



AP Spanish Language

Unit	Objectives	Standards	Resources
Benchmarks		<p>NJ: 2020 SLS: World Languages NJ: Intermediate-High</p> <hr/> <p>Interpretive Mode Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.</p> <p>7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.</p> <p>7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and</p>	<p>Temas, AP Spanish Language Culture, Draggett, Parthena, Conlin Cole, Ehrsam, Max, Millan, Elizabeth</p> <p>AP Spanish Language and Culture Exam Preparation, Frisancho, Jorge, Redmon, Maria, Restrego Bravo, Marta Lucia</p> <p>AP Spanish Preparing for the Language and Culture Exam, Diaz Jose</p> <p>AP Supersite</p> <p>Temas Supersite</p> <p>Other resources will be used during this course when and where deemed appropriate.</p>

informal settings, through appropriate responses.

7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.

7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).

7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

Interpersonal Mode

Core Idea: Interpersonal communication between and among people is the

exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum. Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.3: Relate personal stories, events, and

experiences using connected speech and with accuracy in the present tense and often across time frames.

7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

Presentational Mode

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Speakers and writers gain confidence and competence as they progress along the

proficiency continuum. Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual

prompts on familiar and unfamiliar topics and situations.

7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.

7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

NJ: Advanced-Low

Interpretive Mode

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make

inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.

7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.

7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

7.1.AL.IPRET.4: Demonstrate an understanding of most content of other academic disciplines.

7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences.

7.1.AL.IPRET.6: Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.

7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

7.1.AL.IPRET.9: Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.

7.1.AL.IPRET.10: Collect, share, and analyze data related to global issues including climate change.

Interpersonal Mode

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum. Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize

information, compare and contrast ideas and facts, and narrate with detail. Advance Low learners can talk about present, past, and future events with increasing accuracy and fluency.

7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.2: Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.3: Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.4: Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

7.1.AL.IPERS.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal

and non-verbal communication strategies.

7.1.AL.IPERS.6: Converse with members of the target culture with understanding about contemporary global issues, including climate change.

Presentational Mode

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Advanced Low learners participate actively and fluently in discussions about a range of topics both autobiographical and those that concern concrete events. They clearly express complex ideas and personal points of view about topics of interest. They use paragraph-length discourse when summarizing information, comparing and contrasting ideas and fact, and narrating and describing a range of ideas. Advanced Low learners speak and write across present, past, and future time frames with increasing accuracy and fluency.

7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.

7.1.AL.PRSNT.5: Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

		<p>NJ: 2014 SLS: 21st Century Life and Careers NJ: All Grades</p> <hr/> <p>Career Ready Practices Career Ready Practices</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>NJ: Grade 12 9.2 Career Awareness, Exploration, And Preparation Strand C: Career Preparation</p> <p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>Tema I Las familias y las comunidades</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • ¿Cómo se define la familia en distintas sociedades? • ¿Cómo contribuyen los individuos al bienestar de las comunidades? • ¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diversas sociedades del mundo? <p>Blue=AP Skills, Green=NJCCS</p> <p>Students will be able to:</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Writing Text Types and Purposes NJLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and</p>	<p>Temas, AP Spanish Language Culture, Draggett, Parthena, Conlin Cole, Ehram, Max, Millan, Elizabeth</p> <p>AP Spanish Language and Culture Exam Preparation, Frisancho, Jorge, Redmon, Maria, Restrego Bravo, Marta Lucia</p> <p>AP Spanish Preparing for the Language and Culture Exam, Diaz Jose</p> <p>AP Supersite</p> <p>Temas Supersite</p>

