

GREAT MEADOWS REGIONAL SCHOOL DISTRICT, NEW JERSEY

**Spanish
GRADES 6 - 8**

CURRICULUM GUIDE

October 2016

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**This curriculum may be modified through varying techniques,
strategies and materials, as per an individual student's
Individualized Education Plan (IEP).**

**Approved by the Great Meadows Regional School District Board of Education
At the regular meeting held on 10/18/2016**

And

**Aligned with the New Jersey Student Learning Standards and
*ACTFL National Standards for Foreign Language Education***

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21ST Century Skills

Communication, Cultures, Connections, Comparisons, Communities

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MISSION STATEMENT

The mission of the Great Meadows Regional District World Languages Department is to provide quality instruction in a second language by fostering the development of essential language skills in our students. We provide a proficiency based curriculum, which encourages our learners to become active listeners, confident speakers, careful readers, skilled writers, and culturally sensitive citizens in a global community.

PHILOSOPHY / RATIONALE

The philosophy of the World Languages Department is to offer all Great Meadows Regional students the challenges and the excitement of seeing the world through new perspectives. Students will study other languages and cultures in preparation for their future as citizens in a global community.

In all of their classes, students will acquire the knowledge and develop the skills listed in the National Standards for Foreign Language Education: Communication, Cultures, Connections, Comparisons and Communities. It is the belief of the World Language Department that skills development occurs in the four main language areas of listening, speaking, reading and writing. Learning a language, however, involves much more than just linguistic skills. As a language learner, it is imperative to take a holistic approach to language acquisition. World language acquisition contributes to the overall intellectual, social and creative development of our students by introducing them to the ways in which other groups of people view the world and function in it. With extended study, practice and experience, our students learn how to communicate with people of other cultures who live within their own multilingual community and throughout the world.

COURSE PROFICIENCIES

By the end of the course, this curriculum aims to cover the following proficiencies based on the 5 Cs set forth within the ACTFL National Standards for Foreign Language Education:

1. Communication
 - a. Greetings & common expressions
 - b. Proper introductions & responses
 - c. Class schedules & sequence of events by telling time, proper spelling and date format
 - d. Expressing likes & dislikes
 - e. Discussing where one goes during free time
 - f. Weather expressions and vacationing
 - g. Adverbs of frequency
 - h. Proper use of adjectives to describe people and things with adjective agreement
 - i. The use of present tense to tell what someone does (including stem-changers)
 - j. The use of present progressive to tell what someone is doing
 - k. The formula *ir a* + infinitive to tell what someone will do
 - l. Food (breakfast, lunch and dinner), family and clothing
 - m. Conjugation of AR, ER and IR verbs, as well as Ser and Estar
2. Culture
 - a. Geography of Latin America & Spain
 - b. The importance of learning another language & culture & family values
 - c. Common practices & cultural expectations
 - d. The school day, courses offered, school-sponsored activities & grade scales
 - e. Currency used, Popular sports & pastimes
 - f. Seasons in South America
3. Connections
 - a. Proper etiquette when addressing adults vs. peers
 - b. Different currency used & value of it
 - c. Product value
 - d. Professions in which the language is used
4. Comparisons
 - a. Common foods
 - b. Customs including holidays, healthy habits practiced & proper manners
 - c. School vocabulary
 - d. Sports
 - e. Family values/structure
 - f. Latin American education
5. Communities
 - a. Cultural awareness/appreciation
 - b. Job opportunities

STUDENT PROFICIENCIES

Evidence of understanding is indicated on the individual units found within this curriculum guide.

Students will be able to:

