

EGG HARBOR TOWNSHIP PUBLIC SCHOOLS  
CURRICULUM

**8<sup>th</sup> Grade Spanish Hispanohablantes**

Length of Course: Full Year

Elective / Required: N/A

Schools: Alder – Fernwood

Student Eligibility: Teacher's Recommendation\_\_\_\_\_

Credit Value: N/A

Date Approved: \_\_\_\_\_

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## **DISTRICT MISSION STATEMENT**

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and every day society.

## **WORLD LANGUAGES - PHILOSOPHY**

The acquisition of a second language is essential in the 21<sup>st</sup> century. Proficiency in a second language provides the learner with a competitive edge and increased value in the global economy and enhanced career opportunities. Proficiency can only be reached by constant exposure to authentic materials and continued use of the target language. We also believe in the value and tradition of teaching Classical Languages and acknowledge the teaching of them as the foundations for many modern languages.

Learning a second language provides students with innumerable advantages both in their academic career and in their post graduate life. Language proficiency enhances critical thinking and problem solving skills, increases and enriches vocabulary, and deepens understanding and appreciation for their own language and culture. Proficient language learners better understand and accept diversity in an ever changing global environment.

## **WORLD LANGUAGES – STATEMENT OF PURPOSE**

The World Languages Department of Egg Harbor Township is committed to providing all students with meaningful learning experiences that promote proficiency in the target language and encourage cultural appreciation within an environment that fosters and rewards academic excellence. The overarching goal of language instruction is the development of students' communicative skills. To achieve maximum proficiency, language classes in Egg Harbor Township will focus on the 5 Cs of Language Education: Communication, Cultures, Connections, Comparisons, and Communities.

The revised world languages standard includes three modes of communication: interpretive, interpersonal, and presentational. In the Interpretive Mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. The Interpersonal Mode of communication requires students to engage in direct oral and/or written communication with others. The Presentational Mode of communication enables students to present orally and/or in writing information to an audience of listeners or readers with whom there is no immediate interaction. Students' success is measured through a variety of rigorous Integrated Performance Assessments (IPAs) using authentic materials that prepare students to function in relevant situations in a 21<sup>st</sup> century environment.

Egg Harbor Township students are part of a dynamic, interconnected, and technologically driven global society focused on the creation and communication of knowledge and ideas. Individuals who effectively communicate in more than one language are globally literate and are well equipped to succeed in the 21<sup>st</sup> century. The goal for all World Language students is to foster an appreciation for second language learning, and ultimately, to promote bi-literacy and critical thinking skills in the target language.

The study of Classical Languages focuses primarily on the Interpretive Mode using historical contexts. Often, attention will be given to oral dimensions of classical languages by requiring students to make presentations in the language of study as a way of strengthening their language knowledge and use. Classical Mythology is taught in order to illustrate connections and comparisons between ancient cultures and the contemporary world.

The goal for heritage speakers is to prepare them for success by facilitating writing and reading fluency while refining formal speech. Heritage speakers have varying abilities and proficiencies in their respective heritage languages. Although heritage speakers are able to carry on fluent and idiomatic conversations in the heritage language, they often need instruction that allows them to develop strengths in reading and in formal speaking and writing. The goal is to provide them with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time.

## **INTRODUCTION**

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

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

### **EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE**

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

### **GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN? WHAT IS UNDERSTANDING BY DESIGN?**

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

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep

understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

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

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

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

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

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

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision

through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

### **INTENT OF THE GUIDE**

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher's resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

**Unit Name: Identidad Cultural****Author: Jenny Dilks, Obed Perez, Yamilei Socorro****SET-UP**

Subject: **World Languages** Country: USA  
Course/Grade: Hispanohablantes **Grade 8** State/Group: **NJ**  
School: Egg Harbor Township Schools

**UNIT SUMMARY**

The purpose of the 8th Grade Hispanohablantes curriculum is to build upon the literacy skills, knowledge, and experiences from their 7th grade Hispanohablantes instruction. Students will broaden their ability to analyze and comprehend Spanish text as well as improve their writing skills. Students during the course of this unit will explore and explain individual and cultural differences as well as similarities, looking beneath the surface of stereotypes.

