



DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide
Grades 6-8

Administration

Steven Forte, Superintendent of Schools
Sandra L. Cullis, Ed.D. Asst. Superintendent of Schools,
Curriculum & Instruction

Seth Korman, Valleyview Principal
John Englishmen Valleyview Assistant Principal

Principal Author

Andrea Olarte

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DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Middle School Curriculum Guide

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Note:

- All units are core units. New units/modification may be integrated into the existing curriculum to be in collaboration with interdisciplinary units/themes, as well as current events.

INTERDISCIPLINARY THEMES

Planned interdisciplinary activities can help students to make sensible connections among subjects, while limiting the specialist's tendency to fragment the curriculum into isolated pieces. Such activities provide students with broader personal meaning and the integrated knowledge necessary to solve real-world problems. Teachers are encouraged to independently and cooperatively develop lessons which cover multiple areas simultaneously.

MISSION STATEMENT

The Denville School District's mission is to engage, challenge, and empower life-long learners in an atmosphere of mutual respect and trust, where all students have the opportunity to become productive, knowledgeable, and responsible citizens in a global society. They will achieve these goals in accordance with the New Jersey Core Curriculum Content Standards.

DEPARTMENT VISION

It is the firm belief of the Denville Township Schools that multiple language studies can yield rich dividends: greater overall academic achievement, deeper understanding of language structure, vocabulary, syntax and derivation, improved listening and memory skills, increased employment opportunity and - perhaps most importantly - the indispensable ability to communicate across barriers of language and culture. As technology has evolved and opened our lives up to span the globe, it has become a necessity to not only have a means to communicate effectively with people of different countries, but also understand their culture in order to build upon our own.

This guide is to provide focus for the learning that will take place in this course, but is completely modifiable based upon the needs and abilities of the students and their Individual Education Plans. Curriculum implementation follows best practice and adheres to the New Jersey Core Content Standards. At the same time, for students with disabilities, the Individual Education Plan, specifically the Goals and Objectives of the plan, supersede any curricular adherence or suggestion.

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Denville Township Public Schools are committed to the achievement of increased cultural awareness, respect and equity among students, teachers and community. We are pleased to present all pupils with information pertaining to possible career, professional or vocational opportunities which in no way restricts or limits option on the basis of race, color, creed, religion, sex, ancestry, national origin or socioeconomic status.

Spanish Courses offered at Valleyview Middle School: see visual p. 33

Grade 6 Spanish: All students will take 1 semester of introductory Spanish

7A- Spanish: First half of High School Spanish 1 - Full Year

8A- Spanish: Second half of High School Spanish 1 - Full Year

High School Spanish 1: (follows Morris Hills Regional District Curriculum) <https://www.mhrd.org/domain/13>

High School Spanish 2: (follows Morris Hills Regional District Curriculum) <https://www.mhrd.org/domain/13>

Integrated Accommodations and Modifications

For Students with IEPs, 504s, and/or Students at Risk of Failure

Students read authentic texts and write authentic pieces at their independent and instructional reading levels • Individualized feedback provided through conferences and small groups • Use visual and multi-sensory formats • Use of assistive technology • Use of graphic organizers and prompts • Modification of content and student products • Testing accommodations • Authentic assessments

Gifted & Talented Students

Students read authentic texts and write authentic pieces at their independent and instructional reading levels • Individualized feedback provided through conferences and small groups • Inquiry-based instruction • Higher-order thinking skills • Interest-based content • Student-driven goals • Real-world projects and scenarios

English Language Learners

Students read authentic texts and write authentic pieces at their independent and instructional reading levels • Individualized feedback provided through conferences and small groups • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding: word walls, sentence frames, think-pair-share, cooperative learning groups, teacher think-alouds.

Modes of Communication Within the Curriculum

Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages). Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpersonal Mode. Scroll down to video #2.

Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.” Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpretive Mode. Scroll down to video #1.

Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper. Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Presentational Modes. Scroll down to video #3.

Proficiency Levels

Novice-Mid Level Learner (NM): Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.

Novice-High Level Learner (NH): Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Intermediate-Low Level Learner (IL): Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Intermediate-Mid Level Learner (IM): Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Intermediate-High Level Learner (IH): Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

Advanced-Low Level Learners (AL): Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

GRADE 6 SPANISH

Pacing Guide

Unit 1 20 days	Unit 2 12 days	Unit 3 13 days	Unit 4 20 days	Unit 5 25 days
Marking Period 1			Marking Period 2	

Unit 1 **Spanish Speaking World**

Unit 2 **Personal Information**

Unit 3 **Time and Date**

Unit 4 **Describing self and others**

Unit 5 **Las Clases**

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 6

Unit 1: Spanish Speaking World

Time Frame: 15 days

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS			
<ul style="list-style-type: none"> Appreciating and understanding the variety of cultures that exist in a society enriches us as a society. 		<ul style="list-style-type: none"> What are the basic geography, demographics and history of various Spanish speaking countries? What similarities can you find between our culture and language and other Spanish speaking countries? How do I introduce myself and others in Spanish speaking countries? What is the difference between formal and informal and addressing others in Spanish? 			
KNOWLEDGE		SKILLS		NJSLS & PROFICIENCY LEVELS	
<p>Students will know:</p> <ul style="list-style-type: none"> The positive impact the studying of the Spanish language can have on their lives and their futures. Reasons a world language is studied (i.e. job opportunities, travel, vocabulary, cultural awareness). the Spanish speaking world map. Greetings, courtesy phrases, farewells and emotions 		<p>Students will be able to:</p> <ul style="list-style-type: none"> explain the advantages of learning a second language. identify the location of various Spanish speaking countries. communicate in the target language, asking how some is doing and answering in complete phrases. greet and introduce themselves and others. apply and understand the difference in addressing people as TÚ or USTED. 		<p>World Language Content Standards 7.1.NM.A.1,2,3,4,5 7.1.NM.B.1,2,3,5 7.1.NM.C.1</p> <p><u>21st Century Themes & Skills Chart</u> Global Awareness Collaboration, Teamwork and Leadership Cross-cultural and Interpersonal Communication</p> <p><u>Tech standards chart</u> 8.1.B Creativity and Innovation 8.2.B Technology and Society 8.2.C Design</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP10. Plan education and career paths aligned to personal goals</p>	

		<u>Interdisciplinary connections</u> SS 6.1.12.D.3.d ELA NJSL & PROFICIENCY LEVELS A.W5, SL.6.5., L.6.1., L.6.2.
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
el mundo el país-los países el continente Norteamérica Sudamérica - Sur América Centroamérica Europa El Mar Caribe la capital ¿Dónde está..... ? saludos hola, Buenos días, buenas tardes, buenas noches ¿Cómo estás? ¿Cómo está usted? bien, gracias ¿Quién es tu amigo (a)? hasta luego, adiós, hasta mañana ¿Qué tal? Other vocabulary words found on 6th grade checklist age 1 6th Grade Vocabulary	<u>Exprésate - Spanish 1A</u> Page 9, activities 6, 7 Page 9, activity 8 (speaking) Page 9, activity 5 (listening) World Map <u>Exprésate Spanish 1 - Cuaderno de vocabulario y gramática</u> Pages 1, 2, 3 <u>The History of the Spanish Language</u> Video - Click here <u>Spanish Speaking Countries</u> Song and Map Song and Map 2	<u>Formative</u> Class Discussion Role Play Dialogue Speed Talking Verbal/written response Location of Spanish Speaking Countries Quizlet Map Activity Quizlet Activities Quizlet Live Matching <u>Summative</u> Quiz: Map Quiz: Greetings Project: Country Research Test: Multiple Choice (Checklist page 1) 6th Grade Vocabulary <u>Project</u> Hispanic Heritage Month Flag Project Instructions - click here
21st Century Themes		21st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making		<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academics and technical skills
- CRP3. Attend to personal health and financial well-being
- CRP4. Communicate clearly and effectively with reason
- CRP5. Consider the environmental, social and economic impacts of decisions
- CRP6. Demonstrate creativity and innovation
- CRP7. Employ valid and reliable research strategies
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9. Model integrity, ethical leadership, and effective management
- CRP10. Plan education and career paths aligned to personal goals
- CRP11. Use technology to enhance productivity
- CRP12. Work productively in teams while using global cultural competence

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 6

Unit 2: Personal Information

Time Frame: 10 days

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Basic vocabulary knowledge supports new second language acquisition. ● A strong English foundation can assist in learning a second language. 		<ul style="list-style-type: none"> ● Are numbers a universal language? ● How do patterns help us to recall the names of numbers in foreign languages? ● How does communicating about everyday life help me carry on an understandable conversation? 	
KNOWLEDGE	SKILLS	NJSLS & PROFICIENCY LEVELS	
<p>Students will know:</p> <ul style="list-style-type: none"> ● How to share personal information about self and others 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Talk about self and others name, age, birthday, origin, phone number, 	<p><u>World Language Content Standards</u> 7.1.NM.A.1,2,3,4,5 7.1.NM.B.1,2,3,5 7.1.NM.C.1 7.1.NH.A.2,5, 8 7.1.IL.A.8 7.1.IL.B.4</p> <p><u>21st Century Themes & Skills Chart</u> Global Awareness Collaboration, Teamwork and Leadership Cross-cultural and Interpersonal Communication</p> <p><u>Tech standards chart</u> 8.1.B Creativity and Innovation 8.2.B Technology and Society</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u> SS 6.1.12.D.3.d ELA NJSLS & PROFICIENCY LEVELS A.W5, SL.6.5.</p>	

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<ul style="list-style-type: none"> ● ¿Cómo te llamas? (What's your name?) ● Me llamo..(My name is...) ● ¿Cómo se llama?.(What's his/her name is.) ● Se llama...(his/her name is...) ● ¿De dónde eres?(Where are you from?) - informal ● Yo soy de...(I am from...) ● ¿De dónde es él/ella? (Where is he/she from?) ● Él es de... (He is from...) ● Ella es de... (She is from...) ● ¿De dónde es usted? (Where are you from?) -formal ● ¿Cuántos años tienes? (How old are you?) ● Yo tengo doce años. (I am 12 years old) ● ¿Cuántos años tiene él/ella? (How old is he/she?) ● Él/Ella tiene 4 años (He/She is 4 years old.) ● ¿Cuándo es tu cumpleaños?(When is your birthday?) ● Mi cumpleaños es el (number) de (month). (My birthday is Jan 8.) ● ¿Cuándo es su cumpleaños? (When is his/her birthdate?) ● Su cumpleaños es el (number) de (month).(his/her birthday is) ● ¿Cuál es tu número de teléfono?(What's your phone number?) ● Mi número de teléfono es(My phone number is ...) ● ¿Cuál es su número de teléfono? (What is his/her phone number?) ● Su número de teléfono es.... (His/Her phone number is....) 	<p><u>Exprésate - Spanish 1A</u> Page 7, activities 2 and 3 Page 7, activity 1 (listening)</p> <p><u>Flipgrid</u> Share your personal information (make up info.)</p> <p><u>Padlet</u> Short introduction of self and 2 people from your family</p>	<p><u>Formative</u> Class Discussion Observation Match Activity Bingo Flashcards HW Practice Quizizz link HW Speed Talking Personal Information Quizlet</p> <p><u>Summative</u> Quiz - Socrative Oral Assessment Test: Multiple Choice (Checklist page 2) 6th Grade Vocabulary</p>

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation

<input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence	

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 6

Unit 3: Time and Date

Time Frame: 10 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Basic vocabulary knowledge supports new second language acquisition. ● A strong English foundation can assist in learning a second language. 	<ul style="list-style-type: none"> ● Are numbers a universal language? ● How do patterns help us to recall the names of numbers in foreign languages? ● How does communicating about everyday life help me carry on an understandable conversation?

