

Spanish
1
Novice

July

2016

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The Spanish I 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

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Spanish 1

I. Course Synopsis

The Spanish 1 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, reading, auditory and oral skills are addresses with emphasis on the 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
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	

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Spanish 3	My family	My friends and I	A typical week	At home	Free Time	My Chores
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IV. Unit Descriptions

<p>Unit 1: Where in the World Where in the world are Spanish speaking countries?</p> <p>Unit 2: Hola/Getting to Know You How do Spanish speaking people greet each other and take leave?</p>	<p>Unit 6: Trip To the Zoo How do we classify the animal kingdom?</p> <p>Unit 7: Careers Around Me What will I do with my future?</p> <p>Unit 8: What's Cooking?</p>
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Unit 3:What Do I Need?:

What do I need to be prepared for school?

Unit 4: Special Occasions:

What are important dates to me?

Unit 5:Mi Casa Es Su Casa.

What are homes like in the target culture?

What new foods can I try?

Unit 9: How Are You Feeling?

What do I need to know to maintain good health?

Unit 10: What's Cool to Wear? / Am I Late?

What should I wear to look in style?

What time is it?

Unit 1: Where in the World?

Essential Questions:

1. Where in the world are the Spanish speaking countries?
2. Why do so many countries speak Spanish?

3. Besides the language, what do Spanish speaking countries have in common?

Can Do Statements:

1. Identify the Spanish speaking countries
2. Locate Spanish speaking countries on a map
3. Utilize the correct pronunciation of the countries and capitals
4. Locate major cities (capitals) within the countries
5. Tell languages that are spoken in other non-Spanish speaking countries around the world
6. Tell what languages are spoken at home
7. Give directions (*north, south, east, west*)
8. List Spanish speaking countries and their capitals
9. Categorize countries by continents
10. Label and spell correctly the Spanish speaking countries on a blank world map
11. Explain relationships by using the terms: *north, south, east, west*
12. Name some places in the United States that have Spanish names
13. Classify Spanish named cities in Spanish named states.

Language Functions:

1. Countries
2. Continents
3. Geographic directions

4. Names of other languages spoken around the world
5. Verb: *hablar*
6. Selected interrogatives
7. Verb: *estar* (in context)
8. Interrogative words: *¿dónde?*, *¿qué?*
9. Verb: *hablar* (singular forms)
10. Verb: *estar* (in context)

Benchmark Assessments/Suggested Activities

1. List Spanish speaking countries
2. Identify countries on a map
3. Telling direction
4. Reading map
5. Name capitals of the Spanish speaking countries
6. Label Spanish speaking countries on a blank map
7. Compare/contrast the life styles of American people and people living in Spanish speaking countries
8. Categorize countries by continent
9. Syntalk
10. TPR
11. Paired activities

12. "Jeopardy" game
13. Fly swatters with countries and capitals
14. Word searches
15. Crossword puzzles

Unit 2: Hola!

Essential Questions:

1. How do Spanish speaking people greet each other and take leave?
2. How do they inquire about health or other follow-up questions?

Can Do Statements:

1. Ask and provide personal information
2. Introduce him/herself
3. Greet others
4. Ask others their names
5. Ask about health
6. Respond to questions about names and health
7. Describe their own and other's health
8. Tell the meanings of indigenous names

9. Evaluate the difference between formal and informal greetings
10. Recognize the correct use of “*tú*” and “*usted*”
11. Take leave of someone
12. Create a short dialogue between two friends meeting in the hallway at school.

Language Functions:

1. Greetings
2. Introductions
3. Health expressions
4. Titles
5. Rejoinders such as *¿Y tú?* *¿Y usted?*
6. Leave-taking expressions

Benchmark Assessments

1. Greetings
2. Introductions
3. Health expressions
4. Titles
5. Rejoinders such as *¿Y tú?* *¿Y usted?*
6. Leave-taking expressions
7. Verb: *llamarse* (singular forms)

8. Selected interrogative: *¿cómo?*
9. Informal vs formal address
10. Flashcards
11. Paired activities
12. Teacher prompted responses
13. Survey: family and health
14. Making name-tags
15. Symtalk

Unit 3: What Do I Need?

