

World  
Languages  
Spanish 1  
Academic  
**Grades 9-12**  
**Novice**  
**Learners**

August

2016

Developed July 2016

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The Spanish 1 Academic course is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language CCCS Standard 7.1.

# **Fair Lawn Public Schools**

**Fair Lawn, NJ**

## **Fair Lawn School District**

**Committee Credits**

**Spanish 1 Academic World Language Team**

Jamie Reedy, teacher

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## Spanish 1 Academic

### I. Course Synopsis

This course is an introduction to the study of the Spanish language and culture. It is designed for novice students who begin without knowledge of the target language. The emphasis of the course is on real life communication. The emphasis is placed on the development of the four skills of listening, speaking, reading and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Students have the opportunity to compare and contrast their lives with the Spanish Culture and acquire language that will be used on a day to day basis.

### II. Philosophy & Rationale

#### A. Three 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 four thematic units (Units 1-4); the goal is to study each unit within ten to twelve weeks. Vocabulary, Language Functions, and Culture are embedded in each unit.

	September - November	November - January	January - April	April-June
Spanish 1 Academic	Who Am I?	What is family?	How do I show what I know about food?	How do people in America and in the Spanish speaking world describe a balanced lifestyle?

#### IV. Unit description

##### Unit 1: Who Am I?

##### Unit Theme:

Personal Identity

##### Enduring Understanding:

Through descriptions of others, students will be able to describe themselves and let others know what makes them unique.

##### Essential Questions:

1. How does what I do define who I am?
2. What makes me unique?

##### NCSSFL-ACTFL Can-Do Benchmark

Level/Mode	Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
Novice Mid	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized	I can present information about myself and some other very familiar topics using a variety of words, phrases and memorized expressions	I can write lists and memorized phrases on familiar topics	I can recognize some familiar words and phrases when I hear them spoken	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.

<p><b>Unit Can-do Statement</b></p>	<p>I can describe my likes and dislikes and ask others questions</p> <p>I can compare myself to others by asking and answering questions</p>	<p>I can present my likes and dislikes</p> <p>I can describe myself (appearance, personality)</p> <p>I can compare myself to others in the class</p>	<p>I can write a profile page for an online social media site</p> <p>I can write an introductory email to a pen pal describing myself</p>	<p>I can listen to authentic narratives of teenagers from the Spanish speaking world describe themselves and recognize similarities and differences</p> <p>I can listen to authentic songs to identify words, theme of the song and its purpose.</p>	<p>I can read authentic descriptions of people from the Spanish speaking world and recognize similarities and differences.</p>
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**Language Functions:**

- Agreeing/disagreeing
- Asking for/giving information
- Comparing/Contrasting
- Describing people and places
- Discussing similarities and differences
- Expressing emotions and feelings
- Expressing how often and how well
- Expressing interest/lack of interest/indifference or boredom
- Expressing opinion
- Expressing likes/dislikes/preference

- Greeting/Welcoming
- Indicating relationship
- Leave/taking farewell
- Opening/closing an interaction
- Presenting information about oneself or others
- Responding to simple questions
- Conversational Turn Taking

**Benchmark Assessments/Suggested Activities:**

- Use SymTalk cards to meet and greet
- Formative assessment on descriptive words
- Formative assessment on greetings
- 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

- Speed dating
- Venn Diagram
- Conjuguemos.com
- Social Media Profile page
- Email to a pen pal
- Classroom Survey
- Personality Survey

## **Unit 2: What is family?**

### **Unit Theme:**

Family and Communities

### **Enduring Understanding:**

The family is a unique unit that helps define a person and reflects the values and traditions of a society. The definition of family and home varies from culture to culture. The study of families helps us to better understand the culture of a society.

### **Essential Questions:**

1. How does an American family compare to that of a Hispanic family?
2. How does my family make me unique?

**NCSSFL-ACTFL Can-Do Benchmark**

Level/Mode	Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
Novice Mid	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized	I can present information about myself and some other very familiar topics using a variety of words, phrases and memorized expressions	I can write lists and memorized phrases on familiar topics	I can recognize some familiar words and phrases when I hear them spoken	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.
Unit Can-do Statement	<p>I can describe the likes and dislikes of my family and ask others questions</p> <p>I can compare my family to other families by asking and answering questions</p>	<p>I can present the likes and dislikes of my family</p> <p>I can describe my family (age, appearance, personality)</p> <p>I can compare my family to the royal family of Spain</p>	<p>I can write an email to a pen pal describing my family.</p> <p>I can write a journal entry about what I do and where I go with my family.</p>	<p>I can listen to authentic narratives of teenagers from the Spanish speaking world describe their families and recognize similarities and differences</p> <p>I can listen and watch an authentic video (commercial, tv show clip, you tube clip) and identify words, theme of the video and its purpose.</p>	I can read authentic descriptions of families from the Spanish speaking world and recognize similarities and differences.

