

Audubon Public Schools



The World Language Cycle Curriculum Guide

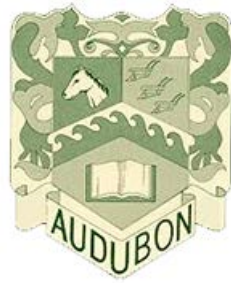
Curriculum Guide

Developed by:

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Course Description

The World Language Experience Curriculum Guide

World language education provides learners with the essential language skills and cultural understandings necessary to live and work in a global, culturally diverse world. This course will develop the ability to communicate in the target language through listening, speaking, reading and writing practices. Students will learn to appreciate foreign cultures by developing an understanding of cultural similarities and differences, celebrating holidays, and appreciating art, dance, and music from the target cultures. All lessons should be aligned to the New Jersey Student Learning Standards. Teachers will use a multitude of approaches to promote student growth, including whole group, small group, and individual teaching techniques in the classroom that incorporate technology.

Overview / Progressions

Overview		Interpretive Mode	Interpersonal Mode	Presentational Mode	
Unit 1 Introduction to Conversational Language	Focus standards (Objectives)	7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3	7.1.NL.IPERS.1 7.1.NL.IPERS.4 7.1.NL.IPERS.5	7.1.NL.PRSNT.1	
	Ancillary standards (Review)				
Unit 2 Intro to Culture	Focus standards (Objectives)	7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NL.IPRET.4	7.1.NL.IPERS.2 7.1.NL.IPERS.3	7.1.NL.PRSNT.2 7.1.NL.PRSNT.4 7.1.NL.PRSNT.5	
	Ancillary standards (Review)		7.1.NL.IPERS.1 7.1.NL.IPERS.4 7.1.NL.IPERS.5	7.1.NL.PRSNT.1	

Subject: World Language Cycle	Grade: 7	Unit: 1 Introduction to Spanish/French Language	4 Weeks
Focus Standards: Interpretive Mode - Performance Expectations		Critical Knowledge and Skills	
<p>Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.</p>	<ul style="list-style-type: none"> • 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). 	<ul style="list-style-type: none"> • Identify letters of the Spanish/French/French Alphabet and the sounds they make. • Identify differences and similarities between English and Spanish/French 	
<p>Focus Standards: Interpersonal Mode</p> <p>Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.</p>	<ul style="list-style-type: none"> • 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. 		

	<ul style="list-style-type: none"> • 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. • 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. 	
<p><u>Focus Standards: Presentational Mode</u> Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.</p>	<ul style="list-style-type: none"> • 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. 	
Ancillary Standards		
Formative Assessments		Summative Assessments
<ul style="list-style-type: none"> • Warm Up Activities • Written and Oral Practice and Participation 		<ul style="list-style-type: none"> • Test • Projects • Common Assessment
Suggested Primary Resources		Suggested Supplemental Resources
<ul style="list-style-type: none"> • Ven Connigo Text and Resources 		<ul style="list-style-type: none"> • Online Resources: Quizlet, Kahoot, Utext.com, Ven Connigo online resources
Cross-Curricular Connections		
<ul style="list-style-type: none"> • Mathematical practices with Spanish/French numbers • English language connections 		
Enduring Understanding		Essential Questions
<ul style="list-style-type: none"> • Learning another language offers many benefits relating to careers, travel, and enjoyment of learning about other cultures. 		<ul style="list-style-type: none"> • How will I be able to pronounce Spanish/French Words • How is Spanish/French similar and different from English • How can learning another language benefit me

- How will I be able to make new friends using the target language

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages. 	

Subject: World Language Cycle	Grade: 7	Unit 2: Culture & Conversation	4 Weeks
Focus Standards: Interpretive Mode		Critical Knowledge and Skills	
<p>Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.</p> <p>Culture: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p>	<ul style="list-style-type: none"> • 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). • 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students’ own cultures in highly contextualized oral texts. 	<ul style="list-style-type: none"> ● Identify Spanish/French-Speaking Countries ● Identify and use appropriate register ● Conduct basic conversations that include the following information: greetings, ask/tell names, how you are doing, where you are from, age, likes/dislikes, discuss preferences, needs and wants, farewell ● Describe class schedules using words to describe sequence ● Ask/tell time (and numbers up to 199) ● Identify subject pronouns and verb conjugations of common verbs to express needs and wants. ● Describe people and places ● Describe likes and dislikes and describe them using the target language ● Enjoy music and dance from the target cultures 	

<p><u>Focus Standards: Interpersonal Mode</u></p> <p>Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.</p>	<ul style="list-style-type: none"> • 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. 	
<p><u>Focus Standards: Presentational Mode</u></p> <p>Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.</p>	<p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <ul style="list-style-type: none"> • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures 	
Ancillary Standards		
<p>7.1.NL.IPERS.1 7.1.NL.IPERS.4</p>	<p>7.1.NL.PRSNT.1 7.1.NL.IPERS.5</p>	
Formative Assessments	Summative Assessments	
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation 	<ul style="list-style-type: none"> ● Test ● Midterm ● Projects ● Common Assessment 	
Suggested Primary Resources	Suggested Supplemental Resources	

<ul style="list-style-type: none"> ● Ven Connigo Text & Resources 	<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Mathematical practices with Spanish/French numbers ● English language connections (similarities and differences) ● Music & Dance from Spanish/French-speaking countries 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Mastering questions and answers to simple questions enables me to communicate basic information ● Identifying how to use conjugated forms of the verbs will allow me to expand my range of communication 	<ul style="list-style-type: none"> ● What vocabulary is needed to be able to exchange basic information to be able to meet new friends ● Why is using appropriate register important ● How does verb conjugation work ● How will I use conjugated forms of common verbs to express needs and wants

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
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At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		

<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
<p>Career education</p>	
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages.

