

Introduction to French / 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**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

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	Weeks 1 & 2
Unit 2: Alphabet and Pronunciation	Weeks 3 & 4
Unit 3: Geography	Weeks 5 & 6
Unit 4: Numbers and Colors	Weeks 7 & 8
Unit 5: Date and Time	Weeks 9 & 10
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**

Interdisciplinary Connections & Intercultural Statements:

- Discuss how French/Spanish Culture influences US Culture
- Examine immigration and how it has an effect on everyday life
- Discuss how the target language is integrated into English
- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners own culture. – Greetings/Goodbyes & Preferences.
- Learners recognize and identify a few typical practices of the target culture. - Communication through gestures, eye contact, and body language. Examine and compare Formal vs Informal greetings and courtesies.

21st Century Themes, Skills, and Standards:

Throughout the curriculum, we constantly examine how knowing a foreign language improve a student's future. We touch on many of the 21st Century Themes, Skills and Standards within each unit. See examples aligned with the specific standards below.

- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.
- **CRP5. Consider the environmental, social and economic impacts of decisions. – 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures., 9.1.8.CR.2: Compare various ways to give back through strengths, passions, and other personal factors.,**

9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance., - Many of the countries studied are underdeveloped and face different social and economic differences compared to our own. Projects, discussions, and comparisons explored help contribute to impacts of decisions in own life.

- **CRP6. Demonstrate creativity and innovation.** - Projects, presentations and skits allow students to show off creative and innovative sides of the students.
- **CRP10. Plan education and career paths aligned to personal goals., 9.1.8PB.5: Identify factors that affect one’s goals, including peers, culture, location and past experiences.** - Throughout the curriculum, we discuss how learning a world language can assist in furthering education goals in the high school (additional classes) as well as college and career goals. Even learning the basics a world language makes someone more marketable in any career avenue than someone who has no knowledge of an additional language.
- **CRP11. Use technology to enhance productivity.** - Students use Chromebooks, online textbooks, apps and programs to enhance their learning.

Technology Standards - Used throughout unit for different in class activities, projects and homework assignments.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

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
<p>Unit Objectives: <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: <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

<p>Lower Cape May Regional School District Introduction to French/ Spanish Curriculum Unit 2 Overview</p>
<p>Content Area: World Languages</p>
<p>Unit Title: Alphabet and Pronunciation</p>
<p>Target Course/Grade Level: Introduction to French/ Spanish / Grades 7 & 8</p>

Unit 2 Summary:

Students will be able to:

- 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

Interdisciplinary Connections & Intercultural Statements:

- Identify vocabulary through the use of cognates
- Build vocabulary using known root words
- Compare target letters to American alphabet
- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners own culture. – Alphabet & Cognates
- Learners recognize and identify a few typical practices of the target culture. - Communication through gestures, eye contact, and body language. Communication using cognates in the target language.

21st Century Themes, Skills, and Standards:

Throughout the curriculum, we constantly examine how knowing a foreign language improve a student's future. We touch on many of the 21st Century Themes, Skills and Standards within each unit. See examples aligned with the specific standards below.

- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
 - **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
 - **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.
 - **CRP5. Consider the environmental, social and economic impacts of decisions.** –
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures., 9.1.8.CR.2: Compare various ways to give back through strengths, passions, and other personal factors.,**

9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance., - Many of the countries studied are underdeveloped and face different social and economic differences compared to our own. Projects, discussions, and comparisons explored help contribute to impacts of decisions in own life.

- **CRP6. Demonstrate creativity and innovation.** - Projects, presentations and skits allow students to show off creative and innovative sides of the students.

- **CRP10. Plan education and career paths aligned to personal goals., 9.1.8PB.5: Identify factors that affect one’s goals, including peers, culture, location and past experiences.** - Throughout the curriculum, we discuss how learning a world language can assist in furthering education goals in the high school (additional classes) as well as college and career goals. Even learning the basics a world language makes someone more marketable in any career avenue than someone who has no knowledge of an additional language.

- **CRP11. Use technology to enhance productivity.** - Students use Chromebooks, online textbooks, apps and programs to enhance their learning.

Technology Standards - Used throughout unit for different in class activities, projects and homework assignments.

- **8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.**

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
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • The Alphabet (In target language) • Cognates 	<p>Unit Objectives: <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 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>
<p>Unit 3 Summary:</p>

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

Interdisciplinary Connections & Intercultural Statements:

- Geography
- Map Reading skills
- History and culture of countries and cities where target language is spoken
- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners own culture. – Spanish Speaking Countries
- Learners recognize and identify a few typical practices of the target culture. - Learn about different cultural traditions, foods and events and compare to their culture.

21st Century Themes, Skills, and Standards:

Throughout the curriculum, we constantly examine how knowing a foreign language improve a student's future. We touch on many of the 21st Century Themes, Skills and Standards within each unit. See examples aligned with the specific standards below.

- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.
- **CRP5. Consider the environmental, social and economic impacts of decisions.** – **9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures., 9.1.8.CR.2: Compare various ways to give back through strengths, passions, and other personal factors., 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.,** - Many of the countries studied are underdeveloped and face different social and economic differences compared to our own. Projects, discussions, and

- comparisons explored help contribute to impacts of decisions in own life.
- **CRP6. Demonstrate creativity and innovation.** - Projects, presentations and skits allow students to show off creative and innovative sides of the students.
- **CRP10. Plan education and career paths aligned to personal goals., 9.1.8PB.5: Identify factors that affect one’s goals, including peers, culture, location and past experiences.** - Throughout the curriculum, we discuss how learning a world language can assist in furthering education goals in the high school (additional classes) as well as college and career goals. Even learning the basics a world language makes someone more marketable in any career avenue than someone who has no knowledge of an additional language.
- **CRP11. Use technology to enhance productivity.** - Students use Chromebooks, online textbooks, apps and programs to enhance their learning.

