

**Quinton Township School District  
Spanish  
1st Grade**

**Pacing Chart/Curriculum MAP**

**Technology Careers Interdisciplinary Studies**

<b>Marking Period:</b>	1	<b>Unit Title:</b>	Introduction, General Conversation	<b>Pacing:</b>	5 days
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**Unit Summary:** Students will learn some general conversation skills including introducing themselves and general conversation.

**Objectives:**

- SW learn the daily language that will be used in the classroom so that they can understand and communicate effectively.
- SW learn to ask someone their name by saying, "¿Cómo te llamas?" and introduce themselves by saying, "Me llamo..." so that they could meet someone that does not speak English.
- SW learn to guess where a particular stuffed animal is by asking it the question, "¿Cómo te llamas?"
- SW learn to respond with "Mucho gusto." When meeting someone.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

**Essential Questions:**

- How do I communicate using everyday language in Spanish?
- How do I share and discover information about myself and others in Spanish?

**Common Core State Standards/Learning Targets:**

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
  
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
  
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

***SEL.PK-12.3.4** - [Sub-Competency] - Demonstrate an awareness of the expectations for social interactions in a variety of settings*

***SEL.PK-12.3.2** - [Sub-Competency] - Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds*

***TECH.8.1.2.A.CS1** - [Content Statement] - Understand and use technology systems.*

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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> <li>● Participaton in asking someone's name</li> <li>● Participation in introducing oneself</li> <li>● Finding a matching partner with the same name</li> <li>● Conversation with a puppet</li> </ul>	<p><b>Teacher Made Resources</b></p>	<ul style="list-style-type: none"> <li>● <b>Teacher made materials.</b></li> <li>● Teacher made cards with famous pictures.</li> <li>● Puppets</li> <li>● Ball</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Ipads</li> </ul>

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● <b>Student conversations</b></li> <li>● <b>Student participation</b></li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> Oral Conversation</p> <p><b>Suggested skills to be assessed:</b></p>

	<ul style="list-style-type: none"><li>• Ability to ask someone's name and introduce oneself</li></ul>
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**Differentiation**

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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<ul style="list-style-type: none"> <li>• <b>Modify and accommodate as listed in student's IEP or 504 plan</b></li> <li>• <b>Utilize effective amount of wait time</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Communicate directions clearly and concisely and repeat, reword, modify as necessary.</b></li> <li>• <b>Utilize open-ended questioning techniques</b></li> <li>• <b>Utilize scaffolding to support instruction.</b></li> <li>• <b>Chunk tasks into smaller components</b></li> <li>• <b>Provide step by step instructions</b></li> <li>• <b>Model and use visuals as often as possible</b></li> <li>• <b>Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices..</b></li> <li>• <b>Create modified assessments.</b></li> <li>• <b>Provide individualized assistance as necessary.</b></li> <li>• <b>Utilize assistive technology as appropriate.</b></li> <li>• <b>Provide meaningful feedback and utilize teachable moments.</b></li> <li>• <b>Utilize graphic organizers</b></li> <li>• <b>Utilize manipulatives as necessary.</b></li> <li>• <b>Utilize auditory reminders as deemed necessary.</b></li> <li>• <b>Provide breaks to allow for refocusing as necessary.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>RTI</b></li> <li>• <b>Speech/Language Therapy</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Learn/Utilize/Display some words in the students' native language</b></li> <li>• <b>Utilize formative assessments to drive instruction</b></li> <li>• <b>Translate printed communications for parents in native language</b></li> <li>• <b>Hold conferences with translator present</b></li> <li>• <b>Utilize additional NJDOE resources/recommendations</b></li> <li>• <b>Review Special Education listing for additional recommendations</b></li> <li>• <b>Establish a consistent and daily routine</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide after school tutoring services</b></li> <li>• <b>Basic Skills Instruction</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Hold parent conferences fall and spring</b></li> <li>• <b>Make modifications to instructional plans based on I and RS Plan.</b></li> <li>• <b>Develop a record system to encourage good behavior and completion of work.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</b></li> <li>• <b>Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</b></li> <li>• <b>Encourage exposure to, selection and use of appropriate and specialized resources.</b></li> <li>• <b>Promote self-initiated and self-directed learning and growth.</b></li> <li>• <b>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</b></li> </ul>
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<b>Marking Period:</b>	1	<b>Unit Title:</b>	¿Cuántos años tienes?	<b>Pacing:</b>	4 days
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**Unit Summary:** Students will learn to ask someone’s age and state their own age as well as interacting politely in a conversation with “por favor”, “gracias” and “de nada”.

