State Curriculum Unit Content Descriptors

Content Area: World Language - Spanish

Course Title: Intermediate School Spanish	Grade Level: 6-8

Unit Plan 1 Review including but not limited to weather, numbers, alphabet,colors,days and months	Pacing Guide week 1 - 5 days
Unit Plan 2 Fables and Legends	Pacing Guide Week 2 - 10 days
Unit Plan 3 "La Casa de los Muñecos" - vocab included but not limited to rooms of the house, furniture	Pacing Guide Week 3 to 5 - 15 days
Unit Plan 4 "La Tristeza del Maya"- vocab included but not limited to animals, different settings	Pacing Guide Week 6 to 8 - 15 days

Date Created: July 2017

Board Approved on: August 21, 2019

Unit 1 Overview

Content Area: World Language - Spanish	Duration: 5 days

Unit Title: Greetings and Basic Spanish Expressions

Target Course/Grade Level: 6-8

Unit Summary: In this unit, students will explore types of greetings that are used throughout the target language countries and thus learn to introduce themselves to other individuals in basic conversation. Furthermore, students will explore the alphabet, colors, seasons, weather, and basic numbers through the use of culturally authentic materials.

Primary Interdisciplinary Connections:
Arts / Music / Visual and Performing Arts
- 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

ELA
- RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Science
- Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (3-ESS2-1)

Social Studies
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people (socio-cultural issues in literature)
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Technology
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*
  - 8.1.P.B.1-5 Create original works as a means of personal or group expression.
- C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*
  - 8.1.12.C.1 Develop cultural understanding and global awareness by engaging with learners of other cultures.

21st Century Themes: Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is essential to the success in the global society in which our students will live and work.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Content Standards: Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Sources: New Jersey Student Learning Standards for World Languages:
http://www.state.nj.us/education/cccs/2014/wl/

Content Standards: The language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode

Number	NJSLS Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level

	related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit Essential Questions	
● How do I Use another language to communicate with others? ● What can I Learn about my own language and culture from the study of others? ● Why is it important to study a second language? ● How can exploring the Spanish speaking world make me more respectful and tolerant of other cultures? ● Why did the king's decision outweigh the decision of the ayuntamiento?	● Identifying Spanish-speaking countries and recognizing cultural differences between these countries helps one gain new perspectives. ● Learning a different language enables us to be more tolerant of other cultures. ● People around the world greet each other in different ways. ● Communicating in more than one language unites our communities and enables us to become global citizens. ● The story occurs in the 17th century , t
Unit Objectives *Students will know but not limited to...* A. Relevant greetings and leave taking from the target language in a variety of scenarios.	**Unit Outcomes** *Students will be able to...* ● Greet and introduce themselves to others ● Use correct leave taking phrases ● Ask others/answer how they are doing
B. Weather expressions/Seasons	● Use weather expressions ● Demonstrate understanding of weather

	expressions ● Identify the seasons ● Name the current season ● Compare and contrast seasons
C. Numbers	● State their age ● Count to 100 ● Complete mathematical equations ● Identify the date
D. Calender vocabulary and phrases	● Identify the days of the week and months of the year ● Answer questions about the date ● Identify seasons by the month
E. Colors	● Identify different flags of Spanish speaking countries and describe their colors.

Materials & Resources

Core Materials: Shared Folder
Suggested Resources: Que tal Audio, Lesson resources
Suggested Activities:
Memoria
Matamoscas
Bravo
Pesca
Dominó
Siete Arriba
Bolsa Mágica
Pasaporte
Papelitos
Adivínalo
Pair Practice
Role Play
Categorizing
Ball Toss
Entrevistas
¿Quién soy yo?

Evidence of Learning
Student Proficiency Can Do Rubrics

http://tinyurl.com/Techspo15CurricDesc

Summative/Alternative/Benchmark Assessments	Formative Assessment:
Summative Assessments ● Department Quarterly Assessment ● Oral presentations, Reading interpretive exam, listening comprehension exercise, interpersonal assessment **Benchmark Assessments** ● Interpretive readings; interpersonal assessments, Portfolio Assessment ● Interpersonal presentations ● Presentational speaking projects ● Language Logs and journal entries **Alternative Assessment:** ● Student oral presentations ● Interpersonal assessments ● Language log ● Listening assessments ● Rehearsed skits **Performance Tasks/Use of Technology:** FlipGrid Presentations and video responses, EdPuzzle.com - edited movies with comprehension activities, Student video presentations, Video comic strips, Kahoot.com, Bosuu.com, Slide deck quarterly presentations Student Proficiency Can Do Rubrics	● Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students' use of the stems provided. ● Graphic organizers ● Venn diagram ● Think-Pair-Share ● Observations ● Conferencing ● Interactive Notebook ● Journals ● Anecdotal notes ● Class discussions ● Goal chart ● Checklist ● Center monitoring ● Exit Tickets ● Frayer Model ● KWL Chart ● Self Evaluation

