

# **Cedar Grove School District**

## **Cedar Grove, NJ**

# **2017**

# **Grade 4**

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# **World Language: Spanish**

*Revised 2017*

*Approved by the Cedar Grove Board of Education*

Superintendent of Schools

**Mr. Michael J. Fetherman**

Board of Education

**Mrs. Christine Dye, President**

**Mr. Frank Mandala, Vice-President**

**Mr. Peter Prvulovic**

**Mr. David Schoner**

**Mr. Vincent Vollero**

# World Language

## Spanish – Grade 4

### Course Description

The World Language course in Grade Four offers students an introduction to the Spanish language and Spanish/Hispanic culture. 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 the communication. The three modes are: **Interpretive**, **Interpersonal** and **Presentational**.

#### **The Interpretive Mode**

One-way communication using receptive skills of listening and reading, sometimes enhanced by viewing. The interpretive mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation differs from comprehension in that the former implies the ability to "read (or listen) between the lines." Since the interpretive mode does not allow for active negotiation between the reader and writer or the listener and the speaker, it commonly requires knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

#### **The Interpersonal Mode**

Two-way communication between individuals using receptive skills (listening and reading, sometimes enhanced by viewing) and productive skills (speaking and writing, sometimes enhanced by showing). The interpersonal mode is characterized by active negotiation of meaning among individuals, either listeners and speakers, or readers and writers. Participants observe one another to see how well their meanings and intentions are being communicated and make adjustments and clarifications accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The interpersonal mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail (e-mail) messages.

#### **The Presentational Mode**

One-way communication using productive skills of speaking and writing, sometimes enhanced by showing: The presentational mode refers to the creation of formal messages to be interpreted by listeners or readers without opportunities for the active negotiation of meaning. Whereas the interpretive mode refers to the way written or spoken utterances are received and interpreted, the presentational mode describes how the creator of a written or spoken utterance orders the presentation of text to achieve the maximum comprehension by an audience. Examples include the writing of reports and articles or the presentation of speeches. These examples of "one-way" writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that the listening or reading audience will readily understand the messages conveyed.

# World Language Spanish – Grade 4 Course Calendar

Unit:	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun					
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31					
<u>Review Classroom Objects</u>	█															
<u>Review Rooms of the House</u>			█													
<u>Review Foods</u>				█												
<u>Sports/Favorite Pastimes</u>					█											
<u>Telling and Writing Time in Spanish</u>						█										
<u>Telling and Writing Time in Spanish II</u>							█									
<u>Tu y Usted</u>								█								
<u>Tu y Usted II</u>									█							
<u>Countries Argentina and Colombia</u>										█						
<u>Review</u>											█					

**This curriculum was written in accordance with the  
2014 NEW JERSEY STUDENT LEARNING STANDARDS  
for  
WORLD LANGUAGES**

The standards can be viewed at: <http://www.state.nj.us/education/aps/cccs/wl/>



# Review Classroom Objects

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

NJ: Novice-Mid

#### A. Interpretive Mode

**7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.**

##### Linguistic:

**The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.**

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information 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.

#### B. Interpersonal Mode

##### Linguistic:

**The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:**

**-Respond to learned questions.**

**-Ask memorized questions.**

**-State needs and preferences.**

**-Describe people, places, and things.**

- 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 topics or on topics studied in other content areas.

#### C. Presentational Mode

##### Linguistic:

**The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:**

**-Make lists.**

**-State needs and preferences.**

**-Describe people, places, and things.**

- 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).

## Enduring Understandings

- Students will be able to review *la sala de clase* (classroom) vocabulary in the target language.
- Students will be able to review definite and indefinite articles in the target language.
- Students will be able to discuss gender and plurality in regards to nouns in the target language.
- Students will be able to utilize the phrases *hay* (there is/are) and *no hay* (there isn't/aren't) during classroom discussions.

## Essential Questions

- ¿*Qué hay en la sala de clase?* (What's in the classroom?)
- ¿*Qué no hay en la sala de clase?* (What's not in the classroom?)
- How do you know if a noun is masculine or feminine in Spanish?
- How do you know if a noun is singular or plural in Spanish?

## Content

- Review of *la sala de clase* vocabulary
- Review of definite and indefinite articles
- Gender and plurality in Spanish nouns
- Singular v. plural in Spanish nouns

## Skills

- Recognize the previously learned vocabulary for *la sala de clase*.
- Label nouns in Spanish using the correct definite and indefinite articles.
- Explain the roles of gender and plurality in Spanish nouns.
- Tell when a noun (in Spanish) is singular or plural.

