

ORANGE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
WORLD LANGUAGE PROGRAM

Curriculum Guide
French and Spanish

Grade 8th



OBE Approval Date: August 8, 2017

ORANGE PUBLIC SCHOOLS
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2017-2018

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Introduction

The 8th Grade World Language course is designed to help students acquire language skills that will enable them to eventually function at ACTFL's Novice Mid Level. They will communicate, in Spanish/French, using simple, memorized words and phrases to talk about familiar topics related to their names, families, daily routines, likes and preferences, numbers, time and adjectives. The course complements work that the students will do across other content areas with particular connections to Language Arts, Math and Social Studies. The essential questions and enduring understandings that frame each unit will help students explore the things that connect their culture to cultures from around the Hispanic/French world. Students will use stories, maps, pictures, and technology to discover elements of Hispanic/French culture and compare them to the culture in which they live. The thematic units for World Language Grade 8 are as follows:

- The Things We Like
- Telling Time
- My City
- Reading is a Pleasure

Course Goals:

- A. To lay a foundation of second language skills that will equip students to succeed at other levels of language learning.
- B. To foster in students an enjoyment of foreign language and an appreciation of cultural diversity.
- C. To develop students' abilities to communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.
- D. To guide students in the development of healthy social interactions with diverse peers through the discussion of the course's "Essential Questions".
- E. To allow students to see connections between language learning and their academic tasks in other subject areas.
- F. To introduce the learners to the analysis of diverse cultural patterns and to compare them with their own cultural patterns.

NJSLS:

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.

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Curriculum Design Components

Content Area:	WORLD LANGUAGES	Grade(s)	8
Unit Plan Title:	The Things We Like		
College and Career Ready Practices			
CRP1. Act as a responsible and contributing citizen and employee.			
CRP2. Apply appropriate academic and technical skills.			
CRP3. Attend to personal health and financial well-being.			
CRP4. Communicate clearly and effectively and with reason.			
CRP5. Consider the environmental, social and economic impacts of decisions.			
CRP6. Demonstrate creativity and innovation.			
CRP7. Employ valid and reliable research strategies.			
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.			
CRP9. Model integrity, ethical leadership and effective management.			
CRP10. Plan education and career paths aligned to personal goals.			
CRP11. Use technology to enhance productivity.			
CRP12. Work productively in teams while using cultural global competence.			
Overview/Rationale			
Eighth grade students will start their language course by learning to use phrases to talk about their likes and dislikes in target language. Teachers will reinforce Language Arts elements guiding students through reading short texts to answer questions regarding names of individuals. Students will also have the chance to present information to the class regarding their interests. The unit’s essential questions will encourage students to see how they are connected to children from around the world through shared experiences of life.			
Standard(s)			
NJSLS 7.1: 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.			
7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.			

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- 7.1.NM.A.2** Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions
- 7.1.NM.B.1** Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.3** Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4** Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.C.1** Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.4** Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

New Jersey Student Learning Standards (ELA)

- [ELA-Literacy.L.K.1f](#) Produce and expand complete sentences in shared language activities.
- [ELA-Literacy.L.K.4a](#) Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- [ELA-Literacy.L.K.5a](#) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- [ELA-Literacy.RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.
- [ELA-Literacy.RI.K.7](#) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- [ELA-Literacy.W.K.2](#) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- [ELA-Literacy.L.K.2](#) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- [ELA-Literacy.L.K.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- [ELA-Literacy.L.K.5](#) With guidance and support from adults, explore word relationships and nuances in word meanings.
- [ELA-Literacy.L.K.6](#) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- [ELA-Literacy.L.1.4a](#) Use sentence-level context as a clue to the meaning of a word or phrase.
- [ELA-Literacy.L.1.5](#) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Technology Standard(s)

- 8.1.P.A.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture)
- 8.1.2. A.4 Create a document with text using a word processing program.