	<ul style="list-style-type: none"> Familiarize themselves with overall AP Spanish Language Examination format (1.A, 1.B, 2.A, 2.B, 7.1.IM.A.7, 7.1.IM.A.8) Evaluate/Self-assess their level of proficiency to date (1.B, 4.A, 4.B, 7.1.IM.A.7, 7.1.IM.A.8) Discuss selected works (1.A, 2.A, 2.B, 3.A, 3.B, 5.A, 5.B, 7.1.IM.A.1, 7.1.IM.A.2, 7.1.IM.A.4, 7.1.IM.B.4) Build student vocabulary base (4.A, 4.B, 7.1.IM.A.7, 7.1.IM.A.8) Strengthen listening comprehensive of authentic target language sources (1.A, 1.B, 3.A, 3.B, 4.A, 4.B, 7.1.IM.A.1, 7.1.IM.A.3, 7.1.IM.A.5, 7.1.IM.A.7, 7.1.IM.A.8) Demonstrate, referring to the print and audio content material, a definitive understanding of the role the family plays in North American society and in hispanic communities. (1.A, 3.A, 3.B, 7.1.IM.A.1, 7.1.IM.A.2, 7.1.IM.A.4) Write a well organized essay based on sub-topics noted in content material. (2.A, 2.B, 4.B, 8.A, 8.B, 7.1.IM.A.1, 7.1.IM.C.1, 7.1.IM.C.3, 7.1.IM.C.5) Draw conclusions using charts and diagrams that give, note information describing the impact of the family on society (1.A, 1.B, 3.A, 3.B, 8.A, 7.1.IM.A.1, 7.1.IM.A.4, 7.1.IM.C.1, 7.1.IM.C.4, 7.1.IM.C.5) Demonstrate comprehension of authentic readings (1.A, 1.B, 2.A, 2.B, 3.A, 3.B, 4.A, 4.B, 7.1.IM.A.1, 7.1.IM.A.3, 7.1.IM.A.4, 7.1.IM.A.5, 7.1.IM.A.7, 7.1.IM.A.8) 	<p>evidence, and between claim(s) and counterclaims.</p> <p>NJ: 2020 SLS: World Languages NJ: Intermediate-High</p> <hr/> <p>Interpretive Mode Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.</p> <p>7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.</p> <p>7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and</p>	<p>Other resources will be used during this course when and where deemed appropriate.</p>
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7. Express an opinion and preference.

7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.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 in familiar and some unfamiliar situations.

7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.

7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

C. Presentational Mode

Linguistic:

The Intermediate-Mid language learner

understands and communicates at the sentence level and can use strings of sentences independently to:
-Handle simple transactions related to everyday life
1. Express needs.
2. Give reasons.
3. Express an opinion and preference.
4. Request and suggest.

7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as

<p>Tema 2: La ciencia y la tecnología</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Respond to the following essential questions and their variations as noted in subtopics of the unit: Que impacto tiene el desarrollo científico y tecnológico en nuestras vidas? Que factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología? Que papel cumple la ética en los avances científicos? Synthesize authentic reading sources and express orally or in writing the main points and details of a given topic Demonstrate ability to read and understand authentic target language newspaper and magazine articles, literary prose and poetry Engage in informal communication such as conversing by telephone to a friend, or family member, asking questions, sharing a view point, make suggestions to help resolve an issue 	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Reading: Literature Key Ideas and Details NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NJ: 2020 SLS: World Languages NJ: Intermediate-High</p> <hr/> <p>Interpretive Mode Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target</p>	<p>Temas, AP Spanish Language Culture, Draggett, Parthena, Conlin Cole, Ehram, Max, Millan, Elizabeth</p> <p>AP Spanish Language and Culture Exam Preparation, Frisancho, Jorge, Redmon, Maria, Restrego Bravo, Marta Lucia</p> <p>AP Spanish Preparing for the Language and Culture Exam, Diaz Jose</p> <p>AP Supersite</p> <p>Temas Supersite</p> <p>Other resources will be used during this course when and where deemed appropriate.</p>

language.
Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.

7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).

7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

Interpersonal Mode

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum. Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that

may form paragraphs and asking a variety of questions, often across various time frames.

7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.

7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some

accuracy with other time frames.)

7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

Presentational Mode

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum. Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original

pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.