Modifications (ELLs, At Risk, Special Education, 504, Gifted and Talented)

Special Education Students
- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension

- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

504 Students
- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
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- Seating arrangements to enhance teacher-student and student-student interactions and instruction

Gifted and Talented
- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

English Language Learners
- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Use visual representations
- Allow use of first language
- Peer tutoring/partner work
- Repeated directions
- Limit number of concepts/vocabulary words

Students At Risk of School Failure
- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping

- Graphic Organizer
- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening Comprehension
- Rubrics

Unit 2 Overview

Content Area: World Language   Duration: 10 days

Unit Title: Fables and Legends

Target Course/Grade Level: 6-8

Unit Summary: Students will learn the difference between fables and legends.

Primary Interdisciplinary Connections:

Language Arts

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to

build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Arts / Music / Visual and Performing Arts
- 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

Social Studies
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people (socio-cultural issues in literature)
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Technology
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- B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*
  - 8.1.P.B.1-5 Create original works as a means of personal or group expression.
- C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

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9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

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Unit Essential Questions ● How do i Use another language to communicate with others? ● What can i Learn about my own language and culture from the study of others? ● Why is it important to study a second language? ● How can exploring the Spanish speaking world make me more respectful and tolerant of other cultures? ● How can learning a moral to a fable help shape who I am?	● Identifying Spanish-speaking countries and recognizing cultural differences between these countries helps one gain new perspectives. ● Learning a different language enables us to be more tolerant of other cultures. ● People around the world greet each other in different ways. ● Communicating in more than one language unites our communities and enables us to become global citizens. ● Life lessons can be learned through fables
Unit Objectives *Students will know but not limited to...* A. What a fable and legend are	Unit Outcomes *Students will be able to...* ● Describe what a fable and a legend are ● Compare and contrast the differences with a venn diagram ● Identify what type of story it is based on the characters in the story
B. What a cognate is	● Define what a cognate is ● Identify different cognates throughout the definitions of a fable and a legend.

Materials & Resources
Core Materials: Shared Folder   **Suggested Resources: Que tal Audio, Lesson resources**   **Suggested Activities:**   Memoria   Matamoscas

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Pesca
Dominó
Siete Arriba
Bolsa Mágica
Pasaporte
Papelitos
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Role Play
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Unit 3 Overview	
Content Area: World Language- Spanish	Duration: 15 days

Unit Title: "La Casa de los Muñecos" - Throughout this unit students will learn vocabulary which includes but is not limited to the rooms of the house, furniture in the house, the different materials homes are made of,as well as important verbs and adjectives.

Target Course/Grade Level: 6-8

Unit Summary: Students will learn all vocabulary necessary to understand the legend of " La Casa de los Muñecos"

Primary Interdisciplinary Connections:
Language Arts
- ● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

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CRP12. Work productively in teams while using cultural global competence.

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7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
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7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit Essential Questions

- How do i Use another language to communicate with others?
- What can i Learn about my own language and culture from the study of others?
- Why is it important to study a second language?
- How can exploring the Spanish speaking world make me more respectful and tolerant of other cultures?
- Why did Don Ovando make the muñecos look like they did?

- Identifying Spanish-speaking countries and recognizing cultural differences between these countries helps one gain new perspectives.
- Learning a different language enables us to be more tolerant of other cultures.
- People around the world greet each other in different ways.
- Communicating in more than one language unites our communities and enables us to become global citizens.
- Don Ovando was angry with el ayuntamiento and he put them on the facade of the house to poke fun at them.

Unit Objectives
Students will know but not limited to...

a. The scene of the story

B. Characters

Unit Outcomes
Students will be able to...
- Identify the places they will see in the story
- Identify and describe each character

C. Verbs/Adjectives	- Identify the important actions and adjectives the students will see in the story - Describe what actions a character can/can't do. - Describe how a character is feeling during different scenes of the story
D. Problem/Solution	- Identify the problem/solution in the story after hearing the story - Identify which statements are true/false based

Materials & Resources

Core Materials: Shared Folder
Suggested Resources: Que tal Audio, Lesson resources
Suggested Activities:
Memoria
Matamoscas
Bravo
Pesca
Dominó
Siete Arriba
Bolsa Mágica
Pasaporte
Papelitos
Adivínalo
Pair Practice
Role Play
Categorizing
Ball Toss
Entrevistas
¿Quién soy yo?