Essential Questions:

1. What do I need to be prepared for school?

Can Do Statements:

1. Identify classroom objects
2. Label classroom objects
3. Classify classroom objects by gender
4. Locate specific items in the classroom
5. Employ classroom commands
6. Follow classroom commands

7. Categorize classroom items by gender
8. Learn and use the expression *¿Qué es esto?*
9. Respond to same
10. Distinguish classroom objects when grouped with other items

Language Functions:

1. Classroom objects
2. Classroom commands
3. Gender markers (articles)
4. Cognates
5. Articles (definite and indefinite)
6. Gender recognition
7. Informal commands
8. Plurals (only with definite articles)

Benchmark Assessments/Suggested Activities:

1. Flashcards
2. Worksheets/printed materials
3. *TPR*
4. Paired activities

5. Teacher-prompted responses
6. Tear sheet vocabulary
7. Illustrated worksheets
8. Word search
9. Crossword puzzle
10. Survey
11. Simon Says
12. List classroom items
13. Fly swatter activities
14. Differences between American and Latin American schools
15. Student-teacher relationships

Unit 4: Special Occasions

Essential Questions:

1. What are important dates to me?
2. How are celebrations the same and how do they differ in the United States and across the Spanish speaking world?

Can-Do Statements:

1. Count to 1,000 in Spanish

2. Use the correct word order with dates
3. Follow the Spanish capitalization rules
4. Sequence the days/week and months/year
5. Ask and answer questions with “*when*”
6. State their birthdays in Spanish
7. Use the idiomatic expression “*tener...años*” with *yo, tú, él and ella*
8. State the date for today and tomorrow
9. Associate the date with various holidays
10. Explain the practice of celebrating the “*Quinciera*”
11. Compare/contrast Halloween with El día de Los Muertos.

Language Functions:

1. 1- 1000
2. Days of the week
3. Months of the year
4. Interrogatives *¿Cuándo?* and *¿Cuántos?*
5. Idiomatic expression: *Tener...años*
6. Holidays
7. Math vocabulary (plus, minus, etc)

Suggested Activities/ Benchmark Assessments:

1. Bingo
2. Envelope task sequencing
3. Human number line sequencing
4. Symtalk
5. Whole class question and answer
6. Interpret prices from authentic print materials
7. Pairs: ask and answer questions about birthdays
8. Telephone number: gap activity
9. Counting drill
10. Math operations
11. TPR
12. Tear sheet activity
13. Fly swatters
14. Survey
15. Graphic organizer
16. Word search
17. Crossword puzzle
18. Holidays
19. Quinceñera

Unit 5: Mi Casa Es Su Casa

1. What are homes like in the target culture?
2. How do our homes describe our culture?

Can-Do Statements

1. List rooms of his/her house
2. Identify the room of the house
3. Identify different dwellings
4. Label rooms of house in Spanish
5. Locate rooms in the house when given written or oral directions
6. List limited contents of a room
7. Draw a floor plan of their home and identify each room
8. Illustrate a specific room
9. Associate the activity performed with a given room
10. Use the verb *estar* to indicate location
11. Categorize room contents

Language Function

1. Rooms of the house

2. Various dwellings
3. Room contents
4. Verbs *vivir*, *comer*, *dormir* and *mirar* limited to context
5. Use of *en* and *con*
6. Verb, *estar* in context
7. Cognates
8. Limited use of verbs listed above, singular forms only
9. Addition of third person plural

Suggested Activities/Benchmark Assessments

1. Paired responses
2. Teacher prompted responses
3. Design your dream house
4. Oral presentations
5. Survey
6. Description games
7. Syntalk
8. Crossword puzzles
9. Word search
10. Listening activities
11. Word scramble

12. Fly swatter
13. Interpret authentic print materials
14. Sentence completions
15. Personal questions about home or apartment
16. Compare Spanish and American homes

Unit 6: A Trip to the Zoo

Essential Question

1. How do we classify the animal kingdom?
2. Which animals pertain to each of the habitats?

Can-Do Statements

1. Identify animals
2. Tell animal activity (*crawl, fly, slither, etc.*)
3. Describe animal's size (*big or small*)
4. Identify animal's habitat
5. Associate animal sounds in the target and native cultures
6. Categorize animals as domestic, farm or wild
7. Ask and answer questions with the word, *¿dónde?*