KNOWLEDGE	SKILLS	NJSLS & PROFICIENCY LEVELS
<p>Students will know:</p> <ul style="list-style-type: none"> ● Numbers 1-100 ● Give information about self and others: name, age, birthday, origin, phone numbers and birthday. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● recall and write numbers 0-60 in Spanish. ● count different items orally ● add, subtract, multiply in the target language. ● begin telling time and in indicating morning, afternoon, and evening. ● recall and name the date and days. ● recall the months of the year. 	<p><u>World Language Content Standards</u> 7.1.NM.A.1,2,3,4,5 7.1.NM.B.1,2,3,5 7.1.NH.A.5, 8 7.1.IL.A.8 7.1.IL.B.4</p> <p><u>21st Century Themes & Skills Chart</u> Global Awareness Collaboration, Teamwork and Leadership Cross-cultural and Interpersonal Communication</p> <p><u>Tech standards chart</u> 8.1.B Creativity and Innovation 8.2.B Technology and Society</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u></p>

		Math 1.OA A. Represent and solve problems involving addition and subtraction.
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
LA FECHA - THE DATE <ul style="list-style-type: none"> ● ¿Cuál es la fecha? - What's the date? ● Hoy es el # de (month) - Today is the # of (month) ● Ayer fue el # de (month) - Yesterday was the # of (month) ● Mañana es el # de (month) - Tomorrow is the # of (month) ● ¿Cuál es la fecha hoy? - What's today's date? ● ¿Cuál es la fecha mañana? - What's the date tomorrow? ● ¿Cuál fue la fecha ayer? - What was yesterday's date? ● enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre ● lunes, martes, miércoles, jueves, viernes, sábado, domingo ● invierno, primavera, verano, otoño ● Son las - It's (use from 2 O'Clock to 12:59) ● Es la - It's (Use from 1 O'Clock until 1:59) ● A las - at (use from 2 O'Clock to 12:59) ● A la - at (Use from 1 O'Clock until 1:59) ● Menos cuarto - a quarter to the hour ● Y cuarto - a quarter past the hour 	La hora slide presentation La hora worksheet La hora song Lyrics Song Flashcards Review Packet Review Packet 2 Connection with Math Page 29, activities 3, 4, 5 Connection with Social Studies Page 28, activities 1 and 2 Time/Date Quizizz Activity	<u>Formative</u> Class Discussion La hora slide show Match Activity Bingo Flashcards HW Practice La fecha y la hora Quizlet <u>Summative</u> Quiz on Socrative Oral Assessment Create a Calendar

<ul style="list-style-type: none"> ● Y media - 30 minutes past the hour ● En punto - O'Clock ● De la mañana - AM ● De la noche - PM ● De la tarde - afternoon (usually from 12 PM to about 6:30 PM) 		
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21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence	

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 6

Unit 4: Describing self and others

Time Frame: 20 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Effective communication is dependent on spoken and written language. 	<ul style="list-style-type: none"> What are the grammatical differences between English and Spanish? What are cognates and how are they useful to identify the meaning of words? How can I describe myself and others in the target language?

KNOWLEDGE	SKILLS	NJSLS & PROFICIENCY LEVELS
<p>Students will know:</p> <ul style="list-style-type: none"> ask what someone is like describe self and others identify pronouns in Spanish conjugate the verb ‘ser’ (to be) use noun and adjective agreement 	<p>Students will be able to:</p> <ul style="list-style-type: none"> apply and substitute subject pronouns for nouns. 	<p>World Language Content Standards</p> <p>7.1.NM.A.1,2,3,4,5 7.1.NM.B.1,2,3,5 7.1.NM.C.1 7.1.NH.A.1 7.1.NH.A.8 7.1.NH.B.1</p> <p>21st Century Themes & Skills Chart</p> <p>Global Awareness Collaboration, Teamwork and Leadership Creativity and Innovation Cross-cultural and Interpersonal Communication</p> <p>Tech standards chart</p> <p>8.1.B Creativity and Innovation 8.2.B Technology and Society 8.1.C Communication and Collaboration 8.2.C Design</p> <p>Career Ready Practice</p> <p>CRP4. Communicate clearly and effectively with reason</p>

		<p>CRP6. Demonstrate creativity and innovation</p> <p>CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u> ELA NJSLS & PROFICIENCY LEVELSA.W5, SL.6.5. SS 6.1.P.D.1, 6.1.P.D.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Descriptive Adjectives</p> <ol style="list-style-type: none"> ¿Cómo eres? (What are you like?) pelirrojo (redhead) moreno (dark brown) rubio (blonde:) intellectual (intellectual) serio (serious) romántico (romantic) bajo (short - for height) alto (tall) atlético (athletic) gracioso / chistoso (funny) aburrido (boring) activa (active) antipática (unfriendly) simpática (nice, friendly) extrovertida (outgoing/extrovert) Tímido - shy, timid inteligente (intelligent) tonta (silly, foolish) trabajadora (hardworking) guapo (handsome) bonita (pretty) feo (ugly) gordo (fat) flaco (skinny) perezoso (lazy) <p>Verb 'SER' (to be)</p> <ol style="list-style-type: none"> Yo soy (I am) Tú eres (You are - informal) Usted es (You are - formal) Él es (He is) Ella es (She is) 	<p>Nouns and Articles Slide Show</p> <p>The verb 'ser' introduction</p> <p><u>Spanish 1A Textbook (yellow)</u> Page 24, activity 33 Page 25, activity 34</p> <p>Slide Show Review</p> <p>Flipgrid - Describe yourself in Spanish</p> <p>Padlet - Interview a family member and share their responses in Spanish (you may also help them record their responses in Spanish)</p> <p>Group Work - work in groups of 5, each member will say at least 2 sentences to describe 1 of the characters shown.</p> <p>Describe people on the painting</p> <p>Mini whiteboard activity - say the term in Spanish, students will write it in English</p> <p>Description Worksheet</p> <p><u>Cuaderno de gramática Spanish 1A</u> Pages 13-18</p>	<p><u>Formative</u> Class Discussion Observations Role Play Dialogue HW Practice Pronouns Quizlet 1 Quizlet (several activities) Activity on Quizizz</p> <p><u>Summative</u> Quiz Oral Assessment My Family Project and Presentation</p>

<p>6. nosotros somos (We are) 7. vosotros sois (You all are - SPAIN) 8. ustedes son (You all are - formal) 9. ellos son (They are - masculine) 10. ellas son (They are - feminine)</p> <p>For more vocabulary words please go to Checklist #3 6th Grade Vocabulary</p>		
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21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence	

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 6

Unit 5: Las Clases

Time Frame: 15 days

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● A strong English foundation can assist in learning a second language. ● The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 		<ul style="list-style-type: none"> ● How do I conjugate verbs in a foreign language and is there a pattern to be found in them? ● How can I better understand what I hear and read when I have just begun learning a new language?
KNOWLEDGE	SKILLS	NJSLS & PROFICIENCY LEVELS
<p>Students will know:</p> <ul style="list-style-type: none"> ● the verb: tener. ● infinitive and conjugated forms. ● school items in Spanish. ● definite and indefinite articles. ● the verb: hay. ● number and gender agreement. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● write phrases and sentences using the correct form of the verb tener/hay. ● create and write phrases using the correct articles. ● list classroom supplies in Spanish. ● ask and answer questions about items they have or do not have. ● listen and talk about what items are in the classroom or backpack. 	<p><u>World Language Content Standards</u></p> <p>7.1.NM.A.1,2,3,4,5 7.1.NM.B.1,2,3,5 7.1.NM.C.1 7.1.NH.A.2,5, 8 7.1.IL.A.8 7.1.IL.B.4</p> <p><u>21st Century Themes & Skills Chart</u></p> <p>Global Awareness Collaboration, Teamwork and Leadership Cross-cultural and Interpersonal Communication</p> <p><u>Tech standards chart</u></p> <p>8.1.B Creativity and Innovation 8.2.B Technology and Society</p> <p><u>Career Ready Practice</u></p> <p>CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p>

		<u>Interdisciplinary connections</u> SS 6.1.12.D.3.d ELA NJSL & PROFICIENCY LEVELS A.W5, SL.6.5.
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Los útiles - School Supplies</p> <ol style="list-style-type: none"> 1. Unos cuadernos - some notebooks 2. Unos lápices - some pencils 3. Una regla - a ruler 4. Una mochila - a backpack 5. Unos zapatos - some shoes 6. Un diccionario - a dictionary 7. Una computadora - a computer 8. Ropa - clothes 9. Un reloj - a watch 10. Unas carpetas - some folders 11. Unos bolígrafos - some pens 12. Unos útiles escolares - school supplies <p>TENER (TO HAVE)</p> <ol style="list-style-type: none"> 1. Yo tengo (I have) 2. Tú tienes (you have - informal) 3. Usted tiene (you have - formal) 4. él tiene (he has) 5. Ella tiene (she has) 6. Nosotros tenemos (we have) 7. Vosotros tenéis (you-all have Spain) 8. Ustedes tienen (you-all have) 9. Ellos tienen (they have - mix group or masculine) 10. Ellas tienen (they have feminine) <p>For more vocabulary words please go to Checklist #4 6th Grade Vocabulary</p>	<p>Quizizz Website El verbo "tener" Classes/School Supplies/Articles Tener Conjugation</p> <p>Flashcards</p> <p>Bingo game</p> <p>Mini whiteboard activity</p>	<p><u>Formative</u> Observation Bingo Flashcards Whiteboards Listening Activity HW Practice Verb "tener" Quizlet Verb "tener" with Pronouns Quizlet School Supplies Quizlet</p> <p><u>Summative</u> Quiz Project: Pair Activity Mini-Project - Las Clases Poster Instructions Oral Assessment Backpack Project</p>