1. Communication:
 - a. Greet people and introduce and excuse yourself
 - b. Ask how someone is feeling and tell how you are
 - c. Ask where someone is from and tell where you are from
 - d. Utilize numbers to count and tell your age, phone number, and the date
 - e. Identify the days of the week and months of the year
 - f. Express dates
 - g. Describe yourself and find out what other people are like
 - h. Talk about what you like and don't like to do
 - i. Compare your likes and dislikes with other people's
 - j. Tell time
 - k. Describe your class schedule and find out about someone else's
 - l. Name some school supplies you use
 - m. Discuss leisure-time activities
 - n. Conjugate regular –ar verbs
 - o. Make plans with friends
 - p. Give, accept, or turn down invitations
 - q. Tell what you like and don't like to eat and drink
 - r. Give reasons for your food and drink preferences
 - s. Make articles, nouns, & adjectives agree in gender and number
 - t. Say whether you are hungry or thirsty
 - u. Describe family members and friends
 - v. Ask and tell what someone's age is
 - w. Tell what other people like and do not like to do
 - x. Tell where and when you bought clothes and how much you paid for them
 - y. Discuss vacation choices and activities
 - z. Name seasons & describe weather
 - aa. Discuss what to take on a trip
 - bb. Conjugate –er, -ir, and boot verbs
 - cc. Use possessive adjectives
 - dd. Use indirect object pronouns
 - ee. Identify the uses of *ser* & *estar*
 - ff. Discuss the future using formula *ir a* + infinitive
2. Cultures:
 - a. Recognize manners including interpersonal space, privacy, punctuality & invitations
 - b. Identify stereotypes associated to different nationalities, their origin and validity
 - c. Compare your school experience with that of a student in a Spanish speaking country
 - d. Compare leisure-time activities among cultures
 - e. Discuss differences between eating customs

- f. Explain how last names are formed in Spanish speaking countries
- g. Compare vacation choices based on seasonal differences

3. Connections:

- a. Explain the uses of *tú* vs. *usted*
- b. Demonstrate math comprehension through conversions
- c. Use cognates and correct grammar to enhance English language skills
- d. Relate bilingualism (or multilingualism) to success in the workplace, i.e. local businesses
- e. Locate Spanish speaking countries on a world map

4. Comparisons:

- a. Compare cultural expectations
- b. Compare school life and friendships
- c. Compare opportunities after graduation
- d. Compare food & lifestyle

5. Communities:

- a. Give examples of real-world opportunities afforded to them by being bilingual (multilingual)
- b. Use the target language when speaking to natives in the community

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR WORLD LANGUAGES

Stage 1: Desired Results

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can *use simple sentences* independently to:

- 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.

Content Standards Covered

Interpretative Mode

<u>CPI#</u>	<u>Cumulative Progress Indicator (CPI)</u>
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic using electronic information sources related to targeted themes.
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 (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
7.1.IL.A.6	Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.

Interpersonal Mode

<u>CPI #</u>	<u>Cumulative Progress Indicator (CPI)</u>
7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

- 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.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.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.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.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Topic: Communication
Essential Questions

- How can we communicate effectively?
- How does formal and colloquial communication impact the understanding and the output of a second language?

Enduring Understandings:

Students will understand that:

- Language learning involves acquiring strategies to communicate effectively.
- Formal and colloquial communication impacts the understanding and the output of a second language.
- Communicating in at least one other language in order to obtain information, express feelings and exchange opinions is important.
- Engage in conversation where we not only provide but also obtain information.
- Interpret verbal and written input in a second language in order to form opinions and make rational decisions and judgments.
- Process and negotiate meaning in a second language.

Knowledge and Skills:

Students will be instructed on:

- Greetings & common expressions
- Proper introductions & responses
- Class schedules & sequence of events
- Telling time
- Expressing likes & dislikes
- Discussing where one goes during free time
- Weather expressions
- Adverbs of frequency
- Proper spelling and format of dates
- Proper use of adjectives to describe people and things
- Proper word order
- The use of present tense to tell what someone does(including stem-changers)
- The use of present progressive to tell what someone is doing
- The formula ir a + infinitive to tell what someone will do
- Food (breakfast, lunch and dinner)
- Family
- Clothing
- Conjugation of AR, ER and IR verbs.
- Ser and Estar
- Vacationing

Stage 2: Evidence of Understanding, Learning Objectives and Expectations **Benchmarks:**

Students will be able to:

- Greet people and introduce and excuse yourself
- Ask how someone is feeling and tell how you are
- Ask where someone is from and tell where you are from
- Utilize numbers to count and tell your age, phone number, and the date
- Describe yourself and find out what other people are like
- Talk about what you like and don't like to do
- Compare your likes and dislikes with other people's
- Identify how to use subject pronouns
- Introduce the conjugation of regular verbs –ar, -er and –ir ending verbs
- Describe oneself using personality adjectives
- Recognize adjectives changing gender
- Review the use subject pronouns
- Review the conjugation of regular verbs –ar, -er and –ir ending verbs
- Introduce the forms of Ser vs Estar verb conjugations with pronouns yo and tú
- Identify adjectives that are non-gender specific (typically ending in E)
- Tell time
- Describe your class schedule and find out about someone else's
- Name some school supplies you use
- Discuss leisure-time activities
- Review conjugations of regular – ar, -er and –ir ending verbs
- Make plans with friends
- Give, accept, or turn down invitations

- Tell what you like and don't like to eat and drink
- Give reasons for your food and drink preferences
- Make articles, nouns, & adjectives agree in gender and number
- Say whether you are hungry or thirsty using the verb "tener"
- Describe family members and friends using the verb "ser"
- Ask and tell what someone's age is by using the irregular verb "tener"
- Tell what other people like and do not like to do using the Indirect Object Pronouns.
- Discuss vacation choices and activities
- Name seasons & describe weather
- Discuss what to take on a trip
- Conjugate -boot verbs
- Use possessive adjectives
- Review the uses of ser & estar using all subject pronouns

Benchmark Grade

Pre-test Day 5

Post-test Day 40

Paso a Paso Level A

Primer Paso Chapter 1

Descubre 1A

Benchmark Grade 7

Pre-test Day 5

Post-test Day 40

Paso a Paso Level A

Chapters 2-3

Descubre 1A

Benchmark Grade 8

Pre-test September

Post-test March

Final assessment done by
Hackettstown High School
for placement purposes

Paso a Paso Level A

Chapter 4 -6

Paso a Paso Level B

Chapter 7

Descubre 1A

Assessment Methods:

- Communicative Activities
- Oral presentations
- Written dialogues
- Projects (in-class & home)
- Short essays

Formative:

- Oral class responses
- Teacher/student dialogue
- Peer dialogue
- Written assessments

Summative:

- Projects & presentations
- Quizzes and tests

Other Evidence:

1. Student Self-Assessment

- Students will review and assess their own performance (written and spoke) and projects as it relates to the acquisition and transfer of knowledge and skill related to the target language being studied assessment can take many forms, including:
 - writing conferences
 - discussion (whole-class or small-group)
 - self-evaluations
 - self-assessment checklists and inventories
 - teacher-student interviews

2. Performance/ Project Based Learning:

- Evidence of student acquisition of the knowledge and skills and their transfer of understanding is assessed through authentic assessment techniques such as but not limited to – real world problems based projects and scenarios requiring the students to utilize the target language in a written and spoken format.

3. Interdisciplinary:

- Activities such as but not limited to the following:
 - Collaboration with Language Arts, Mathematics and Career Technical Education Teachers.
 - Collaboration with Social Studies, Visual and Performing Arts teachers linking music, art, and historical events to the culture and development of the target language being studied.

Stage 3: Learning Plan

Within this unit consider the following Subset of Essential Questions:

How do I make my message understandable and interesting to my audience?

A. Interpretative Mode

Decode new vocabulary when presented in context by other speakers

Interpersonal Mode

Communicate in the target language with other speakers to practice vocabulary.

Interview classmates in the target language using open ended questions to prompt information related to the material.

Presentational Mode

Create skits in the target language that demonstrate understanding of unit vocabulary.

Utilize technology to present information in different ways.

B. To show evidence students may complete the following assessment:

TPR

Written assessments

Skits / Role playing / Dialogues

Rubrics

Projects and presentations

C. Provide evidence of Differentiated Instruction:

Instructor will provide differentiated instruction through any and all of the following strategies:

Readiness / Ability

Adjusting Questions

Compacting Curriculum

Tiered Assignments

Acceleration/Deceleration

Peer Teaching

Learning Profiles/Styles

Student Interest

Anchoring Activities

D. Students will *reflect, rethink, revise, and refine* by:

Reconsidering key assumptions

Confronting surprises and anomalies

Peer critiquing

Practice sessions

Self-assessment

Resources:

Paso a Paso and related materials (workbooks, CDs, VHS tapes)

Descubre 1A and related materials along with *SuperSite*.