Interdisciplinary Standard(s)

Social Studies Standard(s)

- 6.1. P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1. P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1. P.D.4 Learn about and respect other cultures within the classroom and community.

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	<ul style="list-style-type: none"> 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world. 6.1.P.D.2 Demonstrate an understanding of family roles and traditions. 6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).
Essential Question(s)	
<ul style="list-style-type: none"> What do children in Spanish/Francophone speaking countries like to do on their free time? How can I use Spanish/French to exchange information about present day likes and dislikes? 	
Enduring Understandings	
<ul style="list-style-type: none"> Children in Spanish/Francophone speaking countries share similar interest to those that live in the U.S. Our interests change over time. 	

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

SWBAT:

- Skim and scan target language culturally authentic audio, video, or written text from electronic information sources and other sources to identify age, physical characteristics, personality qualities, pastime activities, and expressions of likes and dislikes
- Ask and respond to memorized questions about physical characteristics, personality qualities, likes and dislikes, and pastime activities using digital tools and face-to-face communication.
- Use appropriate greetings and leave taking from the target culture in a variety of scenarios.
- Imitate and incorporate appropriate intonation for asking different types of questions

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- Describe self and others.
- List culturally specific and personal pastime activities.
- Retell highlights from age- and level- appropriate culturally authentic target language text orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime activities by creating a multimedia presentation.

Assessments

Formative, summative and authentic assessments inclusive of (see resources below) :

- Speaking, reading, listening and writing alternative assessments, tests, quizzes, and other alternative assessments.
- Interpretive reading & listening tasks
- Checking for understanding: White boards, signaling, TPR, drawing to demonstrate
- Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)
- Google entries
- Benchmark/Unit Assessments

The assessment criteria for world languages is dictated by the Board of Education and states the following:

Test Average – 25%

Quiz Average – 20%

Authentic Assessment Average – 25%

Class Performance and Participation – 20%

Homework – 10%

(Teacher may administer assessments for each level of proficiency creatively and addressing special education modifications in areas including but not limited to listening, speaking, writing and reading)

Teaching and Learning Actions

Instructional Strategies Differentiated

- Anticipatory Sets related to music
- Magic Box
- QR Code quests
- Web quests
- Polls
- Breaking down the task
- TPR & TPRS
- Dictation exercises
- Providing step-by-step prompts

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	<ul style="list-style-type: none"> - Repeated practice
<p style="text-align: center;"><i>Activities Differentiated</i></p>	<ul style="list-style-type: none"> - Sequenced Review - Directed Questioning and Responses - Sequence Tasks from Easy to Difficult - Individual/Small-Group/Whole Class Instruction - Think Aloud - Active Participation - Warm-Up Activities - Meaningful Real Life Connections - Modeling - Centers - Goal Setting - Graphic Organizers - Make Predictions - Scaffolding - Extended Form - Draw a Picture - Students share and collaborate on Google Drive
<p style="text-align: center;"><i>Experiences Differentiated</i></p>	<p>Research</p> <p>Group presentations</p> <p>Visual displays</p> <p>View target language short video clips related to the community.</p> <p>Read online surveys related to the community.</p> <p>Complete information gap activities</p> <p>Compare communities in the target culture</p> <p>Connect with a target language classroom through an e-mail exchange or webcam videoconference to exchange information with students from the target culture school relating to community</p>
Resources	
<p>Exploring Spanish/French</p> <ul style="list-style-type: none"> • Descubre el Español con Santillana – 1-A • Descubre 1-A Book Unit 4 Peru <p>Desafío 1:</p> <ul style="list-style-type: none"> ○ A cocinar pescado (212-213) Activity: 4-5, 6-8,9 ○ Vocabulario (214-215) Activity: 10-12, 13, 14-18, 19, 20-23 	

- Gramatica(216-217)
Activity: 14-18
- Comunicacion (220-221)
Activity : 24, 25-28
- Evaluacion (221)
Activity: 29

Desafio 2:

