

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

Unit: Can you say “resume”?		
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 learn about other cultures' leisure activities and interests; and make comparisons and personal choices so that in the future, on your own, you will be able to participate competitively as a global citizen.</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)
<p>LINGUISTIC: Interpretive Mode: The Intermediate-Low language learner understands and communicates at the sentence level and can</p>	7.1.IL.A.6	Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.

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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. <ul style="list-style-type: none"> Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.) 		
	7.1.II.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
	7.1.II.B.3	- Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
	7.1.II.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
	7.1.II.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
	7.1.II.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
7.1.II.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters	

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- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- 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].)
- 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.)

Stage 2: Assessment Evidence:

Performance Task/Benchmark Assessment:

You will research the target cultures' academic schedules and career paths of your counterpart student. You will also determine your own academic interests, research potential career paths related to this interest, and present a multimedia rich presentation on academic interests and future career aspirations. Included in the presentation

Other Assessments:

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will be an analysis of whether or not knowing a second language is helpful to achieve your particular career goals. You will present your findings to the Novice High classes, via Skype and/or Acivstudio presentations.

Stage 3: Learning Plan

Suggested Learning Activities:

- Students conduct online research of the target culture's academic schedules and career choices.
- Students will create a survey of questions for their counterpart students.
- Via epals, students conduct their survey on counterpart students' favorite leisure activities, academic interests and school schedules.

- Students participate in "Beat the Clock" game, using whiteboards to communicate time.
- Via Webquest, students will research potential careers, requiring the use of the target language.
- Students respond to an online Career Interest Survey to determine which careers best suit them.
- Students will examine the US Census and implications.

Core Instructional Materials:

2010 Holt/McDougal *Avancemos!*

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.)

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Recommend use 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

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/organization skills

Adapt assessments

Gifted and Talented

Allow student to teach the class or assist teacher

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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:

- Webquest requiring online research of potential career paths and the significance of knowing a second language
- Skype for retrieving information from counterparts on academic subjects taught, length of school day, personal interests and career paths.
- Epals to conduct surveys of counterpart students on the importance of knowing languages

- <http://2010.census.gov/2010census/>

Career interest survey

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