**UNIT RESOURCES****Printed Materials:**

- "Un Caso Grave de Rayas" by David Shannon
- "Que Fue del Hombre que en el 2008 Vendió su Vida: Entrevista a Ian Usher" by El Tiempo

**Internet Resource Links:**

<http://www.eltiempo.com/carrusel/ian-usher-entrevista-con-el-hombre-que-subasto-su-vida/16025195>

[https://www.youtube.com/watch?v=KbhC9y\\_ny1Y](https://www.youtube.com/watch?v=KbhC9y_ny1Y) Song "Me Vale" by Mana

<http://www.biografiasyvidas.com/biografia/m/mana.htm> Biography: Mana

**STAGE ONE****GOALS AND STANDARDS****Interpretive Mode**

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

### **Interpersonal Mode**

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

### **Presentational Mode**

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation

## **LAL AND SS NJCCCS**

3.1.A.2. Concepts About Print/Text: Develop an understanding of the organizational structure of printed material (e.g. chronological, sequential, procedural text).

3.1.C.3. Decoding and Word Recognition: Continue to use structural analysis and context analysis to decode new words.

3.1.D.1. Fluency: Read aloud in selected texts reflecting understanding of the text and engaging the listener.

3.1.E.1. Reading Strategies: Monitor reading for understanding by setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.

3.1.F.2. Vocabulary and Concept Development: Clarify word meanings through the use of a word's definition, example, restatement, or contrast.

3.1.G.5. Comprehension Skills and Response to Text: Analyze ideas and recurring themes found in texts, such as bravery, loyalty, friendship, and loneliness.

3.1.G.9. Comprehension Skills and Response to Text: Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding.

3.1.G.12. Comprehension Skills and Response to Text: Identify and analyze recurring themes across literary works.

3.2.A.7. Writing as a Process: Reflect on own writing, noting strengths and setting goals for improvement.

3.2.A.6. Writing as a Process: Compose, revise, edit, and publish writing using appropriate word processing software.

3.2.C.6. Mechanics, Spelling, and Handwriting: Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.

3.2.D.3. Writing Forms, Audiences, and Purposes: Write responses to literature and develop insights into

interpretations by connecting to personal experiences and referring to textual information.

3.3.A.2. Discussion: Present ideas and opinions spontaneously in response to a topic or other speakers.

3.3.A.6. Discussion: Respond orally to literature.

3.3.A.7. Discussion: Participate in class discussions appropriately.

3.3.D.4. Oral Presentation: Acknowledge the audience with eye contact and use appropriate verbal responses to clarify questions and inquiries.

3.4.A.1. Active Listening: Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).

6.1.A.5. Examine current issues, events, or themes and relate them to past events.

7.CCSS.ELA-W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **ENDURING UNDERSTANDINGS:**

1. Identities are complex and develop over time.
2. Individual actions of a character are directly affected by particular character traits.
3. Correct grammar use is conducive to clear and effective communication
4. Writing is a flexible and recursive process that encompasses identifying purposes and audiences, planning, drafting, revision, editing, and publishing. Frequent practice and self-evaluation are critical.

#### **ESSENTIAL QUESTIONS**

1. What influences a person's identity?
2. How are our actions affected by our particular character traits?
3. Why is correct grammar important and how can it help me be a more effective communicator?
4. How can I improve my writing skills?

#### **KNOWLEDGE AND SKILLS**

Students will know:

1. What Hispanic heritage month is and what it represents.
2. A person's identity is a complex matter, which develops over time.
3. Different ways to react to criticism and bullying.
4. Some abstract inferences about character's behavior.
5. How to provide relevant evidence to support claims about characters.
6. Context clues, as well as phonetics help us to understand the meaning of unfamiliar words.
7. Understanding reflexive verbs will facilitate comprehension.
8. Informational texts provide insights about a topic.
9. Understanding one's identity promotes growth and maturity.

Students will be able to:

1. Understand what Hispanic heritage month is, and what it represents.
2. Determine what makes a person unique and understand that identity is a complex matter and it is developed over time.
3. Reflect on their reaction to criticism and bullying.
4. Differentiate between and comprehend multiple character perspectives, goals, and intentions.
5. Support claims about characters with details and cite textual evidence.
6. Students will decode unfamiliar words, using phonetic and context clues, improving comprehension and fluency while reading.
7. Students will develop a better understanding of the grammar and structure of the Spanish Language, specifically the reflexive verbs.
8. Interpret an authentic informational text using the ACTFL interpretive format.
9. Gain insight on their cultural, personal identity.