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
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7A SPANISH

Pacing Guide

Marking Period 1						Marking Period 2					
Marking Period 3						Marking Period 4					

- Unit 1** Greetings & Goodbyes – 6 days
- Unit 2** Receiving and Giving Information - 12 days
- Unit 3** Telling Time Review- 6 days
- Unit 4** Describing self and others – 12 days
- Unit 5** What do you like? -18 days
- Unit 6** What do you like to do? -12 days
- Unit 7** Making plans and invitations -6 days
- Unit 8** Daily Activities (-ar verbs)-18 days
- Unit 9** School Life- 12 days
- Unit 10** Daily Activities (-ar verbs) - 18 days
- Unit 11** At home- 24 days

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit 1: Greetings & Goodbyes

Time Frame: 5 days

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS			
<ul style="list-style-type: none"> Communicating in a second language helps us gain knowledge and perspective of other cultures, as well as ourselves. 		<ul style="list-style-type: none"> How do I start, carry on, and end a conversation more effectively? How can I ask question in a foreign language and be understood? How do I greet people using formal and informal expressions? 			
KNOWLEDGE		SKILLS		NJSLS & PROFICIENCY LEVELS	
<p>Students will know:</p> <ul style="list-style-type: none"> greetings and goodbyes as studied in grade 6. introduction and asking where you and others are from. the difference between formal and informal greetings and when to apply them. how to and when to address people in formal/informal ways 		<p>Students will be able to:</p> <ul style="list-style-type: none"> greet students and teachers formally and informally. introduce themselves and say farewell to others using the third person. ask how others are doing. say and ask where someone is from. 		<p>World Language Content Standards 7.1.NM.A.1,2,3,4,5 7.1.NM.B.1,2,3,5, C.1 7.1.NH.A.2,5, 8 7.1.IL.A.8, B.4</p> <p><u>21st Century Themes & Skills Chart</u> Global Awareness Collaboration, Teamwork and Leadership Cross-cultural and Interpersonal Communication</p> <p><u>Tech standards chart</u> 8.1.B Creativity and Innovation 8.2.B Technology and Society</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u> SS 6.1.12.D.3.d ELA NJSLS & PROFICIENCY LEVELS A.W5, SL.6.5.</p>	
VOCABULARY		RESOURCES/MATERIALS		ASSESSMENT/PROJECT	

<p>Vocabulary words found on pages 1-2 of checklist 6th Grade Vocabulary</p>	<p><u>Expresate 1A:</u> Page 7, activity 1 (listening) Page 7, activity 2 and 3 Page 9, activity 5 (listening) Page 9, activity 6 (group work) Page 10, activity 9 Page 11, activity 10 (listening) Pages 12 and 13, activities 13,14,15 Pages 16 and 17 (reading comprehension)</p> <p><u>Exprésate 1A Cuaderno de Vocabulario y Gramática</u> pp 1-3</p> <p><u>Flipgrid</u> - create and record a conversation (greeting, name, age, birthday, origin, telephone number, farewell)</p> <p><u>Padlet</u> - Record and introduction about yourself (greeting, name, age, birthday, origin, telephone number, farewell)</p>	<p><u>Formative</u> Observation Role Play Dialogue HW Practice Personal Information Quizlet Quizlet Activities Quizlet Live Matching</p> <p><u>Summative</u> Quiz :<u>Expresate 1A Assessment Program</u> : pp1,2 Socrative Quiz</p>
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21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academics and technical skills
- CRP3. Attend to personal health and financial well-being
- CRP4. Communicate clearly and effectively with reason
- CRP5. Consider the environmental, social and economic impacts of decisions
- CRP6. Demonstrate creativity and innovation
- CRP7. Employ valid and reliable research strategies
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9. Model integrity, ethical leadership, and effective management
- CRP10. Plan education and career paths aligned to personal goals
- CRP11. Use technology to enhance productivity
- CRP12. Work productively in teams while using global cultural competence

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit 2:Receiving and Giving Information

Time Frame: 10 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Basic vocabulary knowledge supports new second language acquisition. ● A strong English foundation can assist in learning a second language. 	<ul style="list-style-type: none"> ● Are numbers a universal language? ● How do patterns help us to recall the names of numbers in foreign languages?

KNOWLEDGE	SKILLS	NJSLS & PROFICIENCY LEVELS
<p>Students will know:</p> <ul style="list-style-type: none"> ● numbers 0 through 100 and to recite phone numbers in Spanish. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● recall and count numbers 0 to 1000 ● ask and give phone numbers. 	<p>World Language Content Standards</p> <p>7.1.NM.A.1,2,3,4,5 7.1.NM.B.1,2,3,5 7.1.NH.A.5, 8 7.1.IL.A.8</p>

<ul style="list-style-type: none"> ● recognize numbers 100-1000 ● various ways of giving/getting information (i.e. date, weather, time, contact information, phone number, email). ● recognize and differentiate question words 	<ul style="list-style-type: none"> ● tell time ● recall and name days of the week and months of the year. ● recall and tell the date. ● talk about age and birthday. 	<p>7.1.IL.B.4</p> <p><u>21st Century Themes & Skills Chart</u></p> <p>Global Awareness Collaboration, Teamwork and Leadership Cross-cultural and Interpersonal Communication</p> <p><u>Tech standards chart</u></p> <p>8.1.B Creativity and Innovation 8.2.B Technology and Society</p> <p><u>Career Ready Practice</u></p> <p>CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u></p> <p>Math 1.OA A.,2.OA A.,3.OA A.,4.OA A.</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<ul style="list-style-type: none"> ● saludos ● hola, Buenos dias, buenas tardes, buenas noches ● ¿Cómo estás? ● ¿Cómo está usted? ● bien/mal/más o menos ● gracias ● ¿Quién es tu amigo (a) ● hasta luego, adiós, hasta mañana ● ¿Qué tal? ● ¿Cómo te llamas? (What's your name?) ● Me llamo..(My name is...) ● ¿Cómo se llama?.(What's his/her name is.) ● Se llama...(his/her name is...) 	<p>SmartBoard Birthday Game</p> <p><u>Expresate Spanish 1A:</u> Pages 18-21 Pages 36 and 37</p> <p>Math Problems - write the answers using words in Spanish</p> <p>Math 6th Grade - pages 3-6</p> <p>Ball game - toss the ball and say the number</p> <p>Flipgrid - create a conversation to be presented and graded</p>	<p><u>Formative</u></p> <p>Observation Role Play Dialogue HW Practice White Boards Quizlet 1-100 Quizlet Math Problems Speed Talking</p> <p><u>Summative</u></p> <p>Written Quiz Speaking Presentation Reading Comprehension</p>

<ul style="list-style-type: none"> ● ¿De dónde eres?(Where are you from?) - informal ● Yo soy de...(I am from...) ● ¿De dónde es él/ella? (Where is he/she from?) ● Él es de... (He is from...) ● Ella es de... (She is from...) ● ¿De dónde es usted? (Where are you from?) - formal ● ¿Cuántos años tienes? (How old are you?) ● Yo tengo doce años. (I am 12 years old) ● ¿Cuántos años tiene él/ella? (How old is he/she?) ● Él/Ella tiene 4 años (He/She is 4 years old.) ● ¿Cuándo es tu cumpleaños?(When is your birthday?) ● Mi cumpleaños es el (number) de (month). (My birthday is Jan 8.) ● ¿Cuándo es su cumpleaños? (When is his/her birthdate?) ● Su cumpleaños es el (number) de (month).(his/her birthday is) ● ¿Cuál es tu número de teléfono?(What's your phone number?) ● Mi número de teléfono es(My phone number is ...) ● ¿Cuál es su número de teléfono? (What is his/her phone number?) ● Su número de teléfono es.... (His/Her phone number is....) <p>For more vocabulary words please pages 1-2 6th Grade Vocabulary and Spanish 7A</p>	<p>Padlet - HW or Classwork Introduce yourself (name, age, b-day, origin, phone number, description)</p> <p>Mini whiteboard game - write the number in Spanish</p> <p>Question Words Rap Question Words Song - Jingle Bells Questions Words Chant</p>	
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21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation

<input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
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DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit 3: Telling Time Review

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Basic vocabulary knowledge supports new second language acquisition. ● To have a natural conversation I have to do more than ask and answer questions. I have to listen to what the speaker is saying to me and respond accordingly. 	<ul style="list-style-type: none"> ● Can I carry on an understandable conversation? ● How can being able to tell time in a foreign language help me engage in a new culture? ● What are some differences/similarities between when telling time in Spanish speaking countries compared to my country of origin?