8. Label animals on a chart
9. Identify and talk about pets
10. Identify animal from oral or written descriptions
11. *Hacer* and *decir*, third person singular
12. Placement of adjectives
13. Agreement of adjectives

Suggested Activities/Benchmark Assessments

1. Flashcards
2. Draw and label animals
3. Identify animals by oral or written description
4. Categorize by habitat
5. Classify by family
6. List and sequence by size
7. Hidden pictures
8. Which does not belong?
9. Pet survey
10. Syntalk
11. . Crossword puzzle
12. Word search

13. Tear sheet vocabulary
14. Flyswatters
15. Create an *animal imaginario*

Unit 7: Careers Around Me

Essential Question

1. What will I do with my future?

Can-Do Statements

1. Identify common occupations
2. Identify work roles
3. Identify work-related responsibilities
4. Recognize gender differences in the work force
5. Identify occupations that do not change gender in the target language
6. Tell where the job is performed
7. Categorize by job
8. Express job preferences
9. Identify careers with more than one meaning (*cartera, música, etc.*)

Suggested Activities/Benchmark Assessments

1. Create a want ad
2. Create a career poster
3. Question / answer activity linking professional and work site
4. Question / answer activity linking profession with the job performed
5. Syntalk
6. Crossword puzzle
7. Word search
8. Word scramble
9. Flyswatters
10. Survey
11. TPR
12. Paired activity
13. Teacher prompted activities
14. Interpretation of authentic materials
15. Associate a picture with each profession

Unit 8: What's Cooking?

Essential Question

A. What new foods can I try?

Can-Do Statements

1. Identify basic foods and national and regional specialties
2. Identify table setting
3. Wish guests an enjoyable meal
4. Express preference for various foods
5. Express which meal they desire
6. Associate certain foods with holidays
7. Express likes and dislikes of food
8. Distinguish between English and metric measures
9. Tell which utensil to use with what food
10. Describe a balanced meal
11. Plan and create a meal
12. Express hunger and thirst
13. Categorize foods according to the food pyramid

Suggested Activities/Benchmark Assessments

1. Foods
2. Table settings
3. Expressions *tener hambre and tener sed*
4. Words associated with meals (*buen provecho, almuerzo, etc.*)
5. Discuss typical American foods and compare with national or regional foods
6. Plan a typical meal
7. Create and prepare said meal
8. Word chain game
9. Which does not belong?
10. Label table setting
11. Word association game
12. Design dinner menu
13. Syntalk
14. Crossword puzzle
15. Word search puzzles
16. Tear sheet vocabulary
17. Fly swatter
18. Survey
19. Describe local dining customs

20. Convert from American system to metric measures
21. Expressions tener hambre and tener sed
22. Verbs desayunar/almorzar/cenar
23. Construction ir + a + infinitive
24. Interrogative word: cual/ cuales
25. Dining customs around the world
26. Specialty foods in various countries
27. Regional differences in names of foods (i.e. *tortilla*)

Unit 9: How Are You Feeling?

Essential Question

What do I need to know to maintain good health?

Can-Do Statements

1. Identify basic body parts and their function
2. Express how one feels
3. Inquire about other's health and well being
4. List good health habits

5. Express positive and negative feelings
6. Categorize professions associated with health
7. Use verb “*estar*” correctly to express health and feelings
8. Express emotions
9. Differentiate between the expanded means of certain words i.e.: *mucho, solo*
10. Describe any physical ailments
11. List in order the events of a visit to the doctor

Suggested Activities\Benchmark Assessments

1. Body parts
2. Emotions
3. Illnesses and ailments
4. Expression: *tener dolor de*
5. Expression: *Me duele/ Te duele*
6. Simon Says
7. Body movements
8. Which one does not belong?
9. Fly swatter
10. Crossword puzzle
11. Word search puzzles

12. Cierto o Falso?
13. Syntalk
14. TPR
- 15 Paired activities
16. Question and answer activities
17. Create health posters
18. Label body parts
19. Survey
- 20 Verb: *sentirse* (*yo/ tú* forms only)
21. Correct use of *estar* with feelings
22. Adjective agreement

Unit 10: What's Cool to Wear?

