

EGG HARBOR TOWNSHIP PUBLIC SCHOOLS
CURRICULUM

___8th___Grade Spanish Hispanohablantes

Length of Course:	<u>Full Year</u>
Elective / Required:	<u>N/A</u>
Schools:	Alder – Fernwood
Student Eligibility:	Teacher's Recommendation
Credit Value:	<u>N/A</u>
Date Approved:	

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DISTRICT MISSION STATEMENT

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

WORLD LANGUAGES - PHILOSOPHY

The acquisition of a second language is essential in the 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 1

Unit Name: Identidad Cultural

Author: Jenny Dilks, Obed Perez, Yamilei Socorro

Subject:

World Languages

Country:

USA

Course/Grade: Hispanohablantes

Grade 8

State/Group: **NJ**

School: Egg Harbor Township Schools

UNIT SUMMARY

The purpose of the 8th Grade Hispanohablantes curriculum is to build upon the skills, knowledge, and experiences from their 7th grade Hispanohablantes instruction. Students will broaden their ability to analyze and comprehend reading Spanish text as well as improve their writing skills. Students during the course of this unit will explore and explain individual and cultural differences as well as similarities, looking beneath the surface of stereotypes. They will reflect about the concept of identity and how it influences one's actions.

UNIT RESOURCES

Printed Materials:

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

Internet Resource Links:

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

La Gozadera: https://www.youtube.com/watch?v=VMp55KH_3wo

GOALS AND STANDARDS

Power Standards:

Interpretive:

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Presentation:

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

Additional Standards:

Interpretive Mode

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.

Presentation Mode:

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

ELA STUDENT LEARNING STANDARDS

LA.8.RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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LA.8.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

LA.8.L.8.4.A - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

ENDURING UNDERSTANDINGS:

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

ESSENTIAL QUESTIONS

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

KNOWLEDGE AND SKILLS

Students will know:

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

Students will be able to:

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

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

OVERVIEW OF TASKS

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

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

OTHER EVIDENCE

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

Student Self-Assessment: Can Do Statements

These should mirror what the student will be able to do from the “skills” section. These also should reflect the EQs of the unit.

1. I can identify and name at least 10 Hispanic Countries. This is not in the “knowledge” or “skills” section.
2. I can identify the following components of literary analysis: plot, setting, main idea, and supporting details.
3. I can identify main characters and describe at least three character traits.
4. I can support my claims and find evidence of the character traits in the text.
5. I can describe my character traits and provide evidence in written form.
6. I can identify nouns, adjectives and articles and recognize that they change according to number and gender.

Stage Three: Learning Activities

WEEK 1

Celebrate Hispanic Heritage Month by listening and learning the lyrics of the song “La Gozadera: Students will listen and analyze the lyrics of the song “La Gozadera” and reflect on the different countries and backgrounds that make the Hispanic Population diverse. Students will reflect on their own identities exploring how their country of origin makes them similar or different from other hispanics.

WEEK 2-3

Introduce the new Vocabulary

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

Ongoing context grammar practice.

WEEK 4

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

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

INTERPRETIVE ASSESSMENT: Character Trait Analysis

WEEK 5

Presentation Assessment

WEEK 6

Continue Presentation Assessment

WEEK 7

Read and reflect on The article : "¿Qué fue del hombre que el 2008 vendió su vida"

WEEK 8

Interpretive Assessment

WEEK 9

Context Grammar practice of the Reflexive verbs.

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

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

UNIT SUMMARY

Students will continue to incorporate literature and character building, with the concepts of family heritage and identity. This unit provides the learners with the opportunity to read a story with a character whose experiences will inspire discussions on self-identity and biculturalism. The students will reflect on the qualities and characteristics that make the main character of the story unique and lead to accepting her differences and heritage as an asset. Additionally, students will improve their writing skills and learn strategies on how to write effective essays.

UNIT RESOURCES**Printed Materials:**

- Me Llamo Maria Isabel – by Alma Flor Ada.

