

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

SPANISH 5-1

Length of Course: Term

Elective/Required: Elective

Schools: High Schools

Eligibility: Grades 11-12

Credit Value: 5 credits

Date Approved: 11/22/10

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Modifications will be made to accommodate IEP mandates for classified students.

WORLD LANGUAGES PROGRAM**STATEMENT OF PURPOSE**

The knowledge of a foreign language is a universal tool that opens gateways to human understanding and presents a new approach to dealing with everyday realities of life. The study of a foreign language and of the culture for which it is the vehicle sensitizes students to the reality of cultural differences and similarities. Thus, a full and rich experience in the learning of a foreign language develops understanding of and appreciation for people of differing cultures.

We believe that the study of a foreign language plays an essential role in the intellectual development and total enrichment of the individual. Furthermore, foreign language study contributes to the fulfillment of academic, vocational and/or personal goals. Consequently, students should be provided the means to pursue foreign language study to the extent that their interests and abilities permit.

An effective world languages program recognizes individual differences in learning patterns and abilities and tailors courses to students with diverse needs and interests. Thus, we endeavor to provide a comprehensive and coordinated foreign language program that is a rewarding and satisfying experience for each learner.

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Introduction

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

The Edison Township School District Curriculum Template

The Edison Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Edison Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions*, *unit assessments*, and *instructional activities*. Familiarization with backward-design is critical to working effectively with Edison's curriculum guides.

Guiding Principles: What is Backward Design? What is Understanding by Design?

"Backward design" is an increasingly common approach to planning curriculum and instruction. As its name implies, "backward design" is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working 'backward' to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the “*stuff*” upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

DEPARTMENTAL PHILOSOPHY

1. The study of another language leads to ***communication***. Our goal is to teach **all** students to communicate beyond their native languages in order to participate effectively in this world. Communication involves the interpretive, presentational and interpersonal modes.
2. The study of another languages leads to ***understanding other cultures***. Our goal is to recognize what is common to all human experience and to accept that which is different. Students will have experiences with products and practices in order to develop an understanding of the various perspectives of the cultures of the target language.
3. The study of another language leads to ***critical thinking skills***. Our goal is to enhance the ability to analyze, to compare and contrast, to synthesize, to improvise, and to examine cultures through a language and a perspective other than one's own.
4. The study of another language leads to an ***interdisciplinary view*** of the curriculum. Our goal is to have every student begin language study as early as possible in an interdisciplinary environment.

New Jersey Core Curriculum Content Standard for World Languages

INTRODUCTION

World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Intent and Spirit of the World Languages Standard

The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that ultimately enable the attainment of proficiency at the Novice-High level or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in preschool or kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirements for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation for entrance into postsecondary programs or 21st-century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad. However, as part of a three-year grant project (2005-08), the New Jersey Department of Education collected data from New Jersey schools that further support these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students present compelling evidence for the need to develop programs that offer *all* students the opportunity to meet the state-designated proficiency level of Novice-High. The data show that programs offering *a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year* produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

Language Proficiency Levels

Unlike other New Jersey Core Curriculum Content Standards areas, the world languages standard is benchmarked by proficiency levels, rather than grade levels. The development of these proficiency levels was informed by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (ACTFL, 1998), the *ACTFL Proficiency Guidelines—Speaking* (ACTFL, 1999), and the *ACTFL Proficiency Guidelines—Writing* (ACTFL, 2001). The levels are fully defined in the World Languages Performance Level Descriptors Table and are summarily reflected in the following proficiency statements:

- **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community.
- **Novice-High Level:** Students communicate *using words, lists, and simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Low Level:** Students communicate *using simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Mid Level:** Students communicate *using strings of sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-High Level:** Students communicate *using connected sentences and paragraphs* to handle complicated situations on a wide-range of topics.
- **Advanced-Low Level:** Students communicate *using paragraph-level discourse* to handle complicated situations on a wide-range of topics.

Realistic Grade-Level Targets for Benchmarked Proficiency Levels

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational). However, according to ACTFL, the proficiency levels generally align with grade-level achievement as follows:

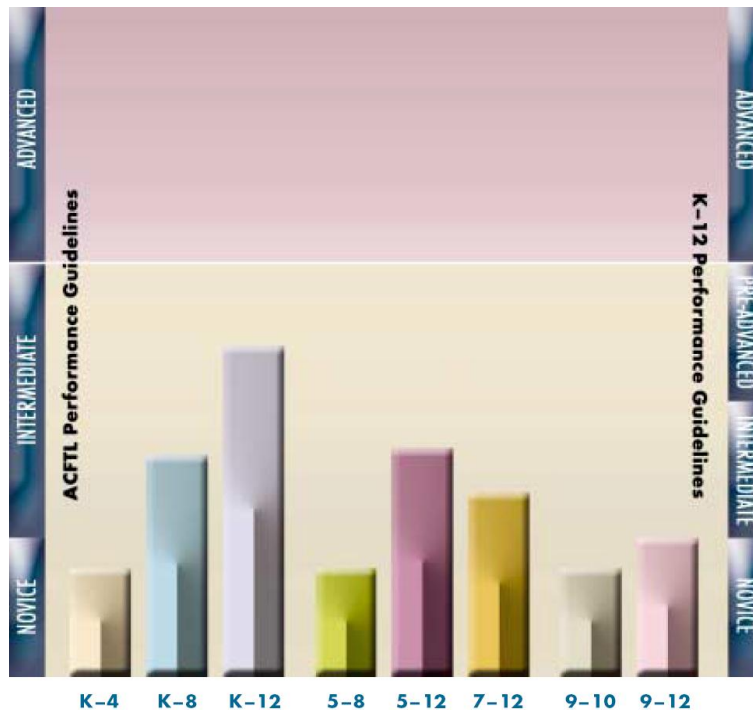
- **Novice-Mid Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes should meet the cumulative progress indicators for the Novice-Mid level *by the end of grade 2*.
- **Novice-High Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes, and continuing the study of that language in subsequent grades in a program that meets for the same amount of time, should meet the cumulative progress indicators for the Novice-High level *by the end of grade 5*.
- **Intermediate-Low Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school, and continuing the study of that language through middle school in a program that meets a minimum of five times a week for 40 minutes, should meet the cumulative progress indicators for the Intermediate-Low level *by the end of grade 8*.
- **Intermediate-Mid Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-Mid level *by the end of grade 10*.
- **Intermediate-High Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-High level *by the end of grade 12*.
- **Advanced-Low Level:** Heritage students and students who have significant experiences with the language outside of the classroom should meet the cumulative progress indicators for the Advanced-Low level *by the end of grade 12*.

A Note About Preschool Learners: Like other young learners, preschool students learn world languages with the goal of reaching the Novice-Mid level by second grade. However, the focus of language learning for preschool students may differ from the focus of language learning for students in grades K-2. To learn more about language learning at the preschool level, see the Preschool Teaching & Learning Standards.

ACTFL Anticipated Performance Outcomes

The graphic that follows provides a visual representation of anticipated student performance outcomes (ACTFL, 1998).

Visual Representation of Anticipated Performance Outcomes as described in the *ACTFL Performance Guidelines for K-12 Learners*



Philosophy and Goals

The New Jersey world languages standard and indicators reflect the philosophy and goals found in the national *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 2006). They were developed by consulting standards in the United States and internationally, as well as by examining the latest research and best practices on second-language acquisition. The revised world languages standard is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. With regard to the implementation of the world languages standard for particular languages or language groups:

- **American Sign Language (ASL):** Students and teachers of American Sign Language (ASL) communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication—interpersonal, interpretive, and presentational—by using combinations of hand-shapes, palm orientations, and movements of the hands, arms, and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.

- **Classical languages:** The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.
- **Heritage-languages:** Heritage-language students may be (1) newly-arrived immigrants to the United States, (2) first-generation students whose home language is not English and who have been schooled primarily in the United States, or (3) second- or third- generation students who have learned some aspects of a heritage language at home. These students have varying abilities and proficiencies in their respective heritage languages; they often carry on fluent and idiomatic conversations (interpersonal mode), but require instruction that allows them to develop strengths in reading (interpretive mode) and in formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English-speaking peers, and they should be provided with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time as English becomes their dominant language.

