

Mount Laurel Township Schools
World Languages Curriculum
Grade 7th Spanish & 8th French/Intermediate Low Proficiency Level

Unit: Do you remember...?		
Stage 1: Desired Results		
<p>NJCCCS: 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>	<p>Modes of Communication: Strand A: Interpretive Mode: Students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Strand B: Interpersonal Mode: Students engage in direct oral and or/written communication with others. Strand C: Presentational Mode: Students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction.</p>	
<p>Transfer Goal: I want you to review your basic knowledge of the target language, so that in the future, on your own, you will communicate more effectively with a native speaker.</p>		
<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways. • True communication involves a balance of both verbal and non-verbal cues. • Cultural perspectives are gained by using the language and through experience with its products and practices. • Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do people from different cultures sometimes say, write and do things differently from the way I do them? • Is a wide array of languages in the world a good thing? • Why is it important to communicate in other languages? • How can I communicate effectively in another language? • How are cultural perspectives (attitudes, values, beliefs) reflected in a culture's social practices and products? • How does the content of the world languages classroom help me understand who I am and the world in which I live? 	
Students will know that...	Students will be able to...	
Content Statement	CPI #	Cumulative Progress Indicator (CPI)
LINGUISTIC: Interpretive Mode: The Intermediate-Low language learner understands and communicates at the sentence level and can	7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
	7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette

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<p><i>use simple sentences</i> 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>Interpersonal Mode:</p> <ul style="list-style-type: none"> Ask and answer questions related to everyday life. Handle simple transactions related to everyday life: <ul style="list-style-type: none"> Initiate, maintain, and end a conversation. Ask for and give permission. Express needs. Give reasons. Request, suggest, and make arrangements. Extend, accept, and decline an invitation. Express an opinion and preference. <p>Presentational Mode:</p> <ul style="list-style-type: none"> Express needs. Give reasons. Express an opinion and preference. Request and suggest. <p>Cultural</p> <ul style="list-style-type: none"> 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.) 		(i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
	7.1.II.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
	7.1.II.A.5	Demonstrate comprehension of conversations and written information on a variety of topics
	7.1.II.A.8	Compare and contrast unique linguistic elements in English and the target language.
	7.1.II.B.2	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.)
	7.1.II.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
	7.1.II.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

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Stage 2: Assessment Evidence:	
<p>Performance Task/Benchmark Assessment:</p> <p>You are a student at Harrington Middle School. It is the first day of school and you have been chosen to be a student ambassador for an exchange student from a Spanish speaking country. You (the student ambassador) will conduct a random conversation with another student (exchange student), incorporating both verbal and nonverbal cues, utilizing one another as your audience. You will ask any 5 questions from your learned vocabulary and be able to respond to your partner's questions. A successful conversation will occur when each of you understands and communicates with one another.</p>	<p>Other Assessments:</p>
Stage 3: Learning Plan	
<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Model general greeting vocabulary, animating each intonation with different non-verbal cues • Students choose names from list provided, and conduct individual introductions, in target language • Students answer question cues concerning new names of classmates; emphasis is on gender difference in target language • Students participate in an inside/outside circle review, involving question & answer session for introductions 	<ul style="list-style-type: none"> • Students respond orally and in writing to random selected questions from teachers' "grab bag " • Students review learned vocabulary by responding in writing to questions using mini white boards • Communicative activity with questions & answer sentence strips. Students recite questions/answers to find corresponding half of conversation. • Students listen /record individual & class responses to questions, using ActivStudio Record or other record options
<p>Core Instructional Materials: 2010 Holt/McDougal <i>Avancemos!</i></p>	

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Unit Strategies/Modifications:

Special Education

Memory aids – Have students create flashcards

Have students create charts (day & date)

Use yes and no questions

Alphabetic and phonetic awareness – remind students of phonetic points related to talking about topic

Metacognitive support – point out to students when asking for someone’s phone number in Spanish the question word CUAL is used (the direct translation is WHICH is your phone number instead of the English WHAT)

English Language Learners

Extra visuals/multi-sensory activities (act out classroom commands)/gestures

Play a game (charades etc.)

Recommend used of bilingual dictionary

Find videos related to class topics in the student’s language

Alphabetic and phonetic awareness - remind students of phonetic points related to talking about topic

Students at Risk of Failure

Adjust time for completion of assignments

Allow frequent breaks

Modify assignments requiring copying in a timed situation

Leave class for assistance

Preferential seating

Reduce/minimize distractions

Emphasize teaching (auditory, visual, auditory, tactile)

Individual/small group instruction

Record lectures for replay

Emphasize critical information/key concepts

Pre-teach vocabulary

Provide visual cues

Modify homework

Use written backup for oral directions

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Adjust length of assignment
Break assignments into smaller units
Read directions to student
Maintain assignment notebook/student planner
Positive reinforcement
Frequent checks for understanding
Peer tutoring
Emphasize study/organizations skills
Adapt assessments

Gifted and Talented

Allow student to teach the class or assist teacher
Have students work in groups and make one student a leader
Students can create a diary or schedule (day & date)
Students can draw pictures of their activities
Invite students to create a number poster and the poster will include the number written as the numeral and the number in the target language and include a picture to illustrate the number
Expand and elaborate – invite students to brainstorm other numbers they use and can say in the target language (could include addresses, classroom numbers, school's phone number)
Have students lead a game where they write a number on the board and call on students to translate
Multiple intelligences – (logical mathematical) point out to students that the + symbol is read as mas and the - symbol is read as menos etc.

Suggested Technology Integration:

Use of ActivBoard to integrate vocabulary daily; and to record conversations
Use of VoiceThread to create mini self introduction for class
Use of Epals to introduce oneself to classmates from counterpart target language class

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