

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

Unit: ImmiGREAT		
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 immigration issues, so that in the future, on your own, you will understand the impact, past and future, that this issue has on you and your world.</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 <i>use simple sentences</i> independently to:</p>	7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

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<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"> • Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) 	7.1.II.A.8	Compare and contrast unique linguistic elements in English and the target language.
	7.1.II.A.6	Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
	7.1.II.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
	7.1.II.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
	7.1.II.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
	7.1.II.C.5	Compare and contrast <u>cultural products</u> and <u>cultural practices</u> associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
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<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.) • 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].) 		
Stage 2: Assessment Evidence		
<p>Performance Task/Benchmark Assessment:</p> <p>Your task is to create a multi-media rich news report that explains immigration and its effects. You are a news reporter for a Spanish television channel. Your news report needs to be in the target language and your work will be graded using a rubric. Be sure to include both voluntary and involuntary immigration. A successful news report will inform your audience about immigration.</p>		
Stage 3: Learning Plan		
<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Students will interpret a Worlde that was created by inserting 	<ul style="list-style-type: none"> • Students create a Venn diagram comparing voluntary and 	

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text from resources about immigration to predict the content of the unit.

- Students will identify the main idea, theme, and supporting details from selected readings about immigration, and write an entrance card.
- Students will participate in a Socratic circle, exchanging information based on the readings.
- Students will examine online research regarding the increase of target culture immigration over time.

involuntary immigration.

- Students discuss the reasons for both types of immigration.
- Students will interact with a guest speaker sponsored by the Amnesty International organization.
- Students will develop support statements for their assigned position in the immigration debate.
- Students participate in a debate about the pros and cons of immigration, utilizing as much of the target language as possible.

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.)

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

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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/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)

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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:

Career Survey

www.wordle.net

<http://ngrams.googlelabs.com/>

www.epals.com

www.skype.com

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