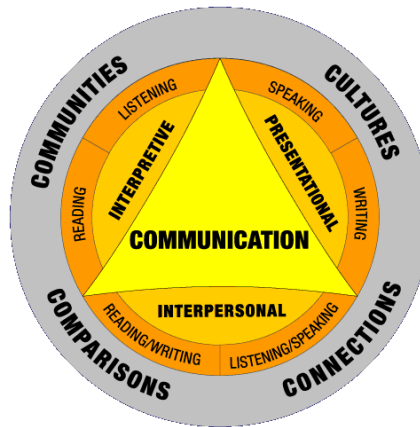
Revised Standard

The world languages standard lays the foundation for creating local curricula and related assessments. Changes that led to the revised 2009 standard are as follows:

- The communication and culture standards have been combined into one standard that continues to be organized by proficiency levels, but now also encompasses a broader spectrum of proficiency levels.
- World languages content is both linguistic and cultural, and includes personal and social topics and concepts as well as ideas from other content areas. Both linguistic and cultural content statements have been added for each strand to provide a context for the cumulative progress indicators (CPIs) at each proficiency level.
- Linguistic content varies and is dependent on the mode of language use. Proficiency does not occur at the same rate for all students in all skill areas. (See the results of the Foreign Language Assistance Program Grant Project, which are contained in the report, *Policy, Assessment, and Professional Development: Results from a Statewide Study*.) For example, a student may perform at the Novice-High level in reading and the Intermediate-Low level in speaking.
- Cultural content recurs across the modes of communication because communication always occurs within a cultural context. The 21st-century themes identified in the *Partnership for 21st Century Skills Framework* are incorporated in many of these content statements. Students spiral through this content with increasing depth and sophistication as they attain higher levels of language proficiency. Therefore, the extent to which a theme is addressed at a given point in time depends on age- and developmental appropriateness as well as on proficiency level.
- Integration of technology within the CPIs necessitates its use as a tool in instruction and assessment.

One World Languages Standard

The reorganization of the previous world languages standards into one revised standard reflects the framework, graphically depicted below, that was developed for the 2004 National Association of Educational Progress (NAEP) in foreign languages.



The NAEP graphic illustrates that the overarching goal of language instruction is the development of students' communicative skills (the central "C" of five Cs in the graphic is for "communication"). Students should be provided ample opportunities to engage in conversations, present information to a known audience, and interpret authentic materials in the language of study. In addition, to develop linguistic proficiency, a meaningful context for language use must be established. The four Cs in the outer ring of the graphic (cultures, connections, comparisons, and communities) provide this meaningful context for language learning. These contexts stress (1) the teaching of culture; (2) the study and reinforcement of content from other disciplines; (3) the comparison of target and native languages and cultures; and (4) opportunities to interact with native speakers of languages. As such, the four context Cs serve as the basis for instructional activities and are fully embedded within the world languages communication objectives.

View two videos (#12 and #30) that illustrate the integration of the five Cs.

Three Strands

The revised world languages standard continues to include three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational (in the NAEP graphic, these are shown around the inner triangle).

Strand A reflects the **Interpretive Mode** of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.” For more on the interpretive mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpretive mode (scroll down to video #1).
- Click Wisconsin Project: Modes of Communication.

Strand B reflects the **Interpersonal Mode** of communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpersonal mode (scroll down to video #2).
- Click Wisconsin Project: Modes of Communication.

Strand C reflects the **Presentational Mode** of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

- Click Teaching Foreign Languages K-12 Workshop to view a video on the presentational mode (scroll down to video #3)
- Click Wisconsin Project: Modes of Communication.

The Role of Grammar in the World Languages Class

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised New Jersey World Languages standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; other tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

Education in World Languages: Advocacy and Resources

- Information regarding federal grants for implementing standards-based world languages programs may be found on the Foreign Language Assistance Program (FLAP) or the Joint National Committee for Languages (JNCL) websites. JNCL also provides advocacy materials.
- The American Council on the Teaching of Foreign Languages (ACTFL) provides extensive research related to the ways that language learning benefits students by supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures.
- An Annotated Glossary With Resources, instructions for How To Select Culturally Authentic Materials Based On Proficiency Level, and a World Languages Performance-Level Descriptors Table were designed in connection with the World Languages standard to support implementation of world languages instruction.
- The most comprehensive report compiled on the status of world languages education in New Jersey's public schools (2005), *A Report on the State of World Languages Implementation in New Jersey*, is available on the New Jersey Department of Education World Languages homepage.
- The state language organization—Foreign Language Educators of New Jersey (FLENJ)—offers links to a variety of language resources, professional development opportunities, and information about student and professional awards and scholarships.

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COURSE CONTENT OUTLINE Course Introduction

WHY STUDY A FOREIGN LANGUAGE? The attitude of the students and the atmosphere for learning created by the teacher contribute to a successful and enjoyable experience in language learning. It is important for students to realize and appreciate the values of language study and their reasons for studying Spanish.

A portion of the first class period would be well-spent in discussing the topic, "Why Study a Foreign Language?" The following objectives should be included in the discussion:

- To acquire the ability to communicate in another language
- To gain insight into the nature of the language and how it functions
- To understand and appreciate the cultural heritage and contemporary life/customs of the speakers of another language
- To overcome monolingual and monocultural provincialism
- To acquire skills applicable to future academic studies (to fulfill college entrance requirements, graduate work, etc.)

Students may also have personal reasons for studying a foreign language, e.g., a neighbor who speaks Spanish.

Spanish is one of the most widely spoken languages in the world. It is the principal means of communication in the western hemisphere, in Spain, in parts of the Philippines and in those areas of Africa where Spain has had colonies or possessions. In some parts of the U. S. (Florida, California, southwestern states, New York and portions of New Jersey), Spanish is rapidly becoming a second language. More than eleven million Spanish-speaking people, mostly of Puerto Rican, Cuban or Mexican extraction, live in the U.S. They constitute the nation's second largest minority group after African-Americans.

Can the Spanish language be relevant in today's world? One need not look far to answer the question in the affirmative.

It is helpful to explain to students some of the special features of a beginning language course. Learning a new language is like learning a new sport or learning to play a musical instrument. The rules of the game or the musical notes are easy to comprehend, but considerable practice is required for mastery. A modern foreign language course is very different from any other subject in the school's curriculum.

Language is communication, but it also involves understanding of customs and life styles, interpersonal relationships, environmental factors and the influence of history and tradition. All of these elements are part of language study. It is advisable to explain how language is acquired and the time/effort learning a second language requires.

SPANISH NAMES: Another activity for the first day is assigning of Spanish names to the students. For students whose names defy translation in Spanish, either give them another Spanish name that begins with the same letter or make up a Spanish version of their own name.