## STAGE TWO

### PERFORMANCE TASKS

**Interpretive** – Interpret an informational text using the ACTFL format. The article : “¿Qué fue del hombre que el 2008 vendió su vida”

**Presentational** – Students will design and create a character trait analyses poster of themselves, mirroring the one done in class about the main character. Students will present their poster to the rest of the class about who they are, their interests, and what represents them.

## OTHER EVIDENCE

- Comprehension quizzes
- Practice Workbook Pages and other worksheets
- Cooperative learning projects
- Question-and-Answer
- Think-Pair-Share
- The Literature Pyramid
- Concept Mapping
- Videos
- Entrance/Exit Tickets
- Formative Assessments (White board activities)

## STAGE THREE

### LEARNING ACTIVITIES

#### **WEEK 1**

Celebrate Hispanic Heritage Month by reading a biography about the Mexican band “Mana”. Students will listen and analyze the lyrics of the song “Me Vale” and reflect on their own identities exploring relevant topics related to bullying, stereotypes and self-awareness.

Introduce the grammar points: Reflexive Verbs. Ongoing context grammar practice with song lyrics.

#### **WEEKS 2-3**

Introduce the new Vocabulary

Listen, read, interpret and discuss the story of “Un Caso Grave De Rayas” by David Shannon

Ongoing context grammar practice.

#### **WEEKS 4-5**

Review concepts of literary analysis: plot, setting, main idea, and supporting details, character traits and evidence.

By partners, students will use an Evidence of Character Trait organizer to describe the main character of the story and provide evidence from the text to support their claims.

As a group the class will collaborate to complete a Character analysis compiling all the evidence that each couple assembled.

#### **WEEK 6**

Presentational Assessment

**WEEK 7**

Continue Presentational Assessment

**WEEK 8**

Interpretative Assessment

**WEEK 9**

Context Grammar practice of the Reflexive verbs.

**Unit Name: Identidad Cultural Part 2****Author: Jenny Dilks, Obed Perez, Yamilei Socorro****SET-UP**

Subject: **World Languages** Country: USA  
Course/Grade: **Hispanohablantes Grade 8** State/Group: **NJ**  
School: Egg Harbor Township Schools

**UNIT SUMMARY**

Students will continue to incorporate literature and character building with the concepts of family heritage and identity. This unit provides the learners with the opportunity to read a story with a character whose experiences will inspire discussions on self-identity and biculturalism. The students will reflect about the qualities and characteristics that make the main character of the story unique and lead to accepting her differences and heritage as an asset.

**UNIT RESOURCES****Printed Materials:**

- Me Llamo Maria Isabel – by Alma Flor Ada.

**Resources:****Internet Resource Links:**

<https://www.youtube.com/watch?v=JiROVQwTL7k> Author Alma Flor Ada talks about book "Maria Isabel".

<https://www.youtube.com/watch?v=mvTX6YA30Lc> Documental: Puerto Rico, Raices.

<https://www.youtube.com/watch?v=uZq9JPOkqyI> Puerto Rican Cuisine

## STAGE ONE

**GOALS AND STANDARDS****Interpretive Mode**

- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

**Interpersonal Mode**

- 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

**Presentational Mode**

- 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation

**LAL AND SS NJCCCS**

- 3.1.A.2. Concepts About Print/Text: Develop an understanding of the organizational structure of printed material (e.g. chronological, sequential, procedural text).
- 3.1.C.3. Decoding and Word Recognition: Continue to use structural analysis and context analysis to decode new words.
- 3.1.D.1. Fluency: Read aloud in selected texts reflecting understanding of the text and engaging the listener.
- 3.1.D.3. Fluency: Apply self-correcting strategies automatically to decode and gain meaning from print both orally and silently.
- 3.1.E.1. Reading Strategies: Monitor reading for understanding by setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.
- 3.1.F.2. Vocabulary and Concept Development: Clarify word meanings through the use of a word's definition, example, restatement, or contrast.
- 3.1.G.5. Comprehension Skills and Response to Text: Analyze ideas and recurring themes found in texts, such as bravery, loyalty, friendship, and loneliness.
- 3.1.G.7. Comprehension Skills and Response to Text: Locate and analyze the elements of setting,

characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.

3.1.G.9. Comprehension Skills and Response to Text: Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding.

3.1.G.12. Comprehension Skills and Response to Text: Identify and analyze recurring themes across literary works.