Teacher made materials

Technology available

www.Rubrics4teachers.com

www.Unitedstreaming.com

www.vocaroo.com

Stage 1: Desired Results

Topic: Cultures

Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can *use simple sentences* independently to:

- o Identify the main idea and some supporting details when reading.
- o Understand the gist and some supporting details of conversations dealing with everyday life.
- o Infer the meaning of some unfamiliar words when used in familiar contexts.

Content Standards Covered

Strand

CPI#

- | | |
|------------|--|
| 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. |
| 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 (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. |
| 7.1.IL.A.4 | Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. |
| 7.1.IL.A.5 | Demonstrate comprehension of conversations and written information on a variety of topics |
| 7.1.IL.A.6 | Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials. |
| 7.1.IL.A.7 | Infer the meaning of a few unfamiliar words in some new contexts. |
| 7.1.IL.A.8 | Compare and contrast unique linguistic elements in English and the target language. |

Interpersonal Mode

Linguistic:

- The Intermediate-Low language learner understands and communicates at the sentence level and can *use simple sentences* independently to:

- o Ask and answer questions related to everyday life.
- o Handle simple transactions related to everyday life:
 - 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.

Strand

CPI#

- 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
- 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Essential Questions:

- How does one’s culture affect one’s lifestyle?
- How does one’s culture influence one’s perception?

Enduring Understandings:

Students will understand that:

- Communication is a necessity that leads to the interaction of different cultures.
- The study of another culture leads to a better understanding of other people's points of view and cultural traditions.
- There is a relationship between practices, perspectives and products.
- Language and culture are interconnected; therefore, the effect of one’s culture will impact another.
- The relationships between practices and perspectives of the target culture and how language and culture interrelate.
- The study of different cultures will enhance the understanding and appreciation of my own culture.

Knowledge and Skills:

Students will be instructed on:

- Geography of Latin America & Spain.
- The importance of learning another language & culture.

- Common practices & cultural expectations.
- The school day, courses offered, school-sponsored activities & grade scales.
- Currency used.
- Popular sports & pastimes.
- Seasons in South America.
- Family values.

**Stage 2: Evidence of Understanding, Learning Objectives and Expectations:
Benchmarks:**

Students will be able to:

- Recognize manners including interpersonal space, privacy, punctuality & invitations.
- Identify stereotypes associated to different nationalities, their origin and validity.
- Compare your school experience with that of a student in a Spanish speaking country.
- Compare leisure-time activities among cultures.
- Discuss differences between eating customs.
- Explain how last names are formed in Spanish speaking countries.
- Compare vacation choices based on seasonal differences.

Benchmark Grade 6

Pre-test Day 5
 Post-test Day 40
 Paso a Paso Level A
 Primer Paso
 for Chapter 1
 Descubre 1A

Benchmark Grade 7

Pre-test Day 5
 Post-test Day 40
 Paso a Paso Level A
 Chapter 1
 Descubre 1A

Benchmark Grade 8

Pre-test September
 Post-test March
 Final assessment done by
 Hackettstown High School
 placement purposes
 Paso a Paso Level A
 Chapter 2-6
 Paso a Paso Level B
 Chapter 7
 Descubre 1A

Assessment Methods:

- Research & presentation of current events
- Interaction with native speakers in the classroom & community
- Short essays

Formative:

- Cultural class discussions
- Question/response
- Teacher/student dialogue
- Peer dialogue
- Written assessment

Summative:

- Projects & presentations
- Quizzes and tests

Other Evidence:

1. Student Self-Assessment

- Students will review and assess their own performance (written and spoke) and projects as it relates to the acquisition and transfer of knowledge and skill related to the target language being studied assessment can take many forms, including:
 - writing conferences
 - discussion (whole-class or small-group)
 - self-evaluations
 - self-assessment checklists and inventories
 - teacher-student interviews

2. Performance/ Project Based Learning:

- Evidence of student acquisition of the knowledge and skills and their transfer of understanding is assessed through authentic assessment techniques such as but not limited to – real world problems based projects and scenarios requiring the students to utilize the target language in a written and spoken format.

3. Interdisciplinary:

- Activities such as but not limited to the following:
 - Collaboration with Language Arts, Mathematics and Career Technical Education Teachers.
 - Collaboration with Social Studies, Visual and Performing Arts teachers linking music, art, and historical events to the culture and development of the target language being studied.