KNOWLEDGE	SKILLS	NJSLS & PROFICIENCY LEVELS
<p>Students will know:</p> <ul style="list-style-type: none"> ● numbers up to 1000. ● time in Spanish using menos. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● recall numbers up to 60 previously studied and increase number knowledge and application to 1000. ● recognize two different way to tell time in Spanish ● Solve Math problems 	<p><u>World Language Content Standards</u> 7.1.NM.A.1,2,3,4,5 7.1.NM.B.1,2,3,5 7.1.NH.A.5, 8 7.1.IL.A.8 7.1.IL.B.4</p> <p><u>21st Century Themes & Skills Chart</u> Global Awareness Collaboration, Teamwork and Leadership Cross-cultural and Interpersonal Communication</p> <p><u>Tech standards chart</u> 8.1.B Creativity and Innovation 8.2.B Technology and Society</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u></p>

		Math 1.OA A. Represent and solve problems involving addition and subtraction.
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>LA FECHA - THE DATE</p> <ul style="list-style-type: none"> • ¿Cuál es la fecha? - What's the date? • Hoy es el # de (month) - Today is the # of (month) • Ayer fue el # de (month) - Yesterday was the # of (month) • Mañana es el # de (month) - Tomorrow is the # of (month) • ¿Cuál es la fecha hoy? - What's today's date? • ¿Cuál es la fecha mañana? - What's the date tomorrow? • ¿Cuál fue la fecha ayer? - What was yesterday's date? • enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre • lunes, martes, miércoles, jueves, viernes, sábado, domingo • invierno, primavera, verano, otoño • Son las - It's (use from 2 O'Clock to 12:59) • Es la - It's (Use from 1 O'Clock until 1:59) • A las - at (use from 2 O'Clock to 12:59) • A la - at (Use from 1 O'Clock until 1:59) • Menos cuarto - a quarter to the hour 	<p>La hora slide presentation La hora worksheet</p> <p>La hora song Lyrics Song</p> <p>Flashcards Mini whiteboard game</p> <p>Time/Date Quizizz Activity</p> <p>Videos by Señor Jordan Time using 'menos' - Explanation Time using 'menos' - Interactive Video</p> <p>La hora - varied activities</p>	<p><u>Formative</u> Class Discussion La hora slide show Match Activity Bingo Flashcards HW Practice La fecha y la hora Quizlet</p> <p><u>Summative</u> Quiz: Expresate 1A Assessment Program pp Vocab 2/chap 1 Listening Assessment Test: Socrative</p>

<ul style="list-style-type: none"> ● Y cuarto - a quarter past the hour ● Y media - 30 minutes past the hour ● En punto - O'Clock ● De la mañana - AM ● De la noche - PM ● De la tarde - afternoon (usually from 12 PM to about 6:30 PM) 		
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21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
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DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit 4: Describing self and others

Time Frame: 10 days

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS			
<ul style="list-style-type: none"> ● A strong English foundation can assist in learning a second language. ● The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 		<ul style="list-style-type: none"> ● How do I conjugate verbs in a foreign language and is there a pattern to be found in them? ● How can I better understand what I hear and read when I have just begun learning a new language? 			
KNOWLEDGE		SKILLS		NJSLS & PROFICIENCY LEVELS	
<p>Students will know:</p> <ul style="list-style-type: none"> ● the identification and application of subjects, pronouns, and verbs orally and in writing. ● the conjugation of the verb ser in sentences ● various facts and attributes of Spain. 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● use the correct form of the verb in oral and/or written discourse. ● differentiate formal/informal subject and pronouns ● describe self and others ● describe things ● differentiate the different uses of nouns/adjectives 		<p><u>World Language Content Standards</u> 7.1.NM.A.1,2,3,4,5 7.1.NM.B.1,2,3,5 7.1.NM.C.1 7.1.NH.A.2,5, 8 7.1.IL.A.8 7.1.IL.B.4</p> <p><u>21st Century Themes & Skills Chart</u> Global Awareness Collaboration, Teamwork and Leadership Cross-cultural and Interpersonal Communication</p> <p><u>Tech standards chart</u> 8.1.B Creativity and Innovation 8.2.B Technology and Society</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u> SS 6.1.12.D.3.d</p>	

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Verbo ser: to be yo soy tú eres usted es él/ella es nosotros somos vosotros sois ustedes son ellos/ellas son</p>	<p><u>Exprésate 1A:</u> Pages 24 and 25 Pages 26 and 27 Pages 30, 3 and 321 (reading comprehension) Pages 34 and 35, activity B (reading comprehension) Pages 36 and 37 Pages 30-41 Pages 54 and 59</p> <p>Cartoons Descriptions - Writing Activity</p> <p>Frida Kahlo and Diego Rivera - Descriptions</p> <p><u>Exprésate 1A Cuaderno de Vocabulario y Gramática</u> pp 4-6</p> <p><u>Exprésate 1A Cuaderno de Actividades</u> pp 1-4</p> <p><u>Exprésate - SS connection</u> Pages 74 and 75</p>	<p><u>Formative</u> Map Activity Class Discussion HW Practice Page 37, activity 37 (speaking - quiz) Pronouns Quizlet 1 Quizlet (several activities) Activity on Quizizz Reading & Writing Practice (activity 20, p59) Listening Practice(activity 18, p58)</p> <p><u>Summative</u> Quiz: <u>Exprésate 1A Assessment Program</u> pages 3,4 Quiz: <u>Exprésate 1A Assessment Program</u> Grammar 1/chap 2 Test: <u>Exprésate 1A Assessment Program</u> p5</p>

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academics and technical skills
- CRP3. Attend to personal health and financial well-being
- CRP4. Communicate clearly and effectively with reason
- CRP5. Consider the environmental, social and economic impacts of decisions
- CRP6. Demonstrate creativity and innovation
- CRP7. Employ valid and reliable research strategies
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9. Model integrity, ethical leadership, and effective management
- CRP10. Plan education and career paths aligned to personal goals
- CRP11. Use technology to enhance productivity
- CRP12. Work productively in teams while using global cultural competence

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit 5: What do you like?

Time Frame: 15 days

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS		
<ul style="list-style-type: none"> To have a natural conversation I have to do more than ask and answer questions. I have to listen to what the speaker is saying to me and respond accordingly. 		<ul style="list-style-type: none"> How can I talk about myself and the world around me in another language and be understood by others? How does my understanding of the English language help me learn a second language? How do I make myself clearly understood when speaking and writing? 		
KNOWLEDGE		SKILLS		NJSLS & PROFICIENCY LEVELS
<p>Students will know:</p> <ul style="list-style-type: none"> vocabulary to assist them in holding discussions with others about their likes and dislikes. descriptive words in Spanish. definite articles with nouns: singular and plural. gender, number, and adjective agreement. negative: de gustar how to ask why as a follow up questions and to continue dialogue. indirect object pronouns. contractions. 		<p>Students will be able to:</p> <ul style="list-style-type: none"> inquire about someone’s likes/dislikes. respond to questions orally. describe objects. recall and apply masculine and feminine nouns. use plurals correctly in context. recall and apply gender, number agreement, and adjectives orally and in writing. conjugate and use the verb: gustar identify and use indirect object pronouns use the preposition de and contraction del 		<p>World Language Content Standards</p> <p>7.1.NM.A.1,2,3,4,5 7.1.NM.B.1,2,3,5 7.1.NM.C.1 7.1.NH.A.2,5, 8 7.1.IL.A.8 7.1.IL.B.4</p> <p>21st Century Themes & Skills Chart</p> <p>Global Awareness Collaboration, Teamwork and Leadership Cross-cultural and Interpersonal Communication</p> <p>Tech standards chart</p> <p>8.1.B Creativity and Innovation 8.2.B Technology and Society</p> <p>Career Ready Practice</p> <p>CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p>Interdisciplinary connections</p>

		SS 6.1.12.D.3.d ELA NJSLS & PROFICIENCY LEVELS A.W5, SL.6.5.
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Te gusta/n....? Si, no me gusta/n... Te gusta/n mas... o...? Me gusta mas... Me de igual El ajedrez, la musica El helado, las hamburguesas La comida Mexicana, italiana Los libros de amor, aventuras, misterio, etc Las películas de ciencia ficción Las fiestas, los deportes, las verduras, las frutas, los videojuegos, los animales, los carros ¿Qué tal? ¿Qué te gusta? ¿Que les gusta? Es muy delicioso, horrible Es pesimo (a), fenomenal, formidable Es algo divertido (a), interesante Es bastante bueno (a), malo (a) Te gusta (n) o no?</p> <p>For more vocabulary words see Spanish 7A</p>	<p><u>Exprésate 1A:</u> Pages 62-67 Pages 60-61</p> <p><u>Exprésate 1A Cuaderno de Vocabulario y Gramática</u> pp 19-21</p> <p>Listening Activity 24, p 64</p> <p>Interactive DVD</p> <p>Mini whiteboards</p> <p>Gustar Slide Presentation</p> <p>Padlet - Interview a family member then share his/her answers in Spanish</p> <p><u>Exprésate 1A:</u> pp 68-73</p> <p><u>Exprésate Spanish 1A Cuaderno de Vocabulario y Gramática</u> pp 19-24</p> <p><u>Exprésate Spanish 1A</u> Pages 70-73</p>	<p><u>Formative</u> Observation Role Play Dialogue Bingo HW Practice Gustar Quizlet Test Prep - Exprésate pg. 82-83</p> <p><u>Summative</u> <u>-Collage Project</u> - create a collage with pictures of things you like to do. Write 1 paragraph of 7 sentences. <u>-Quiz: Exprésate 1A Assessment - Program</u> pp Vocab 2/chap 2 <u>-Test: Prueba Application 1 Quiz: Exprésate 1A Assessment Program</u> pp Grammar 2/chap 2</p> <p>Oral/Written Assessment</p>

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academics and technical skills
- CRP3. Attend to personal health and financial well-being
- CRP4. Communicate clearly and effectively with reason
- CRP5. Consider the environmental, social and economic impacts of decisions
- CRP6. Demonstrate creativity and innovation
- CRP7. Employ valid and reliable research strategies
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9. Model integrity, ethical leadership, and effective management
- CRP10. Plan education and career paths aligned to personal goals
- CRP11. Use technology to enhance productivity
- CRP12. Work productively in teams while using global cultural competence

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit 6: What do you like to do?

Time Frame: 10

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● A strong English foundation can assist in learning a second language. ● Aspects of a language serve as a communication function which highlights the connections between cultures and languages. 	<ul style="list-style-type: none"> ● How does my understanding of the English language help me learn a second language? ● How do I make myself clearly understood when speaking and writing?