3.1.H.2. Inquiry and Research: Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its authors.

3.2.A.7. Writing as a Process: Reflect on own writing, noting strengths and setting goals for improvement.

3.2.A.6. Writing as a Process: Compose, revise, edit, and publish writing using appropriate word processing software.

3.2.C.6. Mechanics, Spelling, and Handwriting: Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.

3.2.C.8. Mechanics, Spelling, and Handwriting: Write legibly in manuscript or cursive to meet district standards.

3.2.D.3. Writing Forms, Audiences, and Purposes: Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.

3.3.A.2. Discussion: Present ideas and opinions spontaneously in response to a topic or other speakers.

3.3.A.6. Discussion: Respond orally to literature.

3.3.A.7. Discussion: Participate in class discussions appropriately.

3.3.C.1. Word Choice: Paraphrase, illustrate, clarify, and/or expand on a topic or idea.

3.3.C.4. Word Choice: Incorporate varied sentence structure and correct grammar.

3.3.D.1. Oral Presentation: Use writing to prompt discussion and enhance planning of formal and informal presentations.

3.3.D.4. Oral Presentation: Acknowledge the audience with eye contact and use appropriate verbal responses to clarify questions and inquiries.

3.4.A.1. Active Listening: Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).

6.1.A.5. Examine current issues, events, or themes and relate them to past events.

## **ENDURING UNDERSTANDINGS:**

- 1.** An individual's identity and personality is greatly affected by their heritage and their own upbringing.
- 2.** A community's upheld values mold the person we become.
- 3.** Literature presents relevant social issues which allows us to reflect upon the issues present in today's society.
- 4.** Correct grammar use is conducive to clear and effective communication.

5. Writing is a flexible and recursive process that encompasses identifying purposes and audiences, planning, drafting, revision, editing, and publishing. Frequent practice, coupled with teacher and self-evaluation, is critical.

## ESSENTIAL QUESTIONS

1. How does your family upbringing affect your identity, personality and decision making process?
2. In what ways do the values upheld by your community mold who you are?
3. How does literature help one comprehend the social issues of today?
4. How do we build a strong argument and justify our stance?
5. How do we organize our thoughts to be more persuasive?

## KNOWLEDGE AND SKILLS

Students will know:

1. Family narratives are an integral part of an individual identity.
2. Christmas traditions practiced in Puerto Rico, other Hispanic Countries and the US>
3. An individual's family, and their community values will inevitably affect their identity.
4. Transitional words facilitate fluidity in writing.
5. Ways to increase comprehension of new material and established purpose for reading.
6. Some abstract inferences about character's behavior
7. What literary analysis includes: plot, setting, and supporting details.
8. Persuasive methods.

Students will be able to:

1. Explore the ways in which family narratives are woven into individual identity.
2. Discuss the Puerto Rican Christmas traditions and customs.
3. Research the different customs and Christmas traditions practiced by Hispanic countries.
4. Discuss the influence of family upbringing, community values inheritance, and individual choice.
5. Students will develop a better understanding of the grammar and structure of the Spanish Language, specifically the use of transitional words and persuasive writing.
6. Compare and contrast the holiday family traditions presented in the novel and the ones presented in the movie, National Lampoon's Christmas Vacations.
7. Make inferences and support claims about characters, using details and textual evidence.
8. How to write a persuasive paragraph using basic sentence patterns with conventional spelling, capitalization, and punctuation.

## STAGE TWO

### PERFORMANCE TASKS

#### Title:

#### **Interpretive –**

Students will be able to comprehend the story “Me Llamó María Isabel” and perform literary analyses of the story. They must find ways in which the story speaks to their present reality as Latinos living in the United States and their process of building an identity that fuses elements from different cultures. Students will do a Venn Diagram comparing María Isabel’s life, experiences and traditions with their own.

#### **Presentational –**

Students will have Choice Board of presentational assessments to choose from. The students must choose two assignments from either the speaking section, the writing, or from the artistic section. Through the assessments students will try to persuade the audience about an idea or opinion.

### OTHER EVIDENCE

- Vocabulary quizzes
- Comprehension quizzes
- Practice Workbook Pages and other worksheets
- Cooperative learning projects
- Question-and-Answer
- Think-Pair-Share
- The Literature Pyramid
- Concept Mapping
- Videos
- Entrance/Exit Tickets
- Formative Assessments (White board activities)
- Assignment Choice Board

## STAGE THREE

### LEARNING ACTIVITIES

#### **WEEK 1**

Introduction of the Puerto Rican culture. Students will get acquainted with some general information about customs, food, dances, music, etc, from this country to serve as an introduction to the story “Me Llamó María Isabel.”

