

Time Frame	Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
2 -3 months	Family relationships; culture of Chile	Describe people and family relationships	7.1A 1,3,6: B 1,3; C 2,3; Social Studies 6.1	Respond to questions about family tree and relationships. Create personal family tree with Spanish names for relationships. Present to class.
			7.1A 1,3,6: B 1,3; C 2,3; math 4.1	Using family tree, respond to questions using interrogative words: how many, who is.
			7.1A 1,3,6: B 1,3; C 2,3	Write sentences describing family members, using verbs tener, ser, and -ar verbs from Concepts L1
			7.1A 1,3,6: B 1,3; C 2,3; Health and PE 2.1	Organize descriptive words into categories: body size, age, hair color, eye color, special descriptions (blind, deaf, wheelchair).
			7.1A 1,3,6: B 1,3; C 2,3	Choose correct picture in response to aural cue.
		Interpret and describe concept of extended family in many Spanish-speaking countries	7.2 A, B; Social Studies 6.1	Discuss concept of family to mean aunts, uncles, grandparents, etc. Role of older relatives in family.
		Expand vocabulary to include stem-changing verbs to describe daily routine for self and family	7.1 A 1, 2, 3; B 4	Create conjugation and customize it to show where stem change occurs as pattern. Use conjugation to complete exercises to practice meaning and correct form.
			7.1 A 1, 2, 3; B 4	Choose correct verb and verb form to make sentence complete according to a picture prompt.

			7.1 A 1, 2, 3; B 4	Ask scripted questions to other classmates about how often they enjoy activities with family, using daily routine vocabulary as presented.
			7.1 A 1, 2, 3; B 4	Using stem-changing verbs, ask and answer questions regarding daily routine, at what time, with whom.
			7.1 A 1, 2, 3; B 4; C 1, 3	Choose favorite relative. Describe, saying what personality traits he/she has, what they enjoy doing together, physical description. Present to class.
		Appreciate family concept in Spanish speaking countries	7.1 A 1, 2, 6; 7.2 A, B; Social Studies 6.1	View dvd of students from Chile, Argentina, describing their family and relationships. Discuss: create graphic organizers to capture information presented.
		Describe your house; talk about where you and others are from; talk about responsibilities	7.1 A 3; B 3; C 3	Using picture prompts, say and write names of rooms in house. Use matching practice to say what furniture pieces belong in each room.
			7.1 A; B 3; C 3	Draw floor plan of a house; label rooms and furniture pieces. Present, saying whether it is in a city, outskirts, or country. Use descriptive vocabulary to expand description.
			7.1 A; B 3; C 3	Create list of household chores. Use as basis for re-categorizing according to who does chore, how often it gets done, degree of distaste for, etc.
			7.1 A; B 3; C 3; Mathematics 4.1	Use responses learned for degree of distaste to respond to learned phrases: Voy a la escuela a las 7:30 (it seems unfair)
		Use possessive adjectives to indicate ownership, relationship	7.1 A, 1, 2, 3; 7.1B 1, 2, 3; Social Studies 6.1	Using visuals from activities about family, home and chores, indicate which rooms, relatives, chores are student's; which are other family members or how others are related.