Essential Question

1. What should I wear to look in style?
2. How does our clothing represent us?

Can-Do Statements

1. Identify clothing
2. Describe what one is wearing
3. Judge the appropriateness of apparel
4. Classify clothing by gender
5. Describe clothing using colors
6. Label clothing
7. Describe what others are wearing
8. Associate clothing with seasons
9. Distinguish between formal and casual attire
10. Describe the fit of an article of clothing
11. Select an outfit from a verbal or written description
12. Rank participants in a fashion show
13. Design a fashion ad

Suggested Activities/Benchmark Assessments

1. Verb: *llevar*
2. Clothing
3. Colors
4. Adjectives of size

5. Seasons of the year
1. Fashion show
2. Which one doesn't belong?
3. Clothing bingo
4. What should I pack?
5. Word association with body parts
6. List/name clothing associated with gender
7. Create a fashion ad
8. Syntalk
9. Crossword puzzle
10. Word search puzzle
11. TPR
12. Survey
13. Combine clothing articles to make an appropriate outfit
14. Verb, *llevar*
15. Adjective agreement
16. How clothing varies/ stays the same around the world
17. School attire in Spanish speaking countries

Unit 10: Am I Late?

Essential Question

1. How do I tell time in order to describe my day?
2. How does the notion of time differ between cultures?

Can-Do Statements

1. Tell time in Spanish
2. Convert to the 24 hour clock
3. Distinguish between “*¿Qué hora es?*” and “*¿A qué hora?*”
4. Correct usage of “*mediodía/ medianoche*”
5. Use idiomatic expression “*Es hora de...*”
6. Associate time of day with certain activities
7. Differentiate between AM/PM
8. Use “*menos*” and “*y*” correctly when telling time
9. Transfer analog time from digital time and vice versa
10. Tell what time certain things begin and end
11. Answer questions based on a school schedule

Suggested Activities/Benchmark Assessments

1. AM/PM expressions
2. Recycle numbers
3. Time associated expressions (*tarde, temprano, etc.*)
4. “*Menos*” and “*y*” with time
5. Make paper plate clocks
6. Create a school schedule (*horario*)
7. Interpret time from authentic printed material
8. Transfer 24 hour clock to 12 hour clock
9. Evaluate a schedule
10. Associate time with daily activities
11. Pair activities
12. Teacher-prompted activities
13. Gap activities
14. Survey
15. Categorize activities by time
16. Revise a schedule from 24 hour clock to a 12 hour clock.
17. Sequence a typical school day using time expressions
18. Use of *ser* with time
19. Correct word order in Spanish when telling time
20. Verb: *empezar/comenzar* and *terminar*
21. Correct use of “*Es la*” and “*Son las*” with time
22. The Spanish Hour

- 21. Differences in Spanish school day
- 22. Use of “*afternoon*” and “*evening*” when telling time

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

<u>Accommodations</u>			
Preferential seating	Repeating/ simplifying of directions	Ample use of visuals	Use of manipulatives
Strategic/flexible grouping and pairing	Clear visual, verbal and demonstrative modeling	Kinesthetic activities Rhythm, music, body movements	Use of graphic organizers
Ample wait time before calling on students	Think/Pair/Share	Teach vocab in context, and in small chunks	Frequent repetition
Student self-assessment, self-monitoring of progress	Have students set personal growth goals	Break down assignments into manageable parts/tasks	Learning centers or stations that address varied activities, skills, learning modalities

<p>Speaking <i>Provide:</i> sentence starters processing time cues and prompts embedded choices practice time</p>	<p>Groups/Pairs <i>Teach:</i> 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 <i>Allow:</i> Flexible grouping Adequate/extra time Assign group roles</p>	<p>Reading <i>Use:</i> peer tutoring label main ideas label 5 W’s visual imagery graphic organizers <i>Allow:</i> Highlighting of key words/concepts Silent pre-reading Partner reading <i>Teach:</i> Pre-reading strategies ‘During’ reading strategies Post-reading strategies</p>	<p>Writing Shorten task Require lists rather than sentences <i>Allow:</i> note-taking visual representation of ideas collaborative writing Brainstorm word bank Pre-writing with graphic organizers <i>Provide:</i> Model of writing Structure for writing Fill-in-blank form for note-taking</p>
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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).

- *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

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*

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