KNOWLEDGE	SKILLS	NJSLS & PROFICIENCY LEVELS
<p>Students will know:</p> <ul style="list-style-type: none"> ● vocabulary to assist them in holding discussions with others about their likes and dislikes. ● descriptive words in Spanish. ● definite articles with nouns: singular and plural. ● gender, number, and adjective agreement. ● negative: de gustar ● how to ask why as a follow up questions and to continue dialogue. ● indirect object pronouns. ● what is an infinitive and how it is used with 'gustar' 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● inquire about someone's likes/dislikes. ● respond to questions orally. ● describe objects. ● recall and apply masculine and feminine nouns. ● use plurals correctly in context. ● recall and apply gender, number agreement, and adjectives orally and in writing. ● conjugate and use the verb: gustar ● identify and use indirect object pronouns ● use the preposition de and contraction del 	<p><u>World Language Content Standards</u></p> <p>7.1.NM.A.1,2,3,4,5 7.1.NM.B.1,2,3,5 7.1.NM.C.1 7.1.NH.A.2,5, 8 7.1.IL.A.8 7.1.IL.B.4</p> <p><u>21st Century Themes & Skills Chart</u></p> <p>Global Awareness Collaboration, Teamwork and Leadership Cross-cultural and Interpersonal Communication</p> <p><u>Tech standards chart</u></p> <p>8.1.B Creativity and Innovation 8.2.B Technology and Society</p> <p><u>Career Ready Practice</u></p> <p>CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p>

		<u>Interdisciplinary connections</u> SS 6.1.12.D.3.d ELA NJSLS & PROFICIENCY LEVELS A.W5, SL.6.5.
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
1. hablar (por teléfono) - to talk (on the phone) 2. caminar - to walk 3. estudiar - to study 4. trabajar - to work 5. cantar - to sing 6. bailar - to dance 7. montar (en bicicleta) - to ride (a bike) 8. dibujar - to draw 9. pasear - to take a walk 10. patinar - to skate 11. escuchar (música) - to listen (to music) 12. alquilar (videos) - to rent (videos) 13. descansar (to rest) 14. practicar (deportes) - to practice (sports) 15. tocar (el piano) - to play (the piano) 16. nadar (to swim) 17. jugar (al tenis, ajedrez) - to play (tennis, chess) 18. navegar por internet - to surf the Internet 19. pasar el rato solo (a) - to spend time alone 20. necesitar - to need verbs ending in -er 1. correr - to run 2. beber - to drink 3. tener - to have 4. hacer (ejercicio, la tarea) - to do (exercise, homework) 5. leer (revistas y novelas) - to read (magazines and novels) 6. comer (comida china)- to eat (chinese food)	<u>Exprésate</u> Page 100 (introduction) Page 100, activity 10 Page 101, activity 11 and 12 Pages 96-99 Page 102 (pronouns and prepositions explanation) Pages 102-103 <u>Exprésate Cuaderno de gramática</u> Pages 25 and 26 Pages 28 and 29 <u>Flipgrid</u> - create a short video to share with the class the things that you like and that you like to do	<u>Formative</u> Spanish Verbs Quizlet Gustar Quizlet <u>Summative</u> - <u>Vision Board</u> - create a slide presentation to share with the class things that you that you like and that you like to do, things that you like to do with your family and the things one your family members likes to do. <u>Test: Socratic</u> (cumulative)

<p>7. ver (la televisión) - to watch (TV)</p> <p>verbs ending in -ir</p> <ol style="list-style-type: none"> 1. vivir - to live 2. ir al cine - to go to the movies 3. salir con amigos (to go out with friends) 4. escribir cartas (to write letters) 5. ir de compras (to go shopping) <p>For more vocabulary words see Spanish 7A</p>		
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21 st Century Themes	21 st Century Skills
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<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
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8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
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<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
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Career Ready Practices

<input checked="" type="checkbox"/> CRP1. <input checked="" type="checkbox"/> CRP2. <input checked="" type="checkbox"/> CRP3. <input checked="" type="checkbox"/> CRP4. <input checked="" type="checkbox"/> CRP5. <input type="checkbox"/> CRP6. <input checked="" type="checkbox"/> CRP7. <input type="checkbox"/> CRP8. <input checked="" type="checkbox"/> CRP9. <input type="checkbox"/> CRP10. <input checked="" type="checkbox"/> CRP11. <input checked="" type="checkbox"/> CRP12.	<p>Act as a responsible and contributing citizen and employee</p> <p>Apply appropriate academics and technical skills</p> <p>Attend to personal health and financial well-being</p> <p>Communicate clearly and effectively with reason</p> <p>Consider the environmental, social and economic impacts of decisions</p> <p>Demonstrate creativity and innovation</p> <p>Employ valid and reliable research strategies</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>Model integrity, ethical leadership, and effective management</p> <p>Plan education and career paths aligned to personal goals</p> <p>Use technology to enhance productivity</p> <p>Work productively in teams while using global cultural competence</p>
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DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit 7: Making plans and invitation
 Querer with infinitives

Time Frame: 5 days

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● A strong English foundation can assist in learning a second language. ● Aspects of a language serve as a communication function which highlights the connections between cultures and languages. 		<ul style="list-style-type: none"> ● How does my understanding of the English language help me learn a second language? ● How do I make myself clearly understood when speaking and writing?
KNOWLEDGE	SKILLS	NJSLS & PROFICIENCY LEVELS
<p>Students will know:</p> <ul style="list-style-type: none"> ● how to conjugate ‘querer’ ● recall what is an infinitive ● understand the use of several verbs in a sentence 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● talk about the things they want to do and explain why using ‘gustar’ ● make invitations 	<p><u>World Language Content Standards</u> 7.1.NM.A.1,2,3,4,5 7.1.NM.B.1,2,3,5 7.1.NM.C.1 7.1.NH.A.2,5, 8 7.1.IL.A.8 7.1.IL.B.4</p> <p><u>21st Century Themes & Skills Chart</u> Global Awareness Collaboration, Teamwork and Leadership Cross-cultural and Interpersonal Communication</p> <p><u>Tech standards chart</u> 8.1.B Creativity and Innovation 8.2.B Technology and Society</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u> SS 6.1.12.D.3.d</p>

		ELA NJSL & PROFICIENCY LEVELS A.W5, SL.6.5.
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p><u>Querer</u> yo quiero tú quieres usted quiere él/ella quiere nosotros queremos vosotros queréis ustedes quieren ellos/ella quieren</p> <p>21. hablar (por teléfono) - to talk (on the phone) 22. caminar - to walk 23. estudiar - to study 24. trabajar - to work 25. cantar - to sing 26. bailar - to dance 27. montar (en bicicleta) - to ride (a bike) 28. dibujar - to draw 29. pasear - to take a walk 30. patinar - to skate 31. escuchar (música) - to listen (to music) 32. alquilar (videos) - to rent (videos) 33. descansar (to rest) 34. practicar (deportes) - to practice (sports) 35. tocar (el piano) - to play (the piano) 36. nadar (to swim) 37. jugar (al tenis, ajedrez) - to play (tennis, chess) 38. navegar por internet - to surf the Internet 39. pasar el rato solo (a) - to spend time alone 40. necesitar - to need</p> <p>verbs ending in -er</p> <p>8. correr - to run 9. beber - to drink 10. tener - to have</p>	<p><u>Exprésate Spanish 1A</u> Pages 104 and 105 Pages 106 and 107 Pages 110-114</p> <p><u>Cuaderno de gramática Spanish 1A</u> Pages 26, 27 and 30</p> <p>Writing response: ¿Qué quieres hacer durante tus vacaciones? ¿Por qué? Escribe un párrafo de 7 oraciones, explica en detalle.</p>	<p>Formative Querer Quizlet Spanish Verbs Quizlet (review) Conjugation quiz Pages 112, activity 27 (listening)</p> <p>Summative Test - querer with infinitives</p>

<p>11. hacer (ejercicio, la tarea) - to do (exercise, homework)</p> <p>12. leer (revistas y novelas) - to read (magazines and novels)</p> <p>13. comer (comida china)- to eat (chinese food)</p> <p>14. ver (la televisión) - to watch (TV)</p> <p>verbs ending in -ir</p> <p>6. vivir - to live</p> <p>7. ir al cine - to go to the movies</p> <p>8. salir con amigos (to go out with friends)</p> <p>9. escribir cartas (to write letters)</p> <p>10. ir de compras (to go shopping)</p> <p>For more vocabulary words see Spanish 7A</p>		
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21 st Century Themes	21 st Century Skills
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<ul style="list-style-type: none"> <input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making 	<ul style="list-style-type: none"> <input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academics and technical skills
- CRP3. Attend to personal health and financial well-being
- CRP4. Communicate clearly and effectively with reason
- CRP5. Consider the environmental, social and economic impacts of decisions
- CRP6. Demonstrate creativity and innovation
- CRP7. Employ valid and reliable research strategies
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9. Model integrity, ethical leadership, and effective management
- CRP10. Plan education and career paths aligned to personal goals
- CRP11. Use technology to enhance productivity
- CRP12. Work productively in teams while using global cultural competence

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit 8: Daily Activities (-ar verbs)

Time Frame: 15 days

Regular -ar verb, jugar (to play) and ir (to go)

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS		
<ul style="list-style-type: none"> ● A strong English foundation can assist in learning a second language. ● Aspects of a language serve as a communication function which highlights the connections between cultures and languages. 		<ul style="list-style-type: none"> ● How does my understanding of the English language help me learn a second language? ● How do I make myself clearly understood when speaking and writing? ● What do people in Spanish speaking countries do for fun? 		
KNOWLEDGE		SKILLS		NJSLS & PROFICIENCY LEVELS
<p>Students will know:</p> <ul style="list-style-type: none"> ● the conjugation endings of -ar verbs ● sentence patterns ● subject / verb agreement ● the conjugation of jugar/ir ● the difference between regular/irregular verbs ● use of the preposition ‘a’ 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● conjugate verbs using the Present Indicative ● talk about what people do and explain why ● differentiate between regular/irregular verbs ● recall and recognize weather expressions ● use the prepositions ‘a’ together with definite articles 		<p><u>World Language Content Standards</u> 7.1.NM.A.1,2,3,4,5 7.1.NM.B.1,2,3,5 7.1.NM.C.1 7.1.NH.A.2,5, 8 7.1.IL.A.8 7.1.IL.B.4</p> <p><u>21st Century Themes & Skills Chart</u> Global Awareness Collaboration, Teamwork and Leadership Cross-cultural and Interpersonal Communication</p> <p><u>Tech standards chart</u> 8.1.B Creativity and Innovation 8.2.B Technology and Society</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u> SS 6.1.12.D.3.d</p>

		ELA NJSL & PROFICIENCY LEVELS A.W5, SL.6.5.
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p><u>Jugar</u> yo juego tú juegas usted juega él/ella juega nosotros jugamos vosotros jugáis ellos/ella juega</p> <p><u>Ir</u> yo voy tú vas usted va él/ella va nosotros vamos vosotros vais ellos/ellas van</p> <p>For more vocabulary words see Spanish 7A</p>	<p><u>Exprésate Spanish 1A</u> Page 114 (explanation/introduction) Pages 114 - 17 Page 116 (intro to jugar and ir) Pages 120 and 121 (music and SS connection) Pages 122-125 (reading comprehension)</p> <p><u>Cuaderno de gramática Spanish 1A</u> Pages 31-37</p> <p>Several Activities Conjuguemos</p> <p>Bingo</p> <p>Mini whiteboard game</p>	<p><u>Formative</u></p> <p>Jugar/Ir Quizizz Activity Practice Quiz InfoGap - Speaking Activity <u>Test Prep</u> - Exprésate Spanish 1A pages 128 and 129</p> <p><u>Summative</u></p> <p><u>Test</u> on Google Forms <u>Padlet</u>: Create a page to share the things that you do in the Summer. You must list a minimum of 10 activities with pictures</p>