		Use a variety of stem-changing verbs and the irregular verb <i>estar</i> to describe and discuss activities and location of objects and people	7.1 A, 1, 2, 3; 7.1B 1, 2, 3	Review already known stem-changing verbs; discover similarities and differences with newly presented verbs; provide conjugated form in sentence when infinitive provided.
			7.1 A, 1, 2, 3; 7.1B 1, 2, 3	Identify correct conjugated verb to describe picture; Choose correct picture when listening to recorded cue; respond to questions including time of day and activity from choices.
			7.1 A, 1, 2, 3; 7.1B 1, 2, 3	Using structured format, say and write what family members and friends do, when and where, using stem-changing verbs and possessive adjectives and family vocabulary.
		Recognize negative expressions and comprehend effect on meaning.	7.1A 1,3,6; B 1,3; C 2,3	Create chart of negative expressions and translations. Using flash cards with expressions, hold up correct card to make sentence negative.
			7.1 A 1,3,6; B 4	State positive or negative sentence. Have second student say whether statement is true or false for student making statement.
		Demonstrate comprehension of TL when presented in video/dvd format	7.1 A 1, 2, 3, 4, 6; 7.2 A 1, 2, 3; Tech 8.1	Using visual of vocabulary to be heard in dvd, discuss what the content will be before viewing. Listen for words in presentation.
			7.1 A 1, 2, 3, 4, 6; 7.2 A 1, 2, 3; Social Studies 6.1; Tech 8.1	Using graphic organizer, restate characters, content of dvd. Use second graphic organizer to compare and contrast life and responsibilities of dvd characters to ours.
		Demonstrate understanding and appreciation of culture, geography, and history of Chile	7. 2 A, B, C;Technology 8.1; Social Studies 6.3, 6.6	Research specific topics related to Chile on internet; topics to include geography, Easter Island, foods, influence of Spain, dances, etc. Present findings to class in power point or other format. Other students ask questions.
2 -3 months	Let's Eat; culture of Mexico	Comment on food	7.1 A 1, 3, 5; B 3; 7.2; Health and PE 2.1	Identify correct picture when food name is read or heard; classify foods by food group; express preferences for foods and ask others their opinion, answer with opinion.
		Take an order and make polite requests	7.1 A 1, 3, 5; B 3; 7.2; visual and perf arts 1.1	Role play waiter and customer in restaurant using scripted dialogue.

			7.1 A 1, 3, 5; B 3; 7.2	Using picture cues, have students say whether they like or dislike and why.
			7.1 A 1, 3, 5; B 3; 7.2	Using prescribed and prepared questions, survey classmates about food preferences, using oral and writing skills.
		Talk about meals.	7.1 A 1, 3, 5; B 3; 7.2; Social Studies 6.1; Science 5.1	Discuss the influence of Spain on the foods of the western world; chocolate, potatoes, corn, tomato, etc. Say what foods contain these ingredients that we especially enjoy.
			7.1 A 1, 5; B 4; 7.2; Social Studies 6.1; Science 5.1	Have students bring in foods from grocery or restaurant that have Mexican influence. Taste-test and describe, using TL.
			7.1 A 1, 5; B 4; 7.2; Technology 8.1	Bring in or research online menus from Mexican restaurants. Translate menu items into known vocabulary.
		Use variety of verbs and constructions to express likes and dislikes.	7.1 A 1, 5; B 4; 7.2	Using picture prompts, say and write preferences for foods and meals.
			7.1 A 1 - 6; B 3,4,5; 7.2	View dvd of students from Mexico and their preferences for foods. Discuss typical meals there and here; say what one might try if in Mexico. Link US foods to Mexican: licuados are similar to smoothies, etc.
		Talk about meals, offer help, give instructions	7.1 A 1, 3, 5; B 3; 7.2; health and PE 2.1	Using food pyramid, place pictures and TL names in different categories
		Discuss importance of meal-taking in Mexico and other countries	7.1 A 1, 2, 3, 4, 6; 7.2 A 1, 2, 3; Health and PE 2.1	Compare and contrast meal times and types of foods presented; importance of eating together vs. busy schedules and working families.
		Offer help, give instructions	7.1 A1, 3, 5; B 3; 7.2	Using picture prompt, recognize requests for help and offers of help in the preparation of meals.
			7.1A 1, 2; B 1 - 4; C; Visual and Perf Arts 1.1A	Role play parent and young person in kitchen. Use food vocabulary and learned expressions for offering/giving help.
			7.1A1,2; B 1 - 4; C; Visual and Perf Arts 1.1A	Pantomime different kitchen activities and choose correct action: cut, put, etc.

