

Camden City School District
World Language Curriculum Framework
 ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Preliminary/ Preliminar		8th Grade	Time Frame: 3-4 weeks
Theme: Introduction			
Content Area: Spanish integrated with Global Studies			
Essential Questions: <ul style="list-style-type: none"> • Are you able to introduce self and others using culturally appropriate greetings? • Can you tell the difference in writing the date in Spanish vs. English? • Are you able to exchange information about self on familiar topics such as your email address? 		Enduring Understanding: <ul style="list-style-type: none"> • Global citizenship requires an ability to communicate in more than one language. • Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture. • Learning other languages enables an individual to participate in multilingual communities. 	
<i>New Jersey Student Learning Standards</i>			
<u>New Jersey Student Learning Standards: World Language</u> 7.1.NM.A.1 : Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NM.A.2 : Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 7.1.NM.A.3 : Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 : Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.A.5 : Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. 7.1.NM.B.2 : Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 7.1.NM.B.3 : Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 : Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		<u>Standards for Learning Spanish</u> Communication: 1.1. Interpersonal mode. 1.2. Interpretive mode. 1.3. Presentational mode. Culture: 2.1. Practices and perspectives. 2.2. Products and perspectives. Connections: 3.1. Interdisciplinary connections. 3.2. Viewpoints through language/ culture. Comparisons: 4.1. Compare languages. 4.2. Compare cultures. Communities: 5.1. Spanish beyond the school setting. 5.2. Spanish for lifelong learning.	

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<p>7.1.NM.B.5 : Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 : Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2 : Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 : Copy/write words, phrases, or simple guided texts on familiar topics</p> <p>7.1.NM.C.4 : Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 : Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
<p><u>Learning Targets:</u> <u>Interpersonal Mode of Communication</u> Speaking:</p> <ul style="list-style-type: none"> • Ask questions of classmates and answer their questions (Español Santillana, p. 10,16,21,29) • Play oral word games (Refer to : The GO TO Strategies Matrix- Interactive Strategies -2. Four Corners) (Merchant & Young, 2000); (Español Santillana, p. 2,13) • Introduce yourself to a classmate (Español Santillana, p. 5) • Use appropriate greetings at a given time of day (Español Santillana, p. 6,8) • Give commands or instructions (Español Santillana, p. 15) • Talk to a partner about the weather (Español Santillana, p. 29) <p>Listening:</p> <ul style="list-style-type: none"> • Obtain information from an oral exchange (Español Santillana, p. 21); (The GO TO Strategies Matrix-8. Line Up (Kagan, 1994) <p>Writing:</p> <ul style="list-style-type: none"> • Writes appropriate content information (The GO TO Strategies Matrix- 4. Give One - Get One) 	<p><u>Formative Assessments:</u> Interpersonal Task “Four Corners” <u>Purpose:</u> To encourage students to support their positions through oral language. <u>Description:</u> Place four signs on walls of each of the four corners of the room. Label the signs with choices or categories that form possible responses to a single question or prompt. Direct students to read the signs, listen to a corresponding question or prompt, and then move to one of the four choices in the room. Encourage students to talk in their four small groups explaining their reasons for making the choice of that corner. <u>Assessment Tool:</u> Teacher Checklist or Rubric <u>Student Configuration:</u> Whole class interaction, interactive small groups</p> <p>“Line Up” <u>Purpose:</u> To encourage students to state what they know about a topic orally <u>Description:</u> Direct students to form two straight lines parallel to each other. Each student in line #1 faces a partner in line #2. Ask a recall or thinking question. Provide time for students to state their answers to a learning partner. Signal time and directs one student in line #1 to move to</p>

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- Write a dialogue, a class schedule (Español Santillana, p. 7,27)
- Make a list (Español Santillana, p.11, Estrategias aprendizaje 1)
- Make a class birthday calendar (Español Santillana, p. 21)

the end of that line while all the other line #1 students move up one place in line facing a new partner. Ask additional questions as students move down the line.

Assessment Tool: Teacher Checklist or Rubric
Student Configuration: Whole class interaction

“Give One-Get One”

Purpose: To require students to ask and answer questions regarding a content topic

Description: Prepare a handout with four quadrants. Indicate the kind of information the students will share or collect. Ask student to complete quadrant 1 by writing what they know about the topic or providing an example of the topic (an option for lower proficiency levels). Ask students to walk around the room or work in small groups, sharing the information they have compiled and collecting more information to complete quadrants 2, 3 and 4.

