

Pine Hill Public Schools Curriculum

Content Area: Spanish	World Language		
Course Title/ Grade Level:	Spanish 8 th (<i>¡Vamos a viajar a España!</i> - Spanish Travel Unit)		
Unit 1:	¡Bienvenidos a Español: Greetings, questions, speaking practice & the present tense.	Weeks:	Week 1-2 (exam at the end of week 2 on verbs and word order placement)
Unit 2:	Journal writing and letter editing begins. Letter writing and current exchange letter program. Adjective review	Weeks:	Week 3 (letter writing project)
Unit 3:	Tell time Journal writing and letter editing continued.	Weeks:	Week 4 (exam at the end of week 4 on time)
Unit 4:	Regions in Spain Journal writing and letter editing continued.	Weeks:	Week 5 (project on Spain brochure)
Unit 5:	City and town vocabulary. Ir + a + infinitive (to go and to do- in the near future) Journal writing and letter editing continued.	Weeks:	Week 6-7 (exam at the end of week 6 on city vocabulary and ir + a + infinitive) (city project at the end of week 7)
Unit 6:	Give directions Journal writing and letter editing continued.	Weeks:	Week 8 (exam at the end of week 8 on giving directions)
Unit 7:	Current exchange letter response and individual written and oral presentation.	Weeks:	Week 9-10
Date Created or Revised:	June 2013		
BOE Approval Date:	8/27/2013		

**Pine Hill Public Schools
Curriculum**

Unit Title: ¡Bienvenidos a Español! Greetings, questions, speaking practice & the present tense.		Unit #: 1
Course or Grade Level: 8 th		Length of Time: 2 weeks
Date Created: June 2013		BOE Approval Date:
Pacing	Week 1 and 2	
Essential Questions	<ul style="list-style-type: none"> • Why do we study Spanish? • What language do teachers and students use to interact in the classroom? • What can you expect in Spanish this marking period? • Review: What are the advantages of learning Spanish for travel? • What would I need to travel to a Spanish-speaking country? • How is Spanish and English grammar alike and how are they different? 	
Content	<ul style="list-style-type: none"> • Student/teacher introduction • Rules/procedures • Overview of the marking period • Basic introductions; ask and answer “how are you”; ask and answer “how old are you”; and ask and answer “where are you from”; ask and answer “what do you like”? • Basic conversations/greetings/goodbyes. Introduce the definite and indefinite articles. • Review definite and indefinite articles from 7th grade. • Subject pronouns. • Identify the difference between <i>usted</i> and <i>tu</i>, the formal vs. the informal as part of the culture in Spanish-speaking countries. • The present tense of “ar, er & ir” verbs. • Word order placement. 	
Skills	<ul style="list-style-type: none"> • Recognize why it is important to learn the language in a traveling setting. • Reading and writing. • Conjugate the present tense of “are, er & ir” verbs. 	
Assessments	<ul style="list-style-type: none"> • Verbal feedback through class discussion and individual whiteboards. • Participation through the use of popsicle sticks. • Individual written classwork assignments. • Do-Now’s • Test at the end of week 2 on verb conjugations and word order placement 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Think/pair/share- heterogeneous grouping • Visual aids • Grammar checklist • Self-guided research • Peer Collaboration • Content differentiation- adjust independent materials and assessment 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language arts and literacy 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board • Verb list • Basic conversation list • Note-taking • Prezi • Textbook • “Verbo” card game used to conjugate verbs • Individual Spanish/English dictionaries. 	

	<ul style="list-style-type: none"> • Individual blue books used for do-now's, journal writing and letter editing. • Popsicle sticks • Pre-assessment • Individual whiteboards and markers • Test at the end of unit
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2009 NJCCCS

Standard: 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.

