

EGG HARBOR TOWNSHIP PUBLIC SCHOOLS
CURRICULUM

Course: Honors French/Spanish 7

Length of Course: Full Year

School: Middle Schools

Student Eligibility: Grade 7

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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 everyday 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.

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.

Programs 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.

1st Unit Title: Welcome Back to School

Course: Grade 7 Honors French/Spanish

Grade(s): 7th grade

Unit Summary

The first unit of the year is centered on comparing school life in EHT and other Target Language countries. Students will learn the essential vocabulary associated with a typical school day in their town as well as in various countries. Students will use the target language to exchange information with their peers to include: daily class happenings, likes and dislikes about school, and descriptions of the school community. By the end of the unit, students will be able to navigate through authentic school-related texts and use brief memorized phrases to communicate about familiar topics related to school life.

Unit Resources

Printed Materials:

L'école de Leon

Pat le chat

Resources:

Internet Resource Links:

French Materials:

<http://www.education.gouv.fr/>

French-speaking territories' Ministry of Education websites

Spanish Materials:

Authentic material: "People en Español", newspapers (www.elmundo.es), (www.elpais.com), (www.elpriodico.es), (www.lavanguardia.com), (www.as.com), (www.wbc.es), lanic.utexas.edu/la/region/news, event invitations, books, classroom blueprints. *Also see below for authentic internet resources.

Stage One: Goals

NJCCCS:

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.

Power Standards:

7.1.NHA.1 Interpretive:

Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly concentrated, unfamiliar, spoken, or written words in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NHA.5 Interpretive:

Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NHB.5 Interpersonal:

Converse on a variety of familiar topics and/or topics studied in other content areas.

7.1.NHC.3 Presentational:

Describe in writing people and things from the home and school environment.

Additional Standards:

7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level appropriate, culturally authentic materials.

7.1.NH.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.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.

7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

Understandings:

1. It's important to use context clues and visual aides (teacher's gestures, posters, body language, photos, etc.) when attempting to interpret the target language.
2. One must ask the right questions and give thoughtful responses in order to keep someone engaged in a conversation.
3. Cultural greeting practices play an important role in meeting someone for the first time.
4. Although we live in the same world, our education systems' structures and environments/atmospheres vary from place to place.

Essential Questions:

1. How can I better understand what I hear and read when I have just begun learning a new language?
2. How do I start, carry on, and end a conversation effectively in French/Spanish?
3. How do we make new friends?
4. A. How does my school day compare with other schools in the world?
B. How does my school community compare with that of other schools in the world?

Knowledge and Skills:

Students will know

1. Descriptive adjectives (physical and personality traits)
2. Question Words (including asking names, at what time)
3. "Like(s)" or "dislike(s)" in the school environment
4. School subjects
5. A. Classroom objects
B. The organization of school systems in target language countries
6. Functional phrases commonly used in the classroom
7. Present tense, past tense, and near future formations

Students will be able to

1. Give detailed descriptions of his/her own physical appearance and someone else's
2. Ask and answer questions in obtain and provide further information
3. Express likes and dislikes
4. Describe school schedules in detail
5. Describe and compare a typical school day in a French/Spanish speaking country versus EHT
6. Successfully participate in class using necessary school phrases and following direction
7. Narrate typical happenings throughout the course of a period, day, or school year in various situations (our school, another country's school, the school discussed in authentic material, et cetera)

Stage Two: Performance Tasks: Integrated Performance Assessment (IPA)

Overview of Tasks

Although the purpose of schools in every country is to receive an education, the way in which each country structures their educational system varies based on cultural tendencies and beliefs.

Education in our school district, and across the country is changing. It is becoming far more challenging, and the results of standardized testing are far more important for the individual student, the teacher, and the school district. As the student taking the test, you know how prepared you are to pass this annual test. Is what you are currently doing throughout your academic school year setting you up for success? What else learned from the practices of other countries could be implemented into your education to help ensure a successful performance? How can we help English Language Learners succeed in our school?

Interpretive Task:

Looking at documents from the target language country about school (the school calendar, the school schedule, sample curricula, and the videos detailing school life), show that you have gained an understanding of how the target language countries approach education by answering comprehension questions.

Presentational Task:

Using documents given to you by your teacher, create a resource for the ELL teacher to share with her new students to help them get used to life at their new school. Your goal is to show potential ELL/exchange students from another country what they may expect to see here at our school that might be different from their previous school.

Interpersonal Task:

Based on authentic school schedules from French/Spanish speaking countries, describe your school day and class schedule to your partner. Ask one another follow up questions about the schedule to learn more information about your partner's preferences.