Resources:**Internet Resource Links:**

<https://www.youtube.com/watch?v=JiROVQwTL7k> Author Alma Flor Ada talks about book “Maria Isabel”.
<https://www.youtube.com/watch?v=mvTX6YA30Lc> Documental: Puerto Rico, Raices.
<https://www.youtube.com/watch?v=uZq9JPOkqyI> Puerto Rican Cuisine

Stage One: Goals**Power Standards:****Interpretive Mode**

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Presentational Mode

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

Additional Standards:

Interpretive Mode

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.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.

Presentational Mode

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

LAL AND SS NJCCCS

LA.8.RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LA.8.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

LA.8.L.8.4.A - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LA.8.L.8.6 - [*Progress Indicator*] - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNDERSTANDINGS:

1. An individual's identity and personality is greatly affected by their heritage and their own upbringing.
2. A community's upheld values mold the person we become.
3. Literature presents relevant social issues which allows us to reflect upon the issues present in today's society.
4. Correct grammar use is conducive to clear, mature and effective communication.
5. Writing is a flexible and recursive process that encompasses identifying purposes and audiences, planning, drafting, revision, editing, and publishing. Frequent practice, coupled with teacher and self-evaluation, is critical. This doesn't really have anything to do with persuasive writing.

ESSENTIAL QUESTIONS

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

KNOWLEDGE AND SKILLS

Students will know:

1. Family narratives are an integral part of an individual's identity.
2. Christmas traditions practiced in Puerto Rico, other Hispanic Countries and the US.
3. An individual's family, and their community values will inevitably affect their identity.
4. Transitional words facilitate fluidity in writing.
5. To make connections between previous knowledge and/ or experiences to increase comprehension of new material and established purpose for reading.
6. how to perform a literary analysis, including plot, setting and supporting details.
7. We can use language as a vehicle to persuade people to follow ones ideas.

Students will be able to:

1. Explore the ways in which family narratives are woven into individual identity.
2. Discuss the Puerto Rican Christmas traditions and customs.
3. Research the different customs and Christmas traditions practiced by Hispanic countries.

4. Discuss the influence of family upbringing, community values inheritance, and individual choice.
5. Develop a better understanding of the grammar and structure of the Spanish Language, specifically the use of transitional words and persuasive writing.
6. Make inferences and support claims about characters, using details and textual evidence.
7. Write a persuasive paragraph using basic sentence patterns with conventional spelling, capitalization, and punctuation.

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

Overview of Tasks

PERFORMANCE TASKS

Title:

Interpretive –

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

Presentational –

Students will research their family name. The origins and history behind their last names. Additionally they will interview their parents on how their first name was chosen. Students will do a media presentation with the results of their research.

OTHER EVIDENCE

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

Student Self-Assessment: Can Do Statements

1. I can locate the country of Puerto Rico in a map and provide general information about it.
2. I can identify the following components of literary analysis: setting, main idea, and supporting details.
3. I can make inferences and make connections while I am reading.
4. I can write a persuasive essay or speech.
5. I can support my claims with evidence and reasons.
6. I can compare and contrast different cultural practices with my own.
7. I can set goals to improve my writing.

Stage Three: Learning Activities

WEEK 1

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

Introduce the new Vocabulary

SUMMATIVE ASSESSMENT: Puerto Rican Facts and culture

WEEK 2-5

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

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

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

WEEK 6

Interpretive assessment.

Christmas and Holidays in the Hispanic Countries.

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

WEEK 7

Introduce Presentational Assessment Projects

WEEK 8-9

Presentational Assessment

WEEK 10

Review and practice grammar points: Transitional words and sentences.

Unit 3

Unit Name: LA POESIA COMO FORMA DE EXPRESION

Author: Jenny Dilks, Obed Perez, Yamilei Socorro

Subject:

World Languages

Country:

USA

Course/Grade:

Hispanohablantes Grade 8

State/Group: **NJ**

School: Egg Harbor Township Schools

UNIT SUMMARY

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

UNIT RESOURCES

Printed Materials:

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

Resources:

- Poema XV: Pablo Neruda
- "Fria como el Viento" song lyrics
- "Si no te quisiera" song Lyrics
- "El Pollito Pio" song lyrics

Internet Resource Links:

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

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

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

Stage One: Goals

Power Standards:

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g. verbal irony, puns) in context.

A.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Presentational Mode

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

Additional Standards

Interpretive Mode

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.