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academics and technical skills
- CRP3. Attend to personal health and financial well-being
- CRP4. Communicate clearly and effectively with reason
- CRP5. Consider the environmental, social and economic impacts of decisions
- CRP6. Demonstrate creativity and innovation
- CRP7. Employ valid and reliable research strategies
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9. Model integrity, ethical leadership, and effective management
- CRP10. Plan education and career paths aligned to personal goals
- CRP11. Use technology to enhance productivity
- CRP12. Work productively in teams while using global cultural competence

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit 9: School Life
 Conjugation of tener/venir

Time Frame: 10 days

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● A strong English foundation can assist in learning a second language. ● Aspects of a language serve as a communication function which highlights the connections between cultures and languages. 		<ul style="list-style-type: none"> ● How does my understanding of the English language help me learn a second language? ● How do I make myself clearly understood when speaking and writing? ● How are schools in Spanish speaking countries different from schools in the US? 	
KNOWLEDGE	SKILLS	NJSLS & PROFICIENCY LEVELS	
<p>Students will know:</p> <ul style="list-style-type: none"> ● the conjugation of tener/venir ● sentence patterns ● subject / verb agreement ● the difference between regular/irregular verbs 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● conjugate verbs using the Present Indicative ● talk about their classes and the items needed for each class ● the recall differentiate between regular/irregular verbs ● recall and recognize weather expressions ● recall the use of the preposition ‘a’ 	<p><u>World Language Content Standards</u></p> <p>7.1.NM.A.1,2,3,4,5 7.1.NM.B.1,2,3,5 7.1.NM.C.1 7.1.NH.A.2,5, 8 7.1.IL.A.8 7.1.IL.B.4</p> <p><u>21st Century Themes & Skills Chart</u></p> <p>Global Awareness Collaboration, Teamwork and Leadership Cross-cultural and Interpersonal Communication</p> <p><u>Tech standards chart</u></p> <p>8.1.B Creativity and Innovation 8.2.B Technology and Society</p> <p><u>Career Ready Practice</u></p> <p>CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u></p> <p>SS 6.1.12.D.3.d</p>	

		ELA NJSL & PROFICIENCY LEVELS A.W5, SL.6.5.
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p><u>Tener</u> Yo tengo tú tienes usted tiene él/ella tiene nosotros tenemos vosotros tenéis ellos/ellas tienen</p> <p><u>Venir</u> Yo vengo tú vienes usted viene él/ella viene nosotros venimos vosotros venís ellos/ellas vienen <i>For more vocabulary words see Spanish 7A</i></p>	<p><u>Exprésate Spanish 1A</u> Pages 140-152 Page 148 (intro to ‘tener’ or ‘tener’ expressions) Page 142, activity 1 (listening) Page 150 (intro to ‘venir’) Page 150, activity 20 (listening) Pages 152-153 (reading)</p> <p><u>Cuaderno de gramática Spanish 1A</u> Pages 38-45</p>	<p><u>Formative</u> Tener Conjugation Quizizz Tener Expressions Quizizz Venir Conjugation Quizizz Tener Quizlet Tener with Pronouns Quizlet Classes and school supplies Quizizz Classes Quizlet School Supplies Quizlet</p> <p><u>Summative</u> Test on Google Forms/Socrative PPT</p>
21 st Century Themes		21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making		<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices		
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence		

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit 10: Daily Activities (-er,-ir verbs)

Time Frame: 15 days

Conjugation of regular -er,-ir verb and irregular ‘yo’ form verbs

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS		
<ul style="list-style-type: none"> ● A strong English foundation can assist in learning a second language. ● Aspects of a language serve as a communication function which highlights the connections between cultures and languages. 		<ul style="list-style-type: none"> ● How does my understanding of the English language help me learn a second language? ● How do I make myself clearly understood when speaking and writing? ● What do people in Spanish speaking countries do for fun? 		
KNOWLEDGE		SKILLS		NJSLS & PROFICIENCY LEVELS
<p>Students will know:</p> <ul style="list-style-type: none"> ● the conjugations of regular -er, -ir verbs ● conjugations of irregular ‘yo’ form verbs ● sentence patterns ● subject / verb agreement ● the difference between regular/irregular verbs 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● conjugate verbs using the Present Indicative ● talk about pastimes and school activities ● the recall differentiate between regular/irregular verbs ● recall the use of the preposition ‘a’ 		<p><u>World Language Content Standards</u> 7.1.NM.A.1,2,3,4,5 7.1.NM.B.1,2,3,5 7.1.NM.C.1 7.1.NH.A.2,5, 8 7.1.IL.A.8 7.1.IL.B.4</p> <p><u>21st Century Themes & Skills Chart</u> Global Awareness Collaboration, Teamwork and Leadership Cross-cultural and Interpersonal Communication</p> <p><u>Tech standards chart</u> 8.1.B Creativity and Innovation 8.2.B Technology and Society</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u> SS 6.1.12.D.3.d</p>

		ELA NJSL & PROFICIENCY LEVELS A.W5, SL.6.5.
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<u>ir (to go)</u> yo voy tú vas usted va él/ella va nosotros vamos vosotros vais ustedes van ellos/ellas van <u>preposition 'a'</u> a+e=al a la a las a los For more vocabulary words see Spanish 7A	<u>Exprésate Spanish 1A</u> Pages 154-161 Page 156, activity 24 (listening) Page 158, activity 29 (listening) Page 160, activity 34 (listening)	<u>Formative</u> immediate future (ir+a+infinitives) Spanish Verbs Quizlet (review) <u>Writing:</u> Write a paragraph about what you are going to do after school <u>Summative</u> Immediate future Quiz - Socrative

21 st Century Themes		21 st Century Skills	
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making		<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	
Career Ready Practices			

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academics and technical skills
- CRP3. Attend to personal health and financial well-being
- CRP4. Communicate clearly and effectively with reason
- CRP5. Consider the environmental, social and economic impacts of decisions
- CRP6. Demonstrate creativity and innovation
- CRP7. Employ valid and reliable research strategies
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9. Model integrity, ethical leadership, and effective management
- CRP10. Plan education and career paths aligned to personal goals
- CRP11. Use technology to enhance productivity
- CRP12. Work productively in teams while using global cultural competence

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit 11: At home

Time Frame: 20 days

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● A strong English foundation can assist in learning a second language. ● Aspects of a language serve as a communication function which highlights the connections between cultures and languages. 		<ul style="list-style-type: none"> ● How does my understanding of the English language help me learn a second language? ● How do I make myself clearly understood when speaking and writing? ● How are families in Spanish speaking countries different/similar to those in the US?
KNOWLEDGE	SKILLS	NJSLS & PROFICIENCY LEVELS
<p>Students will know:</p> <ul style="list-style-type: none"> ● the conjugations of estar, dormir and empezar ● possessive adjectives ● sentence patterns ● subject / verb agreement ● the difference between regular/irregular verbs ● verbs similar to ‘gustar’ 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● conjugate verbs using the Present Indicative ● describe family members ● the ecall differentiate between regular/irregular verbs ● talk about their responsibilities at home ● describe where things are located at home ● contrast ser/estar ● conjugate ‘tocar’ and ‘parecer’ 	<p><u>World Language Content Standards</u> 7.1.NM.A.1,2,3,4,5 7.1.NM.B.1,2,3,5 7.1.NM.C.1 7.1.NH.A.2,5, 8 7.1.IL.A.8 7.1.IL.B.4</p> <p><u>21st Century Themes & Skills Chart</u> Global Awareness Collaboration, Teamwork and Leadership Cross-cultural and Interpersonal Communication</p> <p><u>Tech standards chart</u> 8.1.B Creativity and Innovation 8.2.B Technology and Society</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u></p>

		SS 6.1.12.D.3.d ELA NJSLS & PROFICIENCY LEVELS A.W5, SL.6.5.
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<u>estar</u> yo estoy tú estás él/ella está usted está nosotros estamos vosotros estáis ustedes están ellos/ellas están For more vocabulary words see Spanish 7A	<u>Exprésate Spanish 1A</u> Pages 190 - 211 Page 193, activity 19 (listening) Pages 198-199 (reading comprehension) <u>Cuaderno de actividades</u> Pages 49-60	<u>Formative</u> La familia Quizlet Prepositions used with 'estar' Quizlet House vocab Quizlet Possessive Adjectives Quizlet Prepositions with 'estar' Quizizz Tocar and Parecer Quizizz activity Home vocab Quizizz <u>Summative</u> Test on Google Form Mi familia y yo Project

21 st Century Themes	21 st Century Skills
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<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
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8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
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<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
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Career Ready Practices

<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence

8A SPANISH

Pacing Guide

Unit 1 10 days	Unit 2 10 days	Unit 3 10 days	Unit 4 20 days	Unit 5 10 days	Unit 6 10 days	Unit 7 10 days	Unit 8 10 days
Marking Period 1				Marking Period 2			
Unit 8 10 days	Unit 9 10 days	Unit 10 40 days			Unit 11 10 days	Unit 12 20 days	
Marking Period 3				Marking Period 4			

Unit 1 Basic Foundations Review

Unit 2 Grammar Review

Unit 3 Geocultura de Puerto Rico

Unit 4 Verb: To like

Unit 5 Verb: To be

Unit 6 Verb: To want

Unit 7 Mexico

Unit 8 Verbs: to need & to have

Unit 9 Regular “ar” verbs

Unit 10 Home and Family

Unit 11 Regular verbs

Unit 12 En el restaurant

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Basic Foundations Review

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Basic vocabulary knowledge supports new second language acquisition. 	<ul style="list-style-type: none"> How does our English vocabulary assist us in learning new vocabulary in a foreign language? How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJSLS & PROFICIENCY LEVELS
<p>Students will know:</p> <ul style="list-style-type: none"> various Spanish speaking countries in our world (review). greetings (review). singular and plural introductions (review). geography relating to Spain. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify the location on a map of various Spanish speaking countries. describe verbally the major areas and countries where Spanish is spoken. greet and ask how someone is doing, where they are from, and their name. use the correct subject pronoun (formal/informal). identify Spanish geography, holidays/celebrations, food, architecture, and art. 	<p>7.1.IL.C.2,4,5 7.1.IM.C.2-5</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u> SS 6.1.12.D.3.d ELA NJSLS & PROFICIENCY LEVELS A.W5, SL.6.5.</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Donde esta....? Esta en... Donde se habla espanol? Cual es la capital de Espana? Como se llama usted? tu amigo, (a)? Como esta usted?, Como estas? Mi amiga se llama.... Estoy muy bien Galicia, Barcelona, Madrid, Andalucia, Sevilla, Altamira, la Mancha, Avila, Mar Mediterraneo</p>	<p><u>Expresate 1A</u>: pp. 1-3</p> <p><u>Expresate 1A Cuaderno de Actividades</u>: pp. 1-4</p> <p>Video: Flamenco and Use of Castanets</p>	<p><u>Formative</u> Observation Role Play Dialogue HW Practice</p> <p><u>Summative</u> <u>Expresate 1A Assessment Program</u> Quiz: Spain Oral Assessment: Conversation Presentation</p>

los pirineos paella, la comida, tortilla Espanola el pintor Joan Miro las castanuelas		
21 st Century Themes		21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	
Career Ready Practices		
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence		