			7.1 A 1, 3,5; B 3	Using a graphic organizer, say who performs which food-related tasks, how often, in each student's family.
		Demonstrate understanding of TL when presented in dvd/video format	7.1 A 1, 2, 3, 6; 7.2	Use pre-viewing organizer to present important TL words and expressions. After viewing, organize characters and action according to what was seen and heard. Theme focuses on Mexican food.
2 - 3 months	Health and Well-being; culture of Argentina	Talk about your daily routine	7.1A 1,2; B 1 - 4; C; Visual and Perf Arts 1.1A	Using pantomime, act out daily routine reflexive verbs. Guess TL verb.
		Talk about items needed to perform activities; talk about when activities take place.	7.1 A 1 - 6; C 1	Show items used in relationship to daily activities, name and describe its accompanying reflexive verb; say whether it is a morning or evening routine.
			7.1 A 1, 3,5; B 3	Write a schedule for routine activities; compare with classmates. Specify order, materials needed, frequency.
		Give instructions using a variety of reflexive and non-reflexive verbs and affirmative familiar commands.	7.1A 1,2; B 1 - 4; C; Visual and Perf Arts 1.1A	Recall affirmative commands: Student 1 tells student 2 what to do; student 2 has to perform action correctly.
		Talk about staying fit and healthy using learned vocabulary and new vocabulary.	7.1 A 1, 3,5; B 3; Health and PE 2.1	Use written choices to specify preferences for staying fit and relaxing. Discuss with partner.
			7.1 A 1, 3,5; B 3; Health and PE 2.1	Using food pyramid from previous unit, make healthy and unhealthy choices for meals for a day.
			7.1 A 1, 2	Using aural cues, choose picture that shows correct activity.
			7.1 A 1 - 6; B 3,4,5; 7.2; Health and PE 2.1	View dvd of students discussing fitness in TL; using pre-viewing vocabulary, relate students to their preferred activities. Compare personal activities to activities mentioned by students in dvd.
		Use the form "ir a & infinitive" to talk about plans for the near future.	7.1 A 1, 3, 5; B 3; 7.2	Ask and answer questions with partner, using near future and reflexive or non-reflexive verbs.

			7.1A 1,3,6: B 1,3; C 2,3	Use scripted questions to interview classmate about routine; use reflexive and non-reflexive verbs, vocabulary for school, numbers (time), activities enjoyed after school.
		Talk about how you feel.	7.1A 1,2; B 1 - 4; C; Vis and Perf Arts 1.1A; Health and PE 2.1	Use tpr to indicate body parts; ask if body part hurts; respond with yes or no answer
			7.1 A 1, 3, 5; B 3; 7.2; Health and PE 2.1	Ask what's wrong using a variety of questions; respond that particular body part hurts. Ask what's wrong; student does not respond - partner has to guess correct painful body part through series of questions.
		Make suggestions for healthy lifestyle.	7.1A 4; B 1; Health and PE 2.1	From lists of options, choose which a person should/should not do in order to have good health, feel better, stay in shape, etc.
			7.1 A 1,5; B 1, 4; C 3; Health and PE 2.1	In pairs or groups, create a poster for a doctor's office for patients to read in the waiting room. Indicate bad and good habits and suggestions for how to change them.
		Appreciate the architecture, geography and food of Argentina.	7.1 A 1, 2, 3, 4, 6; 7.2 A 1, 2, 3; Social Studies 6.1; Technology 8.1	Investigate the architectural history of Argentina: much European influence. Choose a city and its unique qualities; present power point to class.
			7.1 A 1, 2, 3, 4, 6; C; 7.2 A 1, 2, 3; Social Studies 6.1; Technology 8.1	The "parrillada" has become popular in restaurants around the world. Find a restaurant that has adopted this in the menu; create a skit including waiter and clients.
	Shopping for Clothes and other objects. Culture of Dominican Republic	Ask for and give opinions.	7.1A 1,3,6: B 1,3; C 2,3	Identify pieces of clothing; offer opinion about whether one likes/dislikes; pretty/ugly; in style, out of style.
			7.1A 1,3,6: B 1,3; C 2,3	Students ask each other opinion about particular garments; student replies, using choice of scripted phrases. First student agrees or disagrees.

		Say where you went and what you did.	7.1 A 1, 3,5; B 3	Students identify colors and use as adjectives for clothing. State preference for color and garment.
		Talk on the phone.	7.1 A 1, 2	Using aural cues, and written choices, choose correct clothing item mentioned.
			7.1A 4; B 1; Mathematics 4.1	Using picture cues and scripted choices, match description and picture, including price and opinion.
			7.1 A 1, 4; B 3: C 3	Cut out pictures from magazines to create a "store" for men, women, and children. Tag clothing items with price and size tags. Use as basis for conversations and presentations.
		Ask for and offer help in a store. Review numbers and use numbers up to 1 million.	7.1A 1,2; B 1 - 4; C; Visual and Perf Arts 1.1A	Role play clerk and customer in store; use clothing items to buy, sell, return, talk about opinion and reactions.
			7.1 A 1, 3, 5; B 3; 7.2;	Discuss systems for sizing: metric and equivalent .