

Spanish 2

Adopted

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The Spanish 2 course is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language Student Learning Standards 7.1.

Fair Lawn

Public Schools

Fair Lawn, NJ

Fair Lawn School District

Committee Credits

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Spanish 2

I. Course Synopsis

The Spanish 2 curriculum involves placing the students in meaningful, realistic situations where they must use their language skills for authentic communication purposes. All aspects of language acquisition; writing, oral, reading and auditory skills are addressed with an emphasis on oral and auditory skills. Students are given the opportunity to take risks in the target language in simulated, yet practical situations. Cultural practices and products from people of different parts of the target-speaking world are incorporated routinely so that students may develop a sense of cultural plurality and thereby prepare themselves to become citizens of a global society.

II. Philosophy & Rationale

A. Modes of Communication:

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of communication. The three modes are:

The interpretive mode: Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to listen “between the lines.”

The interpersonal mode: Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.

The presentational mode: 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 personal contact. Examples of this “one to many” mode of communication are making a presentation to a group or writing an article for the school newspaper.

B. “Can Do” statements

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

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

C. Proficiency vs. Performance

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students' learning in terms of *proficiency* rather than performance. Language proficiency refers to a student's ability to communicate spontaneously in a language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency.

D. Integrated Performance Assessment

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics to show expectations.

III. Scope & Sequence

There are eleven thematic units in Spanish I and nine thematic units in Spanish II. The goal of course is to study each unit over a period of approximately four weeks. In Spanish III, there are six units. Vocabulary, Language Functions, and Culture are embedded in each unit.

	September	October	November	December	January	February	March	April	May	June
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Spanish 1	Where in the world?	Hola/Getting to Know You	What do I need for class?	Special Occasions	Mi casa es su casa	A trip to the zoo	Careers around me	What's Cooking?	How are you feeling?	What should I wear?/Am I late?
Spanish 2	Greetings	Weather and Seasons	Date and Months	Sports and Leisure activities	Let's go Shopping	Travel and Transportation	Spending time with new friends	In my school	Art	
Spanish 3	My family		My friends and I	A typical week		At home		Free Time	My Chores	

IV. Unit descriptions

Unit 1: Greetings

Enduring Understanding:

As social beings we all communicate in various verbal and non-verbal forms; language enriches and extends our ability to appropriately interact with others in the target language.

Essential Questions:

1. What are the useful expressions and vocabulary in a social setting?
2. When is it appropriate and how do you express courtesy to a Spanish speaking person?

Can Do Statements:

- I can greet my friends.
- I can greet my peers.
- I can greet my elders.
- I can ask for peoples names.
- I can ask questions about your well being.
- I can respond to questions about my well being.
- I can ask others what language they speak.
- I can use the verb *estar* appropriately.
- I can use the interrogative word “¿Cómo?” appropriately.

Language Functions:

- greetings
- expressions
- departure and of courtesy
- the verb *estar*
- interrogative ¿Cómo?, ¿Quién?
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Benchmark Assessments/Suggested Activities

- Use SymTalk cards to meet and greet
- Quiz on classroom objects
- Quiz on greetings formal/informal
- dialogue introduce yourselves and others
- daily classroom greetings

- Oral: respond to a variety of greetings
- Presentations: Present yourself to the class
- Distinguish between a courtesy and a greeting expression
- Classroom object Bingo
- “Simón Dice”
- Kahoot.com
- Quia.com
- Scavenger Hunt
- Charades
- Pictionary

Unit 2: Weather and Seasons

Enduring Understanding:

Weather affects how people live in the world. Weather conditions around the world affect what we do, where we go, how our body feels, and what we wear. The weather helps people determine what type of activities they do and when and how they vacation throughout the year.

Essential Questions:

1. How does weather influence our everyday life?
2. What does weather look like around the world?

Can Do Statements:

- I can state the weather in Spanish.
- I can associate different activities with weather.
- I can associate the weather with the seasons.
- I can state the date.
- I can correlate the dates with seasons.
- I can ask the question: ¿Qué tiempo hace?
- I can ask the question: ¿En que estación estamos?

Language Functions:

- weather expressions
- months and seasons
- the verb *hacer*
- days of the week
- numbers
- interrogative word: ¿Cuándo?
- the verb *ser*

Benchmark Assessments:

- Poster: weather in the Spanish speaking countries
- Quiz on the weather
- Quiz on numbers 1-30
- Quiz on the months
- Daily Question: ¿Qué tiempo hace hoy?

