

EGG HARBOR TOWNSHIP PUBLIC SCHOOLS
CURRICULUM

Course: **Honors French/Spanish 8**

Length of Course: Full year

Elective / Required: Required

School: Middle Schools

Student Eligibility: Grade 8

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REVISED July 2016

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.

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.

1st Unit Title: My Family, My House, and My World

Course: 8th Grade Honors French / Spanish

Grade(s): 8th grade

Unit Summary

In this unit students will examine typical American families and homes and compare them with what is common in the target language culture(s). They will also understand how family and home life differ from one culture to the next.

Unit Resources

Printed Materials:

Resources:

Internet Resource Links:

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

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

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

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

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

Understandings:

1. A home and a family are specific to each culture in which one is raised and in which one lives.
2. The physical components of a home differ in each country based on cultural perspectives.

Essential Questions:

1. What role do I play in my family's daily routine?
2. How does my home compare to that of one in another country?

Knowledge and Skills:

Students will know

1. A. Family vocabulary
B. Physical & personality trait adjectives
C. Possessive adjectives
2. House/Apartment/Condo vocabulary (including floor levels, size, rooms, furniture)
3. Household chores
4. Differences between home life and family structure in EHT and Target Language countries

Students will be able to

1. Describe family members and their relationships to one another
2. A. Describe their house
B. Compare families and homes of friends
3. Discuss chores and family responsibilities
4. A. Understand similarities and differences between homes and families in the EHT and Target Language countries
B. Read and understand short stories or articles in the target language

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

Overview of Tasks

With the Seal of Biliteracy and the CIEE study abroad scholarship program becoming more popular in our high school, you have started thinking about traveling to a country where you can use the language you've been learning. You have taken it upon yourself to look into where you would find yourself most comfortable living for the extended stay that the program entails. After doing all of the research about each country's typical living accommodations, you decide to formulate a more concrete plan of where you would like to go so that when the time comes, you can be prepared for the CIEE application process.

Interpretive Task:

Looking at documents from the Target Language Country (house rentals ads, videos, websites, etc.), show that you have gained an understanding of the different aspects of each Target Language's home life by answering comprehension questions.

Presentational Task:

Create a digital presentation for your friends in class, providing an overview of the different living accommodations that you would be exposed to while studying abroad in the CIEE program.

Interpersonal Task:

After looking through a series of documents, discuss with your classmate, which country you would like to go to and why, based solely on the living accommodations. Converse with your classmate about all of the various aspects that appeal to you about each town's home life as well as all of the aspects that you do not like. Based on your conversation, help each other decide which town would be best-suited for each other based on home-life alone.

Other Evidence of Student Learning:

Student Self-Assessment: Can Do Statements

- I can describe my family and individual members of my family.
- I can describe my physical appearance and the appearance of others.
- I can describe my house and houses in French/Spanish speaking countries.
- I can compare/contrast typical houses in the United States and France/Spain.
- I can tell what my chores and responsibilities are at home.
- I can compare my family with a friend's family.
- I can ask and answer questions about my family and home.
- I can describe how I am feeling.
- I can compare how I live with how people live in French/Spanish speaking countries.

- I can identify the main idea of a story/article.
- I can identify the supporting details of a story/article

Stage Three: Learning Activities

General timeline: 2 marking periods

Weeks 1-6

Students talk about their family

Students name the members of their family (including divorced/remarried household vocabulary)

Describe one's family members'

Talk about age and personality

Discuss physical descriptions and feelings

Relation to you and other family members (using possessive adjectives)

Weeks 7-8

Possible Learning Activities:

look at pictures of families from television shows and describe how people are related to one another as well as physical/personality descriptions; or ask/answer questions about the family with a partner

do a class "scavenger hunt" - the teacher will provide a list of people to find (ex- a person with 2 sisters, a person whose grandmother lives in EHT, etc.) students circulate the room asking other students about their families to find people to fit each category

use magazines to create a fictional family - cut out pictures of celebrities and build a family tree.

Students can write or speak about how people are related to one another, as well as physical/personality descriptions, ages, etc.

Weeks 9-13

The House

Describe one's house

House/Apartment – Cultural aspect- What is more common in target language countries? Why?

Where do French-speaking/Spanish-speaking people tend to live?

Size of house/apartment and number of rooms

Yard

Levels of the house

Weeks 14-15

Possible learning activities:

Explore real estate websites and have students choose a "dream" home (or if no access to technology, print out home descriptions for students). Describe the home (written or oral) in detail, in both the US and the target language country and compare/contrast

design a home/floor plan and describe

Vocabulary terms

Pieces of furniture (terms, colors, sizes, purpose)

Weeks 16-18

Chores (Introduce the expression "to have to")

Activities(old and new) (Introduce “to be able to”)

Vocabulary term for room, pieces of furniture in room, chores in room

The Outside of the House

Review seasons

Possible Learning Activities:

Have student-volunteers act out chores or activities. Guess the chore/activity, as well as make a sentence stating where in the house the person does this activity.

create a weekly chore schedule for the family

Design a room- choose furniture items for a new bedroom

Draw a room- describe to another student where in a room furniture items are located. The student that is listening draws what they hear. Then check and switch roles.

End of Unit.