Nombres de Muchachos

Adolfo	Hugo
Agustín	Jaime
Alano	Javier
Alberto	Jerónimo (Jerome, Jerry)
Alejandro	Joaquín
Alfonso	Jorge
Alfredo	José, Pepe
Alonso (Alan)	Juan, Juanito
Andrés	Julian
Antonio, Tonuelo	Julio
Arnaldo	León
Arturo	Leonardo
Benito	Lorenzo
Benjamín	Luis
Bernardo	Manuel, Manolo
Brucio, Bruto (Bruce)	Marco
Carlos, Carlitos	Mario
Chalo (Sheldon)	Martín
Claudio	Mateo
Conrado	Mauricio
Cristóbal	Miguel, Miguelito
Daniel	Nacho
David	Oscar
Diego	Pablo
Dionisio	Patricio
Domingo	Pedro
Donato	Quino (Kenneth)
Edmundo	Ramón
Eduardo	Raúl, Rafael
Emilio	Renaldo
Enrique	Ricardo, Riqui
Ernesto	Roberto
Esteban	Rodolfo
Eugenio	Rodrigo
Federico	Rogelio (Russell)
Felipe	Rogério
Francisco, Paco, Pancho	Rolando
Gabriel (Gary)	Rubén
Gerardo	Salvador
Germán (Herman)	Samuel
Gilberto	Santiago
Gregorio	Teodoro
Gualterio	Terencio
Guido (Guy)	Timoteo
Guillermo	Tomás
Gustavo	Vicente
Heriberto	Victor

Nombres de Muchachas

Adela	Inés
Alicia	Irene
Amada (Amy)	Isabel, Isabelina
Amalia	Josefa, Pepito
Ana, Anita	Juana, Juanita
Andrea	Judit
Antonia	Julia, Julieta
Bárbara	Laura
Beatriz	Leonora
Berta	Lucía
Blanca	Luisa
Carlota	Lupe
Carmen	Magdalena
Carolina	María
Catalina, Cati	Mariana
Cecilia, Celia	Marianela, Marisela, Marielena
Charita (Shelly)	Margarita
Chavela, Belita (Betty)	Marta
Clara	Maruja
Consuelo	Matilde
Constanza	Micaela (Michelle)
Concha (Connie)	Nilda, Nena (Nancy)
Christina	Nora
Dalia	Paca
Diana	Patricia
Dolores	Perla
Dorotea	Pilar
Elena	Rosa, Rosita
Elisa, Eloisa	Rosalía
Ema	Rosalinda
Emilia	Romano
Enriqueta (Harriet)	Raquél
Esperanza	Sara
Estela	Silvia
Ester	Sofía
Eva	Susana
Felipa, Felisa	Teresa
Florencia, Paquita	Victoria
Gabriela (Gail)	Violeta
Gertrudis	Virginia
Gracia, Graciela, Engracia	Yolanda
Guadalupe	

Teacher presentation of expressions used in greeting and introductions is an appropriate way to introduce students to hearing and speaking Spanish.

THEMATIC UNITS
Suggested Sequence

Semester I

Semester II

MP 1-2 <i>La familia, los amigos y los conflictos</i>	MP 2 <i>Finish La familia...</i> <i>El mundo en que vivimos</i>	MP 3 <i>La historia oficial</i>	MP 4 <i>La inmigración (“El norte”)</i>
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Friends/Family and Conflicts

Targeted State Standards: Standard 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.

Unit Objectives/Enduring Understandings: Students will be able to understand that there are many different social customs and practices regarding family and friends in other cultures. Students will be able to understand that teenagers from Spanish cultures share similar values and interests in social activities as do the US teenagers. Students will be able to understand that it is important to express feelings and to resolve conflicts in a healthy and positive way.

Essential Questions: What makes a family? What is the importance of family? Are families in other countries different from families in the USA? What makes a good friend? What is conflict?

Unit Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

- Interpretive Assessment; Ayuda a los novios/Un conflicto familiar/Peer mediation application
- Interpersonal Assessment; Una semana difícil/Conflictos entre amigos y familia
- Presentational Assessment; Peer mediation application/Conflictos entre amigos y familia

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>A. INTERPRETIVE The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences</i> independently to:</p> <ul style="list-style-type: none"> -Identify the main idea and some supporting details when reading. -Understand the gist and some supporting details of conversations dealing with everyday life. 	<ul style="list-style-type: none"> -How social structures (Family and friend relations) differ between Hispanic culture and their own. - What are considered to be different family structures and activities. - How to deal with conflict in a socially appropriate manner. 	<ul style="list-style-type: none"> -Describe family relations and relationships with friends. -Describe good and bad qualities in a relationship to examine what makes a good friend. -Discuss their families and friends. -Talk about different family members and their place in the family. 	<p>In partners, students discuss their families and friends.</p> <ul style="list-style-type: none"> -Class discussion about problems and the consequences. -Read short articles about families in Hispanic cultures and compare them to their own. -Do “Think, Pair, Share” activities to generate lists of pertinent vocabulary 	<p>Vocabulary and grammar quizzes, and tests</p> <ul style="list-style-type: none"> - Arbol genealogico test/project -Homework -Participation and dialogues -Essays and projects. -Oral presentations.

Friends/Family and Conflicts (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>-Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p>	<p>-Vocabulary for:</p> <ul style="list-style-type: none"> - family and friends (and related activities) -emotions/feelings - comfort apology - stereotypes and conflicts - affirmative and negative words. <p>-How to express their feelings about daily events</p> <p>-How to use imperfect tense to talk about childhood memories</p> <p>-How to use the subjunctive with expressions of feelings and expressions of the unknown/ non-existent</p> <p>-When to use subjunctive with certain conjunctions.</p>	<p>-Talk about different family activities.</p> <p>-Read about family dynamics in different parts of the world.</p> <p>-Write about their own families and friends</p> <p>-Discuss/examine problems and conflicts that arise in real life, and how to deal with them.</p> <p>- Discuss their feelings in conflict situations.</p> <p>-Comfort someone.</p> <p>-Apologize for wrong actions or upsetting situations.</p> <p>-Read stories from Hispanic cultures for understanding and class discussion.</p> <p>-Write about experiences with family and friends and express how they made him/her feel.</p> <p>-Write about conflicts and hypothetical solutions.</p>	<p>-Play Pictionary or question/answer Bingo with new vocabulary</p> <p>-Listen to people describe their concerns about problems and conflicts that occur in school and examine ways to deal with them in a positive way.</p> <p>-Read about how other cultures look at family friends and conflicts.</p> <p>-Discuss how they feel in conflict situations.</p> <p>-Discuss how they feel about/deal with family and friends when conflicts arise.</p> <p>-Role play</p> <p>-Listen to conflicts retold by classmates and decide on a possible beneficial solutions</p> <p>-Use the internet to explore different family/friend activities in different cultures.</p> <p>- Talk about how they feel in different situations.</p>	<p>-Assessments included in this unit.</p>

Friends/Family and Conflicts (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.6 Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p>		<p>-How to create hypothetical situations via use of the imperfect subjunctive with the conditional in "If ___ then ___" statements"</p>	<p>-Use the internet to explore and identify a real problem/conflict and provide a possible solution.</p> <p>-Class discussion about how students feel in different situations</p> <p>-Do INFO. GAP. ACTIVITIES regarding feelings, family, friends and conflicts (attached in appendix)</p> <p>-Students read short stories about families, friends and conflicts for comprehension check</p> <p>-Write essay on <i>La camisa de Margarita</i></p>	

Friends/Family and Conflicts (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>B. INTERPERSONAL The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> -Ask and answer questions related to everyday life. -Handle simple transactions related to everyday life: -Initiate, maintain, and end a conversation. -Ask for and give permission. -Express needs. -Give reasons. -Request, suggest, and make arrangements. -Extend, accept, and decline an invitation. 				

Friends/Family and Conflicts (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>-Express an opinion and preference.</p> <p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.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 in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/ language in familiar and some unfamiliar situations.</p>				

Friends/Family and Conflicts (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>C. PRESENTATIONAL The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> -Handle simple transactions related to everyday life -Express needs. -Give reasons. -Express an opinion and preference. 				

Friends/Family and Conflicts (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>-Request and suggest.</p> <p>7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p>				

Friends/Family and Conflicts (Cont.)

		Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points	
7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture as evidenced through the cultural products and cultural practices associated with each.					
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices www.state.nj.us/education/frameworks/worldlanguages/chap10.pdf (CPI's) www.nps.k12.nj.us/Special%20Education/Training%20Modules/Goals/CPI%20Goals.htm (CPI's)</p> <ul style="list-style-type: none"> -Ven Conmigo Level 3 Listening CDs -Ven Conmigo Level 3 Text -Ven Conmigo Level 3 Interactive CD-ROM -Ven Conmigo Level 3 Transparencies -Ven Conmigo Level 3 Practice & Activity Books -Ven Conmigo Level 3 Grammar Books -Ven Conmigo Level 3 Communicative Resources Book -Ventanas Book 1 (see acts in appendix) -Español en Pareja Junior (see acts in appendix) -Caring and Sharing in the Foreign Language Classroom (see acts in appendix) -Conflict Resolution and Peer Mediation Guide: High School (NJ State Bar Foundation) <p><u>SEE SPANISH FOR MASTERY 3: Chapters 7 and 9 FOR:</u></p> <p>Readings</p> <ul style="list-style-type: none"> -<i>Las amistades</i> and accompanying activities p.168 – 170 -<i>los conflictos personales</i> and accompanying activities p.176 – 177 -<i>Un novio infiel</i> and accompanying activities p.180 -<i>La Camisa de Margarita</i> and accompanying activities p184 –186 -<i>A veces las apariencias engañan</i> and accompanying activities p-222-224 -¿Españoles o hispanos? and accompanying activities p 236 – 238 <p>Vocab. And activities: CH-7: p166 – 191 and CH-9: p220- 243 and accompanying Workbook activities</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p><i>Before this unit it is important for students to complete 2 review packets. (<u>En casa con la familia & Los domingos en familia</u> included in this unit)</i></p> <p>Teacher Notes: The teacher may select the unit assessment tasks from those included in the appendix.</p>		

Friends/Family and Conflicts (Cont.)

Resources:	Instructional Adjustments:
<p><u>SEE VISTAZOS FOR:</u> – <i>Tu escritura y tu personalidad</i> and accompanying activities – pg. 154-161</p> <p><u>SEE FAMILY, FRIENDS AND CONFLICTS APENDIX FOR:</u> Ventanas Uno - Nombres y Apellidos (Fam. Tree) p.10 - 14</p> <p>Conflict Resolution and Peer Mediation Guide -3 lessons on resolving conflicts - readings - worksheets</p> <p>Español en pareja junior (info. gap activities) - <i>Pan de muertos</i> - <i>La fiesta de charco</i> - <i>Dichos</i> - <i>Expresar alegría, pena, enfado y miedo</i> - <i>Hablar sobre algo irreal</i> - <i>Los amantes de Sumpa y la cultura Las Vegas</i></p> <p>Caring and Sharing in the Foreign Language Classroom (Interpersonal and Presentational activities) - See how I've grown - Childhood Favorites - Family Album - Birth Order - Someone special - Lots in common - Weather forecast - Where were you at 9:00? - My House and me - My friend is a piece of furniture - Search for someone who - Read all about me Okapi: Dec.2007 – Jan 2008 Readings: - ¿Qué es una familia? (Family portion) - ¿Debo soplar las respuestas en un examen? (Conflict portion)</p>	

El mundo en que vivimos

Targeted State Standards: Standard 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.

Unit Objectives/Enduring Understandings: Students will be able to understand that environmental conditions affect daily life. Students will be able to understand that social and economic conditions can affect daily life.

Essential Questions: What is the biggest problem facing your school and your community? What are the consequences of these social and environmental problems? What solutions do you propose?

Unit Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)
 -Interpersonal Assessment; Un Debate Presidencial/Una opinión personal El Misterio de la Llave
 -Interpretive Assessment; ; La Ultima Lección
 -Presentation Assessment; Composición El Misterio de la Llave/Prepare role-play or a sequel

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>A. INTERPRETIVE The Intermediate-Mid language learner understands and communicates at the sentence level and can use <i>strings of sentences</i> 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.</p>	<ul style="list-style-type: none"> -How to recognize various time frames such as, preterit and imperfect past tenses, and the conditional and past subjunctive. -How to use the simple future tense. -Vocabulary for social problems. -How to use vocabulary to express hopes, wishes, and recommendations. -Cultural information about Costa Rica. 	<ul style="list-style-type: none"> -Talk about different problems and their consequences. -Talk about possible solutions to problems. -Talk about what they would do in hypothetical situations. -Analyze and synthesize information from reading. -Express an opinion related to an environmental or social issue or problem. Discuss their own community and school. 	<ul style="list-style-type: none"> -See Chapters 11-12 in Ven Conmigo Level 3 <i>Costa Rica</i> (Environment) -Create Bumper Stickers related to a social problem. -Create an advertisement related to a social or environmental problem -Research online the current events of Costa Rica related to social problems and prepare a presentation 	<ul style="list-style-type: none"> -Vocabulary and grammar quizzes and tests -Homework -Participation & dialogues -Essays & projects -All assessments included in this unit

El mundo en que vivimos (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p>	<p>-Cultural information about Toledo, Ávila, Segovia and El Escorial.</p>	<p>-Talk about hopes, wishes, recommendations and hypothetical situations.</p> <p>-Read and discuss a fable in Spanish.</p> <p>-Read and discuss a short novel in Spanish</p>	<p>-Have a presidential debate about their stance on various social problems.</p> <p>- Ven Conmigo 3 – text – pg. 290-292 <i>Las Abejas de bronce</i> and accompanying activities</p> <p>-Additional activities, readings in Appendix</p> <p>-Create a mural as a class to visually represent the fable <i>Las Abejas de Bronce</i></p> <p>-Create and present a visual representation of the story <i>Las Abejas de Bronce (individually)</i></p> <p>-Interpret the message in an anecdote from the book <i>La última lección</i></p> <p>-Complete review activities pertaining to the story <i>El Misterio de la Llave</i> Work in groups to review before and after chapter quizzes.</p> <p>-Internet research on Toledo, Ávila, Segovia and El Escorial. In pairs, students find out basic tourist information for each city.</p>	

El mundo en que vivimos icts (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.6 Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p>			<p>-Write a well-organized essay on one of a choice of three topics related to the story <i>El misterio de la llave</i>.</p> <p>-Role-play chapters of the novel <i>El Misterio de la Llave</i></p> <p>-Create a sequel to the novel <i>El Misterio de la Llave</i></p> <p>- Answer (orally) the questions regarding the novel by giving their opinion using examples from the book.</p>	

El mundo en que vivimos (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>B. INTERPERSONAL The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> -Ask and answer questions related to everyday life. -Handle simple transactions related to everyday life: -Initiate, maintain, and end a conversation. -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. 				

El mundo en que vivimos (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.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 in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p>				

El mundo en que vivimos (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>C. PRESENTATIONAL The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> -Handle simple transactions related to everyday life -Express needs. -Give reasons. -Express an opinion and preference. -Request and suggest. 				

El mundo en que vivimos (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p>				

El mundo en que vivimos (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture as evidenced through the cultural products and cultural practices associated with each.				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

La Historia Oficial

Targeted State Standards: Standard 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.

Unit Objectives/Enduring Understandings: Students will be able to understand what happened in Argentina during The Dirty War is one of many stories in world history of the abuse of politics and power and how it permeates all levels of society. Students will be able to understand that it is necessary to evaluate sources of information in terms of truthfulness and perspective as well as to compare sources of information. Students will be able to understand that it is important to respect and protect the democracy we enjoy in this country. Students will be able to understand that individuals can collectively and individually impact change. Students will be able to understand that many political crimes/unethical behaviors go unpunished in the public arena however unethical behavior can result in serious personal consequences. Students will be able to understand that it is important to be aware of what is going on around you.

Essential Questions: How and why did the Dirty War happen? What is a subversive? How does a military dictatorship affect society? What is the impact of censorship? What is an accomplice?

Unit Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

-Interpretive task: Reading ¿Que sucedió con los militares?

