

Manchester Regional High School

SPANISH CURRICULUM

Honors Spanish III

Created: 2017

MANCHESTER REGIONAL HIGH SCHOOL

FOREIGN LANGUAGE

HONORS SPANISH III

REVISED & ADOPTED
SEPTEMBER 2017

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SPANISH III

Course Descriptions

Spanish III- This course is intended for intermediate learners. Instruction focuses on what students can do with the language rather than what they know about the language. Instructional methods and materials will provide for diversification across ability levels. Students will be placed in meaningful, realistic situations where they must use their language skills for authentic communication purposes. The aspects of language acquisition that are stressed include oral and auditory skills with a greater emphasis on reading and writing.

Course Data:

Length of Course:	Full Year
Credits:	Five
Periods per Week:	Five
Classification:	Elective – Grade 9 if recommended, 10 -12
Prerequisite:	Spanish I – or evaluation criteria/ placement test

Student Evaluation

The purpose of evaluation is to assess student progress and to determine if the student has retained and comprehends the subject matter.

The following methods of student evaluation are utilized: homework, class participation, quizzes, tests, examinations, oral reports, written reports, and projects, power point activities, reading comprehension, auditory comprehension and dictations.

The following grading structure will be employed:

1. Tests40%
2. Quizzes30%
3. Class participation20%
4. Homework10%

Grading structure:

Benchmark for mastery of course content is 65%; content mastery for students with IEPs may be less than the Board of Education approved minimum for regular education students

Statement of Purpose

This course is intended for intermediate learners. Instruction focuses on what students can do with the language rather than what they know about the language. Instructional methods and materials will provide for diversification across ability levels. Students will be placed in meaningful, realistic situations where they must use their language skills for authentic communication purposes. The aspects of language acquisition that are stressed include oral and auditory skills with a greater emphasis on reading and writing. Students are given the opportunity to take risks in the target language in simulated yet practical situations. Through their participation in a wide range of differentiated activities, students will become increasingly competent writers, speakers and critical thinkers. The curriculum continues to reflect a careful and increasingly challenging progression of activities that guide students from comprehensible input of authentic language through practice to creative personalized expression. Cultural practices and products from people of different parts of the Spanish speaking world are incorporated routinely so that students may develop a sense of cultural plurality and thereby expand and reshape their world view.

Introduction

This course is composed of six thematic units. Each unit is anchored by an essential question. Suggestions for problem-based learning tasks are included along with a cumulative goal to benchmark the development of linguistic proficiency. Instructional procedures, techniques and methods will be differentiated, interactive and authentic. The students will be exposed to and will explore a variety of informational text and electronic sources. They will apply technology in some of the following ways: conducting research, composing thoughts, sorting and organizing information, developing presentations and following web quests. Assessment will be on-going and will include performance-based tasks, reading comprehension and writing samples that further demonstrate and confirm the acquisition of language skills.

Philosophy and Rationale:

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. 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:

The interpretive mode: Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to read or listen "between the lines."

The interpersonal mode. Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.

The presentational mode. Students present through oral and/or written communications information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this one to many mode of communication are making a presentation to a group or writing an article for the school newspaper.

Characteristics of Intermediate Learners:

Intermediate level speakers are characterized by the ability to respond to simple questions on the most common features of everyday life. They can use language to satisfy a very limited number of immediate needs. They are able to convey minimal meaning to interlocutors experienced with dealing with foreigners by using isolated words, lists of words, memorized phrases and some personalized recombination's of words and phrases.

Intermediate level speakers are characterized by the ability to:

Create with the language combining and recombining learned material to provide personal information

Speak in sentences on a variety of familiar topics

Ask questions

Initiate, sustain and conclude a simple social or transactional task

Be generally understood by those accustomed to dealing with non native speakers

Procedures, Techniques and Methods:

Student-related:

Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

Students understand and interpret written and spoken language on a variety of topics

Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics

Students demonstrate an understanding of the relationship between the practices and the perspectives of the culture studied.

Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Students reinforce and further their knowledge of other disciplines through the foreign language

Students demonstrate an understanding of the nature of language through a comparison of the language being studied and their own.

Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own

Students use the language both within and beyond the schools setting

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

. Teacher-related:

Preparing students to engage in spontaneous conversation requires a number of instructional strategies to help with the development of communication tactics.

Some strategies that the teacher might use include:

Beginning with warm-up activities that lower the affective filter and provide students with thinking time

Providing students with pre-thinking exercises or graphic organizers to activate the thought process

Weaning students gradually from using a written script or notes in their oral communications

Providing multiple opportunities for students to practice thinking on their feet without the pressure of being evaluated constantly

Provide periodic opportunities for students to share their work with audiences other than the teacher and receive feedback from them.

Materials

1. Humbach, Nancy, et al. ¡Exprésate!. New York: Holt, Rinehart and Winston, 2008.
2. Humbach, Nancy, et al. ¡Exprésate! Cuaderno de vocabulario. New York: Holt, Rinehart and Winston, 2008.
3. Humbach, Nancy, et al. ¡Exprésate! Cuaderno de actividades. New York: Holt, Rinehart and Winston, 2008.
4. Spanish-English dictionaries
5. Computers / Internet / Audiovisual equipment
6. Flashcards / manipulatives

Spanish III

THEMES:

I: Chapter 1- Familiares y Amigos

II. Chapter 2 – En el Vecindario

III: Chapter 3 – Pueblos y Ciudades

Chapter 4 – Mantente en Forma!

Chapter 5 – Dia a Dia

Chapter 6 – Recuerdos

Chapter 7 – Buen Provecho!

Chapter 1 - Familiares y Amigos

A. Essential questions:

1. Que hacen tus amigos los fines de semana?
2. Que planes tienen?

B. Objectives

The students will be able to:

1. Describe and talk about people, routines and activities
2. Express likes and dislikes
3. Offer help and talk about chores
4. Talk about plans and places

C. Vocabulary

1. Sports and Leisure activities
2. Desires
3. Likes and dislikes
4. Pastimes/Hobbies
5. Vacation vocab

D. Grammar

1. Nouns, adjectives and gustar
2. Present tense of regular and stem changing verbs
3. Present tense of e to i verbs
4. Irregular verbs
5. Reflexive pronouns
6. Idioms with tener
7. Verbs followed by infinitives
8. Present progressive
9. IR + A + Infinitives
10. Affirmative and negative informal commands
11. The verb querer

12. The verb querer with infinitives
13. Direct Object Pronouns
14. Affirmative and Negative commands

E. Suggested Activities and Assessments

1. Flashcards
2. Paired activities
3. Verb Booklets
4. Making Board games
5. Fly swatter with vocab
6. Name that hobby/activity
Word search
8. Crossword puzzles
9. Interviews
10. Listening activities
11. YouTube videos
12. Kahoot
13. Simon dice!
14. Map activities
15. Label activities
16. Fill in the blanks
17. **Presentational:** Students will create a schedule of the things they need to accomplish each day, then create their weekday schedule from wake up to bedtime and present to the class.
18. **Group or Pair/Share:** In groups - students will choose items and activities to discuss - they will then ask their partners to write four sentences about their likes and dislikes. Then they will share with each other the sentences and peer correct.

19. Written: Students will create travel brochures, posters and tickets

20 . Oral- Students will imagine they are in La Ciudad de México and ask questions about their plans during their time there.

F. Cultural Connections

1. La Ciudad de Mexico- its' people, traditions and culture
2. What are the indigenous traditions in Mexico?
3. How do the arts help the people earn a living?

G. Cumulative Linguistic Goal:

Can the student discuss their likes and dislikes and the likes and dislikes of their peers? Are they sure to use gender adjective agreement as is needed in the target language?