Other Evidence of Student Learning:

Student Self-Assessment: Can Do Statements

- I can introduce myself to others.
- I can talk about my interests/activities that I like to do and do not like to do.
- I can describe my school schedule in detail including days and times.
- I can explain what I do in each of my classes.
- I can explain the materials that I need for each.

- I can compare a my typical school day with a typical school day in a French/Spanish speaking country.
- I can describe my classes.
- I can describe my teachers.
- I can ask another person about his/her school schedule.
- I can ask another person about his/her interests.
- I can read an authentic story/article.
- I can read and identify the main idea of a story/article.
- I can read and identify the supporting details of a story/article.

Stage Three: Learning Activities

General timeline: 2 marking periods

Weeks 1-3

Greetings and students' names.

- Students greet the class
- Students introduce themselves and the other students
- students engage in conversations where they greet and introduce themselves to their classmates and teacher.

Weeks 4-9

Students talk about activities that kids normally like to do and do not like to do

- Emotions and activities
 - Likes and Dislikes (with infinitive)
 - Charades, signals to demonstrate feelings,
- Students talk about likes and dislikes
- Subject pronouns
 - Conjugate regular present tense verbs
 - Form negative sentences
 - Question Words (who, what, when, where, why)
 - Count to forty
 - State months, birthdays

Weeks 10-14

Introduce classroom supplies and the classroom

- Introduce classroom supplies
- Introduce colors
- talk about activities that take place in the classroom
- Learn “to need” and “to want”
- Compare how students get to school in EHT and in target language countries

Weeks 15-18

Introduce schedules, school life, and descriptions

- Introduce numbers 50 - 100
- Introduce class subjects
- Discuss class schedules (including ordinal numbers) and routines (EHT vs. ng target language country)
- Practice telling time (US vs. target country); 24-hour clock
- Describe teachers for each subject (height, weight, beauty, personality, hair color, eye color)
- Describe students (height, weight, beauty, personality)

End of Unit.

2nd Unit Title: My Life After School and on the Weekend

Course: Honors 7 French/Spanish

Grade(s): 7th grade

Unit Summary

The second unit focuses on what the students do in their free, or leisure, time after school, on weekends, and during vacation. Students will compare their free time to that of their peers and that of teenagers from other countries in the Target Language.

Unit Resources

Printed Materials:

Resources:

French:

Cours, cours Nicolas

Spanish:

Internet Resource Links:

French:

Various MJC websites

Spanish:

Stage One: Goals

NJCCCS:

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.

Power Standards:

7.1.NH.A.4 Interpretive:

Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NH.B.4 Interpersonal:

Ask and respond to questions, make requests, and express preferences in various social situations.

7.1.NH.C.2 Presentational:

Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

Additional Standards:

7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level appropriate, culturally authentic materials.

7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

7.1.NH.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.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

7.1.NH.C.3 Describe in writing people and things from the home and school environment.

7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

Understandings:

Teenagers in Spanish/French speaking countries spend their free/leisure time in similar, yet different, ways than teens in EHT.

Leisure activities reflect geographic location and cultural perspectives particular to a society.

Essential Questions:

How do Spanish/French-speaking teenagers' leisure time activities compare to mine?

How would my lifestyle be different if I lived in a French/Spanish-speaking country?

Knowledge and Skills:

Students will know

1. A. Vocabulary for leisure activities, sports, exercise activities, hobbies
B. How to talk about leisure activities in the past, present and future
2. Which leisure activities they like and dislike
3. The frequency and the time when leisure activities are done changes
4. How to extend and accept or decline an invitation
5. How to use comprehension strategies to understand and discuss authentic material
6. How the activities done during free time in EHT compare with that of the target culture
7. How the concept of after school activities and sports vary in EHT and the target culture
8. Students' priorities vary in his/her culture and in the target culture

Students will be able to

1. Talk about what they do, did, and will do in their free time
2. Express varying degrees of like/ dislike for activities, favorites and preferences
3. Tell at what time they do an activity and how often
4. Invite friends to come to free time activities and accept/decline others' invitations
5. Retell and discuss a culturally authentic material
6. Compare and contrast traditional American activities with those done in other countries
7. Describe a rec center's offerings in EHT compared to a rec center's offerings in a target culture
8. Justify and explain how leisure activities reflect geographic location and cultural perspectives particular to a society.

Stage Two: Performance Tasks: Integrated Performance Assessment (IPA)**Overview of Tasks**

Based on each culture's leisure activities, am I more likely to lead a healthier lifestyle in EHT or in France/a Spanish-speaking country?

Rising childhood obesity rates are becoming a worldwide concern. One component of battling obesity is being active. As a result, the government, parents, and children themselves are taking a more proactive role in making conscious decisions about maintaining an active lifestyle. While each country has its own ways of enjoying their free time based on its cultural heritage, there are also many similarities. Help AtlantiCare/Cape May Tourist Bureau spread this important information to our native-speaker friends.