-Interpersonal task: Interview using one of the missing people from www.abuelas.org.ar

-Presentational task: Reporte Oral/Group presentation

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
A. INTERPRETIVE The Intermediate-Mid language learner understands and communicates at the sentence level and can use <i>strings of sentences</i> independently to: -Identify the main idea and some supporting details when reading.	Target vocabulary : -Relevant to comprehension and discussion of the film “ <i>La Historia Oficial</i> ” -Expressing emotions, friendship, conflict, problems, solutions -Describing people -Expressing cause and effect	-Present oral report using Power Point based on internet quest of key topics connected to film. -Sequence events in the film using target vocabulary -Describe characters physically, personality traits and actions - Respond to question about what happened in each viewing of movie	-In pairs students will research on the internet primary topics about the Dirty War then present to the class. -Students will make a list of experiences they have in common with characters in the movie and discuss about them in Pairs/groups	-Daily evaluation of performance -Assessment of power point presentation on key topic -Quizes after every few chapters

La Historia Oficial (Cont.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>-Understand the gist and some supporting details of conversations dealing with everyday life. -Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p>	<p>-Expressing agreement and disagreement, doubt and disbelief</p> <p>-Differentiate between the present tense and the past tense</p> <p>-Use vocabulary to talk about hypothetical situations.</p> <p>-Use vocabulary to express their opinion objectively.</p>	<p>-Discuss related topics</p> <p>- Talk about hypothetical situations</p> <p>- Support and express point of view</p> <p>- Express agreement, disagreement</p> <p>-Talk about cause and effect</p> <p>-Outline plan to prevent repetition of heinous periods of history</p> <p>-Interpret text from authentic articles</p> <p>-Write a script for the sequel to the movie and present to the class either in role play or story board.</p> <p>-Write a review of the presentations of sequels given by classmates.</p>	<p>-Present target vocabulary using TPR, Flashcards, matching, pictures, con-text cues</p> <p>-Students will write sentences using the target vocabulary.</p> <p>-Students sequence sentence strips of events in the movie.</p> <p>-Students complete sentences by choosing appropriate vocabulary from word bank</p> <p>-In small/large groups students discuss or debate topics in the movie.</p> <p>-Students describe the characters, what they do and their connection to the Guerra Sucia</p> <p>-In small groups students answer questions about what happened in the movie.</p> <p>-Students talk about what they would do if they were in similar situations to the characters.</p> <p>-Students will make connections between scenes in the movie and previously learned communicative functions.</p>	<p>-Alternate assessments after every few chapters interpretive(authentic readings), interpersonal (record), presentational (debate)</p> <p>-Test at end of movie</p> <p>-Alternate Assessment</p> <p>-Final Oral Presentation (instructions are included in this unit)</p>

La Historia Oficial (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.6 Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p>			<p>-Students will read authentic materials about the movie and The Dirty War.</p> <p>-Students will write a critique of the movie</p> <p>-Student will tell what he learned from the movie, give his/her opinion of the study of the movie and inclusion in the curriculum</p> <p>-Students will work in groups for a final oral presentation. Each student in the group will choose and present a topic of their preference.</p> <p>-Students will role play a missing person from authentic website. Students will interview each other to find out information about someone's history.</p>	

La Historia Oficial (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>B. INTERPERSONAL The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> -Ask and answer questions related to everyday life. -Handle simple transactions related to everyday life: -Initiate, maintain, and end a conversation. -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. 				

La Historia Oficial (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.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 in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p>				

La Historia Oficial (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>C. PRESENTATIONAL The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> -Handle simple transactions related to everyday life -Express needs. -Give reasons. -Express an opinion and preference. -Request and suggest. 				

La Historia Oficial (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p>				

La Historia Oficial (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture as evidenced through the cultural products and cultural practices associated with each.				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices - <i>La Historia Oficial</i> , DVD, Luis Puenzo, Director 1985 -Exercises for the study of Film by Pat Solano and Judy Sugarman,, <i>La historia oficial</i> , Film Arobics, Inc. http://www.filmarobics.com -Home News Tribune Online 03/24/07, Patricia Muñoz, <i>El precio de la libertad en Argentina cuesta Una vida de ajuste</i> - Ven Conmigo Level 3 Chapters 7 and 8 - Websites: www.madres.org plaza de mayo www.abuelas.org.ar http://www.historiadelpais.com.ar (¿Que les pasó a los militares?) http://news.bbc.co.uk/go/pr/fr/-/2/hi/americas/7331857.stm http://news.bbc.co.uk/hi/spanish/latin_america/newsid_7031000/7031194.stm http://news.bbc.co.uk/La_Historia_Oficial/related_articles_from_web/bbc_maria_eugenia_sempallo.mht http://wikipedia (El Plan Condor) http://www.Juicio_Sampallo-Barragán.mht http://www.exdesaparecidos.com.ar http://www.filmaffinity.lahistoriaoficial.com			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Immigration and Cultural Identity

Targeted State Standards: Standard 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.

Unit Objectives/Enduring Understandings: Students will be able to interpret and analyze the different aspects of immigration and cultural identity through a variety of genre (film, poetry, music).

Essential Questions: -Does immigration change a community/country? How? Who am I? What is my family background? Is USA a melting pot or is it a stew? What do I value? Is this a universal experience? To what extent can I talk about the immigration process and cultural identity in Spanish?

Unit Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)
 -Interpretive Assessment; **Interpretive Assessment – (READING) Unidad: La inmigración** and the answer sheet labeled **“Unidad: La inmigración (Answer sheet).”** Mojado song fill in the blank
 -Interpersonal Assessment; Oral debate between 2 students FilmAróbics PG. 41/Interview questions on PG. 48 FilmAróbics
 -Presentational Assessment; Essays on El Mojado, Analysis or interpretation of song Mojado through a visual/Oral report from FilmAróbics PG.8

	Core Content		Instructional Actions	
	Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections
<p>A. INTERPRETIVE The Intermediate-Mid language learner understands and communicates at the sentence level and can use <i>strings of sentences</i> 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.</p>	<ul style="list-style-type: none"> -How to express opinions and influence people -Vocabulary related to the immigration process -Why people leave their homeland and immigrate to the United States -What people gain and lose in the immigration process -What has changed about the immigration process in US 	<ul style="list-style-type: none"> -Describe characters and their actions -Identify symbolism in a film -Compare and contrast using specific vocabulary expressions -Identify symbolic phrases in different cultures through reading selected materials -Read a selection and identify the main idea and supporting details 	<ul style="list-style-type: none"> -(As a previewing activity) Imagine what it would be like to lose all of the people and things most treasured in your life -Read about Guatemalan history, culture and languages (before film) -Read information pertaining to the geography/location of Guatemala, Mexico, and U.S.A. 	<ul style="list-style-type: none"> -Quizzes: vocabulary reading and listening comprehension -Tests -Homework -Participation -Presentational and Interpersonal Writings

Immigration and Cultural Identity (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>-Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p>	<p>-Different cultural aspects, of Spanish speaking countries and the US (Mexico, Guatemala, Dominican Republic, USA)</p> <p>-How traditions unite people as well as distinguish them</p> <p>-How people can be proud of who they are while at the same time understanding similarities and differences in others</p> <p>-Why living in two cultures may present advantages and disadvantages with identity</p>	<p>-Predict what will happen</p> <p>-Hypothesize what one would do in a given situation</p> <p>-Analyze content of songs, authors message, and perspectives</p> <p>-Interpret & explain analysis of song through meaning of symbols</p> <p>-Express main idea/message in a song</p> <p>-Defend an opinion by writing a persuasive essay or engage in debate about immigration & related topics</p> <p>-Hypothesize about the content of a poem, songs or film based on the title</p>	<p>-Research the following topics: -The Mayans -The 3 major Mayan cities -Colonial Guatemala -Ten Years of Spring -Human Right abuses -Rigoberta Menchu</p> <p>-Watch a film El Norte</p> <p>-Engage in class discussion based on questions from «El Norte» (FilmArobics)</p> <p>-Complete group activities & individual exercises from FilmArobics, including discussions and essays</p> <p>-Compare and contrast life in Guatemala and the United States on a graphic organizer</p> <p>-Complete a graphic organizer for characters in «El Norte» («El pulpo»)</p> <p>-Compare and contrast different aspects of Guatemala and USA</p> <p>-Listen, interpret & analyze songs: -Mojado -Visa para un sueno</p>	<p>Listening assessments</p>

Immigration and Cultural Identity (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.6 Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p>			<p>-(After film El Norte) Listen to songs about immigration from Guatemalan artist, Ricardo Arjona; and Dominican artist, Juan Luis Guerra.</p> <p>-Role play characters in songs Watch videos of songs (if possible)</p> <p>-Create a visual based on Role play characters in songs</p> <p>-Create a visual representation of symbols/ideas in a song and present orally</p> <p>-Read poems about cultural identity (Gringa/Chicana, & Yo soy Joaquin)</p> <p>-Read/Complete comprehension questions about poems</p> <p>-Make a presentation on cultural diversity and uniqueness by describing some of the cultural diversity in the community (see Ven Conmigo level 3 text p. 265 LA DIVERSIDAD CULTURAL</p>	

Immigration and Cultural Identity (Cont.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>B. INTERPERSONAL The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> -Ask and answer questions related to everyday life. -Handle simple transactions related to everyday life: -Initiate, maintain, and end a conversation. -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. 			<ul style="list-style-type: none"> -Write a poem/song about one's own cultural experience -Research & report a current event/situation which deals with immigration 	

Immigration and Cultural Identity (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.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 in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p>				

Immigration and Cultural Identity (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>C. PRESENTATIONAL The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> -Handle simple transactions related to everyday life -Express needs. -Give reasons. -Express an opinion and preference. -Request and suggest. 				