Stage 3: Learning Plan

Within this unit consider the following Subset of Essential Questions:

How is personal identity developed through experiences that occur within one's family, one's community, and the culture at large?

- A. Research different cultures
Share personal stories and artifacts
Use tools (maps)
TPR

- B. To show evidence students may complete the following assessment:
TPR
Written assessments
Skits / Role playing / Dialogues
Rubrics
Projects and presentations

- C. Provide evidence of Differentiated Instruction:
Instructor will provide differentiated instruction through any and all of the following strategies:
Readiness / Ability
Adjusting Questions
Compacting Curriculum
Tiered Assignments
Acceleration/Deceleration
Peer Teaching
Learning Profiles/Styles
Student Interest
Anchoring Activities

- D. Students will *reflect, rethink, revise, and refine* by:
Reconsidering key assumptions
Confronting surprises and anomalies
Peer critiquing
Practice sessions
Self-assessment

Resources:

Paso a Paso and related materials (workbooks, CDs, VHS tapes)
Teacher made materials
Technology available
www.Rubrics4teachers.com
www.Unitedstreaming.com
www.vocaroo.com
Descubre 1A along with Supersite

Stage 1: Desired Results

Topic: Connections

Linguistic:

- The Intermediate-Low language learner understands and communicates at the **sentence** level and can *use simple sentences* independently to:
 - 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

Interpretive Mode

- 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.
- 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 (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.A.4 | Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 | Demonstrate comprehension of conversations and written information on a variety of topic.
- 7.1.IL.A.6 | Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.IL.A.7 | Infer the meaning of a few unfamiliar words in some new contexts.
- 7.1.IL.A.8 | Compare and contrast unique linguistic elements in English and the target language.

Essential Questions:

- What connections can I make between the ways of living in different time periods and cultures and those of today?
- How does learning a world language influence the way one thinks acts and perceives the world?

Enduring Understandings:

Students will understand that:

- The study of another language and culture reinforces one's knowledge of other disciplines.

- Learning to speak a second language allows them to be a better global citizen.
- Learning a second language provides them with better knowledge of themselves and the way they think and perceive the world.
- One's knowledge of the target language and cultures will help clarify, reinforce, or further the principles and ideas in other areas of academia.
- Being bilingual (or multilingualism) will have an impact on an individual and in the community.

Knowledge and Skills:

Students will be instructed on:

- Proper etiquette when addressing adults vs. peers
- Different currency used & value of it
- Product value
- Professions in which the language is used

Stage 2: Evidence of Understanding, Learning Objectives and Expectations Benchmarks:

Students will be able to:

- Explain the uses of tú vs. usted.
- Demonstrate math comprehension through conversions.
- Use cognates and correct grammar to enhance English language skills.
- Relate bilingualism (or multilingualism) to success in the workplace, i.e. local businesses.
- Locate Spanish speaking countries on a world map.

Benchmark Grade 6

Pre-test Day 5
Post-test Day 40

Paso a Paso Level A
Primer Paso
Chapter 1
Descubre 1A

Benchmark Grade 7

Pre-test Day 5
Post-test Day 40

Paso a Paso Level A
Chapter 1
Descubre 1A

Benchmark Grade 8

Pre-test September
Post-test March
Final Assessment done by
Hackettstown High school for
Placement purposes
Paso a Paso Level A
Chapter 2-6
Paso a Paso Level B
Chapter 7
Descubre 1A

Assessment Methods:

- Vocabulary & grammar quizzes
- Oral presentations
- Written dialogues
- Projects (in-class & home)
- Short essays

Formative:

- Oral class responses
- Teacher/student dialogue
- Peer dialogue
- Written assessments

Summative:

- Projects & presentations
- Quizzes and tests

Other Evidence:**1. Student Self-Assessment**

- Students will review and assess their own performance (written and spoke) and projects as it relates to the acquisition and transfer of knowledge and skill related to the target language being studied assessment can take many forms, including:
 - writing conferences
 - discussion (whole-class or small-group)
 - reflection logs
 - weekly self-evaluations
 - self-assessment checklists and inventories
 - teacher-student interviews

2. Performance/ Project Based Learning:

- Evidence of student acquisition of the knowledge and skills and their transfer of understanding is assessed through authentic assessment techniques such as but not limited to – real world problems based projects and scenarios requiring the students to utilize the target language in a written and spoken format.