7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

NJ: 2014 SLS: Technology

NJ: Grades 9-12

8.1 Educational Technology

**B. Creativity and Innovation:
Students demonstrate
creative thinking, construct
knowledge and develop
innovative products and
process using technology.**

8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

**NJ: 2014 SLS: World
Languages**

NJ: Intermediate-Mid

A. Interpretive Mode

**Linguistic:
The Intermediate-Mid
language learner
understands and
communicates at the
sentence level and can use
strings of sentences
independently to:
-Identify the main idea and
some supporting details
when reading.
-Understand the gist and
some supporting details of
conversations dealing with**

everyday life.
-Infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.

7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

B. Interpersonal Mode
Linguistic:
The Intermediate-Mid language learner understands and communicates at the

sentence level and can use strings of sentences independently to:
-Ask and answer questions related to everyday life.
-Handle simple transactions related to everyday life:
1. Initiate, maintain, and end a conversation.
2. Ask for and give permission.
3. Express needs.
4. Give reasons.
5. Request, suggest, and make arrangements.
6. Extend, accept, and decline an invitation.
7. Express an opinion and preference.

7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.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 in familiar and some unfamiliar situations.

7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.

7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

C. Presentational Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Handle simple transactions related to everyday life**

- 1. Express needs.**
- 2. Give reasons.**
- 3. Express an opinion and preference.**
- 4. Request and suggest.**

7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

		<p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.</p> <p>Copyright © State of New Jersey, 1996 - 2020. Interdisciplinary Standards.docx</p>	
<p>Tema 3: La belleza y la estetica</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Respond to the following essential questions and their variations as noted in subtopics of the unit: Como se establen las percepciones de la belleza y la creatividad? Como influyen los ideales de la belleza y la estetica en la vida cotidiana? Como las artes desafian y reflejan las perspectivas culturales? Demonstrate comprehension of short stories and narrative selections Demonstrate comprehension of magazine & newspaper articles on a variety of topics 	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Language Knowledge of Language NJLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.3. Apply knowledge of language to make effective</p>	<p>Temas, AP Spanish Language Culture, Draggett, Parthena, Conlin Cole, Ehram, Max, Millan, Elizabeth</p> <p>AP Spanish Language and Culture Exam Preparation, Frisancho, Jorge, Redmon, Maria, Restrego Bravo, Marta Lucia</p> <p>AP Spanish Preparing for the Language and Culture Exam, Diaz Jose</p>

		<hr/>	
		speakers of the target	

descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.

7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.

7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

NJ: 2014 SLS: World Languages

NJ: Intermediate-Mid

A. Interpretive Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Identify the main idea and some supporting details when reading.**
- Understand the gist and some supporting details of conversations dealing with everyday life.**
- Infer the meaning of some unfamiliar words when used in familiar contexts.**

7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information

sentence level and can use strings of sentences independently to:
-Ask and answer questions related to everyday life.
-Handle simple transactions related to everyday life:
1. Initiate, maintain, and end a conversation.
2. Ask for and give permission.
3. Express needs.
4. Give reasons.
5. Request, suggest, and make arrangements.
6. Extend, accept, and decline an invitation.
7. Express an opinion and preference.

7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.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 in familiar and some unfamiliar situations.

7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

<p>Tema 4: La vida contemporanea</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Respond to the following essential questions and their variations as noted in subtopics of the unit: Como definen los individuos y las sociedades su propia calidad de vida? Como influyen los productos culturales, las practicas y las perspectivas de la gente en la vida contemporanea? Cuales son los desafios de la vida contemporanea? Listen to authentic target languages sources and accurately respond to comprehension checks 	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Speaking and Listening Presentation of Knowledge and Ideas NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>Temas, AP Spanish Language Culture, Draggett, Parthena, Conlin Cole, Ehram, Max, Millan, Elizabeth</p> <p>AP Spanish Language and Culture Exam Preparation, Frisancho, Jorge, Redmon, Maria, Restrego Bravo, Marta Lucia</p> <p>AP Spanish Preparing for the Language and Culture Exam, Diaz Jose</p>

	<ul style="list-style-type: none"> • Orally express opinions, views, reflection after listening to an authentic target language source • Write well organized persuasive essay synthesizing material from multiple sources • Formulate oral questions that clarify meaning and participate in class discussions in response to oral or written prompts 	<p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJ: 2020 SLS: World Languages NJ: Advanced-Low</p> <hr/> <p>Interpretive Mode Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph</p>	<p>AP Supersite</p> <p>Temas Supersite</p> <p>Other resources will be used during this course when and where deemed appropriate.</p>
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discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.

