

Mount Laurel Township Schools
 World Languages Curriculum
 Grade 8 French I Spanish I /Proficiency Level : Intermediate - Mid

Unit 2: Going Green Globally		
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 the concepts of internationalization and our environment, so that in the future, on your own, you will have a positive impact as a citizen in a global society.</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-Mid language learner understands and communicates at the sentence level and</p>	<p>7.1.IM.A.1</p>	<p>Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.</p>

Mount Laurel Township Schools
World Languages Curriculum
Grade 8 French I Spanish I /Proficiency Level : Intermediate - Mid

<p>can <i>use strings of 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: The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences independently</i> to:</p> <ul style="list-style-type: none"> Ask and answer questions related to everyday life. Handle simple transactions related to everyday life: Initiate, maintain, and end a conversation. <ul style="list-style-type: none"> 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: The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences independently</i> to:</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"> Due to globalization and advances in technology, the products and practices of a culture change over time, 	7.1.IM.A2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
	7.1.IM.A4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
	7.1.IM.A5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
	7.1.IM.A6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.
	7.1.IM.B1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
	7.1.IM.B4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
	7.1.IM.B5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situation

Mount Laurel Township Schools
 World Languages Curriculum
 Grade 8 French I Spanish I /Proficiency Level : Intermediate - Mid

<p>and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p> <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.) • 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.) 	<p>7.1.IM.C.5</p>	<p>Compare the cultural perspectives of the target culture(s) with those of one’s own culture, as evidenced through the cultural products and cultural practices associated with each.</p>
<p>Stage 2: Assessment Evidence:</p>		
<p>Performance Task/Benchmark Assessment:</p>	<p>Other Assessments:</p>	

Mount Laurel Township Schools
World Languages Curriculum
Grade 8 French I Spanish I /Proficiency Level : Intermediate - Mid

Your goal is to create a multimedia – rich document advertising your plan/idea for helping to protect and better our environment. You will include examples of practices currently used in the target – language country. Give examples of how advances in technology have improved understanding of global / environmental issues. Show how such advances in technology have opened up new opportunities for careers and what those careers might be with regard to environmental issues. Your success will be achieved through incorporating all of these aspects within your product.

Stage 3: Learning Plan

Suggested Learning Activities:

- Introduce ideas/concepts/vocabulary using maps, globe, ActivBoard. Students discuss importance of Global awareness and Environmental issues.
- Use Google Earth and Google Maps to introduce target – language country.
- Students conduct preliminary research on world-wide advancements in Technology and Environmental Issues.
- Students conduct thorough research on the target language country through access to the library website links.
- Students participate in jigsaw activity to communicate their findings.
- Students compose a survey of questions on environmental practices and cultural adaptations due to globalization.

- Students will research and partner share findings regarding career advancement opportunities related to the environment and globalization.
- Conduct culture survey questions to utilize via email communication and Skype to target language country.
- Optimally, the students will also respond to a survey created by fellow students in the target language culture.
- Students analyze and compile answers to culture questions.
- Students create a Venn Diagram on their findings and present to fellow classmates.
- Students present projects to classmates.
- Fellow classmates will complete an exit card of questions based on the presentation.

Core Instructional Materials:

2010 Holt/McDougal *Avancemos!*

Mount Laurel Township Schools
World Languages Curriculum
Grade 8 French I Spanish I /Proficiency Level : Intermediate - Mid

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

Mount Laurel Township Schools
World Languages Curriculum
Grade 8 French I Spanish I /Proficiency Level : Intermediate - Mid

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.

Mount Laurel Township Schools
World Languages Curriculum
Grade 8 French I Spanish I /Proficiency Level : Intermediate - Mid

Suggested Technology Integration:

Activboard to display maps/ record nationality vocabulary

Google Earth to conduct tour of target language countries

Webquest to research for information on cultural differences.

Epals email system to send inquiries about culture: <http://www.epals.com/>

Skype to conduct conversation on culture of target language to native speaker of that language.

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

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

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

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

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

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

Mount Laurel Township Schools
World Languages Curriculum
Grade 8 French I Spanish I /Proficiency Level : Intermediate - Mid