H. World Language Standards

Interpretive Mode - 7.1.NM.A.1-6

Interpersonal Mode - 7.1NM.B.1-5

Presentational Mode - NM.C.1-4 Social

Studies Link -

Chapter 2 En el vecindario

A. Essential questions:

1. A que se dedica sus vecinos?
2. Que clase trabajo realizas tu?
3. Me dices dónde esta el bano?

B. Objectives

The students will be able to:

1. Ask what people do for a living
2. Introduce people and respond to introductions
3. Describe a house - offer help and talk about chores
4. Discuss what 'should' and what 'should not' be done
5. Complain :)

C. Vocabulary

1. Names of professions
2. Terms and expressions related to employment
2. Introductions
3. Rooms in the house
4. Chores in the house
5. Directions
6. Complaint words and phrases

D. Grammar

1. Indirect objects and indirect object pronouns
2. Saber and Conocer
3. Dar and Decir

4. Uses of Ser
5. Adjectives of nationality with the verb Ser
6. Ser and Estar
7. Reflexive pronouns
8. Deber and tener que
9. Tocarle, Hay que, and Hacer el favor de...
10. Preterite of –ar,-er,-ir verbs
11. Preterite of Hacer and Ir

E.Suggested Activities and Assessments

1. Flashcards
2. Paired activities
3. Teacher prompted responses
4. Making Board games
5. Fly swatter with vocab
6. Continue adding to Verb Booklets
7. Word search
8. Crossword puzzles

Interviews

10. Listening activities
11. YouTube videos
12. Kahoot

13. jSimon dice!

14. Map activities

15. Label activities

16. Fill in the blanks

17. **Presentational:** **A.** Students will write and present a conversation where they introduce each other and discuss what they do for a living.

B. Create an advertisement for a job (Help Wanted).

18. **Group or Pair/Share:** In groups - students will choose a type of business, list all the people that work there. For each occupation, they create sentences about what the person 'knows' using **saber** and **conocer**.

19. Written Students will create a plan of their dream house or apartment- including all the rooms, with a separate plan for each floor (if applicable) then they will write detailed descriptions and present to their group.

20. Oral- Students will compete for the same job via Job interviews (busca de empleo) in pairs - interviewer/interviewee.

F. Cultural Connections

9. Cuzco- its' people, traditions and culture

10. Research the female artists highlighted in this chapter

3. Students will look for actual ads for employment at [www .diariodelcusco.com](http://www.diariodelcusco.com)

G. Cumulative Linguistic Goal:

En busca de empleo? Can students look for a job in Cuzco, examine the requirements, and then compare them to those of the US. Does knowing more than one language help you to be more employable? Can a student express his/her abilities and talents relating to a specific job, demonstrating an understanding of the responsibilities of the job and indicating his/her ability to perform the job successfully?

H. World Language Standards

Interpretive Mode - 7.1.NM.A.1-6

Interpersonal Mode - 7.1NM.B.1-5

Presentational Mode - NM.C.1-4 Social

Studies Link -

Chapter 3 –

Pueblos y

Ciudades

A. Essential questions:

1. Adonde fuiste esta mañana?
2. Que hicieron y que tuvieron que hacer?
3. Me podría decir dónde se puede cortar el pelo?

B. Objectives

The students will be able to:

1. Ask for and give information
2. Talk about where someone 'went'
3. Talk about what someone 'did'
4. Ask for and Give directions
5. Ask for clarification

C. Vocabulary

1. The stores and shops in a small town
2. Running errands
3. To pick someone up
4. New questions words and phrases
5. The stores, shops and buildings in the city
6. Directions words and phrases
7. Excuse me, can you repeat that please, so what I have to do is....