Introduce the new vocabulary

### **WEEKS 2-5**

Listen, read, interpret and discuss the story of "Me Llamo Maria Isabel" by Alma Flor Ada.

Students will practice comprehension strategies to enhance understanding of the text as they read.

Context grammar focus: Persuasive writing/Transitional words and sentences: In the context of the story students will discuss the elements of the persuasive writing the main character does in her essay "My Greatest Wish".

### **WEEK 6**

Interpretative assessment.

Christmas and Holidays in the Hispanic Countries.

Students will watch videos and different samples of Christmas traditions comparing to their own experiences.

### **WEEK 7**

Christmas Movie "National Lampoons Christmas Vacation". Students will contrast and compare the values and traditions depicted in the movie with the ones discussed during the previous lesson related to the Hispanic Culture and the story Maria Isabel.

Introduce Presentational Assessment Projects

### **WEEKS 8-9**

Presentational Assessment

### **WEEK 10**

Review and practice grammar points: Transitional words and sentences.

**Unit Name: LA POESIA COMO FORMA DE EXPRESION****Author: Jenny Dilks, Obed Perez, Yamilei Socorro****SET-UP**

Subject: **World Languages** Country: USA  
Course/Grade: **Hispanohablantes Grade 8** State/Group: **NJ**  
School: Egg Harbor Township Schools

**UNIT SUMMARY**

This poetry unit encompasses reading, writing, and learning about poetry. Students will learn multiple terms related to poetry and figurative language. Students will review the concepts of rhyme and hyperbole and learn how to recognize, and identify simile, onomatopoeia, y personification.

**UNIT RESOURCES****Printed Materials:**

- "Cuentos en Verso para Niños Perversos" by Ana Maria Shua

**Resources:**

- "Fria como el Viento" song lyrics
- "Si no te quisiera" song Lyrics
- "El Pollito Pio" song lyrics

**Internet Resource Links:**

<http://www.metrolyrics.com/fria-como-el-viento-lyrics-luis-miguel.html>

<http://www.metrolyrics.com/si-no-te-quisiera-lyrics-juan-magan.html>

<https://www.youtube.com/watch?v=dhsy6epaJGs> El Pollito Pio video

## STAGE ONE

**GOALS AND STANDARDS****Interpretative Mode**

- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

**Interpersonal Mode**

- 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

**Presentational Mode**

- 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation

**LAL AND SS NJCCCS**

- 3.1.E.1. Reading Strategies: Monitor reading for understanding by setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.
- 3.1.G.5. Comprehension Skills and Response to Text: Analyze ideas and recurring themes found in texts, such as bravery, loyalty, friendship, and loneliness.
- 3.1.G.12. Comprehension Skills and Response to Text: Identify and analyze recurring themes across literary works.
- 3.2.A.7. Writing as a Process: Reflect on own writing, noting strengths and setting goals for improvement.
- 3.2.C.6. Mechanics, Spelling, and Handwriting: Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.
- 3.2.D.3. Writing Forms, Audiences, and Purposes: Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.
- 3.3.A.6. Discussion: Respond orally to literature.
- 3.3.A.7. Discussion: Participate in class discussions appropriately.
- LA.7.CCSS.ELA-CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.7.CCSS.ELA-Literacy.L.7.5 -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.7.CCSS.ELA-.RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

### **ENDURING UNDERSTANDINGS:**

1. Personal experiences impact the creative expressions of all individuals
2. Authors use literary devices in order to express meaning.
3. There are many connections between different art expressions like poetry and song writing.

### **ESSENTIAL QUESTIONS**

1. How can one utilize life experiences as a foundation for creative and expressive thinking?
2. How do authors use elements of poetry in order to convey meaning?
3. What connections can we establish between different forms art?

### **KNOWLEDGE AND SKILLS**

Students will know:

1. How Poetry is different from other forms of text.
2. Figurative language is a vehicle for authors to convey and create ideas in the shape of poems.
3. The use of hyperbole or exaggeration in a poem usually expresses emphasis.
4. A simile is a direct comparison, which shows resemblance.
5. Personification is when an animal, an idea or a thing is given human attributes.
6. Onomatopoeia is another example of figurative language.

