

TABLE OF CONTENTS

Mission Statement	3
Philosophy	3
Statement of Purpose.....	3
Introduction	3
District Curriculum Template	4
Guiding Principles	4
Intent of the Guide	5
Unit 1 – Daily Routines	7
Unit 2 – When We Were Little	14
Unit 3 – Being Healthy	20
Unit 4 – Once Upon A Time.....	26

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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 21st 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 21st 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 21st 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

Subject: **World Languages** Country:
Course/Grade: **Grade 11** State/Group: **NJ**
:
School: **Egg Harbor Township High School**

UNIT SUMMARY

Students will be able to describe their daily activities when getting ready for their day, whether going to school or elsewhere. They will examine how teenagers in Spanish speaking countries get ready for their day. Students will ask questions of their peers about their daily routines. They will contrast preparing themselves to go out with preparing someone else to go out.

UNIT RESOURCES**Printed Materials:**

- Froggy Se Viste
- Buenas Noches, Blue
- Realidades 2
- People en Español

Resources:

- YouTube videos
- Pocoyo video- Hora de Acostarse a Dormir
- PimPon video
- Plaza Sesamo video (el cuerpo)

Internet Resource Links:

http://en.wikipedia.org/wiki/List_of_Hispanic_and_Latino_Americans
<http://coloquio.com/famosos/alpha.htm>
http://www.sparkenthusiasm.com/los_hispanos_famosos.html
<http://www.infoplease.com/spot/hhmbioaz.html>
<http://www.crest.com/es-US/>

STAGE ONE**GOALS AND STANDARDS**

Standard State: NJ

NJ.7.1. World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

7.1.IL.A. Interpretive Mode (Intermediate-Low)

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

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.

7.1.IL.B. Interpersonal Mode (Intermediate-Low)

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.

7.1.IL.C. Presentational Mode (Intermediate-Low)

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

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

ENDURING UNDERSTANDINGS

1. Teenagers around the globe get ready for school and to go out in a similar manner.
2. Everyone has their own routine that may vary based on their personalities and preferences.
3. A personal hygiene or prepping routine is private and specific to the person getting ready.
4. We all change our preparation routines based on the events for which we are preparing.

ESSENTIAL QUESTIONS

1. How do teenagers in Spanish speaking countries get ready for their day?
2. How are the routines of boys and girls different?
3. How are routines during the week are similar or different from the routines followed during the weekends and special occasions?
4. How does one's daily routine differ (clothing and accessories) based on various occasions?

KNOWLEDGE AND SKILLS

Students will know:

- present tense reflexive verbs
- preterit tense reflexive verbs
- vocabulary for getting ready
- vocabulary for personal hygiene products
- question words

Students will be able to:

- describe their daily routine -when getting ready for various events
- describe how they got ready for a past event
- tell what hygiene products they use
- compare/contrast how they get ready for their day with how Hispanic teenagers get ready
- ask one another questions about how they get ready
- ask one another questions about the hygiene products they use

STAGE TWO**PERFORMANCE TASKS**

Title: Performance Assessments

Interpretive:

You will soon be working as an intern in the celebrities department at Univision. You decide to read some online Spanish magazines to brush up on celebrities' daily lives. You come across an interview with a make-up technician for the rich and famous. Read the article and answer the questions given.

Interpersonal:

As part of your internship at Univision, you've learned that you will be assigned to work for one of the nominees for a Latin Grammy Award and will accompany him/her to the Awards ceremony in Las Vegas. You have no idea what you should wear or how you should get ready, so you decide to have a conversation with another student who had the same internship last year. Ask the student several questions to find out what you should do to get all dolled up for the big night at the Grammy Awards. The student will ask you questions about your personal style.

Presentational:

What a great internship you've had at Univision! You just returned from your trip to Las Vegas to attend the Latin Grammys with one of this year's nominees for a Grammy award. Your Spanish class is so excited to hear how about the big night. Create a digital media presentation about your internship. Tell the class about how both you and your star got ready for the big night.