2nd Unit Title:

Course: Honors 8 French/Spanish

Grade(s): 8th grade

Unit Summary

In this unit, the students will discuss the town in which they live and compare those of the Target Language. Students will discuss the architecture and buildings associated with each town, how to get around, and how to ask for/give directions from one point of interest to another.

Unit Resources

Printed Materials:

Resources:

Internet Resource Links:

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

Additional Standards:

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

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

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

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

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

7.1.II.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.

Understandings:

1. EHT shares both similarities and differences with typical towns in Spain/France.
2. Various reading and listening strategies can help me better understand what I hear and read in the target language as I travel in another country.

Essential Questions:

1. How are towns in the Target Language different from EHT and the towns in the United States?
2. What do I need to know to effectively navigate through a town in the Target Country?

Knowledge and Skills:

Students will know

1. Vocabulary associated with a town's various establishments (ex. Why they go to various buildings or what activities they do there)
2. Modes of Transportation
3. Vocabulary for giving someone directions and describing location of places.
4. Which establishments to go to based on your day's agenda and preferences.
5. Similarities and differences between my town and towns in the Target Language.

Students will be able to

1. Identify buildings in town and describe their location
2. Identify how you would get from one place to another in town
3. Ask for and give directions in Spanish/French for going from one place to another
4. Plan activities and travel in a French/Spanish speaking town
5. Describe similarities and differences between my town and towns in the Target Language.

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

Overview of Tasks

With the Seal of Biliteracy and the CIEE study abroad scholarship program becoming more popular in our high school, you have started thinking about traveling to a country where you can use the language you've been learning. You have already taken it upon yourself to look into where you would find yourself most comfortable living for the extended stay that the program entails. Now, however, you are going to extend your research beyond the home and into the town itself and the surrounding areas. After doing all of the research about each country's lifestyle, you decide to formulate a more concrete plan of where you would like to go so that when the time comes, you can be prepared for the CIEE application process.

Interpretive Task:

Looking at documents from the Target Language Country (brochures, videos, websites, etc.), show that you have gained an understanding of the different aspects of each Target Language town life by answering comprehension questions.

Presentational Task:

Create a digital presentation for your friends in class, providing an explanation of which town you would choose to stay at during your time abroad..

OR

Now that you have decided which town you would like to stay in, compose a letter to e-mail to the municipality requesting further information that will help answer some of the questions that you still have regarding the town.

Interpersonal Task:

After looking through a series of documents, discuss with your classmate, which country you would like to go to and why, based solely on the places to visit and services in the towns. Converse with your classmate about all of the various aspects that appeal to you about each town as well as all of the aspects that you do not like. Based on your conversation, help each other decide which town would be best-suited for each other.

Other Evidence of Student Learning:

Student Self-Assessment: Can Do Statements

- I can describe places found in my town and a Spanish/French speaking town.
- I can list the similarities between my town and a town in the Target Language.
- I can list the differences between my town and a town in the Target Language.
- I can express my preference between different towns.
- I can make myself clearly understood when speaking/writing about my town.
- I can ask for, give and understand directions.
- I can determine what mode of transportation I can take from one place to another.

Stage Three: Learning Activities

General timeline: 2 marking periods

Weeks 1-6

- Describe my town (EHT)
- Brainstorm about my town (buildings/establishments, roads)
- Introduce vocabulary
- Show photos of actual places and have students describe them in detail
- Compare and contrast US establishments vs. target culture establishments)
- Provide and follow directions in my town
- Recycle/Introduce street names
- Introduce telling directions
- Describe the directions from my home to my school and vice versa
- Describe modes of transportation in target language cultures

Weeks 7-10

- Recycle material from above but in new target culture town
- Introduce street addresses
- View movies, documentaries, commercials, and short videos about new town
- Explore travel brochures
- Use internet to research places of interest in new town
- Compare and contrast target culture with EHT (use comparatives)
- Provide and follow directions in target language city
- Use paper map, interactive map, GPS, websites (Mapquest, Michelin...) to decipher directions to go from a location A to a location B
- Perform skits of people asking and giving directions

Weeks 11-12

- View movies, documentaries, commercials, and short videos about other Spanish/French-speaking towns (DAKAR/BOGOTA or similar)
- Explore travel brochures of the town.
- Optional: use technology to find ePals from another country compare & contrast French speaking city in Africa with Paris using Venn Diagrams (or country in Latin America with Madrid)

Weeks 13-15

Examine common African/Latin American modes of transportation

Use Google Earth and Google maps to view the African/Latin American city

Describe buildings in the town

Give directions to get from one place to another

Design my ideal town and present my ideal town with a PowerPoint, movie, or poster

Draw floor plan of your ideal town and identify municipal buildings, streets...

Plan transportation and parking

Peer review of written work

Present project to the class

Weeks 16-18

Other Possible Learning Activities:

Read a shopping list or list of errands and create an itinerary of where in town you need to go to accomplish the tasks.

Record yourself giving directions from the classroom to other points within the school. Other students will listen and try to guess the destination.

Read and view a map and cutouts representing different places in the town (police station, theatre, etc.) listen as the teacher describes the location of the buildings (on the corner of... across from.. etc.) and glue the pictures to the map according to what you hear.

Read a list of places to go and decide which mode of transportation is most effective

Given a city in the target culture, research and plan a trip to that city creating an itinerary of what places in the city you'd would like to visit on the trip and why

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>