- Seco de carne (222-223)
Activity: 30,31,32
- Vocabulario (224-225)
Activity: 33-35, 36
- Gramatica(226-227)
Activity: 37-40,41
- Comunicacion (228-229)
Activity : 42-44
- Evaluacion (229)
Activity : 45

Desafio 3:

- Un ceviche para todos (230-231)
Activity: 46-48, 49
- Vocabulario (232-233)
Activity: 50-52, 53
- Gramatica(234-235)
Activity: 54-58, 59
- Comunicacion (238-239)
Activity : 67-70
- Evaluacion (239)
Activity : 71

Desafio 4:

- Suspiro Limeño (240-241)
Activity: 72-47, 75
- Vocabulario (241-243)
Activity: 76-79, 80
- Gramatica(244-245)
Activity: 81-85, 86
- Comunicacion (246-247)
Activity : 87-90
- Evaluacion (247)
Activity : 91

[Lyrics Gap](#)

[Lingt Classroom](#))

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Francais 3 Symtalk

- Lesson 1: page 1
- lesson 28: page 94

T'es Branche 1

- Unit 6: page 272
- Unit9: page 459

iculture Authentic connections to the Spanish, French-speaking world

<https://iculture.emcp.com/?la=c232594de7e6ef13e251d93c2daacce918ac00fd>

Suggested Time Frame:

The estimated time is 6 weeks. The progression of the thematic units shall be at the discretion of the world language teacher as each language carries its own grammatical challenges and focus areas at different times in the process of acquiring different levels of proficiencies.

D- Indicates differentiation at the Lesson Level.

Curriculum Design Components

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Content Area:	WORLD LANGUAGES	Grade(s)	8
Unit Plan Title:	Telling Time		
College and Career Ready Practices			
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.			
Overview/Rationale			
The grade eight language course continues with students learning to use phrases to exchange information about daily routines and telling time in target language. Teachers will reinforce Language Arts elements by guiding students through a listening activity where students hear a story and perform comprehension tasks. The unit’s essential questions will encourage students to see how they are connected to children from around the world through the shared experience of daily activities.			
Standard(s)			
NJSLS 7.1: 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. <ul style="list-style-type: none">○ Interpretive Mode<ul style="list-style-type: none">▪ 7.1.NM.A.2- Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response.▪ 7.1.NM.A.5- Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.			

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- Interpersonal Mode
 - 7.1.NM.B.4-Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
 - 7.1.NM.B.5-Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- Presentational Mode
 - 7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

New Jersey Student Learning Standards (ELA)

- [ELA-Literacy.L.K.1f](#) Produce and expand complete sentences in shared language activities.
- [ELA-Literacy.L.K.4a](#) Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- [ELA-Literacy.RF.K.4](#) Read emergent-reader texts with purpose and understanding.
- [ELA-Literacy.L.K.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- [ELA-Literacy.L.K.6](#) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- [ELA-Literacy.L.1.4a](#) Use sentence-level context as a clue to the meaning of a word or phrase.
- [ELA-Literacy.L.1.5](#) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- [ELA-Literacy.W.K.2](#) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- [ELA-Literacy.W.K.5](#) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- [ELA-Literacy.W.K.6](#) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- [ELA-Literacy.L.K.2](#) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- [ELA-Literacy.L.K.2d](#) Spell simple words phonetically, drawing on knowledge of sound letter relationships.

Technology Standard(s)

- 8.1.P.A.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture)
 - 8.1.2. A.4 Create a document with text using a word processing program
- 8.2 Technology, Engineering, Design and Computational Thinking

Social Studies Standard(s)

- 6.1. P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1. P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1. P.D.4 Learn about and respect other cultures within the classroom and community.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Essential Question(s)

- How do I tell time to the half hour and quarter hour?
- What are ways to express what you are going to do and when you are going to do it?
- How can I use subtraction/addition to tell time in Spanish/French?

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- How can I ask and respond to question related to telling time and my school schedule?
- How can I tell someone the time of a community event?