- Set the Scene
- YouTube song: ¿Qué tiempo hace hoy?
- SymTalk cards
- Skit: Weather Report
- Bingo
- Match picture to the correct weather
- Quia.com
- Charades
- Kahoot.com

Unit 3: Days and Months

Enduring Understanding:

The calendar and the seasons help people determine what type of activities they do and when and how they celebrate holidays throughout the year.

Essential Questions:

How do dates influence our everyday life and around the world?
What are important dates in the Hispanic culture and to me?

Can Do Statements:

- I can state the date.

- I can associate the weather with the seasons.
- I can state the date.
- I can correlate the dates with various holidays.
- I can correlate the seasons with various holidays.
- I can state my birthday.
- I can ask the question: ¿Cuándo es tu cumpleaños?
- I can state my classmate's birthday.

Language Functions:

- months and seasons
- the verb *ser*
- days of the week
- numbers
- interrogative word: ¿Cuándo?

Benchmark Assessments/Suggested Activities:

- Poster: Holidays in the Spanish speaking countries
- Formative assessment on the dates
- Formative assessment on numbers 1-30
- Formative assessment on the months and days
- Daily Question: ¿Cual es la fecha de hoy?
- Set the Scene
- SymTalk cards

- Create a personal Calendar
- Bingo
- Quia.com
- Charades
- Kahoot.com

Unit 4: Sports and Lesiure Activites:

Enduring Understanding:

Our interests in sports, music, drama and the world help determine the experiences we have, the friends we meet, and the things we learn. Our identity is shaped by our hobbies and extracurricular activities. Lets keep enjoying the hobbies we already have and also explore what else is out there for us to discover.

Essential Questions:

1. What do you do in your spare time?
2. What are you going to do?
3. What pastimes and activities do you and others like?

Can-Do Statements:

- I can ask what sports do you like.
- I can identify different sports.
- I can state what activites I do.
- I can state what activities im going to do
- I can use the interrogative word: ¿Adónde?

Language Functions:

- Pastime activities
- Sports
- the verbs: *gustar/jugar/ir*
- Interrogatives: *¿Adónde?* and *¿Dónde?*
- Review the numbers and days of the week.

Suggested Activities/ Benchmark Assessments:

- Share with a partner about your pastimes
- Project: create a collage with their favorite pastimes
- PowerPoint game with leisure time activities
- Fly swatter game
- Charades
- Pictionary
- Quia.com
- Bingo
- Survey students on their favorite recreational activities
- Scavenger hunt “finding likes and dislikes of fellow classmates”
- Kahoot.com

Unit 5: Shopping**Enduring Understanding:**

Everyone expresses themselves differently and clothing choices are just one way that we do so. Cultures use clothing to identify themselves as part of a group. Stores in Hispanic countries create a different shopping experience. Shopping experiences and prices vary depending on the part of the world where one is.

Essential Questions:

1. How do stores in Hispanic countries create a different shopping experience for Americans?
2. How do we identify specialty stores?
3. How does my personality shape my shopping decisions?

Can-Do Statements:

- I can identify stores and shops.
- I can identify shopkeepers.
- I can distinguish products sold in various stores.
- I can apply currency vocabulary to a shopping experience.
- I can associate products with where they are sold.
- I can say how much something costs.

Language Functions:

- Vocabulary for specialty stores
- Review of food vocabulary
- Review of clothing vocabulary
- The verbs: “*comprar/costar/llevar*”
- Interrogative: ¿*Cuánto?*, ¿*Qué?*

- Basic clothing vocabulary
- Review of body vocabulary
- Review of colors

Suggested Activities/ Benchmark Assessments:

- Create a floor plan of a mall
- Create a skit of an employee and a customer
- Picture prompts
- Flyswatter game
- Wordsearch
- Quia.com
- Bingo
- Pictionary
- Classroom market (students are in charge of selling merchandise in a makeshift marketplace)
- *“La Bolsa Magica”*
- Skit: Going to the Mall
- SmartBoard interactive activities
- SymTalk
- Quiz on specialty stores
- Kahoot.com

Unit 6: Travel and Transportation**Enduring Understanding:**

The study of a World Language focuses on not only the *language*, but also the world and culture of the people who use it. A country's geographical features and historical events help to shape its culture and travel. We can take a step closer to understanding a different culture by learning a language and exploring the geography and transportation of that place.

Essential Questions:

1. What do I need to know about the different modes of transportation?
2. How does travel make an impact on the way we see the world?

Can Do Statements:

- I can ask for information about schedules.
- I can use travel vocabulary with appropriate situations.
- I can demonstrate how to purchase a ticket.
- I can state transportation.
- I can recommend a mode of transportation.
- I can tell time using the military format.
- I can categorize clothing according to the destination.
- I can use a passport appropriately.
- I can ask for directions in the target language.