OTHER EVIDENCE

quizzes,
homework,
partner practice,
formative assessments,
choice board,
Quarterly Exam (10%)

Students' self-assessment:

<u>Interpretive:</u> Reading	I can use cognates/context clues/visuals to help me understand how someone gets ready.
	I can understand ads/blogs/commercials for toiletries.
Listening/viewing	I can understand when someone describes how they get ready for their day and the toiletries they use.
	I can understand questions about my daily routine.
<u>Interpersonal:</u> Person to person	I can answer questions about my daily routine.
	I can ask questions to find out how others get ready for their day today and last week.
	I can say at what time I do various parts of my routine.
	I can tell how I get ready for special events.
	I can talk about the toiletries I use.
<u>Presentational:</u> Speaking	I can describe my personal daily routine.
	I can tell others how I got ready for a special event.
Writing	I can write about my personal daily routine.
	I can write about how I got ready for a special event.

STAGE THREE

LEARNING ACTIVITIES

Week 1:

Review, practice and write down the vocabulary for body parts

Students practice proficiency with body parts vocabulary by playing a game of Simon Says.

Students will listen to Sesame Street song about body parts and identify the vocabulary they have learned.

Listen to a teacher describe a "monster". They will draw a monster based on what they hear.

Review and practice the vocabulary for clothing.

Describe orally and in writing what clothing and accessories are worn on different body parts.

Week 2:

Students write and speak about what to wear in different situations.
 Students talk about plans for the weekend with their partner using new vocabulary. Afterwards they retell what their partners' plans are to the class.
 Practice the pronunciation of the new vocabulary for daily routines
 Identify the correct vocabulary expression from the Power Point images
 Using the new vocabulary infer the meaning of some unfamiliar words in some new contexts by using pictures.
 Describe orally and in writing items necessary for daily use and what they are used for.

Week 3:

Students write and speak about the clothes they wear to different events, using previously learned vocabulary for clothing items.
 Students discuss the differences in elegant clothing in the United States vs. Latin America
 Students write and speak about the clothes they wear to different events, using learned vocabulary for clothing items.
 Students write sentences about their daily routine.

Week 4:

Students speak about how quickly or slowly they go about their daily routine.
 Students write sentences about getting ready for a party.
 Students write and speak about getting ready for a special event.
 Work on a range of **artistic activities** of their choice:
 Create a "librito" (short book) with pictures depicting what you do or someone else does to get ready for school in the morning today or last week. Write captions in Spanish for each of the 5-8 pages.
 Show a timeline of your week with pictures and captions depicting 3 activities that you don't do in your daily routine (one per day) on a school day, a day off, and a night out.
 Create a poster collage or a PowerPoint/ Prezi of all the toiletries you generally use and write captions of what you use them for.

Week 5:

Students ask and answer questions about daily routines.
 Discuss the etiquette for parties and special occasions in Latin America and compare it to customs in the United States.
 Students describe a typical teenager's bedroom.
 Work on a range of **writing activities** of their choice:
 Create a Venn Diagram comparing the differences in daily routine for a male and a female student. (El vs. Ella vs. Los dos).
 Your little sister, Eva, has a new babysitter today. Write a note to the babysitter of no less than 6 sentences in which you explain to her Eva's daily routine and include the times.
 You've overslept again and can't be late for school. Write a 6-10 sentence paragraph in Spanish describing your hurried routine and tell how long you spend on each part.

Week 6:

Students read and write about what objects belong to whom.
 Students read and answer questions about which things belong to whom.
 Work on a range of **speaking activities** of their choice:
 Borrow a digital voice recorder or use Audacity or Google Voice and record yourself describing (in Spanish) how you got ready for a date last night. Mention at least 6 activities in the preterit.
 You went to the prom in June. (If you didn't, pretend you did). Borrow a digital voice recorder or use Audacity and record yourself for 1-2 minutes in Spanish describing everything you did (in the preterit) to get ready for the big night. Mention at least 6 things.

Borrow a digital voice recorder or use Audacity or Google Voice and record yourself for 1-2 minutes describing how you got ready (past tense!!) for a birthday party last year.

Listen to YouTube clips and demonstrate comprehension of various descriptions of daily routines.

Listen to YouTube clips, identify items of personal hygiene mentioned, and compare your daily routine to that of the speaker.