Enduring Understandings

- Children from other countries perform similar daily activities in a variety of ways.
- There are different ways to tell time.
- Different countries are in different time zones
- What impact does time zone play in our lives?

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21st Century Themes

- | | |
|---|---|
| X | Global Awareness |
| X | Environmental Literacy |
| X | Health Literacy |
| X | Civic Literacy |
| X | Financial, Economic, Business, and Entrepreneurial Literacy |

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.

21st Century Skills

- | | |
|-------|---------------------------------------|
| E,T,A | Creativity and Innovation |
| E,T,A | Critical Thinking and Problem Solving |
| E,T,A | Communication |
| E,T,A | Collaboration |

Student Learning Targets/Objectives

Students Will Be Able To...

- Tell time by the quarter hour.
- Use subtraction to tell time.
- Ask and respond to question related to telling time and my school schedule.
- Tell someone the time of a community event.
- Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with school life, schedules, and classroom activities.
- Use physical response to demonstrate understanding of classroom routines
- Ask and respond to memorized questions about academic and social aspects of school life, schedules, and classroom activities using digital tools and face-to-face communication through the target language.
- Produce a multimedia rich presentation that compares school life in the home and target culture(s) using information found in age- and level-appropriate culturally authentic texts.

Assessments

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Formative, summative and authentic assessments inclusive of (see resources below) :

- Speaking, reading, listening and writing alternative assessments, tests, quizzes, and other alternative assessments.
- Interpretive reading & listening tasks
- Checking for understanding: White boards, signaling, TPR, drawing to demonstrate
- Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)
- Google entries
- Benchmark/Unit Assessments

The assessment criteria for world languages is dictated by the Board of Education and states the following:

Test Average – 25%
 Quiz Average – 20%
 Authentic Assessment Average – 25%
 Class Performance and Participation – 20%
 Homework – 10%

(Teacher may administer assessments for each level of proficiency creatively and addressing special education modifications in areas including but not limited to listening, speaking, writing and reading)

Teaching and Learning Actions

<i>Instructional Strategies</i> <i>Differentiated</i>	<ul style="list-style-type: none"> • Centers (varied reading, writing, listening, and speaking activities) • TPR (Total Physical Response) • TPRS (Teaching Proficiency Through Story Telling) • Audio and visual presentations • Leveled readers • Extra time to complete assessments • Assessments read aloud to the student • Manipulatives • Graphic organizers
<i>Activities</i> <i>Differentiated</i>	<ul style="list-style-type: none"> - Sequenced Review - Directed Questioning and Responses - Sequence Tasks from Easy to Difficult - Individual/Small-Group/Whole Class Instruction - Think Aloud - Active Participation - Warm-Up Activities - Meaningful Real Life Connections - Modeling - Centers

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	<ul style="list-style-type: none"> - Goal Setting - Graphic Organizers - Make Predictions - Scaffolding - Extended Form - Draw a Picture - Students share and collaborate on Google Drive
<p><i>Experiences</i></p> <p><i>Differentiated</i></p>	<p>Research</p> <p>Group presentations</p> <p>Visual displays</p> <p>View target language short video clips related to the community.</p> <p>Read online surveys related to the community.</p> <p>Complete information gap activities</p> <p>Compare communities in the target culture</p> <p>Connect with a target language classroom through an e-mail exchange or webcam videoconference to exchange information with students from the target culture school relating to community</p>
Resources	
<p>Exploring Spanish/French</p> <p>Español Santillana 1B</p> <ul style="list-style-type: none"> • Descubre 1-A Book <ul style="list-style-type: none"> Desafio 2: <ul style="list-style-type: none"> ○ Seco de carne (222-223) Activity: 30,31,32 ○ Vocabulario (224-225) Activity: 33-35, 36 ○ Gramatica(226-227) Activity: 37-40,41 ○ Comunicacion (228-229) Activity : 42-44 ○ Evaluacion (229) Activity : 45 Desafio 3: <ul style="list-style-type: none"> ○ Un ceviche para todos (230-231) Activity: 46-48, 49 ○ Vocabulario (232-233) Activity: 50-52, 53 ○ Gramatica(234-235) Activity: 54-58, 59 ○ Comunicacion (238-239) Activity : 67-70 ○ Evaluacion (239) 	