Strand(s): Novice-High

<p>Content Statement(s): The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:</p> <ul style="list-style-type: none"> ◦Identify the main idea and some supporting details when reading. ◦Understand the gist and some supporting details of conversations dealing with everyday life. ◦Infer the meaning of some unfamiliar words when used in familiar contexts. 	<p>CPI # / CPI(s):</p> <p>7.1.NH.A.1- Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.A.2- Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.5- Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p>

21st Century Themes

x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Letter writing and editing		Unit #: 2
Course or Grade Level: 8 th		Length of Time: 1 week
Date Created: June 2013		BOE Approval Date:
Pacing	Week 3	
Essential Questions	<ul style="list-style-type: none"> • How do writers develop a well written product? • How do we write a letter to a Spanish speaker? 	
Content	<ul style="list-style-type: none"> • Letter writing skills • Punctuation and capitalization • Accents • Conjugating verbs in the present tense • Word order placement (grammar) • Adjectives • Basic greetings, goodbyes, questions and answers. 	
Skills	<ul style="list-style-type: none"> • SWBAT write letters in Spanish. • SWBAT apply conjugated verbs to written and conversational contexts. • SWBAT edit paragraphs and letters written in Spanish. • SWBAT describe their personalities and physical characteristics using adjectives. 	
Assessments	<ul style="list-style-type: none"> • Verbal feedback through class discussion and individual whiteboards. • Participation through the use of popsicle sticks. • Individual written classwork assignments. • Do-Now's (using individual blue books) • Peer feedback and editing using writing rubric • Current exchange letter writing project 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Think/pair/share- heterogeneous grouping • Visual aids • Grammar checklist • Self-guided research • Peer Collaboration • Content differentiation- adjust independent materials and assessment 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language arts and literacy 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board • Adjective list • Writing rubric • Textbook • Individual Spanish/English dictionaries. • Note-taking • Power point • Individual blue books used for do-now's, journal writing and letter editing. • Popsicle sticks • Individual whiteboards and markers • Current exchange letter program 	

2009 NJCCCS

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they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strand(s): Novice-High

Content Statement(s): Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

◦Ask and answer questions related to everyday life.

CPI # / CPI(s):

7.1.NH.B.1-Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

7.1.NH.B.4-Ask and respond to questions, make requests, and express preferences in various social situations.

21st Century Themes

x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
	Media Literacy	x	ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Tell time		Unit #: 3
Course or Grade Level: 8 th		Length of Time: 1 week
Date Created: June 2013		BOE Approval Date:
Pacing	Week 4	
Essential Questions	<ul style="list-style-type: none"> • How do you tell the time and when something takes place? 	
Content	<ul style="list-style-type: none"> • Understanding numbers • Time <ul style="list-style-type: none"> -Current time -Event time -Classes -Schedules -Phrases used with time • Military time used in Spain 	
Skills	<ul style="list-style-type: none"> • SWBAT tell time in Spanish using numbers and phrases. 	
Assessments	<ul style="list-style-type: none"> • Verbal feedback through class discussion and individual whiteboards. • Participation through the use of popsicle sticks. • Individual written classwork assignments. • Do-Now's (using individual blue books) • Test at the end of week 4 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Think/pair/share- heterogeneous grouping • Visual aids • Grammar checklist • Self-guided research • Peer Collaboration • Content differentiation- adjust independent materials and assessment 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Mathematics and Social studies 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board • Numbers list • Textbook • Individual Spanish/English dictionaries. • Note-taking • Power point/prezi • Individual blue books used for do-now's, journal writing and letter editing. • Popsicle sticks • Individual whiteboards and markers 	

2009 NJCCCS

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Strand(s): Novice-High

<p>Content Statement(s): Linguistic: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:</p> <ul style="list-style-type: none"> ◦Identify the main idea and some supporting details when reading. ◦Understand the gist and some supporting details of conversations dealing with everyday life. ◦Infer the meaning of some unfamiliar words when used in familiar contexts 	<p>CPI # / CPI(s): 7.1.NH.A.2- Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.3- Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.4- Identify activities in daily life based on oral or written descriptions.</p>
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21st Century Themes