Assessment Tool: Graphic Organizer

Student Configuration: Whole-class instruction, interactive whole class or small groups

Interpretive Task

“Inside-Outside Circles”

Purpose: To require students to orally quiz each other regarding a content topic

Description: Directs students to form two circles – one inside with students facing out and the other outside with students facing in. Each student faces a partner. Provides each student with a note card specifying a problem or content question on one side and the answer on the other. The cards and questions are different for each student. Directs student in the outside circle to begin asking the question on the card and listen to the answer. Students should confirm or supply the correct answer. Directs students on the inside circle to ask their questions in turn. Signals time and directs students to exchange cards while students in the outside circle move one place to the right facing a new learning partner.

Interpretive Mode of Communication:

Listening:

- Recognize sounds (Español Santillana, p. 1); create a bingo game.
- Identify written words based on their pronunciation (Español Santillana, p. 2); (The GO TO Strategies Matrix- **7. Inside - Outside Circle** (Kagan, 1994)
- Understand oral instructions (Español Santillana, p. 14)
- Obtain information from a conversation (Español Santillana, p. 25)

Reading:

- Interpret artwork, diagrams, and or graphic organizers (Español Santillana, p. 23); (The GO TO Strategies Matrix- **3. Gallery Walk / Brainstorm Carousel**)

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- Understand the general meanings of a text (Español Santillana, p. 5,26)
- Understand written expressions (Español Santillana, p. 14,15)
- Infer the significance of unknown vocabulary (Español Santillana, p. Estrategia aprendizaje 2)

Presentational Mode of Communication

Speaking:

- Explain current weather conditions (Español Santillana, p. 28)
- Give commands or instructions to be carried out by an audience (Español Santillana, p. 15)

Writing:

- Write and present a skit (Español Santillana, p. 7); (The GO TO Strategies Matrix- **17. Think-Write-Pair-Share**)

Assessment Tool: Teacher Checklist or Rubric
Student Configuration: Whole class interaction

Presentational Task:

“Gallery Walk/ Brainstorm Carousel”

Purpose: To encourage oral language interaction among students regarding a content topic.

Description: Places students into small groups. Distributes a handout with space for writing three or four pieces of information. Models the activity by sharing four pieces of personal information. Three items are truthful but one is not true. Asks students to put their heads together to determine which of the statements is not true. Asks for a show of hands from the class to indicate a vote for the untrue statement. Tells students which statement is not true. Directs each student to write three or four truthful statements and one untrue statement about themselves. Signals time and directs students to take turns reading their statements and voting on each one.

Assessment Tool: Teacher Checklist/ Observation
Student Configuration: Whole class interaction

“Think- Write Pair-Share”

Purpose: To provide oral language processing time for content learning.
Description: Proceeds as in Think-Pair-Share. After student PAIRS share their responses, asks each pair to meet with another pair and individually SHARE responses again.

Assessment Tool: Teacher Checklist/ Observation
Student Configuration: Whole class interaction

Culture:

- ✚ Practices and perspectives:
 - ❖ Create the Spanish calendar.

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- ✚ Products and perspectives
 - ❖ Identify holidays in the Spanish calendar.
- Connections:**
 - ✚ Interdisciplinary connections:
 - ❖ Using toilet paper roll, each student will take enough toilet paper for bathroom visit, according to the number of paper sheets, students will write a target word for each sheet and create a vocabulary list.
 - ✚ Viewpoints through language/culture:
 - ❖ Greet each other in the target language.
- Comparisons:**
 - ✚ Compare languages:
 - ❖ Use a Venn diagram organizer to compare calendars in Spanish and English.
- Compare cultures:**
 - ✚ Compare class schedule; United States- Hispanic country of your choice.
- Communities:**
 - ✚ Spanish beyond the school setting:
 - ❖ Write one's class schedule.
 - ✚ Spanish for lifelong learning:
 - ❖ Make a mini-poster.

