

7th & 8th Grade Spanish

Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

Interdisciplinary Connections

LA.8.W.1 - Write arguments to support claims with clear reasons and relevant evidence.

Integration of Technology

9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

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9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

21 Century Skills

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies

to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. •

9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.

9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.

9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). •

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. • **9.4.8.IML.5:** Analyze and interpret local or public data sets to summarize and effectively communicate the data.

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).

9.4.8.IML.11: Predict the personal and community impact of online and social media activities.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages. •

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Career Education

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.

9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.

9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.

9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.

9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.

9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.

9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level

9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.

Lower Cape May Regional School District Introduction to French/ Spanish Curriculum**Content Area: World Languages****Course Title: Introduction to French / Spanish****Grade level: 7 and 8****Unit 1: Greetings and Introductions****10 Days****Unit 2: Alphabet and Pronunciation****10 Days****Unit 3: Geography****10 days****Unit 4: Numbers and Colors****10 Days****Unit 5: Date and Time****10 Days****Date Created: August 2021****Board Approved On: 10/28/21**

Lower Cape May Regional School District Introduction to French/ Spanish Curriculum

Unit 1 Overview

Content Area: World Languages

Unit Title: Greetings and Introductions

Target Course/Grade Level: Introduction to French/ Spanish / Grades 7 & 8

Unit 1 Summary:

Students will be able to:

- Greet people at different times of day
- Introduce self to others
- Respond to classroom directions
- Express how one feels
- Express where one lives

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
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.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.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
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.
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.
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and or gestures to oral and written direction, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greetings others, during leave-takings, and daily interactions.

7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age and level appropriate, culturally authentic materials orally or in writing.

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How does one exchange greetings and courtesies in the target language? ● How is the target language integrated into our everyday language? ● What is your name? (in target language) ● How are you? (in target language) ● Where are you from? (in target language) ● How does French/Spanish Culture influence the US Culture? ● How does immigration influence our everyday life? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● To greet someone and say goodbye ● To ask and tell how someone is ● To ask where someone lives ● To understand and respond to classroom commands ● To examine different aspects of the target culture and compare it to their own ● To find similarities between target language and English
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<p>Unit Objectives:</p> <p><i>Students will know....</i></p> <ul style="list-style-type: none"> ● Greetings and Goodbyes ● How someone is ● Where someone is from ● Classroom Commands ● Cognates 	<p>Unit Objectives:</p> <p><i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Greet someone and say goodbye ● Ask and tell how someone is ● Ask where one lives ● Respond to classroom commands ● Compare target culture to own
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Lower Cape May Regional School District Introduction to French/ Spanish Curriculum	
Unit 2 Overview	
Content Area: World Languages	
Unit Title: Alphabet and Pronunciation	
Target Course/Grade Level: Introduction to French/ Spanish / Grades 7 & 8	
<p>Unit 2 Summary:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Recognize the target language phonetics ● Correctly pronounce letters ● Correctly identify letters in target language through listening and spelling comprehension ● Compare target language words and letters to English language ● Use the Spanish alphabet to spell words 	
Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit

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.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.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
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.
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.
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and or gestures to oral and written direction, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greetings others, during leave-takings, and daily interactions.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age and level appropriate, culturally authentic materials orally or in writing.

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How are the words in the target language pronounced? ● How does the pronunciation of letters differ from the American alphabet? ● How does one spell ...? (In target language) ● How does one say ...? (In target language) 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Letter Phonetics ● Letter Pronunciation ● Cognate word similarities
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<p>Unit Objectives:</p> <p><i>Students will know....</i></p> <ul style="list-style-type: none"> ● The Alphabet (In target language) ● Cognates 	<p>Unit Objectives:</p> <p><i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Pronounce letters in target language ● Identify letters in target language through listening comprehension ● Spell out words in target language using alphabet in target language ● Identify cognates in both target language and English

<p>Lower Cape May Regional School District Introduction to French/ Spanish Curriculum</p> <p>Unit 3 Overview</p>
<p>Content Area: World Languages</p>
<p>Unit Title: Geography</p>
<p>Target Course/Grade Level: Introduction to French/ Spanish / Grades 7 & 8</p>

Unit 3 Summary:

Students will be able to:

- Identify countries that speak target language
- Identify regional areas where target language is spoken
- Identify Spain/Mexico and France and their borders
- Identify geographical features of said countries
- Discuss one country in depth where target language is spoken

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
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.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.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
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.
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.
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and or gestures to oral and written direction, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greetings others, during leave-takings, and daily interactions.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age and level appropriate, culturally authentic materials orally or in writing.