Interpretive Assessment

Week 7:

Participate in games (Simon dice, board races, white board competitions etc) to practice the chapter grammar and vocabulary

View a video about Quinceañera and answer comprehension questions

Discuss their internship with a famous Hispanic person orally and in writing using the events of celebrities life (daily preparations and routine in preparation for a special event)

Answer questions orally and in writing about their internship

Write down various information about the activities of the famous people from the presentations of others

Week 8:

Practice composing questions of various types in preparation for the final assessment.

Partner practice with different students on various topics: Daily activities in the morning, night, preparation for a special event, past activities

Review the vocabulary for family members, food, table settings, party activities, and party decorations.

Students write and talk about planning a party, festive occasions

Interpersonal Assessment

Week 9:

Presentation Assessment

Unit Name: Cuando Eramos Niños
Author: Jennifer Joline

UNIT

Subject:
World Languages

State/Group:
NJ

Course/Grade:
Grade 11

School:
Egg Harbor Township High School

UNIT SUMMARY

Students will explore their childhood and will examine how it has shaped who they are as high school students. They will discuss toys and games they used to play with and will describe and compare what they used to be like as a child to how they are now.

UNIT RESOURCES

Printed Materials:

Children's Songs from the book *Pío Peep*:

De Colores

Los Elefantes

El Barquito Chiquitito

Tortillitas para mamá

El Arbol Generoso by Shel Silverstein

Resources:

DVD in Spanish of Toy Story 3

DVD resources of Realidades 2

Baby pictures of celebrities

YouTube clips of Disney Movies in Spanish, i.e., Tiana y el Sapo

Internet Ads from Corte Ingles toys

Internet Ads from Daycares in Spanish-speaking countries

Internet Resource Links:

<http://www.ascd.org>

<http://www.siue.edu/~sworks/grammar%20lesson%20plan.html>

<http://arapahoe.littletonpublicschools.net/Portals/7/World%20Languages/Greenless4/TheGivingTree.pdf>

STAGE ONE

GOALS AND STANDARDS

Standard State: NJ

NJ.7.1. World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

7.1.IL.A. Interpretive Mode (Intermediate-Low)

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

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.

7.1.IL.B. Interpersonal Mode (Intermediate-Low)

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.

7.1.IL.C. Presentational Mode (Intermediate-Low)

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

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

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

ENDURING UNDERSTANDINGS

1. Our childhood experiences help shape who we are as teenagers and how we will contribute to society as adults.
2. Everyone is different and unique as a child.
3. Your place of birth and where you reside influence who you are.
4. Your childhood experiences shape who you are and what you are like as an adolescent.
5. Holidays are celebrated differently in other countries.

ESSENTIAL QUESTIONS

1. What type of child was I?
2. How is my life as a teenager influenced by my childhood?
3. Who am I now and how is it different from how I was as a child?
4. How is childhood in the US, particularly Southern NJ, different from childhood in Spanish speaking countries?
5. How do holiday celebrations differ in countries other than the US?

KNOWLEDGE AND SKILLS

Student Will Know

- Imperfect tense
- Preterit tense
- Imperfect vs. preterit
- Physical descriptions and personality characteristics
- Vocabulary for childhood games, toys, activities and pets
- Comparatives and superlatives
- Verbs similar to *gustar* (encantar, fascinar, interesar etc.)
- Some traditional Spanish songs/poems/rhymes for children
- Construction *Ni...ni* , *nunca*
- Holiday vocabulary
- How holidays are celebrated in other countries

Student Will Be Able To

- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.
- Ask and answer questions about his/her childhood
- Describe what he/she used to do, used to be like, never did, did not like
- Describe what he/she looked like as a child
- Compare him/herself now with childhood
- Describe a specific memorable event from their childhood
- Describe what holidays were like when they were younger
- Compare holiday celebrations in other countries with those in the US

STAGE TWO

PERFORMANCE TASKS

Title: Interpretive Assessment

To help you prepare for your job as an *au pair* you need to do some reading. You're going to be working for a family with three children, ages 2, 7 and 12. You will be in charge of entertaining them all summer so you need to plan now what you will do to keep each one amused and out of trouble. Read the article about toys and activities appropriate for various age levels and answer the questions.