Presentational Mode

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

ELA STUDENT LEARNING STANDARDS

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

UNDERSTANDINGS:

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

ESSENTIAL QUESTIONS

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

KNOWLEDGE AND SKILLS

Students will know:

1. How poetry is different from other forms of text.
2. Figurative language is a vehicle for authors to convey and create ideas in the shape of poems.
3. The use of hyperbole or exaggeration in a poem usually expresses emphasis.
4. A simile is a direct comparison, which shows resemblance.
5. Personification is when an animal, an idea or a thing is given human attributes.
6. Onomatopoeia is another example of figurative language.
7. As an author we can make use of figurative language and literary devices.
8. Songs contain figurative language and can be seen as a form of poetry

Students will be able to:

1. Read and discuss poetry.
2. Experience the use of figurative language.
3. Identify and understand hyperbole (review).
4. Analyze the use of simile as a literary device.

5. Analyze the use of personification as a literary device.
6. Analyze the use of onomatopoeia as a literary device.
7. Create a comic strip to apply the knowledge acquired about figurative language.
8. Determine the moral of a story.
9. Analyze songs, as we do poems.

PERFORMANCE TASKS

Title:

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

Presentational – Students will choose one of these activities:

- Create a comic strip in which the story line reflects the use and understanding of the figurative language learned.
- Create an original poem with a center theme. Each verse must use figurative language.

OTHER EVIDENCE

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

Student Self-Assessment: Can Do Statements

1. I can identify author's purpose
2. I can read and understand a poem, using poetic terms.
3. I can read and discuss examples of figurative language.
4. I can write poetry.
5. I can analyze a poem and find examples of figurative language

6. I can determine the moral or message of a text.

Stage Three: Learning Activities

WEEK 1-2

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

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

Students will read fragments of different poems to represent each one of the figurative language and how the author express imagery in their writing.
Students will write their own short verses following the examples.

WEEK 3

Students will listen to poems and songs. They will reflect on how poets and songwriters use figurative language to convey messages in their products.

SUMMATIVE ASSESSMENT: Identify examples of figurative language in song lyrics.

WEEK 4-5

Introduce new vocabulary.

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

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

WEEK 5

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

WEEK 7

Interpretive Assessment

WEEK 8-9

Presentational Assessment

Unit 4**Unit Name: La Vida es un Viaje****Author: Jenny Dilks, Obed Perez, Yamilei Socorro**

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

UNIT SUMMARY

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

UNIT RESOURCES**Printed Materials:**

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

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

Other Resources

Movie: The Perfect Game

Documentary: Living on One Dollar a Day

Stage One: Goals

Power Standards:

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Presentational Mode

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

Additional Standards

Interpretive Mode

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.

Presentational Mode

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

7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.

ELA STUDENT LEARNING STANDARDS

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

UNDERSTANDINGS:

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

ESSENTIAL QUESTIONS

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

KNOWLEDGE AND SKILLS

Students will know:

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

Students will be able to:

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

PERFORMANCE TASKS**Title:**

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

Presentation –

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

OTHER EVIDENCE

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

Student Self-Assessment: Can Do Statements

1. I can locate the country of Mexico in a map and provide general information about it.
2. I can name and locate at least 5 countries in North America.
3. I can find information in a text and use it to make claims about an specific topic.
4. I can make inferences

LEARNING ACTIVITIES**WEEK 1-2**

Introduce North American Map – Mexico and Mexican culture.

ASSESSMENT: Mexico Quiz

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

WEEK 3

Introduce the new vocabulary

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

WEEK 4

Interpretative Assessment

WEEK 5-6

Presentational Assessment

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

Curriculum Resources - Differentiated Instruction

Special Education Interventions in General Education

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

Study guides

Use agenda book for assignments

Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

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

Use concrete examples to teach concepts

Have student repeat/rephrase written directions

Heterogeneous grouping

Resources:

Do to Learn:

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

Sen Teacher:

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

Intervention Central:

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

Learning Ally:

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

English Language Learners Interventions in Regular Education

Resources:

FABRIC - Learning Paradigm for ELLs (NJDOE)

www.nj.gov/education/bilingual/pd/fabric/fabric.pdf

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>