**Language Functions:**

- Agreeing/disagreeing
- Asking for/giving information
- Comparing/Contrasting
- Describing people and places
- Discussing similarities and differences
- Expressing emotions and feelings
- Expressing how often and how well
- Expressing interest/lack of interest/indifference or boredom
- Expressing opinion
- Expressing likes/dislikes/preference
- Indicating relationship
- Leave/taking farewell
- Opening/closing an interaction
- Presenting information about oneself or others
- Responding to simple questions
- Conversational Turn Taking

**Benchmark Assessments:**

- TPR vocabulary activity
- Create a family tree
- Present the family tree providing details about each person and their relationship
- Paired activities

- Picture interpretation/description
- Word games
- Folding vocabulary sheet
- Journal entry
- Read authentic material on the Royal family from Spain
- Family Bingo
- “Simón Dice”
- Kahoot.com
- Quia.com
- Charades
- Pictionary
- Interview a classmate
- Venn Diagram
- Conjuguemos.com
- Email to a pen pal describing family
- Classroom Survey
- Prepare a report based on famous hispanic family

### **Unit 3: How do I show what I know about food?**

**Unit Theme:** Families and Communities

**Enduring Understanding:**

What we eat on a daily basis has a big impact on our lives. The way we view food says a lot about our culture. Studying foods can help us understand

**Essential Questions:**

- Where does our food come from?
- How does food define us?
- How does where I live influence what I eat?

**NCSSFL-ACTFL Can-Do Benchmark**

Level/Mode	Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
Novice Mid	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized	I can present information about myself and some other very familiar topics using a variety of words, phrases and memorized expressions	I can write lists and memorized phrases on familiar topics	I can recognize some familiar words and phrases when I hear them spoken	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.
Unit Can-do Statement	I can talk about likes and dislikes concerning common and international foods  I can ask and answer questions about food.	I can present the foods I like and dislike.  I can describe what foods I eat at home.  I can compare the foods I	I can write about what foods I like and dislike  I can describe food typical to a particular region	I can listen to authentic narratives of teenagers from the Spanish speaking world describe their foods they eat and recognize similarities and differences	I can read authentic articles of food from the Spanish speaking world and recognize similarities and

	I can order food, ask for the bill and make recommendations of what foods to order in a restaurant	eat to the foods others eat in the Spanish speaking world.	I can describe meal time practices of Spanish speaking countries	I can listen to and watch authentic videos/movies and identify words, theme of the movie and its purpose.	differences.
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**Language Functions:**

- Agreeing/disagreeing
- Asking for/giving information
- Comparing/Contrasting
- Describing people and places
- Discussing similarities and differences
- Expressing emotions and feelings
- Expressing how often and how well
- Expressing interest/lack of interest/indifference or boredom
- Expressing opinion
- Expressing likes/dislikes/preference
- Greeting
- Indicating relationship
- Leave/taking farewell
- Opening/closing an interaction
- Presenting information about oneself or others

- Responding to simple questions
- Conversational Turn Taking
- Identifying the different food groups
- Making recommendations

### **Benchmark Assessments/Suggested Activities**

- Identify where certain foods are from and identify key ingredients
- Picture interpretation/description
- Paired activities
- Word games
- Folding vocabulary sheet
- Write a recipe
- Create a menu
- Present a restaurant skit
- Compare and Contrast American and Latino meals
- Kahoot
- Venn Diagram
- Watch authentic food show videos
- Watch food documentary
- Class Survey
- Conjugemos

### **Unit 4: Balanced Lifestyle**

**Unit Theme:** Well-being

**Enduring Understanding:**

By establishing healthy habits early on, you can set yourself up for a healthy future. Your lifestyle needs to have a balance of nutrition, personal care, exercise and mental health. You can encourage others to live a healthy lifestyle by setting a good example and sharing your knowledge with others.