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Grammar Review

Time Frame: 5 days

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> A strong English foundation can assist in learning a second language. 		<ul style="list-style-type: none"> How does my understanding of the English language help me learn a second language? 	
KNOWLEDGE	SKILLS	NJSLS & PROFICIENCY LEVELS	
<p>Students will know:</p> <ul style="list-style-type: none"> the verb: ser and application to time, date, and telephone. punctuation marks and written accents. the negative form of ser. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> apply and make connections when using the verb ser to give their telephone number. say the date, the day and the time in complete sentences. construct sentences negative with the verb ser. apply the correct punctuation marks and written accents, tilde, accents, question and exclamation marks. 	<p>7.1.IL.C.2-4 7.1.IM.C.2-4</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u> SS 6.1.12.D.3.d ELA NJSLS & PROFICIENCY LEVELS A.W5, SL.6.5.</p>	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>You soy de... Mi telefono es..... Hoy es el diez de marzo, hoy es viernes Son las tres de la tarde. manana companero Que tal? adios, hasta luego Quien es tu profesora? Somos de Espana</p>	<p><u>Expresate 1A</u>: pp. 24-27</p> <p><u>Expresate 1A Cuaderno de Actividades</u>: pp. 5-10</p> <p><u>Cuaderno de Vocabulario y Gramatica</u>: pp. 10-12</p> <p><u>Gramavision</u> DVD</p>	<p><u>Formative</u> Observation Role Play Dialogue HW Practice</p> <p><u>Summative</u></p>	

<p>Hasta pronto Empecemos Comunicacion senorita, senora, senor Caundo? Como? Donde? Cual? Cuantos? Mucho gusto No es correcto No somos de Peru No soy.....</p>	<p>Novela en Video pp. 30-33</p>	<p><u>Expresate 1A Assessment Program</u> Application 2 Capitulo 1 pp.10-11</p>
21 st Century Themes		21 st Century Skills
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics 	
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<ul style="list-style-type: none"> <input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making 	<ul style="list-style-type: none"> <input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming 	
Career Ready Practices		
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence 		

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Geocultura de Puerto Rico

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Learning about diverse cultures provides a context in which to compare and contrast our customs with others. 	<ul style="list-style-type: none"> How does learning about different countries/cultures have us reflect upon our own? How can I ask for directions in a foreign country and be understood?

KNOWLEDGE	SKILLS	NJSLS & PROFICIENCY LEVELS
<p>Students will know:</p> <ul style="list-style-type: none"> factual information of Puerto Rico. the cultural, governmental, and geographic similarities and differences between Puerto Rico and the United States. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> locate Puerto Rico and its capital, and other important geographic places on a map. tell in Spanish that Puerto Rico is located in the Caribbean. explain basic information about Puerto Rico: currency, places of interest, food, holidays, culture, celebrations, architecture. compare different facts between Puerto Rico and the United States like currency and government. 	<p>7.1.IL.C.4-5 7.1.IM.C.4,5</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u> SS 6.1.12.D.3.d ELA NJSLS & PROFICIENCY LEVELS A.W5, SL.6.5.</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>el mapa, el pais, la isla, la capital, el dinero, la comida, la arquitectura, el arte, el idioma- language, el caribe Donde esta? las celebraciones, el parquet, el festival, la cultura, la mascot, la musica, el baile, cierto, falso, radio novellas Pollo frito con tostones</p>	<p><u>Expresate 1A</u>: pp. 42-45 <u>Expresate 1A Cuaderno de Actividades</u>: pp. 14 Laptops Library: Pair Research Activity Video: City/Rural</p>	<p><u>Formative</u> Class Discussion</p> <p><u>Summative</u> <u>Expresate 1A Assessment Program</u> Geocultura Puerto Rico 2 Capitulo 2 pp.35-36</p>

el gobierno Sabias que....? El Viejo San Juan. El Yunque El coqui		
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21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence	

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Verb: To Like

Time Frame: 10 days

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS			
<ul style="list-style-type: none"> ● A strong English foundation can assist in learning a second language. ● The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 		<ul style="list-style-type: none"> ● How do I conjugate verbs in a foreign language and is there a pattern to be found in them? ● How can I better understand what I hear and read when I have just begun learning a new language? 			
KNOWLEDGE		SKILLS		NJSLS & PROFICIENCY LEVELS	
<p>Students will know:</p> <ul style="list-style-type: none"> ● the conjugation of the verb: gustar and its correct application in verbal and written form. <p style="margin-left: 100px;">me gusta te gusta le gusta nos gusta les gusta</p> <ul style="list-style-type: none"> ● gustar with infinitives 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● correctly conjugate the verb: gustar (like). ● use prepositions and pronouns. ● conjugate the negative: does not like. 		<p>7.1.IL.C.2-4 7.1.IM.C.2-5</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u> SS 6.1.12.D.3.d ELA NJSLS & PROFICIENCY LEVELSA.W5, SL.6.5.</p>	
VOCABULARY		RESOURCES/MATERIALS		ASSESSMENT/PROJECT	
<p>a mi, a ti, a el, a ella, a usted hacer ejercicio escuchar musica correr nadar ver television pasar jugar a juegos de mesa leer jugar al beisbol Que te gusta hacer? a mi me gusta</p>		<p><u>Expresate 1B</u>: pp. 8-9,12,13 <u>Cuaderno de Vocabulario y Gramatica</u>: pp. 4,7,9 SmartBoard DVD Tutor Audio CDs</p>		<p><u>Formative</u> Observation Bingo Flashcards HW Practice</p> <p><u>Summative</u> Quiz/Test Oral/Written Assessment</p>	

hablar por telefono bailar descansar jugar al basquetbol, al beisbol, al futbol Con quien? conmigo, contigo, con mi familia Por que? porque montar en bicicleta comer navegor por internet pasar el rato solo (a) salir		Listening Assessment
21 st Century Themes		21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	
Career Ready Practices		
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence		

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Verb: To Be

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • A strong English foundation can assist in learning a second language. • The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 	<ul style="list-style-type: none"> • How do I conjugate verbs in a foreign language and is there a pattern to be found in them? • How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJSLS & PROFICIENCY LEVELS
<p>Students will know:</p> <ul style="list-style-type: none"> • the conjugation of the verb: estar and its correct application in verbal and written form. yo estoy tu estas el esta ella esta usted esta nosotros (as) estamos vosotros (as) esttais ellos estan ellas estan 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • conjugate and apply correctly the different forms of the verb to be: estar orally and in written form. 	<p>7.1.IL.C.2-5 7.1.IM.C.2-5</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u> SS 6.1.12.D.3.d ELA NJSLS & PROFICIENCY LEVELS SA.W5, SL.6.5.</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
delante del escritorio al lado de la puerta lejos del patio Donde esta (n)? estoy en casa estamos en la piscine	<u>Expresate 1B:</u> pp. 6 <u>Cuaderno de Vocabulario y Gramatica:</u> pp. 3,4 SmartBoard	<u>Formative</u> Observation Role Play Dialogue Flashcards HW Practice

cerca de la habitacion encima del sofa estamos muy bien están felices, tristes, en la clase de ingles/biologia con mi mama con el perro con ella, Maria	DVD Tutor Audio CDs	<u>Summative</u> Quiz/Test Oral/Written Assessment Listening Assessment Presentation
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21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence	

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Verb: To Want

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • A strong English foundation can assist in learning a second language. • The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 	<ul style="list-style-type: none"> • How do I conjugate verbs in a foreign language and is there a pattern to be found in them? • How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJSLS & PROFICIENCY LEVELS
<p>Students will know:</p> <ul style="list-style-type: none"> • the conjugation of the verb: querer and its correct application in verbal and written form. <div style="margin-left: 40px;">yo quiero tu quieres el, ella, usted quiere nosotros queremos ellos, ellas, ustedes quieren</div> • querer with infinitives 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • use the verb: to want with infinitives. • be conversational with a peer regarding what they want to do. • conjugate the verb querer in its negative form. 	<p>7.1.IL.C.2-5 7.1.IM.C.2-5</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u> SS 6.1.12.D.3.d ELA NJSLS & PROFICIENCY LEVELS A.W5, SL.6.5.</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
(no) quiero nadar (no) quiero ir a la piscine (no) queremos ir al cine (no) quieran escribir (no) queremos leer un libro Quiero estudiar, trabajar, visitar al abuelo, jugar en el parque, ir a la escuela Que quieres hacer hoy? Quieres ir al cine conmigo?	<p><u>Expresate 1B</u>: pp. 16, 17</p> <p><u>Cuaderno de Vocabulario y Gramatica</u>: pg 8</p> <p>DVD tutor Teen Skit</p> <p>Audio CD</p>	<p><u>Formative</u> Observation Role Play Dialogue HW Practice</p> <p><u>Summative</u> Written Quiz Oral Assessment</p>

<p>A lili le gusta ir al centro comercial? ni idea Esta bien/no quiero ir Si, porque le gusta ir de compras Que te gusta hacer? hacer ejercicio escuchar musica</p>		<p>Listening Assessment</p>
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21 st Century Themes	21 st Century Skills
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<ul style="list-style-type: none"> <input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making 	<ul style="list-style-type: none"> <input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence 	

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Mexico

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Learning about diverse cultures provides a context in which to compare and contrast our customs with others. ● Communicating in a second language helps us gain knowledge and perspective of other cultures, as well as our own. 	<ul style="list-style-type: none"> ● How does learning about different countries/cultures have us reflect upon our own? ● How can I ask for directions in a foreign country and be understood?