Title: Presentational Assessment

You will be working as an *au pair* (a domestic assistant working for and living as part of a host family) in a Spanish speaking country in a few short months. The family that is looking to hire you wants to make sure you are compatible with their three children ages 2, 7 and 12. Create a video to introduce yourself and tell the family what you were like as a child and what your interests were.

Title: Interpersonal Assessment

You and your BFF are hanging at your house today and he/she wants to help you prepare for your *au pair* job. Since you're going to be entertaining little kids you decide to remind yourself of what you used to like to do as a kid. You see some of your family photo albums on the bookshelf and you think this will be perfect to help you remember. You start flipping through them together. Suddenly, all your childhood memories begin to flood back into your mind and you both begin reminiscing about when you were kids.

OTHER EVIDENCE

Vocabulary quizzes, imperfect and preterit tense quizzes, choice board assignments, presentational essay, practice worksheets, in-class speaking activities, reading and writing prompts, formative assessment class activities.

Student Self-Assessment

Can-do Statements**Interpretive:**

Reading

I can understand descriptions of childhood games and toys.

I can understand an article about childhood games and toys.

Listening/viewing

I can understand videos/commercials about childhood toys and games.

I can understand when someone talks about his/her childhood.

Interpersonal:

Person to person

I can answer questions about my life as a child.

I can ask questions to find out what someone used to be like and used to do as a child.

I can hold a conversation with others about what toys and games we played with during our childhood.

I can discuss and compare with others what we were like as children.

Presentational:

Speaking and Writing

I can describe what I used to be like and used to look like as a child.

I can tell and describe what toys and items I used to play with as a child.

I can tell what others used to be like when they were little and what they used to do in their childhood.

I can compare what I used to be like with how I am now.

I can compare myself to how others were when we were children.

STAGE THREE**LEARNING ACTIVITIES**

Week 1: toys and pets, introduce one authentic childhood song from the target culture Q&A from PPT prompts to describe toys and pets

Week 2: Introduce descriptive adjectives, ser in imperfect tense, play charades

Week 3: comparison vocabulary and phrases, comparisons of childhood pictures with current pictures, imperfect tense, introduce another song, show and tell, Interpretive Assessment. Jigsaw activity after the assessment.

Week 4: discuss holidays and favorite childhood memories and traditions from childhood, memory – one time activity (preterite) / tradition – every year – (imperfect). Incorporate many carwash-type activities for speaking interpersonally

Week 5: introduce any remaining songs, introduce concept of Saint's Day, interpersonal assessment, continue practice with comparisons of equality and inequality while using imperfect

Week 6: imperfect quiz, prep for the presentational assessment – introduce concept of Au Pair, interpretive questions of videos of au pairs, interpretive reading of want ads for au pairs, begin writing out what they will say

Week 7: edit interview and complete presentational assessment – film the videos

Week 8: Quarterlies

Unit Name: Alimentarse Bien
Author: Jennifer Joline

UNIT

Subject: **World Languages** Country:
Course/Grade: **Spanish III** State/Group: **NJ**
School: **Egg Harbor Township High School**

UNIT SUMMARY

Students will learn about the USDA Recommendations and the Food Plate. They will examine their own eating habits and those of their classmates in light of those recommendations and give advice for healthier eating choices. Students will compare and contrast traditional foods, eating times, and meals in Mexico and Spain with the United States.

UNIT RESOURCES

Printed Materials:

Realidades 2 Textbook
Posters from Department of Agriculture
Recipes for traditional cultural dishes
USDA Food Plate
Grocery store flyers
Restaurant menus
Articles about cooking and nutrition

Resources:

Cooking Videos - Omelette
Shop Rite Ads
Restaurant Menus
DVD in Spanish "Cloudy with a Chance of Meatballs"
DVD about foods in Mexico and Spain
Field trip to an authentic restaurant or a store
Camila and PeeWee songs with commands

Internet Resource Links:

<http://www.cielitorosado.com/typography-overview/flanes.html>
http://www.euroresidentes.com/Recetas/Recetas_hispanas.htm
<http://www.wapa.tv/programas/cielitowhatscooking/pavo-relleno-a-la-goya-11-21-09/117/20091120175739>
<http://www.youtube.com>

STAGE ONE**GOALS AND STANDARDS**

Standard State: NJ

NJ.7.1. World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

7.1.IL.A. Interpretive Mode (Intermediate-Low)

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

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

7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

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.