Technology Standards - Used throughout unit for different in class activities, projects and homework assignments.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

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
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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.
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7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
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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"> • 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) 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • 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
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • Countries that speak target language • Colors (In target language) 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • 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

<p>Lower Cape May Regional School District Introduction to French/ Spanish Curriculum Unit 4 Overview</p>
<p>Content Area: World Languages</p>
<p>Unit Title: Numbers and Colors</p>

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**

Interdisciplinary Connections & Intercultural Statements:

- **Complete simple mathematical skills in target language**
- **Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners own culture. – Numbers, Colors**
- **Learners recognize and identify a few typical practices of the target culture. - Communication through gestures, eye contact, and body language.**

21st Century Themes, Skills, and Standards:

Throughout the curriculum, we constantly examine how knowing a foreign language improve a student's future. We touch on many of the 21st Century Themes, Skills and Standards within each unit. See examples aligned with the specific standards below.

- **CRP1. Act as a responsible and contributing citizen and employee. - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.**
- **CRP2. Apply appropriate academic and technical skills. - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.**
- **CRP4. Communicate clearly and effectively and with reason. - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.**
- **CRP5. Consider the environmental, social and economic impacts of decisions. – 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures., 9.1.8.CR.2: Compare various ways to give back through strengths, passions, and other personal factors., 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to**

the economy and personal finance., - Many of the countries studied are underdeveloped and face different social and economic differences compared to our own. Projects, discussions, and comparisons explored help contribute to impacts of decisions in own life.

- **CRP6. Demonstrate creativity and innovation.** - Projects, presentations and skits allow students to show off creative and innovative sides of the students.
- **CRP10. Plan education and career paths aligned to personal goals., 9.1.8PB.5: Identify factors that affect one’s goals, including peers, culture, location and past experiences.** - Throughout the curriculum, we discuss how learning a world language can assist in furthering education goals in the high school (additional classes) as well as college and career goals. Even learning the basics a world language makes someone more marketable in any career avenue than someone who has no knowledge of an additional language.
- **CRP11. Use technology to enhance productivity.** - Students use Chromebooks, online textbooks, apps and programs to enhance their learning.

Technology Standards - Used throughout unit for different in class activities, projects and homework assignments.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

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.
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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: <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: <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

<p>Lower Cape May Regional School District Introduction to French/ Spanish Curriculum Unit 5 Overview</p>
<p>Content Area: World Languages</p>
<p>Unit Title: Date and Time</p>
<p>Target Course/Grade Level: Introduction to French/ Spanish / Grades 7 & 8</p>
<p>Unit 5 Summary:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • 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

Interdisciplinary Connections & Intercultural Statements:

- Compare holidays and other birthday celebrations in target countries to those in US
- Examine mythology and how the months and dates were named
- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners own culture. – Days, Months, Seasons
- Learners recognize and identify a few typical practices of the target culture. - Communication through gestures, eye contact, and body language.

21st Century Themes, Skills, and Standards:

Throughout the curriculum, we constantly examine how knowing a foreign language improve a student's future. We touch on many of the 21st Century Themes, Skills and Standards within each unit. See examples aligned with the specific standards below.

- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.
- **CRP5. Consider the environmental, social and economic impacts of decisions. – 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures., 9.1.8.CR.2: Compare various ways to give back through strengths, passions, and other personal factors., 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.,** - Many of the countries studied are underdeveloped and face different social and economic differences compared to our own. Projects, discussions, and comparisons explored help contribute to impacts of decisions in own life.
- **CRP6. Demonstrate creativity and innovation.** - Projects, presentations and skits allow students to show off creative and innovative sides of the students.
- **CRP10. Plan education and career paths aligned to personal goals., 9.1.8PB.5: Identify factors that affect one's goals, including peers, culture, location and past experiences. -**

Throughout the curriculum, we discuss how learning a world language can assist in furthering education goals in the high school (additional classes) as well as college and career goals. Even learning the basics a world language makes someone more marketable in any career avenue than someone who has no knowledge of an additional language.

- **CRP11. Use technology to enhance productivity.** - Students use Chromebooks, online textbooks, apps and programs to enhance their learning.

Technology Standards - Used throughout unit for different in class activities, projects and homework assignments.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

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

	<p>dates in target language</p> <ul style="list-style-type: none"> ● To express birthdate and other biographical information in target language ● To understand origin of calendar components
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Days of the week ● Months of the year ● Seasons ● Date formation 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● 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

Summative Assessment Utilized throughout Units:

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

Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
[Life and Career Standards](#)
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:
<https://www.nj.gov/education/aps/cccs/wl/>

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/>

Technology:

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:
- Google Suite
- Google Arts and Culture
- YouTube
- Kahoot
- Quia
- Quizlet
- IXL
- EdPuzzle
- Duolingo App

Resources:

- Ancillary resources and materials used to deliver instruction are included below:
 - Various technology & language websites
 - Supplemental text, video and enrichment materials added by teacher as needed
 - Supplemental material created by the teacher as needed

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In

contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or	Students select activities or are assigned an activity that is designed

Learning Style options	for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the

	products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.

<p>Compacting</p>	<p>This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).</p>
<p>Literature circles</p>	<p>Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.</p>
<p>Learning Centers</p>	<p>A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.</p>
<p>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”</p>	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.</p>
<p>Curriculum development Resources/Instructional Materials:</p>	
<p>List or Link Ancillary Resources and Curriculum Materials Here:</p> <ul style="list-style-type: none"> ● N/A 	
<p>Board of Education Approved Text(s)</p>	
<ul style="list-style-type: none"> ● Teacher Created Text / Materials 	