Summative/Alternative/Benchmark Assessments	Formative Assessment:
Summative Assessments ● Department Quarterly Assessment ● Oral presentations, Reading interpretive exam, listening comprehension exercise, interpersonal assessment **Benchmark Assessments** ● Interpretive readings; interpersonal assessments, Portfolio Assessment ● Interpersonal presentations ● Presentational speaking projects ● Language Logs and journal entries **Alternative Assessment:** ● Student oral presentations ● Interpersonal assessments ● Language log ● Listening assessments ● Rehearsed skits **Performance Tasks/Use of Technology:** FlipGrid Presentations and video responses, EdPuzzle.com - edited movies with comprehension activities, Student video presentations, Video comic strips, Kahoot.com, Bosuu.com, Slide deck quarterly presentations Student Proficiency Can Do Rubrics	● Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students' use of the stems provided. ● Graphic organizers ● Venn diagram ● Think-Pair-Share ● Observations ● Conferencing ● Interactive Notebook ● Journals ● Anecdotal notes ● Class discussions ● Goal chart ● Checklist ● Center monitoring ● Exit Tickets ● Frayer Model ● KWL Chart ● Self Evaluation

Modifications (ELLs, At Risk, Gifted and Talented, Special Education, 504)

Special Education Students
- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
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- Assign peer tutor
- Provide clear and specific directions
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- Provide extended time

- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

504 Students
- Provide clear and specific directions
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Gifted and Talented
- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

English Language Learners
- Provide clear and specific directions
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- Use visual representations
- Allow use of first language
- Peer tutoring/partner work
- Repeated directions
- Limit number of concepts/vocabulary words

Students At Risk of School Failure
- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping
- Graphic Organizer

- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening Comprehension
- Rubrics

Unit 4 Overview
Content Area: World Language - Spanish   Duration: 15 Days
Unit Title: "La Tristeza del Maya" - vocab included but not limited to animals, their habitats and the mayan culture
Target Course/Grade Level: 6-8
Unit Summary: Students will learn all vocabulary necessary to understand the legend of " La Tristeza del Maya."
Primary Interdisciplinary Connections:

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Language Arts

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Arts / Music / Visual and Performing Arts

- 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures

throughout history.
Social Studies
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people (socio-cultural issues in literature)
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Technology
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*
  - 8.1.P.B.1-5 Create original works as a means of personal or group expression.
- C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.12.C.1 Develop cultural understanding and global awareness by engaging with learners of other cultures.hicha morada

21ˢᵗ Century Themes: Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is essential to the success in the global society in which our students will live and work.
9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Learning Targets
Content Standards: Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. Sources: New Jersey Student Learning Standards for World Languages: http://www.state.nj.us/education/cccs/2014/wl/ Content Standards: The language learner understands and communicates at the word level and can independently

identify and recognize memorized words and phrases that bring meaning to text.

Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode

Number	NJSLS Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit Essential Questions ● How do i Use another language to communicate with others? ● What can i Learn about my own language and culture from the study of others? ● Why is it important to study a second language? ● How can exploring the Spanish speaking world make me more respectful and tolerant of other cultures? ● What was the moral of the story?	● Identifying Spanish-speaking countries and recognizing cultural differences between these countries helps one gain new perspectives. ● Learning a different language enables us to be more tolerant of other cultures. ● People around the world greet each other in different ways. ● Communicating in more than one language unites our communities and enables us to become global citizens. ● You make your own happiness;happiness comes from within
Unit Objectives *Students will know but not limited to...* a. The scenes of the story	Unit Outcomes *Students will be able to...* ● Identify the places they will see in the story ● Place the characters in the correct habitat
B. The characters.	Identify the animals in the story ● Identify the various colors and characteristics of the animals.
C. Culture of the Mayans	● Understand the Mayan Calander
D.Verbs	● identify the important actions the students will see in the story ● Describe what actions a character can/can't do. ●
E. Problem/Solution/Moral	● Identify the problem/solution in the story after hearing the story ● Identify which statements are true/false based

http://tinyurl.com/Techspo15CurricDesc

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[Student Proficiency Can Do Rubrics](#)

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