## Stage 2: Assessment Evidence

### Assessments

#### La Sala de Clase skit

#### Summative: Oral Report

Students will be placed, or form their own small group to create an original skit. Vocabulary from *la sala de clase* must be used in this twenty line script. Make sure to include the correct definite and/or indefinite articles. The phrases *hay* and *no hay* must be used as well. Props and memorization of lines is encouraged.

## Stage 3: Learning Plan

### Learning Activities

- *Trivia Review Game* (teacher-made trivia questions)
- Definite and Indefinite article worksheet (labeling)
- Group skits

### Resources

#### Suggested Resources

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- Teacher Created Worksheets

#### Websites

-  <http://www.Youtube.com>
-  <http://www.enchantedlearning.com>



# Review Rooms of the House

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

#### NJ: Novice-Mid

#### A. Interpretive Mode

**7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.**

##### Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information 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.

#### B. Interpersonal Mode

##### Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Respond to learned questions.

-Ask memorized questions.

-State needs and preferences.

-Describe people, places, and things.

- 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 topics or on topics studied in other content areas.

#### C. Presentational Mode

##### Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Make lists.

-State needs and preferences.

-Describe people, places, and things.

- 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.



# Review Foods

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

#### NJ: Novice-Mid

#### A. Interpretive Mode

**7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.**

##### Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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- 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.

#### B. Interpersonal Mode

##### Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Respond to learned questions.

-Ask memorized questions.

-State needs and preferences.

-Describe people, places, and things.

- 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 topics or on topics studied in other content areas.

#### C. Presentational Mode

##### Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Make lists.

-State needs and preferences.

-Describe people, places, and things.

- 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).

## Enduring Understandings

- Students will be able to review *los cuartos de la casa* vocabulary words.
- Students will be able to review household items in the target language.
- Students will be able to review prepositional phrases in the target language.
- Students will be able to describe their own *casas* (houses) using the previously learned vocabulary.

## Essential Questions

- ¿Cómo está tu casa? (How is your house?)
- ¿Qué hay en los cuartos de la casa? (What's in the rooms of your house?)
- What is a prepositional phrase?

## Content

- Review of *los cuartos de la casa*
- Review of household items in Spanish
- Review of prepositional phrases in Spanish

## Skills

- Describe one's *casa* in the target language.
- Explain prepositional phrases.
- Utilize prepositional phrase in Spanish when describing *los cuartos de la casa*.
- Discuss the household items found in the rooms of *los cuartos de la casa*.

## Stage 2: Assessment Evidence

### Assessments

#### **Mi Casa de Mis Sueños** **Summative: Personal Project**

Students are to create a floor plan of their dream house. They are to label each room in Spanish, and include household items in the target language as well. Everything must be colored and proofread.

## Stage 3: Learning Plan

### Learning Activities

- *Trivia Review Game* (teacher-made trivia questions)
- Prepositional phrase review worksheet
- Mi Casa de Mis Sueños project
- Class discussions

### Resources

#### Suggested Resources

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- Teacher Created Worksheets

#### Websites

-  <http://www.Youtube.com>
-  <http://www.enchantedlearning.com>





# Sports/Favorite Pastimes

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

#### NJ: Novice-Mid

#### A. Interpretive Mode

**7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.**

##### Linguistic:

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- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information 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.

#### B. Interpersonal Mode

##### Linguistic:

**The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:**

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.
- 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.
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- 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 topics or on topics studied in other content areas.

#### C. Presentational Mode

##### Linguistic:

**The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:**

- Make lists.
- State needs and preferences.
- Describe people, places, and things.
- 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).

## Enduring Understandings

- Students will be able to recognize *los deportes* (sports) in the target language.
- Students will be able to utilize the irregular verb, *jugar* (to play) in the target language.
- Students will be able to recognize *los pasatiempos* (hobbies) in the target language.
- Students will review the phrases *me gusta(n)* and *no me gusta(n)* (I like/I don't like) when discussing *los deportes* and *los pasatiempos*.

## Essential Questions

- ¿*Qué te gusta hacer?* (What do you like to do?)
- ¿*Juegas un deporte?* (Do you play a sport)
- ¿*A qué deporte juegas?* (Which sport do you play?)

## Content

- *los deportes* (sports)
- *los pasatiempos* (hobbies)
- review of *me gusta(n)* and *no me gusta(n)* ( I like/don't like)
- sporting equipment in the target language
- the verb, *jugar* (to play)

## Skills

- Discuss *los deportes* and *los pasatiempos*.
- Utilize the verb, *jugar*, when talking about *los deportes*.
- Incorporating *me gusta(n)* and *no me gusta(n)* ( I like/don't like) into conversations about *los deportes* and *los pasatiempos*.