**Objectives:**

- SW learn to ask puppets how old they are using, “¿Cuántos años tienes?”.
- SW learn to ask each other, “¿Cuántos años tienes?” so that they could find out the age of someone they may meet.
- SW learn to respond with, “Tengo\_\_ años.”
- SW learn to create a tally sheet of the ages in the classroom to find out what age is most popular.
- SW learn how to use, “por favor, gracias, de nada” appropriately so that they may receive things they want and show that

they have good manners.

- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

**Essential Questions:**

- How do I communicate using everyday language in Spanish?
- How do I make a friend with someone who speaks a different language?

**Common Core State Standards/Learning Targets:**

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
  
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
  
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

SEL.PK-12.3.4 - [Sub-Competency] - Demonstrate an awareness of the expectations for social interactions in a variety of settings  
 SEL.PK-12.3.2 - [Sub-Competency] - Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> <li>● Practice asking one's age and sharing one's own age.</li> <li>● Create a tally sheet of the ages in the classroom</li> <li>● Role play</li> <li>● TPR (Total Physical Response)</li> </ul>	<p><b>Teacher Made Resources</b></p>	<ul style="list-style-type: none"> <li>● <b>Teacher made materials.</b></li> <li>● <b>Ball</b></li> <li>● <b>Tally sheet</b></li> <li>● <b>Puppets</b></li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> </ul>

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>



*the high expectations of standards.*

**Suggested activities to assess student progress:**

- **Participation in asking one's age and sharing their own age.**
- **Role play with “por favor”, “gracias” and “de nada”**
- **TPR**
- **Tally sheet**

**Final Assessment/Benchmark/Project:**

Benchmark: See the office for benchmark.

**Suggested skills to be assessed:**

- Ability to ask someone's age and state one's own age.
- Ability to use “por favor”, “gracias” and “de nada” appropriately.

**Differentiation**

**Special Education**

**ELL**

**At Risk**

**Gifted and Talented**

<ul style="list-style-type: none"> <li>• <b>Modify and accommodate as listed in student's IEP or 504 plan</b></li> <li>• <b>Utilize effective amount of wait time</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Communicate directions clearly and concisely and repeat, reword, modify as necessary.</b></li> <li>• <b>Utilize open-ended questioning techniques</b></li> <li>• <b>Utilize scaffolding to support instruction.</b></li> <li>• <b>Chunk tasks into smaller components</b></li> <li>• <b>Provide step by step instructions</b></li> <li>• <b>Model and use visuals as often as possible</b></li> <li>• <b>Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices..</b></li> <li>• <b>Create modified assessments.</b></li> <li>• <b>Provide individualized assistance as necessary.</b></li> <li>• <b>Utilize assistive technology as appropriate.</b></li> <li>• <b>Provide meaningful feedback and utilize teachable moments.</b></li> <li>• <b>Utilize graphic organizers</b></li> <li>• <b>Utilize manipulatives as necessary.</b></li> <li>• <b>Utilize auditory reminders as deemed necessary.</b></li> <li>• <b>Provide breaks to allow for refocusing as necessary.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>RTI</b></li> <li>• <b>Speech/Language Therapy</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Learn/Utilize/Display some words in the students' native language</b></li> <li>• <b>Utilize formative assessments to drive instruction</b></li> <li>• <b>Translate printed communications for parents in native language</b></li> <li>• <b>Hold conferences with translator present</b></li> <li>• <b>Utilize additional NJDOE resources/recommendations</b></li> <li>• <b>Review Special Education listing for additional recommendations</b></li> <li>• <b>Establish a consistent and daily routine</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide after school tutoring services</b></li> <li>• <b>Basic Skills Instruction</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Hold parent conferences fall and spring</b></li> <li>• <b>Make modifications to instructional plans based on I and RS Plan.</b></li> <li>• <b>Develop a record system to encourage good behavior and completion of work.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</b></li> <li>• <b>Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</b></li> <li>• <b>Encourage exposure to, selection and use of appropriate and specialized resources.</b></li> <li>• <b>Promote self-initiated and self-directed learning and growth.</b></li> <li>• <b>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</b></li> </ul>
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<b>Marking Period:</b>	2	<b>Unit Title:</b>	Vocales/Colores	<b>Pacing:</b>	4 days
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**Unit Summary:** Students will learn the sounds of the “vocales”, to read color words and ask someone’s favorite color and state their own.