Immigration and Cultural Identity (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p>				

Immigration and Cultural Identity (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture as evidenced through the cultural products and cultural practices associated with each.				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices «Gringa/Chicana» & «Yo Soy Joaquin» (<u>Ven conmigo</u> Level 3) Txt page 262-265.... «El Norte» the film «FilmArbicsExercises» for the study of film El Norte (INCLUDED IN ASSESSMENTS) «Mojado» song by Ricardo Arjona «Visa para un sueño» song by Juan Luis Guerra (OPTIONAL)			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

WORLD LANGUAGES PROGRAM SEQUENCE

Seven-Year Spanish Program

Spanish 6 A/B (503, 506)

Spanish 7 A/B (504, 507)

Spanish 8 A/B (From Spanish 504)

Spanish 8 A/B (508)

Spanish 8 (518 - 5x/week program)



Spanish 3 (Honors)



Spanish 4 (Honors)

Spanish 5 (Honors)

Spanish AP (Honors)

Five-Year Spanish Program

Spanish 1 (Accelerated)

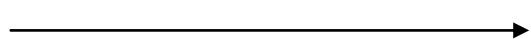
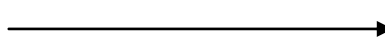
Spanish 2 (Accelerated)

Spanish 3 (Accelerated)

Spanish 4 (Accelerated)

Spanish 5 (Accelerated)

Spanish 6 (Accelerated)



Basic Texts in Spanish Program

Basic textbook: Ven conmigo Level 3 (Holt, Rinehart and Winston, 1996)

LESSON PLANNING

To enable students to achieve the objectives for each course, the teacher is obliged to complete the prescribed course content.

Written Plans: A written lesson plan gives direction and organization to the lesson. It is a systematic and logical outline of the procedures/activities related to the introduction, drill, application and/or review of the material selected for study. It must include a daily objective. The objective must state what the students are to learn and how the instructor will know that they have learned it. **Example: The students will demonstrate (SWD) the ability to speak in the future by stating five things they will do this summer.**

1. Preparation of Lessons

- a. Read and become thoroughly familiar with the information contained in the introductory section of the teachers' editions.
- b. Read and study the content of the entire unit. Consult also the appropriate pages of the curriculum guide for suggested techniques and activities.
- c. Block out the entire lesson over the designated time period. This tentative outline will provide a framework for the development of daily plans.
- d. Course objectives are stated in terms of proficiency levels. Plan daily activities that focus on the learners. How will they be involved actively in the lesson.
- e. Each day's lessons generally should include a variety of activities, e.g., vocabulary, structure(s), reading, etc. Timing and pacing of activities are important. An activity that extends too long becomes dull. Provide a logical transition between activities.
- f. The lesson usually should represent a blend of new work and review material.

2. Structures

- a. Try an inductive approach when introducing regular and simple concepts: (1) oral presentation of examples; (2) oral practice; (3) generalization or rule - derived from students.
- b. Reinforce the concept through reading of text drills and completion of appropriate written exercises.
- c. A deductive approach is recommended for the presentation of patterns that cannot be discovered through analogy.

3. Exercises:

It is not necessary to assign all exercises; select those that best meet the needs of the students.

4. Personalization

- a. Vary questions and drills in the text in order to personalize the content.
- b. Provide oral and written application activities similar to those described in the curriculum guide. Once the mechanics have been mastered, realistic stimuli enable students to apply the vocabulary and/or concepts required. Provide students with learning experiences that go beyond the mechanical stage.

5. Pictures - Transparencies

- a. Compile a collection of visuals for each lesson. Visual cues are an invaluable aid to stimulate conversation and provide a common point of reference.
- b. Refer to and use captioned photographs that appear in each lesson. Students should be able to provide brief descriptions or answer related questions.

6. Use of Spanish

- a. Conduct the lesson in Spanish.
- b. Emphasize usage rather than analysis. Talk in the language, not about the language.
- c. Do not encourage translation or decoding into English on the part of students.

ASSESSMENT

Teachers are encouraged to administer brief quizzes throughout the study of each unit. Frequent quizzes will help gauge the achievement of students, diagnose individual learning problems and judge the effectiveness of teaching. The value of the quiz lies in its positive effect on student learning and the practice it affords in the art of test-taking. The quiz enables the teacher to acquaint students with types of items that are subsequently encountered in tests. It may serve to encourage students to devote time regularly to language study.

Oral tests are indispensable for judging oral production of sounds, fluency and "automatic" responses to oral, visual or written stimuli. Consider the promptness, correctness and appropriateness of responses in the light of directions given, questions asked, statements made and situations indicated. Specific quizzes should be developed to evaluate listening comprehension in each chapter.

Grading: Student achievement in the three modes (interpretive, interpersonal and presentational) should be evaluated each marking period.

Our program objectives include the development of all 3 modes. Therefore, achievement and progress in these areas must be considered integral components of the evaluation process.

Student performances on a daily basis as well as scores on formal instruments of evaluation constitute criteria for determining the marking period grade. The grade should represent a global evaluation of all aspects of learning during the designated time period.

Marking period grades should be calculated using the following components:

Thematic Unit assessment:

Mini assessments:

Oral participation:

TECHNOLOGY

An integral part of the middle school program is to incorporate the use of the internet. This may be achieved in one of several ways: research in the Media Center, in the classroom or at home.

Topics to be considered are:

- map study
- the influence of the Spanish language and culture on the United States and the world
- famous men and women from Spanish-speaking countries
- Spanish names and their origin
- flags of Spanish-speaking countries
- foods
- sports
- music
- similarities and differences in residences
- school life
- shopping
- attitudes toward time
- greetings and farewells
- historical
- figures on currencies Spain and Mexico

Procedure

Presentation of information may be given as collages, oral presentations, posters, mobiles, dioramas or other such visuals.

This can be a group, partner or individual activity.

**Public Schools of Edison Township
Divisions of Curriculum and Instruction**

Draft 14

Essential Instructional Behaviors

Edison's Essential Instructional Behaviors are a collaboratively developed statement of effective teaching from pre-school through Grade 12. This statement of instructional expectations is intended as a framework and overall guide for teachers, supervisors, and administrators; its use as an observation checklist is inappropriate.

1. Planning which Sets the Stage for Learning and Assessment

Does the planning show evidence of:

- a. units and lessons directly related to learner needs, the written curriculum, the New Jersey Core Content Curriculum Standards (NJCCCS), and the Cumulative Progress Indicators (CPI)?
- b. measurable objectives that are based on diagnosis of learner needs and readiness levels and reflective of the written curriculum, the NJCCCS, and the CPI?
- c. lesson design sequenced to make meaningful connections to overarching concepts and essential questions?
- d. provision for effective use of available materials, technology and outside resources?
- e. accurate knowledge of subject matter?
- f. multiple means of formative and summative assessment, including performance assessment, that are authentic in nature and realistically measure learner understanding?
- g. differentiation of instructional content, processes and/or products reflecting differences in learner interests, readiness levels, and learning styles?
- h. provision for classroom furniture and physical resources to be arranged in a way that supports student interaction, lesson objectives, and learning activities?