7. An author can make use of figurative language and literary devices.
8. Songs contain figurative language and can be seen as a form of poetry

Students will be able to:

1. Read and discuss poetry.
2. Experience the use of figurative language.
3. Identify and understand hyperbole (review).
4. Analyze the use of simile as a literary device.
5. Analyze the use of personification as a literary device.
6. Analyze the use of onomatopoeia as a literary device.
7. Create a comic strip to apply the knowledge acquired about figurative language.
8. Determine the moral of a story.
9. Analyze songs as we do poems.

## STAGE TWO

### PERFORMANCE TASKS

#### Title:

**Interpretive** – Students will read a poem and will distinguish verses with different examples of figurative language like: Hyperbole, Simile, Onomatopoeia and Personification.

**Presentational** – Students will choose between three of the poems from the book “Cuentos en Verso para Niños Perversos” to create a comic strip in which the story line will reflect the use and understanding of the figurative language learned.

### OTHER EVIDENCE

- Comprehension quizzes
- Practice worksheets
- Cooperative learning projects
- Question-and-Answer
- Think-Pair-Share
- Videos
- Entrance/Exit Tickets
- Formative Assessments (White board activities)

**STAGE THREE****LEARNING ACTIVITIES****WEEKS 1-2**

Discuss author purpose and choice of poetry as a way to express meaning.

Review concepts of poetry analysis: Hyperbole and Rhyme and introduce the figurative language: simile, onomatopoeia, and personification.

Students will read fragments of different poems to represent each one of the figurative language and how the author express imagery in their writing.

Students will write their own short verses following the examples.

**WEEK 3**

Students will listen to songs and see them as poems and how songwriters use figurative language to convey messages in their songs.

**WEEKS 4-5**

Introduce new vocabulary.

Listen, read, interpret and discuss poems from the book "Cuentos en verso para niños perversos" This book offers and alternate ending to well-known fairy tales. Students will do a Pre-Reading activity by discussing what they know about these fairy tales and decide as a group which story they would like to read.

Students will actively read the stories identifying the figurative language learned in past sessions. Additionally students will identify the moral of the story that was read.

**WEEK 6**

Students will design their own Figurative Language brochure defining and making original examples of figurative language using different pictures and scenes as inspiration.

**WEEK 7**

Interpretative Assessment

**WEEKS 8-9**

Presentational Assessment

**Unit Name: La Vida es un Viaje**

**Author: Jenny Dilks, Obed Perez, Yamilei Socorro**

## SET-UP

Subject: **World Languages**      Country:  
Course/Grade: **Grade**      State/Group: **NJ**  
School:

### UNIT SUMMARY

A vast debate swirls around the topic of immigration to the United States. This unit intends to develop the students' understanding of the concept of immigration. Students will learn to use critical questioning to discuss the reasons behind some people's desire to come and live in the US. They will also consider personal immigration experiences and how examine who these have shaped their family and their own identity.

### UNIT RESOURCES

#### Printed Materials:

"Mi Diario de Aquí Hasta Allá" by Amada Irma Perez

"Caminos" Cesar Chavez" by Alma Flor Ada & Isabel Campoy

#### Other Resources

Movie: The Perfect Game

## STAGE ONE

### GOALS AND STANDARDS

#### Interpretive Mode

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

#### **Interpersonal Mode**

- 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

#### **Presentational Mode**

- 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation

#### **LAL AND SS NJCCCS**

- LA.7.CCSS.ELA-Literacy.CCRA.R.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- LA.7.CCSS.ELA-Literacy.RI.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- LA.7.CCSS.ELA-Literacy.CCRA.R.2 -Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- LA.7.CCSS.ELA-Literacy.W.7.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic
  - LA.7.CCSS.ELA-Literacy.CCRA.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - LA.7.CCSS.ELA-Literacy.W.7.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - 3.1.A.2. Concepts About Print/Text: Develop an understanding of the organizational structure of printed material (e.g. chronological, sequential, procedural text).
  - 3.1.E.1. Reading Strategies: Monitor reading for understanding by setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.
  - 3.1.G.5. Comprehension Skills and Response to Text: Analyze ideas and recurring themes found in texts, such as bravery, loyalty, friendship, and loneliness.
  - 3.1.G.7. Comprehension Skills and Response to Text: Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.
  - 3.1.G.9. Comprehension Skills and Response to Text: Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding.

