite: Online resources for <i>Descubre</i>  <a href="https://m3a.vhlcentral.com/sections/0/activities/15317?popup=1">https://m3a.vhlcentral.com/sections/0/activities/15317?popup=1</a> (Tutorial: Present tense of SER)  <a href="https://m3a.vhlcentral.com/sections/0/activities/42225/popup?program_id=56">https://m3a.vhlcentral.com/sections/0/activities/42225/popup?program_id=56</a> (Create a contact list)  <a href="https://m3a.vhlcentral.com/sections/0/activities/40503/popup?program_id=56">https://m3a.vhlcentral.com/sections/0/activities/40503/popup?program_id=56</a> (Identification of words in conversation)  <a href="https://m3a.vhlcentral.com/sections/0/activities/40505/popup?program_id=56">https://m3a.vhlcentral.com/sections/0/activities/40505/popup?program_id=56</a> ( Answering questions in context of a conversation)  <a href="https://www.youtube.com/watch?v=iaDwigX7sgA">https://www.youtube.com/watch?v=iaDwigX7sgA</a> (Spanish-speaking Countries of the World)  <a href="https://www.youtube.com/watch?v=44-E7jCmZzs">https://www.youtube.com/watch?v=44-E7jCmZzs</a> (¿De dónde eres?)  <a href="https://www.youtube.com/watch?v=9bFRTm4J7PM">https://www.youtube.com/watch?v=9bFRTm4J7PM</a> (¿De dónde eres tú?)  <a href="https://www.youtube.com/watch?v=g8LVhwF55us">https://www.youtube.com/watch?v=g8LVhwF55us</a> (nationalities)  <a href="https://www.youtube.com/watch?v=mAoj0IuVoes">https://www.youtube.com/watch?v=mAoj0IuVoes</a> (countries and capitals)  <a href="https://www.youtube.com/watch?v=2ETVGEDEipk">https://www.youtube.com/watch?v=2ETVGEDEipk</a> (countries and capitals)  <a href="https://www.youtube.com/watch?v=wL3Vr6KrW9k">https://www.youtube.com/watch?v=wL3Vr6KrW9k</a> (professions)  <a href="https://www.youtube.com/watch?v=Kh0FiI5u9vg">https://www.youtube.com/watch?v=Kh0FiI5u9vg</a> (adjectives)  <a href="https://www.youtube.com/watch?v=LRnd7rRWJhk">https://www.youtube.com/watch?v=LRnd7rRWJhk</a> (professions)</p>

## **APPENDIX A**

### **ACTFL Proficiency Guidelines 2012 – Novice Level Learners**

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. They are an instrument for the evaluation of functional language ability.

#### **SPEAKING:**

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

#### **WRITING:**

Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

#### **LISTENING:**

At the Novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies.

Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning.

Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

#### **READING:**

At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized.

Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning.

Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.

## **APPENDIX B**

### **NCSSFL-ACTFL CAN DO STATEMENTS Progress Indicators for Language Learners**

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. These modes of communication are defined in the National Standards for 21st Century Language Learning and organized in the checklist into the following categories:

- Interpersonal (Person-to-Person) Communication
- Presentational Speaking (Spoken Production)
- Presentational Writing (Written Production)
- Interpretive Listening
- Interpretive Reading

Ultimately, the goal for all language learners is to develop a functional use of another language for one’s personal contexts and purposes. The Can-Do Statements serve two purposes to advance this goal: for programs, the statements provide learning targets for curriculum and unit design, serving as progress indicators; for language learners, the statements provide a way to chart their progress through incremental steps. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

The more learners are engaged in their own learning process, the more intrinsically motivated they become. Research shows that the ability of language learners to set goals is linked to increased student motivation, language achievement, and growth in proficiency.

## NCSSFL-ACTFL Global Can-Do Benchmarks

### **Interpersonal Communication:**

Novice-Low: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

Novice-Mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

Novice-High: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

### **Presentational Speaking:**

Novice-Low: I can present information about myself and some other very familiar topics using single words or memorized phrases.

Novice-Mid: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.

Novice-High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.

### **Presentational Writing:**

Novice-Low: I can copy some familiar words, characters, or phrases.

Novice-Mid: I can write lists and memorized phrases on familiar topics.

Novice-High: I can write short messages and notes on familiar topics related to everyday life.