3. Interdisciplinary:

- Activities such as but not limited to the following:
 - Collaboration with Language Arts, Mathematics and Career Technical Education Teachers.
 - Collaboration with Social Studies, Visual and Performing Arts teachers linking music, art, and historical events to the culture and development of the target language being studied.

Stage 3: Learning Plan

Within this unit consider the following Subset of Essential Questions:

How does what I am learning in Spanish relate to my real life?

- A. Self-evaluation
Make connections between Spanish concepts and other areas studied.

- B. To show evidence students may complete the following assessment:
TPR
Written assessments
Skits / Role playing / Dialogues
Rubrics
Projects and presentations

- C. Provide evidence of Differentiated Instruction:
Instructor will provide differentiated instruction through any and all of the following strategies:
Readiness / Ability
Adjusting Questions
Compacting Curriculum
Tiered Assignments
Acceleration/Deceleration
Peer Teaching
Learning Profiles/Styles
Student Interest
Anchoring Activities

- D. Students will *reflect, rethink, revise, and refine* by:
Reconsidering key assumptions
Confronting surprises and anomalies
Peer critiquing
Practice sessions
Self-assessment

Resources:

- Paso a Paso and related materials (workbooks, CDs, VHS tapes)
- Teacher made materials
- Technology available
- www.Rubrics4teachers.com
- www.Unitedstreaming.com
- www.vocaroo.com
- Descubre 1A along with Supersite

Stage 1: Desired Results

Topic: Comparisons

Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can *use simple sentences* independently to:

- o Identify the main idea and some supporting details when reading.
- o Understand the gist and some supporting details of conversations dealing with everyday life.
- o Infer the meaning of some unfamiliar words when used in familiar contexts.

Content Standards Covered

Strand

CPI#

- | | |
|------------|--|
| 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. |
| 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 (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. |
| 7.1.IL.A.4 | Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. |
| 7.1.IL.A.5 | Demonstrate comprehension of conversations and written information on a variety of topics |
| 7.1.IL.A.6 | Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials. |
| 7.1.IL.A.7 | Infer the meaning of a few unfamiliar words in some new contexts. |
| 7.1.IL.A.8 | Compare and contrast unique linguistic elements in English and the target language. |

Interpersonal Mode

Linguistic:

- The Intermediate-Low language learner understands and communicates at the sentence level and can *use simple sentences* independently to:
 - o Ask and answer questions related to everyday life.
 - o Handle simple transactions related to everyday life:
 - 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 preferences

Strand

CPI#

- 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
- 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational Mode

Linguistic:

- The Intermediate-Low language learner understands and communicates at the sentence level and can *use simple sentences* independently to:
 - Handle simple transactions related to everyday life
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

Strand

CPI#

- 7.1.IL.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.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.IL.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.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Essential Questions:

- What defines a global citizen?
- How are education and career paths different or similar around the world?

Enduring Understandings:

Students will understand that:

- There are similarities and differences between native and target language and cultures.
- The study of another language and culture leads to the development of global understanding and cultural sensitivity.
- Studying a second language allows individuals to develop a deeper understanding of their own language (i.e. grammar, structure, and vocabulary).

Knowledge and Skills:

Students will be instructed on:

- Common foods
- Customs including holidays
- School vocabulary
- Sports
- Family values/structure
- Latin American education

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Great Meadows Regional Benchmarks:

Students will be able to:

- Compare cultural expectations
- Compare school life and friendships
- Compare opportunities after graduation

Benchmark Grade 6

Pre-test Day 5
Post-test Day 40
Paso a Paso Level A
Primer Paso
Chapter 1
Descubre 1A

Benchmark Grade 7

Pre-test Day 5
Post-test Day 40
Paso a Paso Level A
Chapter 1
Descubre 1A

Benchmark Grade 8

Pre-test September
Post-test March
Final Assessment done by Hackettstown High School for placement purposes
Paso a Paso Level A
Chapter 2-6
Compare food & life style
Paso a Paso Level B

Assessment Methods:

- Quizzes
- Projects (in-class & home)
- Short essays
- Class discussions & debates

Formative:

- Oral class responses
- Teacher/student dialogue
- Peer dialogue

Summative:

- Projects & presentations
- Quizzes and tests

Other Evidence:**1. Student Self-Assessment**

- Students will review and assess their own performance (written and spoke) and projects as it relates to the acquisition and transfer of knowledge and skill related to the target language being studied assessment can take many forms, including:
 - writing conferences
 - discussion (whole-class or small-group)
 - self-evaluations
 - self-assessment checklists and inventories
 - teacher-student interviews

2. Performance/ Project Based Learning:

- Evidence of student acquisition of the knowledge and skills and their transfer of understanding is assessed through authentic assessment techniques such as but not limited to – real world problems based projects and scenarios requiring the students to utilize the target language in a written and spoken format.

3. Interdisciplinary:

- Activities such as but not limited to the following:
 - Collaboration with Language Arts, Mathematics and Career Technical Education Teachers.
 - Collaboration with Social Studies, Visual and Performing Arts teachers linking music, art, and historical events to the culture and development of the target language being studied.

Stage 3: Learning Plan

Within this unit consider the following Subset of Essential Questions:

How does my life and culture compare to those of Spanish speakers?

- A. Research different cultures
 - Share personal stories and artifacts
 - Use tools (maps)
 - TPR
- B. To show evidence students may complete the following assessment:
 - TPR
 - Written assessments
 - Skits / Role playing / Dialogues
 - Rubrics
 - Projects and presentations
- C. Provide evidence of Differentiated Instruction:
 - Instructor will provide differentiated instruction through any and all of the following strategies:
 - Readiness / Ability
 - Adjusting Questions
 - Compacting Curriculum
 - Tiered Assignments
 - Acceleration/Deceleration
 - Peer Teaching
 - Learning Profiles/Styles
 - Student Interest
 - Anchoring Activities
- D. Students will *reflect, rethink, revise, and refine* by:
 - Reconsidering key assumptions
 - Confronting surprises and anomalies
 - Peer critiquing
 - Practice sessions
 - Self-assessment

Resources:

- Paso a Paso and related materials (workbooks, CDs, VHS tapes)
- Teacher made materials
- Technology available
- www.Rubrics4teachers.com, www.Unitedstreaming.com, www.vocaroo.com
- Descubre 1A along with teacher resources and Supersite.

Stage 1: Desired Results

Topic: Communities

Interpretive Mode

Linguistic:

- The Intermediate-Low language learner understands and communicates at the sentence level and can *use simple sentences* independently to:
 - o Identify the main idea and some supporting details when reading.
 - o Understand the gist and some supporting details of conversations dealing with everyday life.
 - o Infer the meaning of some unfamiliar words when used in familiar contexts.

CPI#

Strand

- 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.
- 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 (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
- 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

Interpersonal Mode

Linguistic:

- The Intermediate-Low language learner understands and communicates at the sentence level and can *use simple sentences* independently to:
 - o Ask and answer questions related to everyday life.
 - o Handle simple transactions related to everyday life:
 - 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 preferences.

Strand**CPI#**

- 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
- 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational Mode**Linguistic:**

- The Intermediate-Low language learner understands and communicates at the sentence level and can *use simple sentences* independently to:
 - Handle simple transactions related to everyday life:
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

Strand**CPI#**

- 7.1.IL.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.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.IL.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.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Essential Questions:

- What opportunities will arise due to my knowing and using this language?
- How does the content presented help me understand who I am and the world in which I live?

Enduring Understandings:

Students will understand that:

- The study of other languages expands their opportunities (occupational, social, and educational).
- Language skills and cultural understanding enhance the process of engaging community members in a 21st century global society.
- Learning to speak a second language allows them to be a better global citizen.
- Learning other languages will allow and assist them to become successful participants in a 21st century global society.
- The study of a world language will impact/influence one's life outside the classroom.
- The use of a second language will help in reaching out community members to be able to engage in critical current issues.

Knowledge and Skills:

Students will be instructed on:

- Cultural awareness/appreciation
- Job opportunities

Stage 2: Evidence of Understanding, Learning Objectives and Expectations: **Great Meadows Regional Benchmarks:**

Students will be able to:

- Give examples of real-world opportunities afforded to them by being bilingual (multilingual).
- Use the target language when speaking to natives in the community.