KNOWLEDGE	SKILLS	NJSLS & PROFICIENCY LEVELS
<p>Students will know:</p> <ul style="list-style-type: none"> ● Some traditional food/dishes of Mexico. ● The location of Mexico on North America between the United States and Guatemala. ● The body of water Golfo de Mexico and the Pacific Ocean. ● The currency of Mexico is the peso. ● The language of Mexico is Spanish. ● The capital of Mexico is ciudad de Mexico. ● Various landmarks of Mexico: Tulum, Teotihuacan, Volcan Popocatepetl, Taxco. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● locate Mexico on a map. ● name Mexico’s capital, language, currency, landmarks, food, celebrations. ● recognize its art and architecture. ● identify some of its art and music. 	<p>7.1.IL.C.4,5 7.1.IM.C.4,5</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u> SS 6.1.12.D.3.d ELA NJSLS & PROFICIENCY LEVELS A.W5, SL.6.5.</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>la ciudad el pais la capital Donde esta? esta en norte-america. moneda-pesos idoma espanol el arte la arquitectura la comida las celebraciones</p>	<p><u>Expresate 1B:</u> pp. 34-37</p> <p>DVD-Video Teen Skit Map</p>	<p><u>Formative</u> Observation Class discussion HW Practice</p> <p><u>Summative</u> Quiz/Test Class Map Activity</p>

El festival de la Guelaguetza el 16 de septiembre La biblioteca de la Universidad Nacional Autonoma de Mexico		
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21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence	

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Verbs: To Need & To Have

Time Frame: 10 days

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS			
<ul style="list-style-type: none"> A strong English foundation can assist in learning a second language. The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 		<ul style="list-style-type: none"> How do I conjugate verbs in a foreign language and is there a pattern to be found in them? How can I better understand what I hear and read when I have just begun learning a new language? 			
KNOWLEDGE		SKILLS		NJSLS & PROFICIENCY LEVELS	
<p>Students will know:</p> <ul style="list-style-type: none"> the conjugation of the verb: tener and its correct application in verbal and written form. yo tengo tu tienes el, ella, usted tiene nosotros tenemos ustedes, ellos, ellas tienen the conjugation of the verb: necesitar and its correct application in verbal and written form. yo necesito tu necesitas el, ella, usted necesita nosotros necesitamos ustedes, ellos, ellas necesitan definite and indefinite articles. 		<p>Students will be able to:</p> <ul style="list-style-type: none"> conjugate and apply the present tense of the verbs: to have and to need. 		<p>7.1.IL.C.1-3 7.1.IM.C.1-4</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u> SS 6.1.12.D.3.d ELA NJSLS & PROFICIENCY LEVELS A.W5, SL.6.5.</p>	
VOCABULARY		RESOURCES/MATERIALS		ASSESSMENT/PROJECT	
<p>tengo muchas cosas pero todavia necesito unos utiles escolares cuadernos por la manana por la tarde Que clases tienes? Necesitas algo para el colegio? despues del almuerzo A que hora tienes? despues caunto(a) mucho (a) poco (a)</p>		<p><u>Expresate 1B</u>: pp. 22-24 <u>Cuaderno de Vocabulario y Gramatica</u>: pg. 11 Audio CD DVD- Interactive Tutor</p>		<p><u>Formative</u> Observation Class Discussion Role Play Dialogue Bingo HW Practice</p> <p><u>Summative</u> Quiz/Test Oral/Written Assessment Listening Assessment Project</p>	

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence	

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Regular ‘ar’ Verbs

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● A strong English foundation can assist in learning a second language. ● The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 	<ul style="list-style-type: none"> ● How do I conjugate verbs in a foreign language and is there a pattern to be found in them? ● How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJSLS & PROFICIENCY LEVELS
<p>Students will know:</p> <ul style="list-style-type: none"> ● various verbs ending in ‘ar’ and its conjugation in the present tense. yo – o tu – as el, ella, usted – a nosotros (as) – amos vosotros (as) – ais ellos, ellas, ustedes - an ● appropriate use of possessive adjectives in conversational and written form. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● conjugate and apply the different forms of regular verbs ending in ‘ar’. ● correctly use possessive adjectives. 	<p>7.1.IL.C.2-4 7.1.IM.C.2-4</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u> SS 6.1.12.D.3.d ELA NJSLS & PROFICIENCY LEVELS A.W5, SL.6.5.</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
verbo-infinitivo conjugacion tiempo presente cantar hablar por telefono nadar caminar estudiar	<p><u>Expresate 1B</u>: pp. 18-19</p> <p><u>Cuaderno de Vocabulario y Gramatica</u>: pg, 10</p> <p>DVD - Interactive Tutor</p>	<p><u>Formative</u> Observation Bingo Flashcards HW Practice</p> <p><u>Summative</u> Quiz/Test</p>

trabajar descansar practicar bailar escuchar patinar navegar por internet tocar		Oral/Written Assessment
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21 st Century Themes		21 st Century Skills	
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy		<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics	
8.1 Educational Technology Standards		8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making		<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming	
Career Ready Practices			
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence			

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Home & Family

Time Frame: 20 days

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Basic vocabulary knowledge supports new second language acquisition. 		<ul style="list-style-type: none"> How does our English vocabulary assist us in learning new vocabulary in a foreign language? How can I better understand what I hear and read when I have just begun learning a new language? 	
KNOWLEDGE	SKILLS	NJSLS & PROFICIENCY LEVELS	
<p>Students will know:</p> <ul style="list-style-type: none"> various vocabulary to write and dialogue about home and family. how to describe people and family relationships. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> name the different family members. ask and answer how many members are in their family. ask and answer descriptions of home and family. engage in conversational Spanish regarding their homes and where they live. 	<p>7.1.IL.C.2-5 7.1.IM.C.2-5</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u> SS 6.1.12.D.3.d ELA NJSLS & PROFICIENCY LEVELS SA.W5, SL.6.5.</p>	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Cuántas personas hay en tu familia? En mi familia somos cuatro. mi madre, mi padre mi hermana y yo. Como son tus hermonos? Ellos son delgados y altos. usan lentes Donde viven ustedes? Que haces para ayudar en casa? el hijo- la hija el abuelo – lo abuela el nieto – la nieta</p>	<p><u>Expresate 1A</u>: pp. 184-201 <u>Cuaderno de Vocabulario y Gramatica</u>: pp. 49-54 DVD Tutor Video: Family in Costa Rica</p>	<p><u>Formative</u> Observation Role Play Dialogue HW Practice</p> <p><u>Summative</u> <u>Expresate 1A Assessment</u>: Vocabulario 1 Chapter 5 Grammatica 1 Chapter 5</p>	

<p>el hermano – la hermana personas hay la familia Tienes hermanos mayores o menores? Vivo en un apartamento , una casa de 2 niveles/pisos. Vivo en la ciudad.</p>		
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21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence	

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Regular Verbs: ‘er’ and ‘ir’

Time Frame: 5 days

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> A strong English foundation can assist in learning a second language. The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 		<ul style="list-style-type: none"> How do I conjugate verbs in a foreign language and is there a pattern to be found in them? How can I better understand what I hear and read when I have just begun learning a new language? 	
KNOWLEDGE	SKILLS	NJSLS & PROFICIENCY LEVELS	
<p>Students will know:</p> <ul style="list-style-type: none"> various verbs ending in ‘er’ and its conjugation in the present tense. yo – o tu – es el, ella, usted – e nosotros (as) – emos vosotros (as) – eis ellos, ellas, ustedes - en various verbs ending in ‘ir’ and its conjugation in the present tense. yo – o tu – es el, ella, usted – e nosotros (as) – imos vosotros (as) – is ellos, ellas, ustedes – en verbs with irregular forms of yo: salir – yo salgo hacer – yo hago traer – yo traigo ver – yo veo poner – yo pongo saber – yo se 	<p>Students will be able to:</p> <ul style="list-style-type: none"> conjugate the verbs ending in er – ir in present tense and use them to communicate in oral and written formats. Conjugate the verbs ending in er - ir in present tense with irregular yo forms. 	<p>7.1.IL.C.2,3 7.1.IM.C.2,3</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u> SS 6.1.12.D.3.d ELA NJSLS & PROFICIENCY LEVELS A.W5, SL.6.5.</p>	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
comer beber leer escribir, asistir, abrir Con que frecuencia? Casi todos los días casi nunca los fines de semana el sabado	<u>Expresate 1B:</u> pp. 26-27 <u>Cuaderno de Vocabulario y Gramatica:</u> pg 13 Video DVD: Gramavision	<u>Formative</u> Observation Role Play Dialogue HW Practice <u>Summative</u> Quiz/Test Oral/Written Assessment Listening Assessment Presentation	

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence	

DENVILLE TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: En el restaurante

Time Frame: 10 days

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS			
<ul style="list-style-type: none"> Communicating in a second language helps us gain knowledge of other cultures, as well as our own. 		<ul style="list-style-type: none"> How do I start, carry on, and end a conversation more effectively? Can I use different verbs and new vocabulary in a real world situation? How do meal times of most Americans compare to those in Spanish speaking countries? 			
KNOWLEDGE		SKILLS		NJSLS & PROFICIENCY LEVELS	
<p>Students will know:</p> <ul style="list-style-type: none"> various vocabulary to write and dialogue about food/dining/restaurant experiences. 		<p>Students will be able to:</p> <ul style="list-style-type: none"> engage in conversational Spanish and simulate a restaurant experience with fluency. correctly utilize the verbs ser, estar, pedir, server, preperir, poder, and probor. 		<p>7.1.IL.C.2-5 7.1.IM.C.2-5</p> <p><u>Career Ready Practice</u> CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP6. Use technology to enhance productivity</p> <p><u>Interdisciplinary connections</u> SS 6.1.12.D.3.d ELA NJSLS & PROFICIENCY LEVELSA.W5, SL.6.5.</p>	
VOCABULARY		RESOURCES/MATERIALS		ASSESSMENT/PROJECT	
<p>la comida el resturante Que vas pedir? Que prefieres? muy caliente frio picante riquisimo Que tal si pruebas un sandwich? Son muy benos aqui. No me gusta (no) no estoy de acuerdo</p>		<p><u>Expresate 1B:</u> pp. 40-51 <u>Cuaderno de Vocabulario y Gramatica:</u> pg 17-19 Video DVD: Expresavision Audio CD</p>		<p><u>Formative</u> Observation Role Play Dialogue HW Practice</p> <p><u>Summative</u> Quiz/Test Oral/Written Assessment Listening Assessment Presentation</p>	

<p>Que ricas eston las papas Si, me encontn Que tal esta la sopa (de verduras)?</p>		
21 st Century Themes		21 st Century Skills
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics 	
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming	
<ul style="list-style-type: none"> <input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making 	<ul style="list-style-type: none"> <input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming 	
Career Ready Practices		
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence 		