### **Interpretive Listening:**

Novice-Low: I can recognize a few memorized words and phrases when I hear them spoken.

Novice-Mid: I can recognize some familiar words and phrases when I hear them spoken.

Novice-High: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.

### **Interpretive Reading:**

Novice-Low: I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

Novice-Mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.

Novice-High: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.

The full Can-Do Statements document can be found at: <http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>.

### Can Do statements for unit 1: Getting Started

Can Do Statement	I'm not there yet.  1	I can do this with help.  2	I can do this with some help.  3	I can do most of the task with little help.  4	I can do this independently.  5
1. I can greet friends and new acquaintances.					
2. I can introduce myself and others.					
3. I can participate in basic conversations with people I just met.					
4. I can understand simple introductions and respond appropriately.					
5. I can recognize polite expressions.					
6. I can recognize numbers from 1 to 31.					
7. I can tell someone how old I am.					
8. I can recognize the letters of the alphabet.					
9. I can spell my name and some other common words.					
10. I can understand and follow classroom instructions.					
11. I can express my needs using common classroom expressions.					
12. I can ask simple questions such as <i>what is your name, how are you or how old are you.</i>					
13. I can answer questions in the affirmative and negative.					
14. I can tell dates using corresponding days of the week, month and year.					
15. I can recognize cognates in a reading selection.					
16. I can identify familiar words and/or expressions in what I hear or read.					
17. I can answer questions in response to a short recorded/spoken conversation.					



## Can Do statements for unit 2: My Friends and I

Can Do Statement	I'm not there yet.  1	I can do this with help.  2	I can do this with some help.  3	I can do most of the task with little help.  4	I can do this independently.  5
1. I can identify friends and classmates.					
2. I can say who someone is and indicate where he/she is from.					
3. I can recognize numbers from 31 to 100.					
4. I can exchange basic personal information such as phone number and age.					
5. I can tell someone what time it is.					
6. I can ask what time it is.					
7. I can describe myself.					
8. I can describe other people and objects.					
9. I can ask and answer some questions about personal information such as name, age, physical description and personality traits.					
10. I can answer questions in the affirmative and negative format.					
11. I can recognize cognates in a reading selection.					
12. I can recognize expressions of feelings and conditions of being.					
13. I can express some of my feelings.					
14. I can hold a conversation exchanging basic personal information.					

### Can Do statements for unit 3: Student Life

Can Do Statement	I'm not there yet.  1	I can do this with help.  2	I can do this with some help.  3	I can do most of the task with little help.  4	I can do this independently.  5
1. I can recognize some vocabulary pertaining to school items.					
2. I can read and understand a master school schedule.					
3. I can ask and respond to questions regarding school subjects and scheduling.					
4. I can recognize vocabulary pertaining to places and people in a school.					
5. I can ask and answer questions about people in the school, places and school supplies.					
6. I can write out my current school schedule.					
7. I can tell someone what classes I take and when.					
8. I can explain my school schedule to someone else.					
9. I can talk to someone about people, places and things at school.					
10. I can answer questions based on a conversation that I hear or read.					
11. I can say which classes or subjects I like and dislike.					
12. I can ask someone else which classes they like or dislike.					
13. I can talk about some school-related activities that I am involved in.					
14. I can recognize familiar vocabulary words and cognates in written and oral form.					

### Can Do statements for unit 4: Family Life

Can Do Statement	I'm not there yet.  1	I can do this with help.  2	I can do this with some help.  3	I can do most of the task with little help.  4	I can do this independently.  5
1. I can identify vocabulary pertaining to immediate family members.					
2. I can recognize family members and relationships among them.					
3. I can read a family tree and answer questions about it.					
4. I can create a family tree.					
5. I can talk about family members and their relationship to me.					
6. I can exchange basic information about my family such as who they are, their names and ages.					
7. I can tell someone if I am an only child or how many siblings I have.					
8. I can state which of my siblings are older and which are younger.					
9. I can recognize vocabulary to describe people.					
10. I can draw a picture based on a description that I hear or read.					
11. I can describe someone I see in a photo either orally or in writing.					
12. I can describe someone's physical and personality traits.					
13. I can listen to or read a description and match it to the corresponding person.					
14. I can write a brief e-mail about my family or an imaginary family.					
15. I can discuss some cultural practices of families in the target language.					
16. I can discuss the similarities and differences between family structures and customs in other countries to my own.					