7.1.IL.B. Interpersonal Mode (Intermediate-Low)

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

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.

7.1.IL.C. Presentational Mode (Intermediate-Low)

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

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

ENDURING UNDERSTANDINGS

1. Traditional Hispanic dishes often relate to the types of food that are available in that region.
2. Hispanic families differ from American families in many respects when it comes to preparing meals.
3. Eating healthy cooking includes eating foods low in fat, high in nutrients, and from various food groups and colors.
4. The times that one eats and the foods that one eats at the different meals vary by region.
5. Eating is not the same as eating a well balanced diet.

ESSENTIAL QUESTIONS

1. Why do certain Hispanic countries utilize certain foods in their cooking?
2. How do Hispanic families share responsibilities when it comes to cooking in comparison to American countries?
3. What constitutes healthy eating and cooking?
4. How does what one eats for different meals differ between the USA and Spanish-speaking countries?
5. What is the difference between eating and eating well?

KNOWLEDGE AND SKILLS

Student Will Know:

- Vocabulary for cooking
- Vocabulary for food groups and kitchen utensils
- Descriptive adjectives
- Rules for adjective agreement
- Affirmative/Negative tú commands
- Present, present progressive, preterit, and imperfect tenses
- Impersonal "se"
- Direct and indirect objects
- Traditional foods from various Hispanic countries
- The Food Plate, food categories, and recommended portion sizes

Student Will Be Able To:

- Follow a recipe
- Classify foods according to the food groups
- Express their opinions related to various foods
- Write descriptions of various foods and tell how they are normally eaten/cooked
- Compare and contrast foods from different countries (USA, Mexico, Spain etc.)
- Identify portion sizes for various foods
- Give directions in the kitchen
- Tell what foods they generally eat now and compare them to what they used to eat in childhood

STAGE TWO**PERFORMANCE TASKS**

Title: Interpretive Assessment

To help you prepare for your job as an *au pair* you need to do some reading. You're going to be working for a family with three children, ages 2, 7 and 12. In addition to entertaining them this summer, you will also be cooking for them and you've been instructed to get them on healthy diets. Read the article about foods parents should feed to their children and answer the questions.

Title: Presentational Assessment

You really want to do a good job as an *au pair* this summer so you decide to go all out and learn as much as you can about nutrition and healthy eating so that you'll be ready when you step off the plane. Choose one of the projects below to help you prepare.

- Write and illustrate a children's book that encourages healthy eating
- Choose some healthy recipes that the kids are sure to like and make a video of yourself cooking/baking them
- Design a children's game to teach healthy eating habits

Title: Interpersonal Assessment

Since you will be spending all day everyday this summer with the children and feeding them, their parents are concerned with healthy eating. In preparation you decide to keep a food journal for a few days to record what you normally eat so you can see how your eating habits compare with recommendations for healthy eating. Use your journal and talk to your friend from Spanish class and discuss your eating habits. Listen and take notes to what your friend is saying so you can make recommendations based on what you heard.

OTHER EVIDENCE

Partner practice, written pre-class prompts, homework, vocabulary quizzes, voice thread activity, videos and worksheets, food-group posters, food journal, quarterly exam.

STAGE THREE**LEARNING ACTIVITIES****Week 1**

Introduce food vocabulary and food groups and daily portions.

Practice classifying food into the food groups

Describe foods, review rules for adjective agreement

Food Flashcards

Identify foods using some simple videos

Food recognition games

Partner Practice

Week 2

Vocabulary work with foods and cooking terms

Introduce the Food Plate and the recommended portion sizes

Read Shop Rite Ads, finding healthy and unhealthy foods and certain groups of food.

Make Shop Rite sale posters utilizing *impersonal se*.

Watch videos and answer questions about foods described and prepared.

Partner Practice

Week 3

Continue vocabulary work adding new foods

Create definitions or riddles describing food vocabulary- using adjectives and verbs to say how they taste and look and how they are prepared.

Competition categorizing foods from different groups

Verb practice – present, preterite, and present progressive tenses

Partner practice

Week 4

Journal Writing, focus on adjective agreement

Competition listing foods in different groups

Computer lab practice with *Quia* website and creating own plate online

DVR practice

Food Plate quiz

Week 5

Plan healthy meals.