Differentiated Instruction:

Developing Learners:

- Model the sounds and have students repeat after you.
- Explain that there is no schwa (*uh*) sound in the Spanish. For example: papa can be pronounced /*pa-puh*/ in English, but will always be /*pa-pa*/ in Spanish. Except for the *u* in *gue*, *gui*, *que*, and *qui*, there are no silent vowels in Spanish. For example, suave would be pronounced /*swav*/ in English and /*sua-ve*/ in Spanish.
- Have students practice: *i*: Pili iba con Isa a la iglesia. *e*: Pepe era el elefante.

Expanding Learners:

- Have students work in small groups to list a word for every letter in the alphabet. The words can be names, locations, foods and so forth, in Spanish. For example: A- Ana, B-Boca, C-Colorado, D-David,..
- Ask each group to report back to the class by sending a representative to write the sample word on the board next to each letter (A- Ana, Argentina...). Have the representatives underline the exemplified letters.

Special-Needs Learners:

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- There may be new sounds that students find especially difficult to pronounce or spell. For example, students who have difficulty pronouncing English r sounds may be relieved to be rid of that sound in Spanish. However, pronouncing new sounds can produce anxiety. Have students work in small, supportive groups.
- Encourage and model sympathetic listening, especially for words that are difficult to say. Point out some words that you find difficult, and have students share their experiences feeling nervous using new sounds.

Summative Assessment:

Preliminary Unit Assessment (Assessment Book p. 5-8)

Resources: Español Santillana; The GO TO Strategies Matrix

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Unit #3	8th Grade	Time Frame: 3-4 weeks
Theme: Guatemala		
Content Area: Spanish integrated with Global Studies		
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Are you able to express yourself when you go shopping? For example, how much it cost? • Can you distinguish seasonal clothing? • Can you compare and contrast traditional clothes from Guatemala and your own culture? 	<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Global citizenship requires an ability to communicate in more than one language. • Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture. • Learning other languages enables an individual to participate in multilingual communities. 	
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<p><u>New Jersey Student Learning Standards:</u> World Language</p> <p>7.1.NM.A.1 : Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2 : Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 : Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 : Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 : Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.2 : Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 : Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 : Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<p><u>Standards for Learning Spanish</u></p> <p>Communication:</p> <p>1.1. Interpersonal mode. 1.2. Interpretive mode. 1.3. Presentational mode.</p> <p>Culture:</p> <p>2.1. Practices and perspectives. 2.2. Products and perspectives.</p> <p>Connections:</p> <p>3.1. Interdisciplinary connections. 3.2. Viewpoints through language/ culture.</p> <p>Comparisons:</p> <p>4.1. Compare languages. 4.2. Compare cultures.</p> <p>Communities:</p> <p>5.1. Spanish beyond the school setting. 5.2. Spanish for lifelong learning.</p>	

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<p><u>Learning Targets:</u> <u>Interpersonal Mode of Communication</u> Speaking:</p> <ul style="list-style-type: none"> • Talk to a partner about clothing and /or clothing stores. (Español Santillana p. 3,10,27,77,79,96,R4, <i>Projecto</i>) • Share opinions with classmates. (Español Santillana p. 41,46,52,57,71) • Describe images to a classmate. (Español Santillana p. 49,95) • Interview a classmate to gather information. (Español Santillana p. 43,48,79,86,91) <p>Writing:</p> <ul style="list-style-type: none"> • Write a descriptive paragraph. (Español Santillana p. 24,28) • Make a list based on personal information and personal knowledge. (Español Santillana p. 23,36,81,102) • Summarize written notes. (Español Santillana p. 18,48,56,<i>Lectura</i>) <ul style="list-style-type: none"> ▪ Grammar-Verbos con raíz irregular (e>ie) El verbo ir, El verbo gustar (Español Santillana p.154,155,156,157,164,165) 	<p><u>Formative Assessments:</u> Interpersonal Task “Think-Pair-Share Squared” (Kagan, 1994 <u>Purpose:</u> To provide oral language processing time for content learning. <u>Description:</u> Proceeds as in Think-Pair-Share. After student PAIRS share their responses, asks each pair to meet with another pair and individually SHARE responses again. <u>Assessment Tool:</u> Teacher Checklist or Rubric <u>Student Configuration:</u> Whole class interaction/ , Interactive student pairs, Whole class sharing. **Refer to <i>The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12</i> for more activities.</p>

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Listening:

- Understand the data being collected in a survey. (Español Santillana p. 25,42,43,86)
- Obtain information from an oral exchange. (Español Santillana p. 25,27,43,86)