**Objectives:**

- SW learn the “vocales” and the sounds that they make.
- SW learn to read the color words using the “vocales” they have learned and match the words to the correct colors.
- SW learn to ask and respond to the question, “¿Cuál es tu color favorito?”.
- SW learn to use the question, “¿Cuál es tu color favorito?” to discover what the most popular, least popular color is in the class by creating a tally chart.
- SW learn to compare the popularity of colors in their class with that of the other class.

- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

**Essential Questions:**

- How do I communicate using everyday language in Spanish?
- How do I share and discover information about myself and others in Spanish?

**Common Core State Standards/Learning Targets:**

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
  
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
  
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

SEL.PK-12.3.2 - [Sub-Competency] - Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

MA.1.1.MD.C.4 - [Standard] - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

LA.1.RF.1.2.C - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

LA.1.RF.1.2.D - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

LA.1.RF.1.3.E - Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

TECH.8.1.2.A.CS1 - [Content Statement] - Understand and use technology systems.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"><li>• Vocaes TPR</li><li>• Reading of words</li><li>• “¿Cuál es tu color favorito?” Chant</li><li>• Tally chart and bar graph</li></ul>	<b>Teacher Made Resources</b>	<ul style="list-style-type: none"><li>• <b>Teacher made materials.</b></li><li>• <b>Teacher made tally chart, bar graph</b></li><li>• <b>Smart Board</b></li></ul>	<ul style="list-style-type: none"><li>• Smart Board Applications</li></ul>

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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● <b>Vocales TPR</b></li> <li>● <b>Teacher observation</b></li> <li>● <b>Student participation in chant and conversation</b></li> <li>● <b>Tally chart, bar graph</b></li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> <i>Benchmark: See the office for benchmark.</i></p> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Ability to identify the names of the Spanish vowels.</li> </ul>

**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> <li>• <b>Modify and accommodate as listed in student's IEP or 504 plan</b></li> <li>• <b>Utilize effective amount of wait time</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Communicate directions clearly and concisely and repeat, reword, modify as necessary.</b></li> <li>• <b>Utilize open-ended questioning techniques</b></li> <li>• <b>Utilize scaffolding to support instruction.</b></li> <li>• <b>Chunk tasks into smaller components</b></li> <li>• <b>Provide step by step instructions</b></li> <li>• <b>Model and use visuals as often as possible</b></li> <li>• <b>Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices..</b></li> <li>• <b>Create modified assessments.</b></li> <li>• <b>Provide individualized assistance as necessary.</b></li> <li>• <b>Utilize assistive technology as appropriate.</b></li> <li>• <b>Provide meaningful feedback and utilize teachable moments.</b></li> <li>• <b>Utilize graphic organizers</b></li> <li>• <b>Utilize manipulatives as necessary.</b></li> <li>• <b>Utilize auditory reminders as deemed necessary.</b></li> <li>• <b>Provide breaks to allow for refocusing as necessary.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>RTI</b></li> <li>• <b>Speech/Language Therapy</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Learn/Utilize/Display some words in the students' native language</b></li> <li>• <b>Utilize formative assessments to drive instruction</b></li> <li>• <b>Translate printed communications for parents in native language</b></li> <li>• <b>Hold conferences with translator present</b></li> <li>• <b>Utilize additional NJDOE resources/recommendations</b></li> <li>• <b>Review Special Education listing for additional recommendations</b></li> <li>• <b>Establish a consistent and daily routine</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide after school tutoring services</b></li> <li>• <b>Basic Skills Instruction</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Hold parent conferences fall and spring</b></li> <li>• <b>Make modifications to instructional plans based on I and RS Plan.</b></li> <li>• <b>Develop a record system to encourage good behavior and completion of work.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</b></li> <li>• <b>Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</b></li> <li>• <b>Encourage exposure to, selection and use of appropriate and specialized resources.</b></li> <li>• <b>Promote self-initiated and self-directed learning and growth.</b></li> <li>• <b>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</b></li> </ul>
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<b>Marking Period:</b>	2	<b>Unit Title:</b>	Las Posadas	<b>Pacing:</b>	3 days
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**Unit Summary:** Students will learn the traditions of “Las Posadas”.