**Essential Questions:**

- How do people in America and in the Spanish speaking world describe a balanced lifestyle ?
- How can I promote a healthy lifestyle?

**NCSSFL-ACTFL Can-Do Benchmark**

Level/Mode	Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
Novice High	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can write short messages and notes on familiar topics related to everyday life	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I

	answering questions				have read.
<b>Unit Can-do Statement</b>	<p>I can ask and answer questions about daily routine</p> <p>I can express frequency, saying when and how often I do certain things.</p> <p>I can express needs, saying what you need to do to be healthy</p>	<p>I can create a presentation highlighting ways to encourage a balanced lifestyle.</p>	<p>I can write and compare lifestyles of teenagers in America to teenagers in Spanish speaking countries.</p> <p>I can describe my daily schedule</p>	<p>I can watch a commercial for a product that promises to make life easier or less stressful and will demonstrate comprehension by analyzing the effectiveness of the message and product.</p>	<p>I can read a blog written by a teenager where he discusses his activity and answer questions about the main ideas. Also, complete a graphic organizer based on information found in the text</p>

**Language Functions:**

- Agreeing/disagreeing
- Asking for/giving information
- Comparing/Contrasting
- Describing daily schedule
- Discussing similarities and differences
- Expressing emotions and feelings
- Expressing how often and how well
- Expressing interest/lack of interest/indifference or boredom
- Expressing opinion
- Expressing likes/dislikes/preference
- Expressing frequency, saying when and how often you do certain things

- Expressing needs, saying what you need to be healthy
- Opening/closing an interaction
- Presenting information about oneself or others
- Responding to simple questions
- Conversational Turn Taking
- Making suggestions about ways to be healthy

**Benchmark Assessments/activities:**

- Formative assessment on descriptive words
- Formative assessment on daily routine description
- Explore a health and wellness blog
- Write recommendations to a different writing prompts
- Oral: respond to a variety of greetings
- Presentations: Way to promote a balanced lifestyle for teenagers
- Distinguish between a courtesy and a greeting expression
- Bingo
- Kahoot.com
- Quia.com
- Read health and wellness articles and blogs
- Interview a friends and give recommendations on ways to create and or maintain a balanced lifestyle
- Charades
- Pictionary
- Watch authentic commercials and answer questions
- Venn Diagram

- Conjuguemos.com
- Create a Social Media healthy and fitness page
- Classroom Survey
- Personality Survey

#### **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](http://www.youtube.com), [www.teachertube.com](http://www.teachertube.com), [www.senorwooly.com](http://www.senorwooly.com), <https://www.youtube.com/user/papitus>
- online game resources found on websites such as [www.quia.com](http://www.quia.com), [www.quizlet.com](http://www.quizlet.com), [www.spanishspanish.com](http://www.spanishspanish.com)
- Our WL teacher website

#### **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 summative assessments
- 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**

<b><u>Accommodations</u></b>			
<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</u>	<u>Use of graphic organizers</u>

		<u>movements</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>
<p><b>Speaking</b> <u>Provide:</u> sentence starters processing time cues and prompts embedded choices practice time</p>	<p><b>Groups/Pairs</b> <u>Teach:</u> rules and expectations skills of independence – bridging phrases, disagreeing agreeably, voice level strategies for moving in and out of groups signal for getting teacher's attention <u>Allow:</u> Flexible grouping Adequate/extra time Assign group roles</p>	<p><b>Reading</b> <u>Use:</u> peer tutoring label main ideas label 5 W's visual imagery graphic organizers <u>Allow:</u> Highlighting of key words/concepts Silent pre-reading Partner reading <u>Teach:</u> Pre-reading strategies 'During' reading strategies</p>	<p><b>Writing</b> <u>Shorten task</u> <u>Require lists rather than sentences</u> <u>Allow:</u> note-taking visual representation of ideas collaborative writing Brainstorm word bank Pre-writing with graphic organizers <u>Provide:</u> Model of writing Structure for writing</p>

		<u>Post-reading strategies</u>	<u>Fill-in-blank form for note-taking</u>
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### **VIII. New Jersey Core Curriculum Content Standards**

- *Common Core Curriculum 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).

- 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.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

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.

*21<sup>st</sup> 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

CCSS.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

CCSS.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

CCSS.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.

CCSS.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.

CCSS.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.

CCSS.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*