Record what they have eaten, talking about how many servings from each food group they generally consume.

Analyze the EHTHS cafeteria menu in light of the USDA recommendations, discuss and answer questions

Introduce Affirmative tú commands – regular and irregular forms

Watch Video: Mexican and Spanish Foods.

Partner Practice - ¿Qué comiste ayer? ¿Qué comías cuando eras niño/a?

Week 6

Interpretive Assessment (article from Plaza Sesamo)

Negative tú commands; introduction then partner practice

Introduce commands with direct/indirect object pronouns

Practice with recommended portions and what a portion size really is

Venn Diagram comparing Mexican and Spanish Foods (remembering video)

Week 7

Keep a food journal

Practice with affirmative and negative tú commands

Partner practice – give advice

Week 8

More practice with partners

Interpersonal Assessment

Week 9

Presentational Assessment

4th Quarterly Exams

Unit Name: Once Upon A Time
Author: Alex Susko

Subject: **World Languages** Country:
 Course/Grade: **Spanish/French III CP** State/Group: **NJ**
 School: **Egg Harbor Township High School**

UNIT SUMMARY

Students will examine various fairytales, short stories, and fables in the target language. They will discuss and re-tell these stories with their classmates. They will compare stories in the target language to American literary and film versions of the stories. The unit will culminate in the students creating and presenting their own short story in the target language.

UNIT RESOURCES

Printed Materials:

Various Grimm Fairy Tales, Fables, and Stories

“Contes” by Charles Perrault

Aesop’s Fables (translated to target language)

Realidades 2 Textbook and Reader

Legend of La Llorona (multiple versions by Bryce Hedstrom)

Arbol Generoso by Shel Silverstein (translated to target language)

Legends latinoamericanas by G. Barlow

Leyendas Reader (*Realidades 3*)

Resources:

Different online versions of Fairy Tales, Fables, and Stories, Myths and Legends

DVDs of Fairy Tales in Target Language

La Llorona children’s movie, Grimm Season 2, Episode 9- la Llorona

Shrek in target language

Internet Resource Links:

www.google.fr

www.google.es

<http://cuentos->

[infantiles.idoneos.com/cuentos_mitologicos/mitologia_inca/leyendas_de_la_mitologia_inca/](http://cuentos-infantiles.idoneos.com/cuentos_mitologicos/mitologia_inca/leyendas_de_la_mitologia_inca/)

http://cuentos-infantiles.idoneos.com/cuentos_mitologicos/

<http://www.bedtimestoriescollection.com/> (all languages)

www.edu.mec.gub.uy (Aesop’s Fables)

STAGE ONE

GOALS AND STANDARDS

Standard State: NJ

NJ.7.1. World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

7.1.IL.A. Interpretive Mode (Intermediate-Low)

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

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

7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

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.

7.1.IL.B. Interpersonal Mode (Intermediate-Low)

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

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.

7.1.IL.C. Presentational Mode (Intermediate-Low)

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

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

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.2. Comprehension Skills and Response to Text: Distinguish between essential and

nonessential information.

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.

ENDURING UNDERSTANDINGS

- I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read.
- I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, "The place where I buy stamps" for "post office."
- The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.
- An author's culture can influence their writing.

ESSENTIAL QUESTIONS

- What comprehension strategies do I use when I don't know all the words that I hear and read?
- How do I make my message understandable and interesting to my audience?
- What can I do to keep the conversation going?
- Why do authors write children's stories with a moral?

KNOWLEDGE AND SKILLS

Student Will Know:

- Vocabulary for literature
- Preterit
- Imperfect
- Adjectives/ Adjective agreement

Student Will Be Able To:

- Identify setting, characters, plot, conflict, resolution, and moral of a story
- Re-tell a story in the past
- Describe characters in a story
- Infer meaning from an authentic text in the target language
- Distinguish between essential and nonessential information.
- Analyze ideas and recurring themes found in texts, such as bravery, loyalty,

friendship, and loneliness.