Reading:

- Understand the role of historical figures in Guatemala. (Español Santillana p. 99)
- Use pictures to infer meaning. (Español Santillana p. *Lectura*)

Interpretive Mode of Communication

Listening:

- Identify the main ideas of an oral text. (Español Santillana p. 17,62,80,93)
- Interpret audio and video about cultural topics. (Español Santillana p. *Fotonovelas*,9,33,78)
- Obtain information from a conversation or an oral message. (Español Santillana p. 2,11,22,26,33,51,67,70,76)

Reading:

- Understand the meaning of a written document. (Español Santillana p. 18,74,75,*Lectura*)
- Understand cultural texts using cognates as a reading strategy. (Español Santillana p. *Fotonovelas*, 5 Cs boxes, Mapa cultural, *Lectura*)

Presentational Mode of Communication:

Speaking:

- Design and present an original creation. (Español Santillana p. 29,46,63,71,86,92,95,96)
- Display results of an interview. (Español Santillana p. 43,86,91)

Interpretive Task:

“Cognates”

Purpose: To support learning of content vocabulary.

Description: Identifies, models, and displays the cognates from students’ home languages that are similar to target vocabulary, especially in the content areas, e.g., biografía, optimismo.

Assessment Tool: Teacher Checklist or Rubric

Student Configuration: Whole class interaction/ small groups.

*****Refer to The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 for more activities.***

Presentational Task:

“Ticket to Leave/Exit Ticket ” (Modified)

Purpose: To assess student comprehension through writing and presentations.

Description: Poses a question or problem at the end of the student’s presentation related to the lesson’s objectives. Provides time for students to write a brief answer to a specific question or problem. Collects the

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Writing:

- Write and present a skit. (Español Santillana p. 71,89,95)
- Create a written conversation to practice and present to the class. (Español Santillana p. 24,63,71,89,92,94,R4,*Proyecto*)
 - Grammar- Los demostrativos, verbos con raíz irregular (o>ue) (Español Santillana p. 172,173182,183)

responses as students leave the class. Requires students with incorrect responses to confer with peers and rewrite the response in order to leave the classroom.

Assessment Tool: Teacher Checklist or Rubric

Student Configuration: Whole class interaction/ Interactive small groups/Individual writing activity.

****Refer to *The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12* for more activities.**

Culture:

- ✚ Practices and perspectives:
 - ❖ Understand the different usages of the word *mayor* (major problem, age-older).
- ✚ Products and perspectives:
 - ❖ Reflect on the presence of words in one language that have been borrowed from another.

Connections:

- ✚ Interdisciplinary connections:
 - ❖ Use the dictionary to find the word *antigua*.
- ✚ Viewpoints through language/culture:
 - ❖ Learn how worry dolls are made and make one.

Comparisons:

- ✚ Compare languages:
 - ❖ Compare how English and Spanish express to like.
- ✚ Compare cultures:
 - ❖ Compare festivals in Guatemala and in the United States.

Communities:

- ✚ Spanish beyond the school setting:
 - ❖ Donate worry dolls to people in the community.
- ✚ Spanish for lifelong learning:
 - ❖ Listen to a popular Guatemalan singer.

Differentiated Instruction:

Developing Learners:

- The verb *gustar* has several variables that need to be managed. Have students fill in a chart with things that they and others like. They should color code the verbs of the chart to see the patterns more clearly (see Teacher's Edition page 164).

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Expanding Learners:

- To help reinforce the verbs used to express likes, dislikes, and preferences, and to review descriptive adjectives, ask students to list the clothes they like or prefer to wear in the following contexts, using the following headings: *¿Dónde?*- *En una fiesta, en la escuela, en reuniones familiares, en una boda* (see Teacher’s Edition page 164).

Special-Needs Learners:

- Hang up a sign that says *Me gusta* and a sign that says *Me gustan* in two different locations in the room. List or show items of clothing, verbs associated with shopping, and any other review vocabulary that students may know.
- Students should move to the area of the sign that agrees with the item listed. You may wish to break the class into small groups or point to the signs if space is limited. Have students explain why they moved to one sign or the other.

Summative Assessment:

Unit 3: Guatemala (Assessment Book p. 47-62)

Resources: Español Santillana The GO TO Strategies Matrix