## Stage 2: Assessment Evidence

### Assessments

#### Los Deportes/Los Pasatiempos Summative: Technology Project

Students will create an original PowerPoint presentation about *los deportes/los pasatiempos* that are popular in Spanish speaking countries. They are to choose one Spanish speaking country and research the sports/hobbies that are popular. Presentations must be at least ten slides, accompanied by photos and facts.

## Stage 3: Learning Plan

### Learning Activities

- *Los Deportes/Los Pasatiempos* worksheet
- Group skits
- PowerPoint presentations
- *Jugar* conjugation worksheet

### Resources

#### Suggested Resources

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- Teacher Created Worksheets

#### Websites

-  <http://www.Youtube.com>
-  <http://www.enchantedlearning.com>



# Telling and Writing Time in Spanish

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

NJ: Novice-Mid

#### A. Interpretive Mode

**7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.**

##### Linguistic:

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- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
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- 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.

#### B. Interpersonal Mode

##### Linguistic:

**The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:**

**-Respond to learned questions.**

**-Ask memorized questions.**

**-State needs and preferences.**

**-Describe people, places, and things.**

- 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.
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#### C. Presentational Mode

##### Linguistic:

**The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:**

**-Make lists.**

**-State needs and preferences.**

**-Describe people, places, and things.**

- 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.

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- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

## Enduring Understandings

- Students will be able to tell the time in Spanish.
- Students will be able to write the time in Spanish.
- Students will become familiar with the phrases: *a la(s)*, *son las*, *y cuarto* and *y media*.
- Students will be able to review the numbers in Spanish from one to twenty-nine.

## Essential Questions

- ¿*Qué hora es?* (What time is it?)
- ¿*A qué hora...* (At what time...)

## Content

- Numbers in Spanish from one to twenty-nine
- Telling time in Spanish
- Writing time in Spanish
- The phrases; *a la(s)*, *son las*, *y cuarto* and *y media*

## Skills

- Telling time in Spanish.
- Writing the time in Spanish.
- Asking what time it is in Spanish.
- Reviewing the numbers from one to twenty-nine in Spanish.

## Stage 2: Assessment Evidence

### Assessments

#### **Mi horario (my schedule)**

#### **Summative: Personal Project**

Students will use a poster board to create their daily *horario* (schedule) including the times (written in Spanish) and the activities completed during the day. Include pictures and color.

## Stage 3: Learning Plan

### Learning Activities

- ¿*Qué hora es?* (What time is it?) activity (using large classroom teaching clock)
- Q&A (practicing the time as a class)
- *La Hora* worksheet
- *Mi horario* project

### Resources

#### Suggested Resources

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- Teacher Created Worksheets

#### Websites

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# Telling and Writing Time in Spanish

## II

Collaboration

### Stage 1: Desired Results

#### NJ Standards

#### NJ: 2014 SLS: World Languages

##### NJ: Novice-Mid

#### A. Interpretive Mode

**7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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##### Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Respond to learned questions.

-Ask memorized questions.

-State needs and preferences.

-Describe people, places, and things.

- 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 topics or on topics studied in other content areas.

#### C. Presentational Mode

##### Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Make lists.

-State needs and preferences.

-Describe people, places, and things.

- 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).

## Enduring Understandings

- Students will be able to continue telling time in Spanish (*beyond half past*).
- Students will be able to continuing writing the time in Spanish (*beyond half past*).
- Students will be able to utilize the concept of telling time after half past (*subtracting from the next hour*).
- Students will be able to recognize the phrase *menos* and *menos cuarto*.

## Essential Questions

- ¿Qué hora es? (What time is it?)
- How do you tell time after half past?

## Content

- Telling time in Spanish after half past
- Write the time in Spanish after half past
- The phrases *menos* and *menos cuarto*

## Skills

- Write the time in Spanish after half past.
- Say the time in Spanish after half past.
- Utilize the phrases *menos* and *menos cuarto*.

## Stage 2: Assessment Evidence

### Assessments

#### La Hora Skit

#### Summative: Oral Report

Students will form into groups to create an original twenty line script using all of the concepts for telling time in Spanish.