2. Observed Learner Behavior that Leads to Student Achievement

Does the lesson show evidence of:

- a. learners actively engaged throughout the lesson in on-task learning activities?
- b. learners engaged in authentic learning activities that support reading such as read alouds, guided reading, and independent reading utilizing active reading strategies to deepen comprehension (for example inferencing, predicting, analyzing, and critiquing)?
- c. learners engaged in authentic learning activities that promote writing such as journals, learning logs, creative pieces, letters, charts, notes, graphic organizers and research reports that connect to and extend learning in the content area?
- d. learners engaged in authentic learning activities that promote listening, speaking, viewing skills and strategies to understand and interpret audio and visual media?
- e. learners engaged in a variety of grouping strategies including individual conferences with the teacher, learning partners, cooperative learning structures, and whole-class discussion?
- f. learners actively processing the lesson content through closure activities throughout the lesson?
- g. learners connecting lesson content to their prior knowledge, interests, and personal lives?
- h. learners demonstrating increasingly complex levels of understanding as evidenced through their growing perspective, empathy, and self-knowledge as they relate to the academic content?
- i. learners developing their own voice and increasing independence and responsibility for their learning?
- j. learners receiving appropriate modifications and accommodations to support their learning?

3. Reflective Teaching which Informs Instruction and Lesson Design

Does the instruction show evidence of:

- a. differentiation to meet the needs of all learners, including those with Individualized Education Plans?
- b. modification of content, strategies, materials and assessment based on the interest and immediate needs of students during the lesson?
- c. formative assessment of the learning before, during, and after the lesson, to provide timely feedback to learners and adjust instruction accordingly?
- d. the use of formative assessment by both teacher and student to make decisions about what actions to take to promote further learning?
- e. use of strategies for concept building including inductive learning, discovery-learning and inquiry activities?
- f. use of prior knowledge to build background information through such strategies as anticipatory set, K-W-L, and prediction brainstorms?
- g. deliberate teacher modeling of effective thinking and learning strategies during the lesson?
- h. understanding of current research on how the brain takes in and processes information and how that information can be used to enhance instruction?
- i. awareness of the preferred informational processing strategies of learners who are technologically sophisticated and the use of appropriate strategies to engage them and assist their learning?
- j. activities that address the visual, auditory, and kinesthetic learning modalities of learners?
- k. use of questioning strategies that promote discussion, problem solving, and higher levels of thinking?
- l. use of graphic organizers and hands-on manipulatives?
- m. creation of an environment which is learner-centered, content rich, and reflective of learner efforts in which children feel free to take risks and learn by trial and error?
- n. development of a climate of mutual respect in the classroom, one that is considerate of and addresses differences in culture, race, gender, and readiness levels?
- o. transmission of proactive rules and routines which students have internalized and effective use of relationship-preserving desists when students break rules or fail to follow procedures?

4. Responsibilities and Characteristics which Help Define the Profession

Does the teacher show evidence of:

- a. continuing the pursuit of knowledge of subject matter and current research on effective practices in teaching and learning, particularly as they tie into changes in culture and technology?
- b. maintaining accurate records and completing forms/reports in a timely manner?
- c. communicating with parents about their child's progress and the instructional process?
- d. treating learners with care, fairness, and respect?
- e. working collaboratively and cooperatively with colleagues and other school personnel?
- f. presenting a professional demeanor?

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

2007-08 GROUPING PROCEDURES FOR WORLD LANGUAGES: GRADES 6 - 12

Seven-Year Sequence

1. **French/Spanish 6** - Enrollment in the sixth-grade world languages program is required of all grade 6 students. Students who continue their study of Spanish from the elementary school are enrolled in Spanish 506. Students who begin the study of Spanish in the middle school are enrolled in Spanish 503. French is a new language offering, so all students begin this language in French 526. The language chosen for study in grade 6, shall be the language studied in grades 7 & 8.
2. **French/Spanish 7** - Enrollment in the seventh-grade world languages program is required of all students who completed French/Spanish 6.
3. **French/Spanish 8** - Enrollment in the eighth-grade world languages program is required of students who completed French/Spanish 7. Students recommended for grade 8 Language Arts H or -1 will be enrolled in the French/Spanish everyday program. Students recommended for grade 8 Language Arts-2 will be enrolled in the French/Spanish alternate day program.
4. **French 9 (Honors)** - Eighth-grade students in the 5x/week program who are consistently maintaining A's and B's who give indication of being able to maintain that level of achievement should be scheduled for French 9H. Generally, these students should show above average proficiency in all language skills: listening, speaking, reading and writing. They should be able to function in the target language in the classroom and should have teacher recommendation. Students not recommended for French 9H should be placed in a French 2-1 class.
5. **Spanish 9 (Honors)** - Eighth-grade students in the 5x/week program who are consistently maintaining A's and B's who give indication of being able to maintain that level of achievement should be scheduled for Spanish 9H. Generally, these students should show above average proficiency in all language skills: listening, speaking, reading and writing. They should be able to function in the target language in the classroom and should have teacher recommendation. Students not recommended for Spanish 9H should be placed in a Spanish 3-1 class.
6. **French/Spanish 10 (Honors)**
 - a) It is expected that most students now enrolled in World Languages 9 will proceed directly to World Languages 10 (Honors). The criteria delineated below serve as guidelines for the placement of students in World Languages 10 classes.
 - Maintain grades in World Languages 9 of A or B.
 - Ability to grasp and retain structural concepts
 - Above average proficiency in all language skills: listening, speaking, reading and writing.
 - Ability to function in the language, i.e., accustomed to using the language in the classroom
 - Generally favorable attitude toward language learning - demonstrated through interest in development of communication skills, preparation and completion of assignments, regular attendance, self-motivation, etc.
 - b) World Languages 9 students who do not meet the above criteria should be recommended for placement in World Languages 4.

7. **French/ Spanish 4** - Upon completion of World Languages 10H, students from the six-year and four-year programs are grouped in World Languages 4 according to demonstrated language proficiency (enrollment permitting).
- a) French/Spanish 4 - Honors: Guidelines for placement in 4-Honors are listed below.
- Projected end-of-year grade of B or in World Languages 10 or A in 3 and teacher recommendation
 - Above-average proficiency in all language skills: listening, speaking, reading and writing
 - Ability to perform successfully in a diversified, in-depth academic program
 - Self-motivation and interest in language study
- b) French/Spanish 4-1 (Accelerated): Students recommended for 4-1 should meet the following criteria.
- Projected end-of-year grade of C in World Languages 10 or B/C in 3
 - Average proficiency in all language skills: listening, speaking, reading and writing
 - Ability to perform in the language within the framework of a less intensified program than the honors program
 - Interest in improvement of basic language skills
8. **French/Spanish 5/AP** (Honors): This college level course is designed for linguistically advanced students. Although not required, students are encouraged to take the advanced placement examination in May. Students recommended for 5/AP should meet the criteria described below.
- Projected end-of-year grade of **A** or **B** in World Languages 4-Honors. Exceptional students from World Languages 4-1 and 5-1 may also be enrolled with recommendation of AP teacher.
 - Students enrolled in the AP program must demonstrate excellent proficiency in all language skills: listening, speaking, reading and writing
 - Since the Spanish AP program follows the literature syllabus, students who enroll must also have the potential ability to:
 - ◇ analyze and interpret literary works
 - ◇ compare and contrast different authors, works and periods
 - ◇ identify figures of speech, symbolism, meter or rhyme schemes
 - ◇ evaluate literary works
 - ◇ high degree of self motivation; able to work independently
9. **French/Spanish 5-1**, (Accelerated): Students who have completed a fourth year Spanish program with a grade of C or better but who are not recommended for the AP course may elect Spanish 5-1.