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Activity : 71

[Lyrics Gap](#)

[Lingt Classroom](#))

Francais 3 Symtalk Cards (10)

- Lesson 19: page 64

T'es Branche 1

- Unit 1: page 2

iculture Authentic connections to the Spanish, French-speaking world

<https://iculture.emcp.com/?la=c232594de7e6ef13e251d93c2daacce918ac00fd>

Symtalk – hands-on approach to learning a language

Suggested Time Frame:

The estimated time is 6 weeks. The progression of the thematic units shall be at the discretion of the world language teacher as each language carries its own grammatical challenges and focus areas at different times in the process of acquiring different levels of proficiencies.

Curriculum Design Components

Content Area:	WORLD LANGUAGES	Grade(s)	8
Unit Plan Title:	My City		
College and Career Ready Practices			
CRP1. Act as a responsible and contributing citizen and employee.			
CRP2. Apply appropriate academic and technical skills.			
CRP3. Attend to personal health and financial well-being.			
CRP4. Communicate clearly and effectively and with reason.			
CRP5. Consider the environmental, social and economic impacts of decisions.			
CRP6. Demonstrate creativity and innovation.			
CRP7. Employ valid and reliable research strategies.			
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.			
CRP9. Model integrity, ethical leadership and effective management.			
CRP10. Plan education and career paths aligned to personal goals.			
CRP11. Use technology to enhance productivity.			
CRP12. Work productively in teams while using cultural global competence.			
Overview/Rationale			

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Learners continue their exploration of the target language by acquiring phrases to exchange information about their cities and the places they go. The unit's essential questions will encourage students to see how they are connected to children from around the world through the shared experience of discussing and getting to know different cities around the world.

Standard(s)

NJSLS 7.1: 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.

- Interpretive Mode
 - 7.1.NH.A.2- Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
 - 7.1.NM.A.4- Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- Interpersonal Mode
 - 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
 - 7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
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 - 7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

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- [ELA-Literacy.L.1.5](#) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- [ELA-Literacy.W.K.6](#) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- [ELA-Literacy.L.K.2d](#) Spell simple words phonetically, drawing on knowledge of sound letter relationships.
- [ELA-Literacy.SL.K.1a](#) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- [ELA-Literacy.SL.K.2](#) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- [ELA-Literacy.SL.K.3](#) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- [ELA-Literacy.SL.K.4](#) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- [ELA-Literacy.SL.K.5](#) Add drawings or other visual displays to descriptions as desired to provide additional details.

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- **ELA-Literacy.SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.

Technology Standard(s)

- 8.1.P.A.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture)
- 8.1.2. A.4 Create a document with text using a word processing program.

Interdisciplinary Standard(s): Social Studies

- 6.1. P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1. P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1. P.D.4 Learn about and respect other cultures within the classroom and community.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world. Regions.

Essential Question(s)

- How can I use Spanish/French to exchange information about locations of places in a city?
- How can I tell someone where I am going?
- How can I ask for directions?

Enduring Understandings

- Cities around the world can be very diverse.
- Prepositional phrases may be used to describe the location of people, places, or things.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21st Century Themes

- | | |
|---|---|
| X | Global Awareness |
| X | Environmental Literacy |
| X | Health Literacy |
| X | Civic Literacy |
| X | Financial, Economic, Business, and Entrepreneurial Literacy |

Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.

21st Century Skills

- | | |
|-------|---------------------------------------|
| E,T,A | Creativity and Innovation |
| E,T,A | Critical Thinking and Problem Solving |
| E,T,A | Communication |
| E,T,A | Collaboration |

Student Learning Targets/Objectives

Students Will Be Able To...