## Stage 3: Learning Plan

### Learning Activities

- La Hora worksheet (after half past)
- Q&A (class discussion)
- Group skits
- ¿Qué hora es? (What time is it?) using large teaching clock

### Resources

#### Suggested Resources

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- Teacher Created Worksheets

#### Websites

-  <http://www.Youtube.com>
-  <http://www.enchantedlearning.com>



# Tu v. Usted

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

NJ: Novice-Mid

#### A. Interpretive Mode

**7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.**

**Linguistic:**

**The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.**

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information 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.

#### B. Interpersonal Mode

**Linguistic:**

**The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:**

**-Respond to learned questions.**

**-Ask memorized questions.**

**-State needs and preferences.**

**-Describe people, places, and things.**

- 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 topics or on topics studied in other content areas.

#### C. Presentational Mode

**Linguistic:**

**The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:**

**-Make lists.**

**-State needs and preferences.**

**-Describe people, places, and things.**

- 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).

## Enduring Understandings

- Students will be able to recognize the subject pronouns *tú* and *usted*.
- Students will be able to become familiar with the concept of familiarity when discussing *tú* and *usted*.
- Students will be able to list the people that should be addressed for each of the pronouns *tú* and *usted*.
- Students will be able to recognize regular *-ar*, *-er* and *-ir* verbs in the target language.
- Students will be able to conjugate regular *-ar*, *-er* and *-ir* verbs in the *tú* and *usted* forms.

## Essential Questions

- With whom do you use *tú* and *usted*?
- What is the difference between the two subject pronouns?
- How do you conjugate a verb in Spanish?
- Which verb endings are associated with *tú* and *usted*?

## Content

- The difference between *tú* and *usted*
- The different people that would be addressed by each subject pronoun
- Regular *-ar*, *-er* and *-ir* verb infinitives in the target language
- Regular *-ar*, *-er* and *-ir* verb endings in the *tú* and *usted* forms

## Skills

- Choose which subject pronoun to use when addressing an individual (*tú* or *usted*).
- Recognize regular *-ar*, *-er* and *-ir* verb infinitives in the target language.
- Conjugate regular *-ar*, *-er* and *-ir* verbs in the *tú* and *usted* forms.

## Stage 2: Assessment Evidence

### Assessments

#### Tú v. Usted

##### Summative: Personal Project

Students will make a list of people that are addressed by the subject pronoun *tú* and that are addressed by the subject pronoun *usted*. Students should use poster board, and include colors and pictures.

## Stage 3: Learning Plan

### Learning Activities

- *Tú v. usted* worksheet (fill-ins)
- Regular *-ar*, *-er* and *-ir* verb infinitive worksheet (translations/verb endings)
- Group skits
- Personal project

### Resources

#### Suggested Resources

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- Teacher Created Worksheets

#### Websites

-  <http://www.Youtube.com>
-  <http://www.enchantedlearning.com>





# Tu v. Usted II

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

NJ: Novice-Mid

#### A. Interpretive Mode

**7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Linguistic:**

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information 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.

#### B. Interpersonal Mode

**Linguistic:**

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Respond to learned questions.

-Ask memorized questions.

-State needs and preferences.

-Describe people, places, and things.

- 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 topics or on topics studied in other content areas.

#### C. Presentational Mode

**Linguistic:**

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Make lists.

-State needs and preferences.

-Describe people, places, and things.

- 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).

## Enduring Understandings

- Students will be able to recognize the subject pronouns *tú* and *usted*.
- Students will be able to engage in conversation using the concept of familiarity when discussing *tú* and *usted*.
- Students will be able to conjugate regular *-ar*, *-er* and *-ir* verbs in the target language.
- Students will be able to conjugate regular *-ar*, *-er* and *-ir* verbs in the *tú* and *usted* forms.

## Essential Questions

- With whom do you use *tú* and *usted*?
- What is the difference between the two subject pronouns?
- How do you conjugate a verb in Spanish?
- Which verb endings are associated with *tú* and *usted*?

## Content

- Conversation with both *tú* and *usted*
- Conjugation of regular *-ar*, *-er* and *-ir* verb infinitives in the target language
- Conjugation of regular *-ar*, *-er* and *-ir* verb endings in the *tú* and *usted* forms

## Skills

- Choose which subject pronoun to use when addressing an individual (*tú* or *usted*).
- Recognize regular *-ar*, *-er* and *-ir* verb infinitives in the target language.
- Conjugate regular *-ar*, *-er* and *-ir* verbs in the *tú* and *usted* forms.