Benchmark Grade 6

Pre-test Day 5
Post-test Day 40
Paso a Paso Level A
Primer Paso
Chapter 1
Descubre 1A

Benchmark Grade 7

Pre-test Day 5
Post-test Day 40
Paso a Paso Level A
Chapter 1
Descubre 1A

Benchmark Grade 8

Pre-test September
Post-test March
Final Assessment done by Hackettstown High School for placement purposes
Paso a Paso Level A
Chapter 2-6
Paso a Paso Level B
Chapter 7
Descubre 1A

Assessment Methods:

Formative:

- Student recall
- Student participation
- Teacher's observation

Summative:

- Written assessment
- Projects and presentations
- Quizzes and tests
- Research

Other Evidence:

1. Student Self-Assessment

- Students will review and assess their own performance (written and spoke) and projects as it relates to the acquisition and transfer of knowledge and skill related to the target language being studied assessment can take many forms, including:
 - writing conferences
 - discussion (whole-class or small-group)
 - self-evaluations
 - self-assessment checklists and inventories
 - teacher-student interviews

2. Performance/ Project Based Learning:

- Evidence of student acquisition of the knowledge and skills and their transfer of understanding is assessed through authentic assessment techniques such as but not limited to – real world problems based projects and scenarios requiring the students to utilize the target language in a written and spoken format.

3. Interdisciplinary:

- Activities such as but not limited to the following:
 - Collaboration with Language Arts, Mathematics and Career Technical Education Teachers.
 - Collaboration with Social Studies, Visual and Performing Arts teachers linking music, art, and historical events to the culture and development of the target language being studied.

Stage 3: Learning Plan

Within this unit consider the following Subset of Essential Questions:

How does the study of a world language impact/influence one's life outside of the classroom?

- A. In order to develop an appreciation for other cultures and the community, students will be able to:
 - Participate in events outside of the classroom.
 - Invite community members into the classroom.
 - Research how learning a second language affects job opportunities.

- B. To show evidence students may complete the following assessment:
 - Projects and presentations
 - Written assessments
 - Teacher observation

- C. Provide evidence of Differentiated Instruction:
Instructor will provide differentiated instruction through any and all of the following strategies:
 - Readiness / Ability
 - Adjusting Questions
 - Compacting Curriculum
 - Tiered Assignments
 - Acceleration/Deceleration
 - Peer Teaching
 - Learning Profiles/Styles
 - Student Interest
 - Anchoring Activities

- D. Students will *reflect, rethink, revise, and refine* by:
 - Reconsidering key assumptions
 - Confronting surprises and anomalies
 - Peer critiquing
 - Practice sessions
 - Self-assessment

Resources:

- Teacher-made resources
- Technology available
- People and community
- Descubre 1A along with teacher resources and Supersite

21st Century Skills

Learning Expectations/Objectives

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context.
- Work effectively in a climate of ambiguity and changing priorities.

Be Flexible

- Incorporate feedback effectively.
- Deal positively with praise, setbacks and criticism.
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria.
- Balance tactical (short-term) and strategic (long-term) goals.
- Utilize time and manage workload efficiently.

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight.

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.
- Demonstrate initiative to advance skill levels towards a professional level.
- Demonstrate commitment to learning as a lifelong process.
- Reflect critically on past experiences in order to inform future progress.

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak.
- Conduct themselves in a respectable, professional manner.

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
- Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure.
- Prioritize, plan and manage work to achieve the intended result.

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - Work positively and ethically
 - Manage time and projects effectively
 - Multi-task
 - Participate actively, as well as be reliable and punctual
 - Present oneself professionally and with proper etiquette
 - Collaborate and cooperate effectively with teams
 - Respect and appreciate team diversity
 - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal.
- Leverage strengths of others to accomplish a common goal.
- Inspire others to reach their very best via example and selflessness.
- Demonstrate integrity and ethical behavior in using influence and power.

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind.

Integration of 21st Century Learning

Information Literacy

- Access and Evaluate Information.
- Access information efficiently (time) and effectively (sources).
- Evaluate information critically and competently.

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand.
- Manage the flow of information from a wide variety of sources.
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes.
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions.
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.

ICT Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information.
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.

- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.