D. Grammar

1. Impersonal 'se' and Passive 'se'
2. Preterite of -car, -gar, -and -zar verbs
3. Preterite of Conocer

4. Irregular preterites: andar, tener, venir, dar, ver
5. Formal Commands
6. Verbs ending in ger and guir
7. Irregular Formal Commands
8. Review of Formal Commands

E. Suggested Activities and Assessments

1. Flashcards
2. Paired activities
3. Teacher prompted responses
4. Making Board games
5. Fly swatter with vocab
6. Name that hobby/activity
Word search
8. Crossword puzzles
9. Interviews
10. Listening activities
11. You Tube videos
12. Kahoot
13. Simon dice!
14. Map activities
15. Label activities
16. Fill in the blanks
17. **Presentational:** Students will create a 3 dimensional Pueblo/City, correctly label each place, be able to give directions from point A to point B and present to the class.
18. **Group or Pair/Share:** Student will receive a profession. Each student will write sentences describing their profession. They will read their descriptions to the class and students will try to decide which profession is being described.

19. **Written**· Students will create a book/book jacket reference "El Raton del pueblo y el raton de la ciudad. The differences of professional life in the city and a small town will be depicted.
20. **Oral**: Students will complete dialogues between students and guidance counselor. They will discuss the student's' past experiences that would be assets to his/her career/profession.

F. Cultural Connections

1. Santo Domingo- its' people, traditions and culture
2. Compare and Contrast the Dominican tradition of Quinceanera with similar traditions/customs in the U.S.
3. Students will analyze the painting "Merengue en el pueblo"

G. Cumulative Linguistic Goal:

Students will be to discuss the shops, restaurants and attractions in their city. They will be able to give directions to a stranger using the TL

H. World Language Standards

Interpretive Mode - 7.1.NM.A.1-6 **h**

Interpersonal - 7.1NM.B.1-5

Presentational Mode - NM.C.1-4 Social

Studies Link -

IV Chapter 4 – Mantente en Forma

Essential Questions:

- What things can we do to stay healthy?
- What constitutes a healthy lifestyle?

Objectives: Students will be able to do

1. Ask for and give advice
2. Talk about caring for themselves
3. Express how they are feeling, symptoms
4. Use words and expressions that talk about stress
5. Suggest ways to alleviate stress
6. Express agreement and disagreement
7. Talk about how something turned out
8. React to events
9. Make suggestions and recommendations
10. Compare healthy and unhealthy foods
11. The preterite
12. Evaluate the consequences of unhealthy habits
13. Rank the things that they do to relax
14. Talk about getting hurt.

Vocabulary

1. Terms that express how someone is feeling
2. Terms that talk about competitions
3. Words and expressions on how to relieve stress
4. Terms used to express agreement and disagreement
5. Suggestions and recommendations
6. Healthy and unhealthy foods

Grammar

1. Informal and formal commands (negative and positive)
2. Reflexive verbs and reflexive pronouns
3. Direct objects and direct object pronouns
4. Irregular preterites ponerse & decir
5. Regular preterites of Ser & Estar
6. Past participles used as adjectives

Suggested Activities

1. Flashcards
2. Paired activities

3. Teacher prompted responses
7. Making Board games
8. Fly swatter with vocab
9. Name that hobby/activity
Word search
8. Crossword puzzles
11. Interviews
12. Listening activities
11. You Tube videos
- 15 Kahoot
- 16 jSimon dice!
17. Map activities
15. Label activities
16. Fill in the blanks

Cultural connections

1. Compare and contrast mealtimes in target country and the US.
2. Research diet in target country and in the US
3. Research health issues in target countries such as poverty, lack of resources, infant mortality, and length of life span.

Cumulative linguistic goal

1. Can a student express three things about his/her diet and lifestyle and classify them as healthy or unhealthy.

World Language Standards

Interpretive Mode - 7.1.NM.A.2 (4-8)6 **h**

Interpersonal - 7.1NM.B.1-5

Presentational Mode - NM.C.2-5

Social Studies Link -

V. Chapter 5

Día a Día

A. Essential questions:

- 1.** *¡Date prisa!* Can a student tell someone to hurry?
- 2.** *Te acordaste de cerrar la puerta?* Can student remind someone to do something?
- 3.** *Te interesan los deportes?* Can the student have a conversation about personal interests?