- 3.1.H.2. Inquiry and Research: Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its authors.
- 3.2.A.7. Writing as a Process: Reflect on own writing, noting strengths and setting goals for improvement.
- 3.2.C.6. Mechanics, Spelling, and Handwriting: Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.
- 3.3.A.2. Discussion: Present ideas and opinions spontaneously in response to a topic or other speakers.
- 3.3.A.7. Discussion: Participate in class discussions appropriately.
- 3.3.C.1. Word Choice: Paraphrase, illustrate, clarify, and/or expand on a topic or idea.
- 3.3.D.1. Oral Presentation: Use writing to prompt discussion and enhance planning of formal and informal presentations.
- 3.3.D.4. Oral Presentation: Acknowledge the audience with eye contact and use appropriate verbal responses to clarify questions and inquiries.
- 3.4.A.1. Active Listening: Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
- 6.1.A.5. Examine current issues, events, or themes and relate them to past events.

### **ENDURING UNDERSTANDINGS:**

1. The United States of America is made up of people from diverse cultural backgrounds
2. Different factors influence people's decisions to immigrate to a new country.
3. Immigrants have to face different challenges to adapt to a new life in a different country.

### **ESSENTIAL QUESTIONS**

1. In what ways is the United States a "nation of immigrants"?
2. Why do people decide to immigrate to a different country?
3. How does being an immigrant shapes one's identity?

## KNOWLEDGE AND SKILLS

Students will know:

1. With the exception of Native Americans, everyone in the United States from the past five centuries is either an immigrant or a descendant of immigrants
2. Groups of immigrants came to the United States for a variety of reasons, including changing economic conditions and religious persecution in their home countries
3. Immigration continues to be a major force in the United States economy and in political discussions.
4. One's identity is complex and fluid. Life experiences like immigration shape the person that you become.

Students will be able to:

1. Reflect on what factors might a person have to weigh when considering whether to immigrate to another country and what might it be like to be faced with this decision?
2. Make connections between their personal and family experiences with those of their classmates, Cesar Chaves and main character from the story 'My Diary from Here to There'
3. Name different immigration groups present in the US.
4. Reflect of how being an immigrant or the descendant of one, has shaped the person they are.

## STAGE TWO

### PERFORMANCE TASKS

#### Title:

**Interpretive** – Students will read My Diary from Here to There and use the ACTFL template for Interpretative assessment.

#### **Presentational** –

Students create a "suitcase" out of a box including the belongings that they will bring to a new country if they were immigrants. This suitcase will be brought with them for an oral presentation along with a diary entry describing their emotions about moving. Students may choose to make the suitcase and the diary entry, a real life representation of the experience of one of their relatives when they immigrated to the US.

**OTHER EVIDENCE**

- Comprehension quizzes
- Cooperative learning projects
- Question-and-Answer
- Think-Pair-Share
- Videos
- Entrance/Exit Tickets
- Interpretative activities
- Formative Assessments (White board activities)

**STAGE THREE****LEARNING ACTIVITIES****WEEKS 1-2**

Introduce North American Map – Mexico and Mexican culture.

Listen, read, interpret and discuss a biography about Cesar Chaves taken from the book Caminos by Alma Flor Ada.

**WEEK 3**

Introduce the new vocabulary

Listen, read, interpret and discuss the story “My Diary from Here to There”

**WEEK 4**

Interpretative Assessment

**WEEKS 5-6**

Presentational Assessment

Movie: The Perfect Game: Sports drama about a Mexican Little League team that made it all the way to the World Series.

## **Curriculum Resources - Differentiated Instruction**

### **Special Education Interventions in General Education**

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

Study guides

Use agenda book for assignments

Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions

Heterogeneous grouping

*Resources:*

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

<http://www.senteacher.org/>

Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

### **English Language Learners Interventions in Regular Education**

*Resources:*

FABRIC - Learning Paradigm for ELLs (NJDOE)

[www.nj.gov/education/bilingual/pd/fabric/fabric.pdf](http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf)

Guide to Teaching ELL Students

<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

### **Gifted and Talented Interventions in Regular Education**

*Resources:*

Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page

<http://www.hoagiesgifted.org/programs.htm>

### **21st Century Learning**

*Resources:*

Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)

<http://www.nj.gov/education/cte/hl/CRP.pdf>