**Objectives:**

- SW learn about the traditions of “Las Posadas” by reading books that describe the celebration.
- SW list celebrations of “Las Posadas” on the Smart Board.
- SW learn to compare their holiday celebrations with those of “Las Posadas” by completing a Venn Diagram.
- SW learn that Hispanics in the United States still celebrate las posadas.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.



**Essential Questions:**

- How do I communicate using everyday language in Spanish?
- How do celebrations in Spanish speaking countries compare to my celebrations?

**Common Core State Standards/Learning Targets:**

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
  
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
  
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

SEL.PK-12.3.2 - [Sub-Competency] - Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

TECH.8.1.2.A.CS1 - [Content Statement] - Understand and use technology systems.

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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<ul style="list-style-type: none"> <li>● Read stories about “Las Posadas”.</li> <li>● List traditions</li> <li>● Complete Venn Diagram comparing traditions with traditions in the United States during the holidays.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Teacher Made Resources</b></li> <li>● Video: <ul style="list-style-type: none"> <li>● <a href="http://www.keyt.com/news/las-posadas-tradition-began-at-el-p residio/30214264">http://www.keyt.com/news/las-posadas-tradition-began-at-el-p residio/30214264</a></li> <li>● <a href="https://www.youtube.com/watch?v=_DtD5hTWqk0">https://www.youtube.com/watch?v=_DtD5hTWqk0</a></li> <li>● <a href="https://www.youtube.com/watch?v=J_GgJS3Pc9U">https://www.youtube.com/watch?v=J_GgJS3Pc9U</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Teacher made materials.</b></li> <li>● <b><u>The Night of Las Posadas</u></b></li> <li>● <b><u>Las Posadas: An Hispanic Christmas Celebration</u></b></li> <li>● <b>Venn Diagram/Pictures on Smart Board</b></li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> </ul>
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● <b>Participation in story</b></li> <li>● <b>Venn Diagram</b></li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> Venn Diagram</p> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Ability to identify traditions of “Las Posadas” and compare them to one’s own holiday traditions.</li> </ul>

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**Differentiation**

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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<ul style="list-style-type: none"> <li>• <b>Modify and accommodate as listed in student's IEP or 504 plan</b></li> <li>• <b>Utilize effective amount of wait time</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Communicate directions clearly and concisely and repeat, reword, modify as necessary.</b></li> <li>• <b>Utilize open-ended questioning techniques</b></li> <li>• <b>Utilize scaffolding to support instruction.</b></li> <li>• <b>Chunk tasks into smaller components</b></li> <li>• <b>Provide step by step instructions</b></li> <li>• <b>Model and use visuals as often as possible</b></li> <li>• <b>Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices..</b></li> <li>• <b>Create modified assessments.</b></li> <li>• <b>Provide individualized assistance as necessary.</b></li> <li>• <b>Utilize assistive technology as appropriate.</b></li> <li>• <b>Provide meaningful feedback and utilize teachable moments.</b></li> <li>• <b>Utilize graphic organizers</b></li> <li>• <b>Utilize manipulatives as necessary.</b></li> <li>• <b>Utilize auditory reminders as deemed necessary.</b></li> <li>• <b>Provide breaks to allow for refocusing as necessary.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>RTI</b></li> <li>• <b>Speech/Language Therapy</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Learn/Utilize/Display some words in the students' native language</b></li> <li>• <b>Utilize formative assessments to drive instruction</b></li> <li>• <b>Translate printed communications for parents in native language</b></li> <li>• <b>Hold conferences with translator present</b></li> <li>• <b>Utilize additional NJDOE resources/recommendations</b></li> <li>• <b>Review Special Education listing for additional recommendations</b></li> <li>• <b>Establish a consistent and daily routine</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide after school tutoring services</b></li> <li>• <b>Basic Skills Instruction</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Hold parent conferences fall and spring</b></li> <li>• <b>Make modifications to instructional plans based on I and RS Plan.</b></li> <li>• <b>Develop a record system to encourage good behavior and completion of work.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</b></li> <li>• <b>Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</b></li> <li>• <b>Encourage exposure to, selection and use of appropriate and specialized resources.</b></li> <li>• <b>Promote self-initiated and self-directed learning and growth.</b></li> <li>• <b>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</b></li> </ul>
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<b>Marking Period:</b>	3	<b>Unit Title:</b>	Classroom Items	<b>Pacing:</b>	4 days
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**Unit Summary:** Students will learn to identify items in the classroom (silla, lápiz, papel, mesa, libro, borrador, puerta, ventana, escritorio, pluma, borrador, cuaderno) so they are able to talk about things in the classroom.