- Talk about the location of places in my city.
- Talk about places in their city.
- Ask and answer questions about the places they go and things they do.

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- Skim and scan age- and level-appropriate culturally authentic target language materials from electronic information sources to identify words and phrases associated with cities/places, products and practices of the target culture(s).
- Give and follow simple, oral and written directions, commands, and requests through appropriate physical response as they relate to going places

Assessments

Formative, summative and authentic assessments inclusive of (see resources below):

- Speaking, reading, listening and writing alternative assessments, tests, quizzes, and other alternative assessments.
- Interpretive reading & listening tasks
- Checking for understanding: White boards, signaling, TPR, drawing to demonstrate
- Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)
- Google entries
- Benchmark/Unit Assessments

The assessment criteria for world languages is dictated by the Board of Education and states the following:

Test Average – 25%

Quiz Average – 20%

Authentic Assessment Average – 25%

Class Performance and Participation – 20%

Homework – 10%

(Teacher may administer assessments for each level of proficiency creatively and addressing special education modifications in areas including but not limited to listening, speaking, writing and reading)

Teaching and Learning Actions

Instructional Strategies Differentiated

- Centers (varied reading, writing, listening, and speaking activities)
- TPR (Total Physical Response)
- TPRS (Teaching Proficiency Through Story Telling)
- Audio and visual presentations
- Leveled readers
- Extra time to complete assessments
- Assessments read aloud to the student
- Manipulatives
- Graphic organizers
- Sequenced Review

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<p style="text-align: center;"><i>Activities Differentiated</i></p>	<ul style="list-style-type: none"> • Directed Questioning and Responses • Sequence Tasks from Easy to Difficult • Individual/Small-Group/Whole Class Instruction • Think Aloud • Active Participation • Warm-Up Activities • Meaningful Real Life Connections • Modeling • Centers • Goal Setting • Graphic Organizers • Make Predictions • Scaffolding • Extended Form • Draw a Picture • Students share and collaborate on Google Drive
<p style="text-align: center;"><i>Experiences Differentiated</i></p>	<p>Research</p> <p>Group presentations</p> <p>Visual displays</p> <p>View target language short video clips related to the community.</p> <p>Read online surveys related to the community.</p> <p>Complete information gap activities</p> <p>Compare communities in the target culture</p> <p>Connect with a target language classroom through an e-mail exchange or webcam videoconference to exchange information with students from the target culture school relating to community</p>
<p>Resources</p>	
<p>Exploring Spanish/French</p> <p>Español Santillana 1B</p> <ul style="list-style-type: none"> • Descubre 1-A Book <p>Desafío 3:</p> <ul style="list-style-type: none"> ○ Un ceviche para todos (230-231) Activity: 46-48, 49 ○ Vocabulario (232-233) Activity: 50-52, 53 ○ Gramatica(234-235) Activity: 54-58, 59 ○ Comunicacion (238-239) Activity : 67-70 ○ Evaluacion (239) Activity : 71 <p>Lyrics Gap</p>	

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Francais 3 Symtalk

- Lesson 3: page 8
- lesson 21: page 71

T'es Branche 1

- Unit 7: pages 338 - 391
- Unit8: page 394

iculture Authentic connections to the Spanish, French-speaking world

<https://iculture.emcp.com/?la=c232594de7e6ef13e251d93c2daacce918ac00fd>

Symtalk – hands-on approach to learning a language

Suggested Time Frame:

The estimated time is 6 weeks. The progression of the thematic units shall be at the discretion of the world language teacher as each language carries its own grammatical challenges and focus areas at different times in the process of acquiring different levels of proficiencies.

D- Indicates differentiation at the Lesson Level.