STAGE TWO

PERFORMANCE TASKS

Title: Interpretive Assessment

Students will read an authentic story in the target language and demonstrate their comprehension by completing a Comprehension Guide (Intermediate Level)

Title: Presentational Assessment

Students will write their own fairy tale or fable in the target language. Students will demonstrate their ability writing, editing, and illustrating their own short story. Students will follow the writing process and submit multiple drafts of their story for peer editing and revision before they submit the final copy. Student will present the story to their class.

Title: Interpersonal Assessment

Students have just read a number of stories in the target language and even wrote their own. Now they will discuss their favorite childhood story with a partner. Students should ask and answer questions relating to characters, plot, conflict, resolution, and opinions.

Possible alteration with same conversational skills: Students will read another fairy tale in a group setting; each group will read a different fairy tale. Students will meet with a partner from a different group to discuss the story they just read and ask and answer questions relating to characters, plot, conflict, resolution, and opinions.

OTHER EVIDENCE

Partner practice, practice interpretive guides, homework, vocabulary quizzes, videos and worksheets, "WANTED" posters, quarterly exam.

CAN DO STATEMENTS

Interpretive:

I can identify the main idea, plot, characters, theme, conflict, and resolution of a short story
I can make inferences based on what I have read

Interpersonal:

I can ask and answer questions about short stories and fairytales
I can ask questions about someone's preferences and opinions

Presentational:

I can describe characters in a story
 I can retell a short story that I have already read
 I can write a short story

STAGE THREE**LEARNING ACTIVITIES****Week 1**

Introduce Literature Vocabulary such as setting, character, plot, conflict, resolution, inference, lesson, hero, villain, and moral. Include new questions for comprehension during conversations about stories.

Discuss examples of vocabulary from commonly known stories: PowerPoint

Introduce & explain Interpretive Comprehension Guide.

Begin Little Red Riding Hood & use Interpretive Comprehension Guide//Begin la Llorona intro video and work together to complete pre-reading activities.

Week 2

TPRS of vocabulary retention & re-telling for selected stories

Character descriptions & analysis for a selected story

Story strips for re-telling story (in groups)

Narrate Picture Sequencing (small groups and partnered practice)

Partnered practice for re-telling story (in the present, in the past, from someone else's point of view, etc)

Venn Diagram comparing American version & target language version of selected stories

Finish Llorona, watch either Llorona movie DVD or Grimm episode about Llorona

Begin Arbol Generoso and pre-reading activities

Week 3

Quiz: selected story & literary terms

Begin the next story & use Interpretive Comprehension Guide

Character descriptions & analysis for Little Red Riding Hood

Story strips for re-telling story (in groups)

Narrate Picture Sequencing for teacher selected story (small groups and partnered practice)

Begin Outline/ Rough Draft for Presentational Assessment

Spanish: Have students brainstorm new and extra vocabulary for fairy tales

Begin reading common fairy tales, use new and old vocab to discuss elements of the stories

Week 4

Watch a movie/animated movie/cartoon version of selected story in target language

Partnered practice for re-telling story (in the present, in the past, from someone else's point of view, etc)

Venn Diagram comparing American version & target language version of selected story

Outline of Presentational Assessment due: In class/ peer editing

Continue fairy tales and speaking- preparing for interpersonal assessment.

Week 5

Quiz: story re-tell

Begin various fables such as Aesop's in groups

Group work/ discussions

Group presentations/ re-tells of Aesop's fables

Rough draft of Presentational Assessment due

Interpersonal Assessment (Sp)

Week 6

Presentational Task: WANTED Posters- Students will pick their favorite villain from a story they read in class and create a WANTED poster describing the villain and what they did

Interpretive Assessment (Fairytale & Interpretive Comprehension Guide)

(Sp:) Revisit legends, Venn Diagram comparing legends and fairy tales

(Sp)Interpretive assessment- 2 mountains legend from Reader

Week 7

Interpersonal Assessment

- SHREK in class: students will identify vocabulary learned during this unit in the film
- Ask and answer questions about a favorite bedtime story, communicate with a partner about plot, characters, their impressions etc.

Review about talking in the past (preterite and imperfect uses)

Working in class to edit presentational assessments

Week 8

Presentational Assessments in class:

- **Act out a fragment of a fairytale/myth/legend of their choice with a partner**
- **Create a children's book with storyline and illustrations**

Week 9

Quarterly Exam

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

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>