**Objectives:**

- SW learn to identify classroom items by reading the words, “silla, lápiz, papel, mesa, libro, borrador, puerta, ventana, escritorio, pluma, borrador, cuaderno” so that they can effectively communicate in the classroom.
- SW learn to match pictures to words on the Smart Board.
- SW learn to identify classroom items by playing a board game identifying the picture they land on.
- SW learn to match pictures of classroom items to the words they see/hear.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

**Essential Questions:**

- How do I communicate using everyday language in Spanish?
- How do I share information about the world around me?

**Common Core State Standards/Learning Targets:**

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
  
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
  
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

***TECH.8.1.2.A.CS1** - [Content Statement] - Understand and use technology systems.*

Overview of Activities

Teacher's Guide/ Resources

Core Instructional

Technology Infusion

		Materials	
<ul style="list-style-type: none"> <li>● TPR with classroom items</li> <li>● WS p. 29-31</li> <li>● Matching words to pictures on Smart Board</li> <li>● Board game</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Teacher Made Resources</b></li> <li>● <b><u>Teach Them Spanish: Grade 2</u></b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Teacher made materials.</b></li> <li>● <b>Teach Them Spanish (TTS) p. 29-31</b></li> <li>● <b>Teacher made board game</b></li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> </ul>

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● <b>TPR</b></li> <li>● <b>Participation in TPR game and board game</b></li> <li>● <b>Worksheet</b></li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> Benchmark: See office for benchmark</p> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Ability to identify classroom items.</li> </ul>

**Differentiation**

**Special Education**

**ELL**

**At Risk**

**Gifted and Talented**



<ul style="list-style-type: none"> <li>• <b>Modify and accommodate as listed in student's IEP or 504 plan</b></li> <li>• <b>Utilize effective amount of wait time</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Communicate directions clearly and concisely and repeat, reword, modify as necessary.</b></li> <li>• <b>Utilize open-ended questioning techniques</b></li> <li>• <b>Utilize scaffolding to support instruction.</b></li> <li>• <b>Chunk tasks into smaller components</b></li> <li>• <b>Provide step by step instructions</b></li> <li>• <b>Model and use visuals as often as possible</b></li> <li>• <b>Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices..</b></li> <li>• <b>Create modified assessments.</b></li> <li>• <b>Provide individualized assistance as necessary.</b></li> <li>• <b>Utilize assistive technology as appropriate.</b></li> <li>• <b>Provide meaningful feedback and utilize teachable moments.</b></li> <li>• <b>Utilize graphic organizers</b></li> <li>• <b>Utilize manipulatives as necessary.</b></li> <li>• <b>Utilize auditory reminders as deemed necessary.</b></li> <li>• <b>Provide breaks to allow for refocusing as necessary.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>RTI</b></li> <li>• <b>Speech/Language Therapy</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Learn/Utilize/Display some words in the students' native language</b></li> <li>• <b>Utilize formative assessments to drive instruction</b></li> <li>• <b>Translate printed communications for parents in native language</b></li> <li>• <b>Hold conferences with translator present</b></li> <li>• <b>Utilize additional NJDOE resources/recommendations</b></li> <li>• <b>Review Special Education listing for additional recommendations</b></li> <li>• <b>Establish a consistent and daily routine</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide after school tutoring services</b></li> <li>• <b>Basic Skills Instruction</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Hold parent conferences fall and spring</b></li> <li>• <b>Make modifications to instructional plans based on I and RS Plan.</b></li> <li>• <b>Develop a record system to encourage good behavior and completion of work.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</b></li> <li>• <b>Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</b></li> <li>• <b>Encourage exposure to, selection and use of appropriate and specialized resources.</b></li> <li>• <b>Promote self-initiated and self-directed learning and growth.</b></li> <li>• <b>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</b></li> </ul>
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<b>Marking Period:</b>	3	<b>Unit Title:</b>	Familia	<b>Pacing:</b>	8 days
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**Unit Summary:** Students will learn to identify the members of the family in Spanish (madre, padre, abuelo, abuela, hermano, hermana, chico, chica) and place them into a family tree.