Curriculum Design Components

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Content Area:	WORLD LANGUAGES	Grade(s)	8
Unit Plan Title:	Reading is a Pleasure		
College and Career Ready Practices			
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.			
Overview/Rationale			
Learners continue their exploration of the target language by acquiring a pleasure of reading in the target language. The unit’s essential questions will encourage students to see why it is important to read in another language to successfully learn the language.			
Standard(s)			
NJSLS 7.1: 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. <ul style="list-style-type: none">○ Interpretive Mode<ul style="list-style-type: none">▪ 7.1.NM.A.2- Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response.○ Interpersonal Mode<ul style="list-style-type: none">▪ 7.1.NM.B.3- Imitate appropriate gestures of simple oral and written directions, commands and requests through appropriate physical response.▪ 7.1.NM.B.5-Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.○ Presentational Mode			

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- 7.1.NM.C.3- Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Technology Standard(s)

- 8.1.P.A.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture)
- 8.1.2. A.4 Create a document with text using a word processing program.

Interdisciplinary Standard(s): Social Studies

- 6.1. P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1. P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1. P.D.4 Learn about and respect other cultures within the classroom and community.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Essential Question(s)

How do good readers read and comprehend simple passages?

How do good readers respond to comprehension questions?

What are the key elements of a text?

Why is it important to understand written language in order to successfully learn a foreign language?

Enduring Understandings

- Good readers ask questions.
- Knowing the sounds of the letters and vowels in the Spanish alphabet helps me to pronounce words and read more fluently.
- Good readers use context clues to understand the meaning of text or passage.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. **21st Century Themes**

- | | |
|---|------------------------|
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| X | Health Literacy |

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21st Century Skills

- | | |
|-------|---------------------------------------|
| E,T,A | Creativity and Innovation |
| E,T,A | Critical Thinking and Problem Solving |
| E,T,A | Communication |

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X

Civic Literacy

X

Financial, Economic, Business, and Entrepreneurial Literacy

E,T,A

Collaboration

Student Learning Targets/Objectives

Students Will Be Able To...

1. Decipher from text the 5 key elements of a story.
2. Read more fluently in Spanish/French through the use of their experience of letter recognition and decoding.
3. Answer comprehension questions after reading text.

Assessments

Formative, summative and authentic assessments inclusive of (see resources below):

- Speaking, reading, listening and writing alternative assessments, tests, quizzes, and other alternative assessments.
- Interpretive reading & listening tasks
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Differentiated*

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- Leveled readers

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Resources	
Exploring Spanish/French Español Santillana 1B <ul style="list-style-type: none"> • Descubre 1-A Book Desafío 1: <ul style="list-style-type: none"> ○ A cocinar pescado (212-213) Activity: 4-5, 6-8,9 ○ Vocabulario (214-215) Activity: 10-12, 13, 14-18, 19, 20-23 	

- Gramatica(216-217)
Activity: 14-18
- Comunicacion (220-221)
Activity : 24, 25-28
- Evaluacion (221)
Activity: 29

Desafio 2:

- Seco de carne (222-223)
Activity: 30,31,32
- Vocabulario (224-225)
Activity: 33-35, 36
- Gramatica(226-227)
Activity: 37-40,41
- Comunicacion (228-229)
Activity : 42-44
- Evaluacion (229)
Activity : 45

Desafio 3:

- Un ceviche para todos (230-231)
Activity: 46-48, 49
- Vocabulario (232-233)
Activity: 50-52, 53
- Gramatica(234-235)
Activity: 54-58, 59
- Comunicacion (238-239)
Activity : 67-70
- Evaluacion (239)
Activity : 71

Desafio 4:

- Suspiro Limeño (240-241)
Activity: 72-47, 75
- Vocabulario (241-243)
Activity: 76-79, 80
- Gramatica(244-245)
Activity: 81-85, 86
- Comunicacion (246-247)
Activity : 87-90
- Evaluacion (247)
Activity : 91

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Francais 3 Symtalk

- Lesson 17: page 53
- lesson 28: page 94

T'es Branche 1

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Thanks to Vineland Public Schools, Vineland NJ