B. Objectives

The students will be able to:

- 1.** Tell someone to hurry and to respond
- 2.** Remind someone to do something and respond
- 3.** Express interest and disinterest
- 4.** Rank personal interests
- 5.** Talk about how long something has been going on

C. Vocabulary

- 1.** Terms that relate to sports
- 2.** Terms that relate to morning/daily routine
- 3.** Discuss what you were able to do and bring
- 4.** Describe what is yours (what you own)
- 5.** Terms and expressions to describe people
- 6.** Hobbies
- 7.** Expressions of time lapse

D. Grammar

- 1 Preterite of Poder and
2. Verbs with reflexive pronouns
3. Possessive Pronouns
4. Negative expressions
5. The verb Hacer with time
6. Pero and Sino

E. Suggested Activities and Assessments

1. Flashcards
2. Paired activities
3. Verb Booklets Continued
4. Making Board games
5. Fly swatter with vocab
6. Continue adding to verb booklets
7. Word search
8. Crossword puzzles
9. Interviews
10. Listening activities
11. You Tube videos
12. Kahoot
- 13 Simon dice!
- 14 Map activities
15. Label activities
16. Fill in the blanks
17. **Presentational:** Students will design a personal profile depicting and describing their interests and hobbies and present to the class.

18. Group or Pair/Share: A. Students can work in pairs to create a survey designed to help a website attract more teenagers. Students will share their findings with each other and the class. B. Students will work in pairs – they will be preparing to leave home and someone is hurrying them and reminding them to do several things or bring certain things. Students will create a dialogue and present to the class. The class will keep a running log of things the students were reminded to do. Then whole class discussion

19. Students will share a time when they were younger in which they were unhappy - ie. getting lost in a supermarket, a broken toy etc. They will write a paragraph of 10 sentences about that situation in the past. They must use the negative/negation expressions in at least three sentences.

20. **Oral:** Hacer Poco - Students will follow a picture sequence and describe what is going on with the person in the pictures or what has gone on - to the class. Each student will use one of several pre-made picture prompts.

F. Cultural Connections

1. San Jose- its' people, traditions and culture
2. Compare and Contrast the acceptable arrival time to an 'informal' party in San Jose, Costa Rica as compared to in the US
3. The Arts: Throughout Latin America - Costa Rica is considered a very important place for the arts. Research the many theaters, symphony halls, orchestras etc.

G. Cumulative Linguistic Goal:

Can the students discuss the shops, restaurants and attractions in their city. Are they able to give directions to a stranger using the TL.

H. World Language Standards

Interpretive Mode - 7.1.NM.A.1-6

Interpersonal Mode - 7.1NM.B.1-5

Presentational Mode - NM.C.1-4 Social

Studies Link -

VI. Chapter 6

Recuerdos

A. Essential questions:

1. What did you like to do when you were younger?
2. What did you want to be when you were younger?
3. Can you describe what your friends were like years ago?

B. Objectives

The students will be able to:

1. Talk about what they used to like and dislike
2. Discuss what they used to do
3. Talk about what they wanted to be
4. Describe people and things in the past
5. Talk about an emotional reaction

C. Vocabulary

1. Terms that relate to likes and dislikes
2. Terms that relate to activities and hobbies that one would enjoy as a child
3. Discuss family relationships and their likes and dislikes in the past (what you remember)
4. Describe different personality traits
5. Terms and expressions of unbelief
6. Special occasion vocabulary

D Grammar

1. Imperfect or regular verbs
2. Imperfect of Ir and Ver
3. Verbs with reciprocal actions
Imperfect of Ser and Haber
5. Preterite with mental and emotional states
6. Preterite of creer, leer, construir and oír
7. Verb phrase - Caerle a uno

E. Suggested Activities and Assessments

1. Flashcards
2. Paired activities
3. Verb Booklets Continued
4. Making Board games
5. Fly swatter with vocab
6. Continue adding to verb booklets
7. Word search
8. Crossword puzzles
9. Interviews
10. Listening activities
11. YouTube videos
12. Kahoot
13. Simon dice!
14. Map activities
15. Label activities
16. Fill in the blanks

17. Presentational: Students will design a personal profile depicting and describing their interests and hobbies and present to the class.