Appendix A

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Teresa D'Aprile, Revised by Ashley McGuire 10/7/16
Approved: June, 2017
Course Title: Grade 7 Cycle Spanish & French
Unit Name: Novice Grade & Spanish & French
Grade Level: 7

<p>Content Statements Students will continue to learn the sounds of Spanish & French and develop an ear for the language and respond to simple commands.</p>	<p>NJSLS: 7.1 Novice A,B,C all</p> <p>Companion Standards: RST6-8.5-9 WHST 6-8 All</p>
<p>Overarching Essential Questions How will I develop an ear for Spanish & French? How will I learn to understand the sounds of Spanish & French? Who speaks Spanish & French?</p>	<p>Overarching Enduring Understandings I know where people in the world speak Spanish & French. I know what Spanish & French sound like.</p>
<p>Unit Essential Questions How can learning Spanish & French benefit me? How do I introduce myself and others? How do I talk about my family? Where do people in the world speak Spanish & French? How do I count to 30? What are the names of common colors? How do I say the day and date?</p>	<p>Unit Enduring Understandings Learning Spanish & French can help me understand new things and appreciate the world around me. I can introduce myself and others. I can identify family members. I can name the Spanish & French-speaking countries in the world. I can identify colors and numbers to 30.</p>

	I can tell the day and date.
Unit Rationale Students must be able to identify the importance of learning a World Language.	Unit Overview Students will be able to identify the benefits of studying Spanish & French.
Authentic Learning Experiences Singing songs in Spanish & French Listening to native Spanish & French speakers Celebrating holidays celebrated in target cultures Learning traditional dances in target cultures	
21st Century Skills and Themes Global: Understanding cultural differences and customs. Technology: using online resources Collaboration: communicating with others in the classroom in the target language.. Creativity: creating stories Critical Thinking: translation	
Unit Learning Targets/Scaffolding to CPIs Students may already have a limited knowledge of greetings, numbers, colors, weather expressions and the alphabet. Upon completion of this cycle, students will strengthen their knowledge of these structures and vocabulary. They will also learn geography as it relates to the Spanish & French-speaking world.	
Key Terms Cognate: words that have common etymological origins. (http://en.wikipedia.org/wiki/Cognate)	
Instructional Strategies Lecture Modeling Cooperative Learning Total Physical Response Activities QAR Paired Practice	

<p>Group Discussion Computer-based games</p>
<p>Customizing Learning/ Differentiation Special Needs Students are engaged in small group work, where students of differing abilities and learning styles should be grouped together. Students act as peer coaches to support students with special needs. ELL Allow English Language Learners to play a very active role in selecting their hotspots to study. Many students' families may have immigrated from countries or regions that feature hotspots. The process of sharing their own perspective or cultural ties to their native region's biodiversity is invaluable to the group's work. Gifted Learners Offer scientific journal articles as sources for research to gifted students. The vocabulary and writing style is very advanced, but gifted students might be able to garner the needed information and data from these primary sources. Mainstream Learners Throughout the unit during class time, plan and hold small learning sessions/work groups where students can selectively attend to learn more about a specific topic. Hold these sessions often, changing the topic every week. Topics can include, but not be limited to using maps, planning an interview, interpreting scientific data, reading graphs and charts, etc. Allow students to select the sessions they would like to attend, based on their perceived need, and they should plan the sessions into their research schedule ahead of time.</p>
<p>Formative Assessments Total Physical Response Vocabulary identification Class Participation</p>
<p>Interdisciplinary Connections History- history of countries where Spanish & French are spoken Art- culture Fine/Performing Arts- music, dance English- grammar</p>
<p>Resources http://quizlet.com/ http://www.sheppardsoftware.com/ Assorted written activities</p>
<p>Suggested Activities for Inclusion in Lesson Planning Copy and define vocabulary as vocabulary is introduced (LA.6-8.RST.6-8.4) Celebrate cultural events and holidays (LA.6-8.RST.6-8.9, LA.6-8.WHST.6-8.6)</p>

<p>Suggested for SP – Nov – Day of the Dead video, read story, make “calacas” (movable skeletons) (LA.6-8.RST.6-8.9, LA.6-8.WHST.6-8.2.d)</p> <p>View travel videos on countries where the target language is spoken (LA.6-8.RST.6-8.9)</p> <p>Listen to music and sing along with Spanish Karaoke that utilizes vocabulary in the target language (LA.6-8.RST.6-8.4)</p> <p>Total Physical Response Activities- students will respond to common classroom commands (LA.6-8.R.CCR.2)</p> <p>Play computer games to review vocabulary and geography (LA.6-8.RST.6-8.4, LA.6-8.WHST.6-8.6)</p>
<p>Unit Timeline</p> <p>Ongoing</p>