**Can Do statements for unit 5: Personal and Public Identities**

<b>Can Do Statement</b>	<b>I'm not there yet.</b>  <b>1</b>	<b>I can do this with help.</b>  <b>2</b>	<b>I can do this with some help.</b>  <b>3</b>	<b>I can do most of the task with little help.</b>  <b>4</b>	<b>I can do this independently.</b>  <b>5</b>
1. I can recognize vocabulary pertaining to Spanish-speaking countries, capitals, and nationalities.					
2. I can identify the capitals of some Spanish-speaking countries.					
3. I can tell where a person is from and state their nationality.					
4. I can recognize vocabulary pertaining to colors.					
5. I can match countries to their flags.					
6. I can understand a description of someone and state where they are from.					
7. I can orally describe myself or other people.					
8. I can write a brief description of myself or someone else.					
9. I can identify vocabulary pertaining to professions and occupations.					
10. I can classify vocabulary pertaining to professions and occupations.					
11. I can understand information about professions and occupations.					
12. I can hold a basic conversation discussing personal information, school, likes and dislikes and future profession.					

**APPENDIX C**  
*Standards for Foreign Language Learning in the 21st Century, 1999 &  
Standards for Foreign Language Learning: Preparing for the 21st Century, 1996*  
**National Standards in Foreign Language Education**

**The 5 C's**

**Communication, Culture, Connections, Comparisons, Communities**

Standards-based world languages education and the New Jersey standards reflect the themes in the *Standards for Foreign Language Learning in the 21st Century* (1999), known as "The Five Cs." These standards describe the "what" (content) of world languages learning and form the core of standards-based instruction in the world languages classroom.

**Communication**

The communication standard stresses the use of language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, interpret oral and written messages, show cultural understanding when they communicate, and present oral and written information to various audiences for a variety of purposes.

**Cultures**

Cultural understanding is an important part of world languages education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. Students become better able to understand other people's points of view, ways of life, and contributions to the world.

**Connections**

World languages instruction must be connected with other subject areas. Content from other subject areas is integrated with world language instruction through lessons that are developed around common themes.

**Comparisons**

Students are encouraged to compare and contrast languages and cultures. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.

**Communities**

Extending learning experiences from the world language classroom to the home and multilingual and multicultural community emphasizes living in a global society. Activities may include: field trips, use of e-mail and the World Wide Web, clubs, exchange programs and cultural activities, school-to-work opportunities, and opportunities to hear speakers of other languages in the school and classroom.



<http://globalteachinglearning.com/standards/5cs.shtml>

## APPENDIX D

### Additional Resources

#### Textbooks:

*Descubre 1: Lengua y cultura del mundo hispánico*, Vista Higher Learning, ISBN 978-1618571984

VHL Supersite: <https://www.vhlcentral.com/>

#### Teacher Resources:

Center for Language Education and Research: <http://clear.msu.edu/clear/>

Toni Theisen Wiki Page: <http://tonitheisen.wikispaces.com/>

NJ DOE model world language curriculum: <http://www.state.nj.us/education/modelcurriculum/>

NJ World Language Standards: <http://www.state.nj.us/education/cccs/2014/wl/>

Teacher Effectiveness for Language Learning: <http://www.tellproject.org/>

The International Journal of Foreign Language Teaching: <http://www.ijflt.org/index.php/home>

World Language Assessment: <http://wimedialab.org/worldlanguageassessment/Video.htm>

Foreign Language Educators of New Jersey: <http://flenj.org/>

American Council on the Teaching of World Languages: <https://www.actfl.org/>

American Association of Teachers of French: <https://www.frenchteachers.org/>

American Association of Teachers of Spanish and Portuguese: <http://www.aatsp.org/>

American Association of Teachers of Chinese: <http://clta-us.org>

The Comprehensible Classroom: <https://martinabex.com/>

TPRS and Comprehensible Input Training: <http://www.benslavic.com/tprs-resources.html>

Great Story Reading Project: <http://storiesfirst.org/greatstoryreadingproject/>

Embedded Reading: <https://embeddedreading.com/>

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

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

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

#### General Language Resources:

[http://www.westerwelle.net/conversion\\_table.htm](http://www.westerwelle.net/conversion_table.htm) (Measurement conversion)

<http://wes.org/gradeconversionguide/> (International Grade Conversion Guide For Higher Education)