18. Group or Pair/Share: A. Students can work in pairs to create a survey designed to help a website attract more teenagers. Students will share their findings with each other and the class. B. Students will work in pairs - they will be preparing to leave home and someone is hurrying them and reminding them to do several things or bring certain items. Students will create a dialogue and present to the class. The class will keep a running log of the things the students were reminded to do. Then whole class discussions.

Written: Students will share a time when they were younger which they were unhappy - ie. getting lost in a supermarket, a broken toy etc. They will write a paragraph of 10 sentences about that situation in the past. They must use the negation expressions in at least three sentences.

19. Oral: Hacer Poco - Students will follow a picture sequence and describe what is going on with the person in the pictures or what has gone on - to the class. Each student will use one of several pre-made picture prompts.

F. Cultural Connections

1. Segovia- its' people, traditions and culture
2. Compare the constitutional monarchy of Spain and what it means to the type of government we have in the US.
3. The Arts: Students will search the internet to determine who the people are in the painting " Clotilde y Elena en las rocas, Javea" by Joaquin Sorolla and what relationship they may have with the painter. They will be asked to describe what they think life was like back then and how it compares to life today.

G. Cumulative Linguistic Goal:

Can the student sustain a dialogue with no fewer than Six exchanges in which the topics if his/her interests and desires as a child?

H. World Language Standards

Interpretive Mode - 7.1.NM.A.1-6

Interpersonal Mode - 7.1NM.B.1-5

Presentational Mode - NM.C.1-4 Social

Studies Link -

VII. Chapter 7 iBuen

Provecho!

A. Essential questions

1. What do you recommend for dinner?
2. How was your dinner?
3. What celebrations and festivals are celebrated in your country? Compare to the US.

B. Objectives

The students will be able to:

1. Order in a restaurant
2. Talk about how food tastes and respond
3. Talk about their diet
4. Describe the preparation of food
5. Discuss what they liked more

C. Vocabulary

1. Terms that relate to likes and dislikes
2. Terms that relate to food and restaurants
3. Discuss how different foods taste and tasted
4. Discuss a balanced (healthy) diet
5. Terms and expressions to discuss food preparation

D. Grammar

1. Double Object Pronouns
2. Commands with Double Object Pronouns
3. Adverbs
4. Imperfect
5. Past Participles as adjectives

E Suggested Activities and Assessments

Flashcards

2. Paired activities
3. Verb Booklets Continued
6. Making Board games
7. Fly swatter with vocab
6. Continue adding to verb booklets
11. Word search
12. Crossword puzzles
13. Interviews
14. Listening activities 11. YouTube videos
12. Kahoot
13. Simon dice!
14. Map activities
15. Label activities
16. Fill in the blanks

17. **Presentational:** Students will discuss the service in the restaurant They will teach 'waiters' the dos and don'ts of waitering.

18. Group or Pair/Share: Students will choose a recipe to teach to the class. They will work in pairs to write out the steps. One student will give directions and the other will follow them as they present to class. **19. Written:** Students will create a crossword puzzle using the chapter vocab and adverbs and adjectives.

20. Oral: Students will perform a Restaurant Skit

F. Cultural Connections

1. Viejo San Juan- its' people, traditions and culture
2. How does food from Puerto Rico compare with the food from the US.
3. The Arts: Students will comment on the man and his surroundings in the painting " El pan nuestro" by Ramon Frade and imagine what the farmer's life is like Compare this painting with "La Caserita" by Gladys Martinez Nosiglia.

G. Cumulative Linguistic Goal:

Can the student order food in a restaurant, ask how it was prepared, what they think about the food that was served and decide if they will return said restaurant?

H. World Language Standards

I Interpretive Mode - 7.1.NM.A.1-6

Interpersonal Mode - 7.1NM.B.1-5

Presentational Mode - NM.C.1-4