7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.

7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

7.1.AL.IPRET.4: Demonstrate an understanding of most content of other academic disciplines.

7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences.

7.1.AL.IPRET.6: Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.

7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English.

7.1.AL.IPRET.9: Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.

7.1.AL.IPRET.10: Collect, share, and analyze data related to global issues including climate change.

Interpersonal Mode

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum. Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advance Low learners can talk about

present, past, and future events with increasing accuracy and fluency.

7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.2: Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.3: Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.4: Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

7.1.AL.IPERS.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.AL.IPERS.6: Converse with members of the target culture with understanding about contemporary global issues, including climate change.

Presentational Mode

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Advanced Low learners participate actively and fluently in discussions about a range of topics both autobiographical and those that concern concrete events. They clearly express complex ideas and personal points of view about topics of interest. They use paragraph-length discourse when summarizing information, comparing and contrasting ideas and fact, and narrating and describing a range of ideas. Advanced Low learners speak and write across present, past, and future time frames with increasing accuracy and fluency.

7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target

language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.

7.1.AL.PRSNT.5: Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

NJ: 2014 SLS: Technology

NJ: Grades 9-12

8.1 Educational Technology

8.1 Educational Technology:
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

NJ: 2014 SLS: World Languages

NJ: Intermediate-Mid

A. Interpretive Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:
-Identify the main idea and some supporting details when reading.
-Understand the gist and some supporting details of conversations dealing with everyday life.
-Infer the meaning of some

unfamiliar words when used in familiar contexts.

7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.

7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning

of new and unfamiliar structures.

B. Interpersonal Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

-Ask and answer questions related to everyday life.

-Handle simple transactions related to everyday life:

1. Initiate, maintain, and end a conversation.

2. Ask for and give permission.

3. Express needs.

4. Give reasons.

5. Request, suggest, and make arrangements.

6. Extend, accept, and decline an invitation.

7. Express an opinion and preference.

7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.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 in familiar and some unfamiliar situations.

7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.

7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

C. Presentational Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- 1. Express needs.**
- 2. Give reasons.**
- 3. Express an opinion and preference.**
- 4. Request and suggest.**

7.1.IM.C.1 Synthesize information related to the cultural products, cultural

		<p>practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.</p> <p>Copyright © State of New Jersey, 1996 - 2020. Interdisciplinary Standards.docx</p>	
<p>Tema 5: Los desafíos mundiales</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Respond to the following essential questions and their variations as noted in subtopics of the unit: Cuales son los desafíos 	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Reading: Literature Craft and Structure NJLSA.R4 Interpret words and phrases as they are used in a text, including</p>	<p>Temas, AP Spanish Language Culture, Draggett, Parthena, Conlin Cole, Ehram, Max, Millan, Elizabeth</p> <p>AP Spanish Language and Culture Exam Preparation, Frisancho,</p>

	<p>sociales, políticos y medioambientales que enfrentan las sociedades del mundo? Cuales son los origenes de esos desafios? Cuales son algunas posibles soluciones a esos desafios?</p> <ul style="list-style-type: none"> • Respond in writing to audio materials • Respond in writing to reading passages. • Synthesize related reading and audio passages • Formulate oral synthesis of related reading and audio passages • Demonstrate ability to write a well organized essay with control of language and accurate and appropriate use of vocabulary, and grammatical structures 	<p>determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>NJ: 2020 SLS: World Languages</p> <p>NJ: Advanced-Low</p> <hr/> <p>Interpretive Mode</p> <p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and</p>	<p>Jorge, Redmon, Maria, Restrego Bravo, Marta Lucia</p> <p>AP Spanish Preparing for the Language and Culture Exam, Diaz Jose</p> <p>AP Supersite</p> <p>Temas Supersite</p> <p>Other resources will be used during this course when and where deemed appropriate.</p>
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linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.