x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Regions in Spain		Unit #: 4
Course or Grade Level: 8 th		Length of Time: 1 week
Date Created: June 2013		BOE Approval Date:
Pacing	Week 5	
Essential Questions	<ul style="list-style-type: none"> • Where is Spanish spoken and what is the Spanish – speaking world like? • What makes places unique and different? • How does where we live influence how we live? • What can we learn about our own language and culture from studying another? • What are some popular tourist destinations in Spain? • What is each region in Spain known for? 	
Content	<ul style="list-style-type: none"> • Regions in Spain • Current Events 	
Skills	<ul style="list-style-type: none"> • SWBAT understand the cultural implications in each of the 17 regions in Spain. • Students will develop awareness of Hispanic ways through the study of Hispanic history, geography, customs, and culture, including recognition of the diversity among people who share the same language. 	
Assessments	<ul style="list-style-type: none"> • Verbal feedback through class discussion and individual whiteboards. • Participation through the use of popsicle sticks. • Individual written classwork assignments. • Do-Now's (using individual blue books) • Project: Create a brochure on any region or town in Spain 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Think/pair/share- heterogeneous grouping • Visual aids • Grammar checklist • Self-guided research • Peer Collaboration • Content differentiation- adjust independent materials and assessment 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social studies • Geography • Computers/technology 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board • Textbook • Current events comparison and contrast • Online newspapers • Microsoft publisher • Individual Spanish/English dictionaries. • Note-taking • Power point/prezi • Individual blue books used for do-now's, journal writing and letter editing. • Popsicle sticks • Individual whiteboards and markers 	
2009 NJCCCS		
<p>Standard: 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.</p>		

Strand(s): Novice-High

<p>Content Statement(s): Cultural: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)</p> <p>◦Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>◦Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>	<p>CPI # / CPI(s): 7.1.NH.A.3-Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.4-Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.6-Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p>
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21st Century Themes

x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
x	Media Literacy		ICT Literacy	x	Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: City and town vocabulary		Unit #: 5
Course or Grade Level: 8 th		Length of Time: 2 weeks
Date Created: June 2013		BOE Approval Date:
Pacing	Weeks 6-7	
Essential Questions	<ul style="list-style-type: none"> • How do you describe the layout of a town? • How is shopping here in the United States different than shopping in a Spanish-speaking country? 	
Content	<ul style="list-style-type: none"> • Vocabulary regarding various locations found in cities and towns. • Transportation Vocabulary • Ir + a + infinitive (location) 	
Skills	<ul style="list-style-type: none"> • Name various places in a community. • Compare and contrast modes of transportation between the U.S. and Spanish speaking countries. • SWBAT state where someone is going using ir + a + location. • SWBAT use ir + a + infinitive to state what they will be doing. • The students will ask and answer questions to discuss where someone is going in the city. • The students will replicate verb chart for regular “er & ar” verbs in the present tense to speak and write about activities in the city. 	
Assessments	<ul style="list-style-type: none"> • Verbal feedback through class discussion and individual whiteboards. • Participation through the use of popsicle sticks. • Individual written classwork assignments. • Do-Now’s (using individual blue books) • Project: Create a city poster with labels in Spanish 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Think/pair/share- heterogeneous grouping • Visual aids • Grammar checklist • Self-guided research • Peer Collaboration • Content differentiation- adjust independent materials and assessment 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language arts and literacy 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board • Textbook • Poster board • Individual Spanish/English dictionaries. • Note-taking • Computers • Project rubric • Power point/prezi • Individual blue books used for do-now’s, journal writing and letter editing. • Popsicle sticks • Individual whiteboards and markers 	

2009 NJCCCS

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participate in home and global communities.

Strand(s): Novice-High

Content Statement(s): Linguistic:
 The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:
 ◦Ask and answer questions related to everyday life.
 ◦Handle simple transactions related to everyday life:
 • Express an opinion and preference.

CPI # / CPI(s):
 7.1.NH.B.1-Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
 7.1.NH.B.4-Ask and respond to questions, make requests, and express preferences in various social situations.

21st Century Themes

x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Give Directions

Unit #: 6

Course or Grade Level: 8th

Length of Time: 1 week

Date Created: June 2013

BOE Approval Date:

Pacing

Week 8

Essential Questions

- What do I need to know in order to ask for and give directions?
- Can I understand oral directions in Spanish?
- Can I ask for, clarify, and give directions appropriate to my audience?