Language Functions:

- Transportation vocabulary
- Clothing vocabulary
- Weather vocabulary
- Geography vocabulary
- The verbs: *ir/viajar/volar*
- Interrogative: ¿*Dónde?*

Benchmark Assessments/Suggested Activities:

- Create a passport
- Skits: Going to the airport, train station, Bus Terminal, Boat Docks
- Quiz on the verbs *ir/viajar/volar*
- Project: Organize a trip to a Hispanic country
- Project: Make a travel brochure
- Pack a suitcase
- Quiz on transportation vocabulary
- Charades
- Pictionary
- Fly swatter game
- SymTalk
- Bingo
- Quia.com

Unit 7: Spending Time with New Friends

Enduring Understanding:

As social beings we all communicate in various verbal and non-verbal forms; language enriches and extends our ability to appropriately interact with others in the target language.

Essential Questions:

1. What are the useful expressions and vocabulary when getting to know someone?
2. How does spending time with people help us develop meaningful friendships?

Can Do Statements:

- I can greet my friends.
- I can introduce someone.
- I can greet my peers.
- I can greet my elders.
- I can ask for people's names.
- I can ask questions about your well being.
- I can respond to questions about my well being.
- I can ask others what language they speak.
- I can use the verb *estar* appropriately.
- I can use the interrogative word “¿Cómo?” appropriately.

Language Functions:

- Review greetings
- Review expressions
- Review departure and of courtesy
- Review the verb *estar*
- Review interrogative ¿Cómo?, ¿Quién?

Benchmark Assessments/Suggested Activities

- Use SymTalk cards to meet and greet
- Quiz on greetings formal/informal
- Dialogue introduce yourselves and others
- Daily classroom greetings
- Oral: respond to a variety of greetings
- Presentations: Present yourself to the class
- Distinguish between a courtesy and a greeting expression

Unit 8: In my School**Enduring Understanding:**

Being a High School student can be overwhelming with different teachers, subjects and schedules. They often are not familiar with the layout of the building, location of classrooms or even the different offices in the school. Looking at our schedule and comparing it to other schools allow students to feel camaraderie with students in other countries.

Essential Questions:

1. What is my school day like?
2. What are some things I do in school?
3. What is a typical school day in a Spanish speaking country?

Can Do Statements:

- I can describe my class schedule.
- I can ask about another person's schedule.
- I can rank my subject preferences.
- I can identify school supplies.
- I can describe learning activities.
- I can say what I do in school.
- I can ask for and tell time.
- I can inquire about teachers.
- I can identify and describe people in the school.
- I can label the major places in the school.
- I can talk about where things are located.
- I can give and follow simple oral directions.
- I can describe and compare my school to a target language region school.

Language Functions:

- Asking for/giving information
- Comparing/contrasting

- Counting
- Defining
- Describing places
- Expressing afterschool activities
- Expressing likes/dislikes/preferences
- Expressing needs/wishes/wants
- Giving biographical information
- Identifying
- Listing
- Seeking/requesting information
- Stating location
- Telling time

Suggested Activities / Benchmark Assessments:

- Presentation: Students will be able to present their favorite class, the name of the teacher, a description of the class and the teacher, the time the class meets.
- Group activity: Students will compare and contrast their favorite and least favorite classes and discuss reasons why they like or dislike their classes and teachers.
- Written: Students will be able to write about their favorite class, the name of the teacher, a description of the class and the teacher, the time the class meets.
- Oral: Students will be able to answer questions about their favorite class, the name of the teacher, a description of the class and the teacher, the time the class meets.

Unit 9: Art

Enduring Understanding:

Art is a form in which cultures express traditions, societies and heritage. Exposure to different arts allows us to become sensitive to other cultures.

Essential Questions:

- How have Hispanics influenced art history?
- Which Hispanic artist can I relate to the most?

Can-Do Statements:

- I can use adjectives to describe art pieces.
- I can appreciate Hispanic Art.
- I can recognize different pieces of art.
- I can recognize different colors and shapes.
- I can connect artists with their countries of origin.
- I can connect the style of the piece of art with the artist.