7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.

7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

7.1.AL.IPRET.4: Demonstrate an understanding of most content of other academic disciplines.

7.1.AL.IPRET.5: Analyze a literary or informational text

including theme, author's purpose and tone, inferences.

7.1.AL.IPRET.6: Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.

7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English.

7.1.AL.IPRET.9: Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.

7.1.AL.IPRET.10: Collect, share, and analyze data related to global issues including climate change.

Interpersonal Mode

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum. Advanced Low learners participate actively and fluently in conversations about a range of topics both

autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advance Low learners can talk about present, past, and future events with increasing accuracy and fluency.

7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.2: Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.3: Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.4: Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

perspectives in one's own culture.

NJ: 2014 SLS: Technology
NJ: Grades 9-12

8.1 Educational Technology

8.1 Educational Technology:
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

NJ: 2014 SLS: World Languages

NJ: Intermediate-Mid

A. Interpretive Mode

Linguistic:
The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:
-Identify the main idea and

<p>Tema 6: Las identidades personales y publicas</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Respond to the following essential questions and their variations as noted in subtopics of the unit: Como se expresan los distintos aspectos de la identidad en diversas situaciones? Como influyen la lengua y la cultura en la identidad de una persona? Como se desarrolla la identidad de una persona a lo largo del tiempo? Engage in informal communication such as conversing by telephone to a friend, or family member, asking questions, sharing a view point, make suggestions to help resolve an issue Demonstrate ability to read and understand authentic target language newspaper and magazine articles, literary prose and poetry Orally express opinions, views, reflection after listening to an authentic target language source Write well organized persuasive essay synthesizing material from multiple sources Formulate oral questions that clarify meaning and participate in class discussions in response to oral or written prompts 	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Writing NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJ: 2020 SLS: World Languages NJ: Advanced-Low</p> <hr/> <p>Interpretive Mode Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to</p>	<p>Temas, AP Spanish Language Culture, Draggett, Parthena, Conlin Cole, Ehram, Max, Millan, Elizabeth</p> <p>AP Spanish Language and Culture Exam Preparation, Frisanco, Jorge, Redmon, Maria, Restrego Bravo, Marta Lucia</p> <p>AP Spanish Preparing for the Language and Culture Exam, Diaz Jose</p> <p>AP Supersite</p> <p>Temas Supersite</p> <p>Other resources will be used during this course when and where deemed appropriate.</p>
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the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.

7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.

7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

7.1.AL.IPRET.4: Demonstrate an understanding of most content of other academic disciplines.

7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences.

7.1.AL.IPRET.6: Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.

7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English.

7.1.AL.IPRET.9: Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.

7.1.AL.IPRET.10: Collect, share, and analyze data related to global issues including climate change.

Interpersonal Mode

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum. Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in

the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advance Low learners can talk about present, past, and future events with increasing accuracy and fluency.

7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.2: Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.3: Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.4: Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

7.1.AL.IPERS.5: Interact in a variety of familiar and a few unfamiliar situations using

culturally appropriate verbal and non-verbal communication strategies.

7.1.AL.IPERS.6: Converse with members of the target culture with understanding about contemporary global issues, including climate change.

Presentational Mode

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Advanced Low learners participate actively and fluently in discussions about a range of topics both autobiographical and those that concern concrete events. They clearly express complex ideas and personal points of view about topics of interest. They use paragraph-length discourse when summarizing information, comparing and contrasting ideas and fact, and narrating and describing a range of ideas. Advanced Low learners speak and write across present, past, and future time frames with increasing accuracy and fluency.

7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.

7.1.AL.PRSNT.5: Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

NJ: 2014 SLS: World Languages

NJ: Intermediate-Mid

A. Interpretive Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Identify the main idea and some supporting details when reading.**
- Understand the gist and some supporting details of conversations dealing with everyday life.**
- Infer the meaning of some unfamiliar words when used in familiar contexts.**

7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target

culture(s) to determine the meaning of a message.