Unit Enduring Questions:

- Where are the target countries?
- What unique geographical features are present in target countries?
- How does the geography shape their culture?
- How does the culture of the target countries shape our culture?
- What do the locations of target countries tell us about their history?
- What color is...? (In target language)
- What is your favorite color? (In target language)

Unit Enduring Understandings:

- To identify target countries and their borders
- To identify geographical features in target countries
- To discuss specific target countries and their attributes
- To identify objects by color

Unit Objectives:***Students will know....***

- Countries that speak target language
- Colors (In target language)

Unit Objectives:***Students will be able to.....***

- Identify target countries and their borders
- Identify geographical features in target countries
- Present and discuss specific target countries and their attributes
- Identify objects by color
- Express opinions about colors

Lower Cape May Regional School District Introduction to French/ Spanish Curriculum

Unit 4 Overview

Content Area: World Languages

Unit Title: Numbers and Colors

Target Course/Grade Level: Introduction to French/ Spanish / Grades 7 & 8

Unit 4 Summary:

Students will be able to:

- Identify, read and pronounce numbers from 0-31 in target language
- Express age in target language
- Express phone number and favorite number in target language
- Identify colors in target language
- Express favorite colors in target language
- Describe colors of objects in target language

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
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.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.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
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.
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.
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and or gestures to oral and written direction, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greetings others, during leave-takings, and daily interactions.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age and level appropriate, culturally authentic materials orally or in writing.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What is your favorite color? (In target language) ● What color is this...? (In target language) ● What is your phone number? (In target language) ● How old are you? (In target language) 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● To identify numbers from 0-31 ● To identify objects by color ● To express opinions about colors and numbers ● To express basic information in regards to colors and numbers ● To complete mathematical skills in target language
<p>Unit Objectives:</p> <p><i>Students will know....</i></p> <ul style="list-style-type: none"> ● Colors (In target language) ● Numbers up to 31 (In target language) 	<p>Unit Objectives:</p> <p><i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Express likes/dislikes of colors in target language ● Describe colors of objects in target language ● Identify, read and pronounce numbers from 0-31 in target language ● Express age in target language ● Express phone number and favorite number in target language ● Identify colors in target language ● Complete basic mathematical equations and skills in target language

Lower Cape May Regional School District Introduction to French/ Spanish Curriculum

Unit 5 Overview

Content Area: World Languages

Unit Title: Date and Time

Target Course/Grade Level: Introduction to French/ Spanish / Grades 7 & 8

Unit 5 Summary:

Students will be able to:

- Identify, read and pronounce months, days and related vocabulary in target language
- Express and identify dates in target language
- Express and identify time of day in target language
- Express birthdate and other biographical information in target language

Learning Targets

CPI #

Cumulative Progress Indicators (CPI) for Unit

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.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.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
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.
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.
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and or gestures to oral and written direction, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greetings others, during leave-takings, and daily interactions.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age and level appropriate, culturally authentic materials orally or in writing.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● When is your birthday? (In target language) ● What is the date? (In target language) ● What is today? (In target language) 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● To identify components of a calendar in target language ● To identify and form dates in target language ● To pronounce components of calendar and dates in target language ● To express birthdate and other biographical information in target language ● To understand origin of calendar components

Unit Objectives:

Students will know....

- Days of the week
- Months of the year
- Seasons
- Date formation

Unit Objectives:

Students will be able to.....

- Identify, read and pronounce months, days and related vocabulary in target language
- Express and identify dates in target language
- Express and identify time of day in target language
- Express birthdate and other biographical information in target language
- Express seasons throughout the year
- Discuss from where days of the week and months of the year get their names

Lower Cape May Regional School District Introduction to French/ Spanish Curriculum

Evidence of Learning

Specific Formative Assessments Utilized in Daily Lessons:

- Observation
- Peer Assessment
- Exit Ticket
- Quiz
- Participation
- Project Based Assessment
- Choral Response
- Oral Questioning
- Kahoot
- Quia
- Quizlet
- EdPuzzle
- IXL
- Duolingo App

Alternate Assessments: Teacher created materials based on 504, IEP, or GT plan (Example- orally explain content or present materials learned via a project.)

Summative Assessment Utilized throughout Units:

- Each Unit has a teacher created quiz or project based assessment

Benchmark

- STARS Quarterly assessment
- End of unit benchmarks

Modifications for Students at Risk of Failure: Log of parent contacts, re-tests, extra time to make up assignments

Modifications for ELL's

- Teacher tutoring
- Peer tutoring

Special Education Modifications:

Word Bank, Extra time, limited choices for multiple choice

504:

- Cooperative Learning Groups
- Modified Assignments

Gifted and Talented

- Differentiated Instruction, Project Based Learning

Project-based Learning Tasks:

- Teachers have created individual Project-based tasks throughout the curriculum. Examples of these projects may include Name Plates, ABC Books, Country Projects, Birthday Poster, Cumulative Notebooks, Cumulative conversations

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.
- Some websites used while researching may include the following:
 - <https://www.cia.gov/library/publications/the-world-factbook/>
 - <http://www.everyculture.com/>
 - <http://www.lonelyplanet.com/>
 - <http://www.xe.com/currencyconverter/>

Resources, Technology, and Instructional Materials:

Expressate Text

- Google Suite
 - Google Arts and Culture
 - YouTube
 - Kahoot
 - Quia
 - Quizlet
 - IXL
 - EdPuzzle
 - Duolingo App