Interpretive Task:

Looking at documents from the target language country (extracurricular school activity schedules, recreational center schedules, food pyramids, movie schedules, resorts, summer camps) show that you have gained an understanding of how the target language countries encourage their citizens to lead a healthy lifestyle by answering comprehension questions.

Presentational Task:

AtlantiCare/Cape May Tourist Bureau is in need of assistance making materials for Spanish-speaking families/Canadian tourists. They have reached out to the Superintendent looking for a language class to assist them and he has recommended your class. Using the documents read in class, create a commercial, brochure, or other document for the AtlantiCare/Cape May Tourist Bureau to use to show Spanish-speaking families/Canadian tourists all of the local activities that EHT offers to stay active/healthy.

Interpersonal Task:

Based on the documents that you have read (extracurricular school activities, recreational center schedules, food pyramids, movie schedules, resorts, summer camps), discuss with a friend which area of the world— EHT or France/Spanish-speaking countries – would be best suited to help you start to lead a healthier lifestyle. Consider which specific aspects are most appealing to you and ask your partner his/her opinion.

Other Evidence of Student Learning:**Student Self-Assessment: Can Do Statements**

- I can describe various activities that I do in my spare time.
- I can describe various activities that I did in my spare time.
- I can describe various activities that I will do in my spare time.
- I can state which activities I like, dislike, and prefer.
- I can state how often I do/did/will do a certain activity.
- I can invite friends to do certain activities and appropriately respond to similar invitations.
- I can retell an authentic story in my own words.
- I can discuss an authentic story.
- I can compare and contrast common American activities with those in another country that speaks the target language.
- I can read and understand culturally authentic documents.
- I can justify my leisure time activity choices.

Stage Three: Learning Activities

General timeline: 2 marking periods

Weeks 1-6

Activities, Sports and Leisure Activities

Discuss activities liked and disliked

Review degrees of like/dislike and discuss activities the students prefer

Introduce Activity Vocabulary (various sports, leisure activities)

Review conjugation of present tense verbs while discussing leisure activities
Introduce the verb “to play” (faire/jouer or jugar/tocar)
Review negative sentences and additional negative phrases
Introduce words to say how often one does an activity (sometimes/never/always etc)
Review using a verb + an infinitive (i.e. “I want to...”, “I prefer to...”, etc.)
Discuss seasons and specific activities students like to do at those times
Discuss typical pastimes of teenagers in target language countries

Weeks 7-8

Possible Activities for this Unit:

Play “Charades” acting out new activity vocabulary and degree of like or dislike. Students will guess the answer with a complete sentence. (Example- the student puts two thumbs up and acts out bowling. Another student answers “I really like to go bowling.”)
Take a survey of classmates to find out how many people enjoy a certain activity. Each student will survey the class about one activity. Then, share results and create a bar graph about all of the activities.

Weeks 10-12

Read “Run, Run Nicholas” and do writing/speaking activities related to the book

Places To Go

Talk about places the students generally go.

Introduce and discuss places teenagers like to go and have students discuss what activities they do there

Introduce the verb “to go” and the preposition “to” and “from” to expand discussion of places

Introduce transition words (i.e. next, then, etc.)

Discuss recreational centers or sports clubs in target language countries

Compare/contrast free time for students in target language countries and the US

Introduce past tense and discuss where students went and what they did (last weekend, last summer, etc.) Include the verb “to go” in the past tense

Weeks 13-15

Possible Activities for this Unit:

Describe typical activities done at a place. Have students guess the place. Then, have students create their own descriptions and share with the class. (For example, “I go to this place to hang out with my friends. I buy clothes and we eat pizza.” Answer- the mall)

Inviting Others to do Activities

Review time and saying at what time something happens

Extend an invitation to go somewhere/do an activity

Review question words to ask follow-up questions to the invitation (at what time? With whom? When? Where? Etc.)

Learn to accept/decline an invitation, including giving a reason or excuse for not being able to attend
Introduce near future tense to discuss activities that you are going to do soon

Weeks 16-18

Possible Activities for this Unit:

Create a skit/video where students must call one another on the phone to invite each other to a place, activity or event.

In a group, have each student come up with a different part of an invitation- one student picks an activity, another says with whom, another student says when and another student says where (adjust according to number of students in group). Once they each come up with their word/phrase on their own, they must put them together into a question. (For example, students may end up asking “Would you like to go skiing at the mall with my grandmom on Tuesday?”) Then, have another student in the class accept or decline the invite.

End of Unit.

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>