Four-Year Sequence

1. **French/Spanish/Latin 1 (Accelerated)**
Students who are native Spanish speakers wishing to enroll in a Spanish course in the high school must prepare a writing sample which the high school teachers will evaluate. They will recommend placement. The supervisor will coordinate the evaluation.
2. **French/Spanish/Latin 2 (Accelerated)** - Students who successfully complete the first-year program will be recommended by their teachers for a second year of study. These students should have a grade of C or better in French/Spanish/Latin 1. Students who show unsatisfactory progress in the first-year course should be recommended to repeat the course or discontinue world languages study.
3. **French/Spanish/Latin 3 (Accelerated)** - To the extent that their interests and abilities permit, second-year students should be encouraged to enroll in the third-year course. Generally students enrolling in a third year program should meet the following criteria:
 - Projected end-of-year grade of C or better in World Languages 2
 - Ability to grasp and master structural concepts
 - Ability to read with comprehension
 - Generally favorable attitude toward language learning demonstrated through interest in development of oral and written skills, preparation and completion of assignments, regular attendance, self-motivation
4. **French/Spanish 4** - Upon completion of World Languages 10 or 3, students from the six-year and four-year programs are grouped in World Languages 4 according to demonstrated language proficiency (enrollment permitting).
 - a) French/Spanish 4-Honors: Guidelines for placement of students in 4 Honors are listed below:
 - Projected end-of-year grade of B or better in World Languages 10 or **A** in III and teacher recommendation
 - Above-average proficiency in all language skills: listening, speaking, reading and writing
 - Ability to perform successfully in a diversified, in-depth academic program
 - Self-motivation and interest in language study
 - b) French/Spanish 4-1 (Accelerated): Students recommended for 4-1 should meet the following criteria:
 - Projected end-of-year grade of **C** in World Languages 10 or **B/C** in 3
 - Average proficiency in all language skills: listening, speaking, reading and writing
 - Ability to perform in the language within the framework of a less intensified program than the honors program
 - Interest in improvement of basic language skills

- c) Latin 4 (Honors): Enrollment in fourth-year Latin classes does not permit grouping.

Recommendations are subject to review and approval by the principal or his/her designee.

Martin Smith
Beatrice Yetman
World Languages Supervisors

APPROVED: _____
John Fenimore
Director of Curriculum

MS/BY/pa
Revised: 1/02, 11/02, 12/03, 1/05, 10/06

WORLD LANGUAGES PROGRAM SEQUENCE

Seven-Year French Program

French 6 A/B (526)

French 7 A/B (527)

French 8 A/B (528)

French 8 (538 - 5x/week program)



French 2 (Honors)

French 3 (Honors)

French 4 (Honors)

French AP (Honors)

Five-Year French Program

French 1 (Accelerated)

French 2(Accelerated)

French 3 (Accelerated)

French 4 (Accelerated)

French 5 (Accelerated)



WORLD LANGUAGES PROGRAM SEQUENCE

Seven-Year Spanish Program

Spanish 6 A/B (503, 506)

Spanish 7 A/B (504, 507)

Spanish 8 A/B (From Spanish 504)

Spanish 8 A/B (508)

Spanish 8 (518 - 5x/week program)



Spanish 3 (Honors)



Spanish 4 (Honors)

Spanish 5 (Honors)

Spanish AP (Honors)

Five-Year Spanish Program

Spanish 1 (Accelerated)

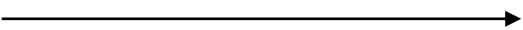
Spanish 2 (Accelerated)

Spanish 3 (Accelerated)

Spanish 4 (Accelerated)

Spanish 5 (Accelerated)

Spanish 6 (Accelerated)



WORLD LANGUAGES PROGRAM SEQUENCE

Four-Year Latin Program

Latin 1 (Accelerated)
Latin 1 (Honors)

Latin 2 (Accelerated)
Latin 2 (Honors)

Latin 3 (Accelerated)
Latin 3 (Honors)

Latin 4 (Accelerated)
Latin 4 (Honors)

**APPENDIX H:
METHODOLOGY FOR INNOVATIVE
INSTRUCTION IN K-12
WORLD LANGUAGE PROGRAMS**

Figure 26**GOUIN SERIES**

A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.

HOW DO YOU USE IT?

The teacher orally describes a particular set of logical steps or a daily routine using action verbs in the same tense. Pantomime accompanies the oral description of the action as they repeat the teacher's description of the action. Eventually, the teacher can request original sequences from the students, based on their own daily experiences.

WHAT ARE THE BENEFITS?

- engages students' interest and active participation
- gives an authentic experience of using the target language
- develops listening and oral comprehension as a continuum within authentic situations
- facilitates the natural emergence and development of oral communication in the target language.

Figure 27**DIALOGUE JOURNALS**

A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and received feedback in the target language. This dialogue can be conducted by e-mail where it is available.

HOW DO YOU USE IT?

Students write on topics on a regular basis, and the teacher responds with oral or written advice, comments, and observation in conversation. In the early stage of learning a language, students can begin by adding a few words and combining them with pictures.

WHAT ARE THE BENEFITS?

- develops communication and writing skills
- creates a positive relationship between the teacher and the student
- increases student interest and participation
- allows the student to direct his or her own learning
- provides opportunities to use the target language

Adapted from the *Florida Curriculum Framework*, 1996

Figure 29 (continued)**TPR STORYTELLING**

Offer it to students on your right.
Offer that student a big bird.
Grab a coyote and put it on that student's head.
Etc.

After practice with short commands, a sample scenario, which students act out while the teacher narrates, might look like this:

There is tiny bird. (“Student bird” takes a bow and says “tweet tweet”.) There is a big coyote. (“Student coyote” takes a bow and “howls.”) The big coyote had four sandwiches. The tiny bird wants to eat the sandwiches, so the coyote offers the bird two sandwiches. Yum!

Step Two: Students Produce and Practice Vocabulary Words

Once students have internalized vocabulary words through TPR practice and scenarios, the class divides into student pairs to practice the words. One student in the pair reads the word and the other gives the corresponding gestures, then vice versa. Next, one student does the gesture and the other says the corresponding word.

Step Three: Teacher Presents a Mini-Story that Students Then Retell and Revise

Using student actors, puppets, or pictures from the text, the teacher then narrates a mini-story containing the targeted vocabulary words.

The mini-story and illustrations corresponding to the above vocabulary words are as follows:

There is a big coyote. There is also a tiny bird. The coyote sees the bird. The coyote wants to eat the bird. The coyote grabs the bird. Oh no! But the bird offers the coyote a peanut butter sandwich. What a relief?

The teacher uses a variety of techniques to increase exposure to the story and to help the students start telling it:

1. She pauses in the story to allow students to fill in words or act out gestures.
2. She makes mistakes and lets the students correct her.
3. She asks short-answer and open-ended questions.
(Is the coyote long or little? Who does the coyote grab? What is the coyote's name? Where does he live?)

Adapted from *Foreign Language Notes* Vol. 39, NO.2 (Spring, 1997)

Figure 30

INTERVIEWS

A strategy for gathering information and reporting

HOW DO YOU USE IT?

Students prepare a set of questions and a format for the interview. After conducting the interview, students present their findings to the class.

WHAT ARE THE BENEFITS?

- fosters connections between ideas
- develops the ability to interpret answers
- develops organizational and planning skills
- develops problem-solving skills
- provides opportunities to use the target language
-

Figure 31

CLOZE

A open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.

HOW DO YOU USE IT?

The teacher eliminates a word or phrase from the sentence. Students complete the sentence with a word that “makes sense.” The teacher may select random words or a specific part of speech. This can be expanded to the more difficult task of finding a word that makes sense when only the initial letter of the word is provided.

WHAT ARE THE BENEFITS?

- provides opportunities for creativity
- develops the use of precise vocabulary
- focuses on the use of precise and correct communication
- increase comprehension skills
- provides opportunities to use the target language

Adapted from the *Florida Curriculum Framework*, 1996