**Objectives:**

- SW learn to identify members of the family so that they can describe their own families.
- SW learn to read a family tree and state the people in the tree.
- SW learn to sing the “Family Song”
- SW learn to read and write the words for family members in Spanish.
- SW learn to listen to the family members to find the correct pictures on a Bingo card with a partner.
- SW learn to state what family member is described by certain cognate adjectives (serio, cómico, especial.), using, “Mi\_\_es\_\_\_\_\_.”
- SW learn to label a family tree with the correct Spanish words.

- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

**Essential Questions:**

- How do I communicate using everyday language in Spanish?
- How do I share information about my family?

**Common Core State Standards/Learning Targets:**

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
  
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
  
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

***TECH.8.1.2.A.CS1 - [Content Statement] - Understand and use technology systems.***

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> <li>● Read Family Tree</li> <li>● Sing “Family Song”</li> <li>● Student discussions of families</li> <li>● Practice reading and writing family words on worksheet</li> <li>● Bingo</li> <li>● Create Family Tree</li> </ul>	<p><b>Teacher Made Resources</b>  <u><b>Teach Them Spanish! Grade1, 2</b></u></p>	<ul style="list-style-type: none"> <li>● <b>Teacher made materials.</b></li> <li>● <b>Teach Them Spanish (TTS):Grade 1 p. 35-36, 50; Grade 2 p. 47-48</b></li> <li>● <b>Pictures of family members</b></li> <li>● <b>Bingo cards</b></li> <li>● <b>Adjective pictures</b></li> <li>● <b>Teacher made family tree worksheet</b></li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> </ul>

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

**Suggested activities to assess student progress:**

- **Participation in family song**
- **Oral conversation**
- **Written work**

**Final Assessment/Benchmark/Project:**

**Benchmark: See office for benchmark.**

**Suggested skills to be assessed:**

- Ability to complete a family tree, placing the family members in the correct location.

**Differentiation**

**Special Education**

**ELL**

**At Risk**

**Gifted and Talented**

<ul style="list-style-type: none"> <li>● <b>Modify and accommodate as listed in student's IEP or 504 plan</b></li> <li>● <b>Utilize effective amount of wait time</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Communicate directions clearly and concisely and repeat, reword, modify as necessary.</b></li> <li>● <b>Utilize open-ended questioning techniques</b></li> <li>● <b>Utilize scaffolding to support instruction.</b></li> <li>● <b>Chunk tasks into smaller components</b></li> <li>● <b>Provide step by step instructions</b></li> <li>● <b>Model and use visuals as often as possible</b></li> <li>● <b>Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices..</b></li> <li>● <b>Create modified assessments.</b></li> <li>● <b>Provide individualized assistance as necessary.</b></li> <li>● <b>Utilize assistive technology as appropriate.</b></li> <li>● <b>Provide meaningful feedback and utilize teachable moments.</b></li> <li>● <b>Utilize graphic organizers</b></li> <li>● <b>Utilize manipulatives as necessary.</b></li> <li>● <b>Utilize auditory reminders as deemed necessary.</b></li> <li>● <b>Provide breaks to allow for refocusing as necessary.</b></li> <li>● <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>RTI</b></li> <li>● <b>Speech/Language Therapy</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Learn/Utilize/Display some words in the students' native language</b></li> <li>● <b>Utilize formative assessments to drive instruction</b></li> <li>● <b>Translate printed communications for parents in native language</b></li> <li>● <b>Hold conferences with translator present</b></li> <li>● <b>Utilize additional NJDOE resources/recommendations</b></li> <li>● <b>Review Special Education listing for additional recommendations</b></li> <li>● <b>Establish a consistent and daily routine</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Provide after school tutoring services</b></li> <li>● <b>Basic Skills Instruction</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Hold parent conferences fall and spring</b></li> <li>● <b>Make modifications to instructional plans based on I and RS Plan.</b></li> <li>● <b>Develop a record system to encourage good behavior and completion of work.</b></li> <li>● <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</b></li> <li>● <b>Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</b></li> <li>● <b>Encourage exposure to, selection and use of appropriate and specialized resources.</b></li> <li>● <b>Promote self-initiated and self-directed learning and growth.</b></li> <li>● <b>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</b></li> </ul>
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<b>Marking Period:</b>	4	<b>Unit Title:</b>	La cara	<b>Pacing:</b>	7 days
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**Unit Summary:** SW learn the parts of the face in Spanish, “ojos, orejas, boca, nariz, cara, dientes, pelo” and learn to color the parts of the face a certain color according to the directions.

