

Mount Laurel Township Schools  
World Languages Curriculum  
Grade 8 French I & Spanish I/Intermediate Mid

<b>Unit 1: Do you Remember ....? Spanish I/French I</b>		
<b>Stage 1: Desired Results</b>		
<p><b>NJCCCS: 7.1 World Languages:</b> 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><b>Modes of Communication:</b>  <b>Strand A: Interpretive Mode:</b> Students demonstrate understanding of spoken and written communication within appropriate cultural contexts.  <b>Strand B: Interpersonal Mode:</b> Students engage in direct oral and or/written communication with others.  <b>Strand C: Presentational Mode:</b> 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><b>Transfer Goal:</b> 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><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• True communication involves a balance of both verbal and non-verbal cues.</li> <li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li> <li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li> <li>• Is a wide array of languages in the world a good thing?</li> <li>• Why is it important to communicate in other languages?</li> <li>• How can I communicate effectively in another language?</li> <li>• How are cultural perspectives (attitudes, values, beliefs) reflected in a culture’s social practices and products?</li> <li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> </ul>	
<b>Students will know that...</b>	<b>Students will be able to...</b>	
<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<p>LINGUISTIC: <b>Interpretive Mode:</b> The Intermediate-Mid language learner understands and communicates at the <b>sentence</b> level and can <i>use strings of sentences</i> independently to:</p>	<p><b>7.1.IM.A.3</b></p>	<p>Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p>
	<p><b>7.1.IM.A.7</b></p>	<p>Infer the meaning of some unfamiliar words in some new</p>

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<ul style="list-style-type: none"> <li>• Identify the main idea and some supporting details when reading.</li> <li>• Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>• Infer the meaning of some unfamiliar words when used in familiar contexts.</li> </ul> <p><b>Interpersonal Mode:</b> The Intermediate-Mid language learner understands and communicates at the <b>sentence</b> level and can <i>use strings of sentences independently</i> to:</p> <ul style="list-style-type: none"> <li>• Ask and answer questions related to everyday life.</li> <li>• Handle simple transactions related to everyday life:</li> <li>• Initiate, maintain, and end a conversation.             <ul style="list-style-type: none"> <li>• Ask for and give permission.</li> <li>• Express needs.</li> <li>• Give reasons.</li> <li>• Request, suggest, and make arrangements.</li> <li>• Extend, accept, and decline an invitation.</li> <li>• Express an opinion and preference.</li> </ul> </li> </ul> <p><b>Presentational Mode:</b> The Intermediate-Mid language learner understands and communicates at the <b>sentence</b> level and can <i>use strings of sentences independently</i> to:</p> <ul style="list-style-type: none"> <li>• Express needs.</li> <li>• Give reasons.</li> <li>• Express an opinion and preference.</li> <li>• Request and suggest.</li> </ul> <p><b>CULTURAL:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>		contexts.
	<b>7.1.IM.A.8</b>	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
	<b>7.1.IM.B.2</b>	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
	<b>7.1.IM.B.3</b>	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
	<b>7.1.IM.B.4</b>	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
	<b>7.1.IM.C.3</b>	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

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<p>are not limited to: history, science, economics, and geography.)</p> <ul style="list-style-type: none"> <li>• 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.)</li> <li>• 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.)</li> </ul>		
<b>Stage 2: Assessment Evidence:</b>		
<p><b>Performance Task/Benchmark Assessment:</b></p> <p>You are an exchange student from a target language country. It is the first day of school at Harrington. You find a student who has been assigned as your ambassador. You will conduct a spontaneous conversation with this student, incorporating both verbal and nonverbal cues, utilizing one another as your audience. You will ask any 7 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><b>Other Assessments:</b></p>	
<b>Stage 3: Learning Plan</b>		
<p><b>Suggested Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Model general greeting vocabulary, animating each intonation with different non-verbal cues</li> <li>• Students compose mini introduction describing themselves,</li> </ul>	<ul style="list-style-type: none"> <li>• Students engage in "Whisper Down the Lane" activity, practicing orally and in writing the learned greeting vocabulary</li> <li>• Students participate in oral rotation game, involving question &amp; answer session for introductions</li> </ul>	

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their likes/dislikes, popular music and other cultural preferences.

- 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 utilize "where do you live" vocabulary via Google Earth, in student pairs, communicating orally
- Working in pairs, students develop command statements while their partners perform them.

- Students respond orally and in writing to random selected questions from teachers' "grab bag "
- 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 Voice Thread** options

**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:**

Activboard to display maps/ record nationality vocabulary

Epals email system to send inquiries about culture.

Google Earth software application

<http://www.thinkquest.org/en/>

<http://www.wikispaces.com/content/for/teachers>

<http://ed.voicethread.com/>

<http://www.epals.com/>

<http://www.globalschoolnet.org/gsh/pr/>

<http://globalcollaborations.wikispaces.com/>

<http://gloaleducation.ning.com/>

<http://www.atomiclearning.com/web20>

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