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

<https://www.duolingo.com/>

<http://www.language-gym.com/#/>

<http://en.childrenslibrary.org/> (online books in many languages)

<http://www.thefrenchexperiment.com/stories/> (children's stories with audio)

<http://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola> (Edutopia)

<https://worldlangsources.wikispaces.com/WL+Tech+Tools> (All WL Resources)

<http://www.livebinders.com/play/play?id=693296> (Spanish & World Languages Teaching Resources: A digital Library)

<http://www.miscositas.com> (Mis Cositas)  
<http://www.bbc.co.uk/languages/>  
<http://www.hello-world.com/>  
<http://www.uni.edu/becker/>  
[www.storybird.com](http://www.storybird.com)  
[www.k7.net](http://www.k7.net)  
[www.socrative.com](http://www.socrative.com)  
[www.polleverywhere.com](http://www.polleverywhere.com)  
[www.surveymonkey.com](http://www.surveymonkey.com)  
<https://plickers.com/>  
<https://www.zaption.com/>  
[www.wordreference.com](http://www.wordreference.com)  
<http://www.teachertube.com/>  
[www.tunein.com](http://www.tunein.com)  
<https://www.youtube.com/playlist?list=PLAA60F7F6F4451876>  
<https://toontastic.withgoogle.com/>

#### Spanish Resources:

<http://www.childrensbooksforever.com/childrenpages/Spanish.html> (children's books in PDF)  
<http://www.aprenderespanol.org> (Video comic series/ Readings/ Grammar videos/ Vocabulary videos)  
<http://www.senorjordan.com/> (Sr. Jordan Videos – Available on Youtube)  
<http://personal.colby.edu/~bknelson/SLC/index.html> (Barbara K. Nelson: Cultural Videos/ Readings/ Grammar)  
<http://www.celebratelanguages.com/esextra.html> (Videonovelas with activities)  
<http://www.elhuevodechocolate.com/index.html> ( Multitude of Resources: Authentic/ Reading/ Theatre)  
<https://srtaanrodriguez.wordpress.com/2013/03/18/top-20-websites-spanish-teachers-should-know-about-and-use/> (Srta Rodriguez)  
<http://oflaslo.weebly.com/uploads/1/9/5/2/19527349/wl-spanishresources-weeb-combined3.docx> (WL Spanish resources)  
<http://misclaseslocas.blogspot.com/p/in-honor-of-my-100th-post-have-put.html> (100 Resources for the Spanish Teacher)  
<https://spanishplans.org/> (Recursos para profesores de español)  
<http://www.drlemon.com/Grammar/basics.html> (Dr. Lemon: Vocabulary/Grammar)  
<https://rockalingua.com/videos> (Music Based Spanish Learning)  
<http://www.gpb.org/salsa/term/episode> (Video lessons-Young Children)  
<http://www.lightspeedspanish.co.uk/> (Culture/ Videos/ Podcasts/ Activities)  
<https://quizlet.com/subject/spanish/>  
<http://www.bbc.co.uk/schools/gcsebitesize/spanish/> (listening activities)  
<http://www.thespanishexperiment.com/stories>

## CALENDARIO ESCOLAR 2017-2018

### 185 DÍAS

Vigente para las escuelas públicas y particulares de educación básica incorporadas al Sistema Educativo Nacional de los Estados Unidos Mexicanos que cumplan con los requisitos que se establecen en los lineamientos correspondientes.

#### AGOSTO 2017

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#### OCTUBRE 2017

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#### JUNIO 2018

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#### JULIO 2018

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INICIO DE CURSOS

FIN DE CURSOS

SUSPENSIÓN DE LABORES DOCENTES

CONSEJO TÉCNICO ESCOLAR

RECESO DE CLASES

EVALUACIÓN PLANEACIÓN PRIMARIA A ESTUDIANTES DE 6º GRADO. NO SE SUSPENDEN CLASES

PERIODO DE COMPENSACIÓN (DÍAS NO LABORABLES PARA PROFESORES Y DIRECTORES QUE AMPLIARON LA JORNADA ESCOLAR)

VACACIONES

SOLICITUDES DE PREINSCRIPCIÓN A PREESCOLAR, PRIMER GRADO DE PRIMARIA Y PRIMER GRADO DE SECUNDARIA PARA EL CICLO ESCOLAR 2018-2019