**Objectives:**

- SW learn to sing the song, “Ojos, Orejas, Boca, Nariz”.
- SW learn to match the word they hear to the written word.
- SW learn to write the words for the parts of the face and in order to solve riddles.
- SW learn to create a “Senor Papa” according to the given directions, by coloring his face the correct color, working in groups of 2 or 3.
- SW learn to play a game in pairs, similar to “Cooties”, but with Mr. Potato Heads. They will compete to be the first one with a completed head.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

**Essential Questions:**

- How do I communicate using everyday language in Spanish?
- How do I share information about myself and others in Spanish?

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
<ul style="list-style-type: none"><li>• Sing parts of the face song</li><li>• TPR</li><li>• written work</li><li>• Senor Papa group project</li><li>• "Cooties" game</li></ul>	<p><b>Teacher Made Resources</b> <b><u>Teach Them Spanish! Grade 1</u></b></p>	<ul style="list-style-type: none"><li>• <b>Teacher made materials.</b></li><li>• <b>Teacher made exit slip matching the word to the correct picture</b></li><li>• <b><u>Teach Them Spanish: Grade 1</u> p. 32-34</b></li><li>• <b>Teacher made Senor Papa worksheet</b></li><li>• <b>Mr. Potato Head pieces for game</b></li><li>• <b>Dice</b></li></ul>	<ul style="list-style-type: none"><li>• Smart Board Applications</li></ul>



		<ul style="list-style-type: none"> <li>• <b>Teacher made assessment</b></li> </ul>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>• <b>Student participation in TPR</b></li> <li>• <b>Exit Slip</b></li> <li>• <b>Student participation in song</b></li> <li>• <b>Written work</b></li> <li>• <b>Participation in games</b></li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher made assessment, choosing the correct picture to match the Spanish part of the face.</b></li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>• Ability to identify parts of the face.</li> </ul>

**Differentiation**

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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<ul style="list-style-type: none"> <li>• <b>Modify and accommodate as listed in student's IEP or 504 plan</b></li> <li>• <b>Utilize effective amount of wait time</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Communicate directions clearly and concisely and repeat, reword, modify as necessary.</b></li> <li>• <b>Utilize open-ended questioning techniques</b></li> <li>• <b>Utilize scaffolding to support instruction.</b></li> <li>• <b>Chunk tasks into smaller components</b></li> <li>• <b>Provide step by step instructions</b></li> <li>• <b>Model and use visuals as often as possible</b></li> <li>• <b>Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices..</b></li> <li>• <b>Create modified assessments.</b></li> <li>• <b>Provide individualized assistance as necessary.</b></li> <li>• <b>Utilize assistive technology as appropriate.</b></li> <li>• <b>Provide meaningful feedback and utilize teachable moments.</b></li> <li>• <b>Utilize graphic organizers</b></li> <li>• <b>Utilize manipulatives as necessary.</b></li> <li>• <b>Utilize auditory reminders as deemed necessary.</b></li> <li>• <b>Provide breaks to allow for refocusing as necessary.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>RTI</b></li> <li>• <b>Speech/Language Therapy</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Learn/Utilize/Display some words in the students' native language</b></li> <li>• <b>Utilize formative assessments to drive instruction</b></li> <li>• <b>Translate printed communications for parents in native language</b></li> <li>• <b>Hold conferences with translator present</b></li> <li>• <b>Utilize additional NJDOE resources/recommendations</b></li> <li>• <b>Review Special Education listing for additional recommendations</b></li> <li>• <b>Establish a consistent and daily routine</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide after school tutoring services</b></li> <li>• <b>Basic Skills Instruction</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Hold parent conferences fall and spring</b></li> <li>• <b>Make modifications to instructional plans based on I and RS Plan.</b></li> <li>• <b>Develop a record system to encourage good behavior and completion of work.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</b></li> <li>• <b>Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</b></li> <li>• <b>Encourage exposure to, selection and use of appropriate and specialized resources.</b></li> <li>• <b>Promote self-initiated and self-directed learning and growth.</b></li> <li>• <b>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</b></li> </ul>
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