Content

- Advanced store vocabulary (la panaderia, la dulceria, etc.)
- Directions (gire, siga, camine, pase, etc.)
 - Places
 - Prepositions
 - The verb estar

Skills

- SWBAT apply prepositions indicating location
- Apply new vocabulary: places in a city, landmarks.
- Analyze authentic maps.
- Interpret directions given.
- Direct someone to a destination.
- Synthesize accumulated knowledge of vocabulary and grammatical structures in final written and oral exams.

Assessments	<ul style="list-style-type: none"> • Verbal feedback through class discussion and individual whiteboards. • Participation through the use of popsicle sticks. • Individual written classwork assignments. • Do-Now's (using individual blue books) • Presentation: Write directions in Spanish using the city poster created last week.
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Think/pair/share- heterogeneous grouping • Visual aids • Grammar checklist • Self-guided research • Peer Collaboration • Content differentiation- adjust independent materials and assessment • Word banks • Highlight key information to aid in comprehension/finding information
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board • Textbook • Poster board • Map activities (oral and written) • Individual Spanish/English dictionaries. • Presentation rubric • Note-taking • Power point/prezi • Individual blue books used for do-now's, journal writing and letter editing. • Popsicle sticks • Individual whiteboards and markers

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Strand(s): Novice-High

Content Statement(s): Linguistic:
 The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:
 ◦Handle simple transactions related to everyday life:

- Express needs.
- Give reasons.
- Express an opinion and preference.
- Request and suggest.

CPI # / CPI(s): 7.1.NH.C.2- Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

7.1.NH.C.3- Describe in writing people and things from the home and school environment.

7.1.NH.C.5- Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

<u>21st Century Themes</u>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: Letter responses and individual presentation project	Unit #: 7
Course or Grade Level: 8 th	Length of Time: 2 weeks
Date Created: June 2013	BOE Approval Date:
Pacing	Weeks 9 and 10
Essential Questions	<ul style="list-style-type: none"> • What tools, skills, knowledge and dispositions are needed to communicate in another language? • What do good readers do when they read? • How and why do good readers ask questions about the text while reading? • How will I effectively communicate through speaking and writing in the target language? • How do practiced conversations and presentations help me become a better speaker and writer in Spanish?
Content	<ul style="list-style-type: none"> • Grammar and writing in the present tense. • Statements, questions and commands. • Spanish poems
Skills	<ul style="list-style-type: none"> • The students will identify and comprehend vocabulary using prior knowledge. • Students will demonstrate an understanding of simple written statements, questions, and commands. • Students will be able to use basic vocabulary to express themselves through writing simple statements, questions, and commands. • The students will reconstruct a written response letter incorporating grammar concepts of agreement, conjugation and punctuation. • The students will create and present a written short story, poem or song incorporating grammar concepts of agreement, conjugation and punctuation. • Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. • Read and analyze poems in Spanish.
Assessments	<ul style="list-style-type: none"> • Verbal feedback through class discussion and individual whiteboards. • Participation through the use of popsicle sticks. • Individual written classwork assignments. • Do-Now's (using individual blue books) • Letter response in the target language • Creative expression presentation project including written and oral components
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Think/pair/share- heterogeneous grouping • Visual aids • Grammar checklist • Self-guided research • Peer Collaboration • Content differentiation- adjust independent materials and assessment

Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language arts and literacy
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board • Textbook • Individual Spanish/English dictionaries. • Spanish poems • Letter writing rubric • Presentation rubric • Note-taking • Power point/prezi • Individual blue books used for do-now's, journal writing and letter editing. • Popsicle sticks

2009 NJCCCS

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Strand(s): Novice-High

Content Statement(s): Linguistic:
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 ◦Handle simple transactions related to everyday life:

- Express needs.
- Give reasons.
- Express an opinion and preference.
- Request and suggest.

CPI # / CPI(s): 7.1.NH.C.2- Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

7.1.NH.C.3- Describe in writing people and things from the home and school environment.

7.1.NH.C.4- Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

21st Century Themes

x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		