Language Functions:

- Famous Hispanic artists
- Geographic vocabulary
- Basic colors
- Basic adjectives

Benchmark Assessments/activities:

- Project: Presentation of their original cubist work of art
- Formative assessment on Picaso
- Formative assessment on the connection of artists with their famous pieces of art
- Create a picture using Picasso's cubism technique
- YouTube videos
- SymTalk cards

V. Core Instructional Materials:

Suggested materials that teachers use are, but are not limited to:

- authentic readings found online
- authentic readings found in newspapers, magazines
- culturally/linguistically appropriate videos found on websites such as www.youtube.com, www.teachertube.com, www.senorwooly.com, <https://www.youtube.com/user/papitus>
- online game resources found on websites such as www.quia.com, www.quizlet.com, www.spanishspanish.com
- Our WL teacher website
- Exploring Spanish (Textbook)
- Navegando (Textbook)

VI. Assessments

Formative Assessments

- Vocabulary Practice

- Exit Tickets
- Think, Pair, Share
- Speaking Practice
- Inside / Outside circle
- Deductive Reasoning Reading
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation
- Rough Drafts

Summative Assessments

- Vocabulary Quizzes
- Integrated Performance Assessments
- Recorded Speaking
- Skit / Dialogue
- Presentational writing
- Projects
- Presentations

VII. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students

<u>Accommodations</u>			
<u>Preferential seating</u>	<u>Repeating/ simplifying of directions</u>	<u>Ample use of visuals</u>	<u>Use of manipulatives</u>
<u>Strategic/flexible grouping and pairing</u>	<u>Clear visual, verbal and demonstrative modeling</u>	<u>Kinesthetic activities</u> <u>Rhythm, music, body movements</u>	<u>Use of graphic organizers</u>
<u>Ample wait time before calling on students</u>	<u>Think/Pair/Share</u>	<u>Teach vocab in context, and in small chunks</u>	<u>Frequent repetition</u>
<u>Student self-assessment, self-monitoring of progress</u>	<u>Have students set personal growth goals</u>	<u>Break down assignments into manageable parts/tasks</u>	<u>Learning centers or stations that address varied activities, skills, learning modalities</u>
<u>Speaking</u> <u>Provide:</u> <u>sentence starters</u> <u>processing time</u> <u>cues and prompts</u>	<u>Groups/Pairs</u> <u>Teach:</u> <u>rules and expectations</u> <u>skills of independence – bridging phrases.</u>	<u>Reading</u> <u>Use:</u> <u>peer tutoring</u> <u>label main ideas</u> <u>label 5 W's</u>	<u>Writing</u> <u>Shorten task</u> <u>Require lists rather than sentences</u>

<p><u>embedded choices</u> <u>practice time</u></p>	<p><u>disagreeing agreeably.</u> <u>voice level</u> <u>strategies for moving in and out of groups</u> <u>signal for getting teacher's attention</u> <u>Allow:</u> <u>Flexible grouping</u> <u>Adequate/extra time</u> <u>Assign group roles</u></p>	<p><u>visual imagery</u> <u>graphic organizers</u> <u>Allow:</u> <u>Highlighting of key words/concepts</u> <u>Silent pre-reading</u> <u>Partner reading</u> <u>Teach:</u> <u>Pre-reading strategies</u> <u>'During' reading strategies</u> <u>Post-reading strategies</u></p>	<p><u>Allow:</u> <u>note-taking</u> <u>visual representation of ideas</u> <u>collaborative writing</u> <u>Brainstorm word bank</u> <u>Pre-writing with graphic organizers</u> <u>Provide:</u> <u>Model of writing</u> <u>Structure for writing</u> <u>Fill-in-blank form for note-taking</u></p>
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VIII. New Jersey Student Learning Standards

- *New Jersey Student Learning Standards* (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NM.pdf>)

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 greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar
- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on

targeted themes to be shared virtually with a target language audience.

7.1.NM.C.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).

- *Technology standards* (<http://www.state.nj.us/education/cccs/2014/tech/>):

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software

8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- *Workplace readiness standards* (<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>):

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- *21st Century Content Standards* (<http://www.state.nj.us/education/cccs/standards/9/#91>):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

VIII. New Jersey Student Learning Standards

- New Jersey Student Learning Standards (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NH.pdf>)

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

7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.
- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

7.1.NH.C.3 Describe in writing people and things from the home and school environment.

7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

- Technology standards (<http://www.state.nj.us/education/cccs/2014/tech/>):

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software

8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- Workplace readiness standards (<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>):

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- 21st Century Content Standards (<http://www.state.nj.us/education/cccs/standards/9/#91>):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

VIII. Interdisciplinary Connections and Alignment to Technology standards

The following topics have connections to other content areas:

- Social Studies - Geography of Target Language Countries, Formation of surnames, Service Learning

6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically, and today.

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- Math - Metric system, Celsius / Fahrenheit, 12 hours / 24 hour clock

NJSLS.MATH.CONTENT.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs

NJSLS.MATH.CONTENT.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

- English - Central Idea/Summarizing, Transition words, Sequencing of events

NJSLS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJSLS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

NJSLS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

NJSLS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Technology - *See above*
- 21st Century Life and Careers - *See above*