## Stage 2: Assessment Evidence

### Assessments

#### Oral Presentations

**Summative: Oral Report**

## Stage 3: Learning Plan

### Learning Activities

- *Tú* v. *usted* worksheet (fill-ins)
- Regular *-ar*, *-er* and *-ir* verb infinitive worksheet (translations/verb endings)
- Group skits

### Resources

#### Suggested Resources

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- Teacher Created Worksheets

#### Websites

-  <http://www.Youtube.com>
-  <http://www.enchantedlearning.com>



# Countries: Argentina and Colombia

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

NJ: Novice-Mid

#### A. Interpretive Mode

**7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.**

**Linguistic:**

**The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.**

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information 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.

#### B. Interpersonal Mode

**Linguistic:**

**The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:**

**-Respond to learned questions.**

**-Ask memorized questions.**

**-State needs and preferences.**

**-Describe people, places, and things.**

- 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 topics or on topics studied in other content areas.

#### C. Presentational Mode

**Linguistic:**

**The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:**

**-Make lists.**

**-State needs and preferences.**

**-Describe people, places, and things.**

- 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).

## Enduring Understandings

- Students will be able to locate Argentina and Colombia on a world map.
- Students will be able to discuss the geography of Argentina and Colombia (capital, major cities, bordering countries/bodies of water/continent).
- Students will be able to explore the culture, customs and traditions of both Argentina and Colombia.

## Essential Questions

- Where is Argentina located? Where is Colombia located?
- Are there any bordering countries? Bodies of water?
- Are they located on the same continent? Different continents?
- What are the countries' capitals?
- What do you know about the culture, customs and traditions?
- Can you name famous people from these two countries?

## Content

- Geography of Argentina and Colombia
- Culture/Customs/Traditions of Argentina and Colombia
- Famous people from Argentina and Colombia

## Skills

- Locate Argentina and Colombia on a world map.
- Discuss the geography of Argentina and Colombia.
- Recognize the Argentinian and Colombian flags.
- Explore the culture, customs and traditions of both Argentina and Colombia.
- Name famous people from both Argentina and Colombia.

## Stage 2: Assessment Evidence

### Assessments

#### Argentina and Colombia Travel Brochures

##### Summative: Personal Project

Students will make travel brochures about either Argentina or Colombia. To be done on the computer or handwritten neatly. Pictures/facts/tourist attractions will be included as well.

## Stage 3: Learning Plan

### Learning Activities

- PowerPoint presentations on Argentina and Colombia (note taking)
- Worksheet on the major cities of Argentina and Colombia (research each major city)
- Color the flag of both Argentina and Colombia
- Class discussion on culture, customs and traditions (note taking/PowerPoint presentation)

### Resources

#### Suggested Resources

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- Teacher Created Worksheets

#### Websites

-  <http://www.Youtube.com>
-  <http://www.enchantedlearning.com>



# Review

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

NJ: Novice-Mid

#### A. Interpretive Mode

**7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.**

**Linguistic:**

**The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.**

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- 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.

#### B. Interpersonal Mode

**Linguistic:**

**The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:**

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

- 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 topics or on topics studied in other content areas.

#### C. Presentational Mode

**Linguistic:**

**The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:**

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

- 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).

## Enduring Understandings

- Students will be able to review greetings/farewells in Spanish.
- Students will be able to review subject pronouns and *-ar*, *-er* and *-ir* verbs.
- Students will be able to review definite/indefinite articles and learned vocabulary in the target language.
- Students will be able to review numbers/colors in the target language.
- Students will be able to review telling time in the target language.

## Essential Questions

- Can you introduce yourself in the target language?
- What are the subject pronouns and verb ending in the target language for *-ar*, *-er* and *-ir* verbs?
- When do you use definite/indefinite articles?
- Can you count from 0-100 in the target language?
- Do you know your colors in the target language?
- Can you tell time in the target language?

## Content

Review of the following:

- Greetings/farewells
- Subject pronouns/*-ar*, *-er* and *-ir* verbs (infinitives/endings and conjugation)
- Definite/indefinite articles
- Numbers (0-100)
- Colors
- Telling time

## Skills

- Introduce themselves in Spanish.
- Subject pronoun and verb conjugation in conversation.
- Combining definite/indefinite articles with nouns in the target language in conversation.
- Telling time in Spanish.
- Describing objects using colors in Spanish.

## Stage 2: Assessment Evidence

### Assessments

**Oral Group Presentation**  
**Summative: Oral Report**

## Stage 3: Learning Plan

### Learning Activities

- Review worksheet
- Trivia Review Game

### Resources

#### Suggested Resources

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- Teacher Created Worksheets

#### Websites

-  <http://www.Youtube.com>