7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.

7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

B. Interpersonal Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

-Ask and answer questions related to everyday life.

-Handle simple transactions related to everyday life:

1. Initiate, maintain, and end a conversation.

2. Ask for and give permission.

3. Express needs.

4. Give reasons.

5. Request, suggest, and

make arrangements.
6. Extend, accept, and decline an invitation.
7. Express an opinion and preference.

7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.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 in familiar and some unfamiliar situations.

7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.

7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

C. Presentational Mode

**Linguistic:
The Intermediate-Mid
language learner
understands and
communicates at the
sentence level and can use
strings of sentences
independently to:
-Handle simple transactions
related to everyday life**

- 1. Express needs.**
- 2. Give reasons.**
- 3. Express an opinion and
preference.**
- 4. Request and suggest.**

7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

		<p>7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.</p> <p>Copyright © State of New Jersey, 1996 - 2020. Interdisciplinary Standards.docx</p>	
<p>Tema 7 Creative projects based on original material</p>	<ul style="list-style-type: none"> • Use grammatical structures and specialized vocabulary • Create original presentations reflecting grammatical structures and vocabulary acquired throughout the year. • Create fun activities highlighting themes/topics of general interest 	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Language Conventions of Standard English NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>NJ: 2020 SLS: World Languages NJ: Advanced-Low</p> <hr/> <p>Interpretive Mode Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Advanced Low learners</p>	<ul style="list-style-type: none"> • BBC Mensual, Naciones Unidas, Yahoo Mexico, Yahoo Spain • People en Español • Abriendo Paso, Lectura, Boston Massachusetts; Pearson Prentice Hall • Album 2nd edition Lexington Massachusetts; D.C. Heath and Company 1993 <p>Other resources will be used during this course when and where deemed appropriate.</p>

that concern concrete events. They clearly express complex ideas and personal points of view about topics of interest. They use paragraph-length discourse when summarizing information, comparing and contrasting ideas and fact, and narrating and describing a range of ideas. Advanced Low learners speak and write across present, past, and future time frames with increasing accuracy and fluency.

7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in

paragraph-level narration and description.

7.1.AL.PRSNT.5: Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

NJ: 2014 SLS: World Languages

NJ: Intermediate-Mid

A. Interpretive Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

-Identify the main idea and some supporting details when reading.

-Understand the gist and some supporting details of conversations dealing with everyday life.

-Infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials

Amistad	<p>1) To infuse the history of Africans and African-Americans into the social studies curriculum in order to provide an accurate, complete and inclusive history.</p> <p>2) To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.</p> <p>3) To create and coordinate workshops, seminars, institutes, memorials and events which raise public awareness about the</p>	<hr/>	<p>www.njamistadcurriculum.net</p> <p>Other resources will be used during this course when and where deemed appropriate.</p>

	importance of the history of African-Americans to the growth and development of American society in global context.		
Holocaust	For students to appreciate the causes and impact of the Holocaust.		<p>Holocaust Curriculum Universal9-12.docx</p> <p>Other resources will be used during this course when and where deemed appropriate.</p>
LGBTQ+	<p>For students to understand the importance of including the LGBTQ Community in our society and affording them the same civil rights that all people should enjoy and be entitled to.</p> <p>C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum.</p> <p>1. A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.</p> <p>C.18A:35-4.36 Policies, procedures pertaining to inclusive instructional materials.</p> <p>2. A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of section 1 of</p>		<p>https://www.teach.lgbt/subject...</p> <p>https://www.glsen.org/activity...</p> <p>Other resources will be used during this course when and where deemed appropriate.</p>

	<p>this act. When adopting instructional materials for use in the schools of the district, a board of education shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate.</p> <p>3. This act shall take effect immediately and shall first apply to the 2020-2021 school year.</p> <p>Approved January 31, 2019.</p>		
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