

Kittatinny Region

K-8

World Languages Curriculum

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Introduction

The World Languages curriculum was initially conceived as a result of a commonly held belief that the study of a world language is a very positive experience for young people, and as a direct response to the New Jersey Core Curriculum Content Standards (NJCCCS).

The New Jersey Core Curriculum Content Standards require that students be provided with a program of study in world languages from grades K-8. The following outline for grades K-6 is a general curriculum guideline for the Kittatinny Regional sending districts, and the grades 7 and 8 outlines provide a continuation of the work done in grades K-6.

Section I

Narratives

Philosophy

Modern language instruction has, as a focal point, the elements of communication and grammar at the Novice/Mid-Learner Range. Students should be provided with ample opportunities to engage in meaningful learning experiences and use critical thinking skills. Furthermore, in order to communicate with one another accurately, both through speaking and writing, our students should have command of grammatical structures. Meaningful communication and the speaker's credibility are enhanced by accuracy of expression. Thus, the study of one's natural language is an integral part of a well rounded education for every child.

Understanding a world language expands our ability to communicate, enhances our understanding of our native language, provides us with insight into other cultures and helps us recognize and appreciate both the diversity and the commonalities of the world's people. These are certainly worthy educational goals.

The in-depth study of a world language has been shown to have a positive impact upon students' academic achievement and on the enhancement and improvement of their communicative facility with their own language. Students who study a world language often command a better vocabulary in their native language, attain higher levels of reading achievement, have improved auditory discrimination and memory skills, and possess a better understanding of grammar in general. Students who have experiences with a world language in elementary school tend to elect to study a world language(s) at the secondary level.

Research has clearly shown the advantages of beginning language study in the elementary grades. It is during the early stages of second language study when attitudes are formed and the foundation is laid for the whole sequence of language study. Students that begin their study of a world language in the elementary grades have two distinct advantages at the oral level as they will have fewer difficulties in the areas of pronunciation, accent, and mastery of the sound system, and they will be less self-conscious, resulting in greater confidence in the speaking of the language.

Since the exposure to world languages has positive effects on academic skills, future academic and vocational choices, and it promotes a better understanding of all people, this curriculum outline has been developed in the hope that it will positively impact the students of the Kittatinny Region schools.

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Goals

The Kittatinny Region Schools' World Languages Program targets the following goals for its students. As a result of experiencing this curriculum, students should be able to:

- communicate through common words, short phrases and simple sentences.
- comprehend through listening to common words, short phrases and simple sentences.
- write common words, short phrases, and simple sentences.
- understand a variety of cultures, customs, human needs, and holidays by comparing and contrasting activities.
- develop an appreciation and understanding of the differences among people, while at the same time clearly recognizing how much they are really alike.
- sense the joy derived from learning new things.
- better understand their own language through the study of another language.
- exhibit motivation by continuing with the study of a world language at higher levels of their educational program.

Cultural Awareness

After the completion of nine years of study of a World Language(s), the students should be able to demonstrate an increased awareness of the geography, traditions, and customs of the people living in those countries of study.

The students should be able to:

- identify countries and capitals on a world map.
- compare and contrast the values, beliefs, and traditions of the people of various countries as related to family life, school, work, travel, and major holidays with those of the people of the United States.
- demonstrate an awareness of language and cultural differences among various countries.

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Program Implementation

This program will be implemented by the World Languages instructors through regular instructional periods consistent with the school schedule. The typical lesson will include:

1. Warm-up activities (topics from prior lessons)
2. Review
3. Introduction of new skills and content
4. Thorough Physical Response activities (TPR)
5. Visual, auditory, and written activities
6. Follow-up work

Evaluation

Students exposed to the World Languages curriculum will be evaluated through:

1. class work
2. class participation
3. speaking skills
4. listening skills
5. reading comprehension
6. written expression
7. quizzes
8. tests
9. projects

A report card grade will be given in accordance with each school district's grading policy.

The program will be evaluated continuously by the individual World Languages instructors, and periodically by the World Languages Committee.

Section II

Grades K-6 Curriculum Units

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Unit Overview

Content Area: World Languages – Spanish, K-6
Unit Number and Title: I. ¡Bienvenidos!
Target Proficiency Level: Novice-Mid

Unit Summary: In “¡Bienvenidos!”, students learn greetings and exchange basic personal information in a culturally relevant way. They reflect on differences between the target culture and their own. They receive an introduction to the target language in conversation involving appropriate greetings and basic vocabulary for their age-level. Through a series of diversified learning activities students strengthen their interpretive, interpersonal, and presentational skills.

Primary Interdisciplinary Connections:
 Music, Social Studies, Math

21st Century Interdisciplinary Themes:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Global Awareness | <input checked="" type="checkbox"/> Financial, economic, business, and entrepreneurial literacy |
| <input checked="" type="checkbox"/> Civic Literacy | <input checked="" type="checkbox"/> Health Literacy |
| <input checked="" type="checkbox"/> Environmental Literacy | |

Learning Targets

Standard 7: 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.

Strand(s):

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <u>culturally authentic materials</u> .
7.1.NM.A.2	Deonstrate comprehension of simple, oral, and written directions, commands and requestions through appropriate <u>physical response</u> .
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture.
7.1.NM.A.4	Identify familiar people, places, and objects based on oral and written descriptions.
7.1.NM.B.1	Use <u>digital tools</u> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

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7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
9.3.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do greetings in Spanish differ from greetings in English? • How do differences in culture affect how I greet someone in Spanish versus English? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Culture is a necessary part of learning a language. • Learning languages such as Spanish can help me communicate and connect with others.
<p>Unit Learning Targets:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Learn how to say “Hello” and “Goodbye” • Tell how one is feeling in response to the question • Learn how to ask and give names • Identify people in response to ¿Quién es?” 	
<p>Unit Vocabulary:</p> <ul style="list-style-type: none"> - Hola, Adiós - Buenos días, Buenas tardes, Buenas noches - ¿Cómo te llamas tú? - ¿Cómo estás tú? - Estoy (bien)., Estoy así-así/regular., Estoy mal - Encantado(a)/Mucho gusto. 	
Evidence of Learning	
<p>Suggested Formative Assessment Activities:</p> <ul style="list-style-type: none"> • Questions / Answers • Entrance / Exit tickets • Skits / Oral dialogues • Mini-whiteboards • Surveys / Questionnaires 	
<p>Suggested Teacher Resources:</p> <ul style="list-style-type: none"> • PowerPoint • Video • Written practice activities 	
<p>Suggested Summative Assessment Activities:</p> <ul style="list-style-type: none"> • Quizzes • Tests • Projects / Presentations • Written / portfolio assessment 	

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Unit Overview

Content Area: World Languages – Spanish, K-6
Unit Number and Title: II. El Salon de Clase / The Classroom
Target Proficiency Level: Novice Mid

Unit Summary:

In “El Salon de Clase” students explore classroom objects, school supplies, and people in schools. They also learn about schools and classrooms in Spanish-speaking countries. Through a series of scaffolded learning activities, they strengthen their interpretive, interpersonal, and presentational skills.

Primary Interdisciplinary Connections:

Music, Social Studies, Technology, Math, Art

21st Century Interdisciplinary Themes:

Global Awareness **Financial, economic, business, and entrepreneurial literacy**
 Civic Literacy **Health Literacy**
 Environmental Literacy

Learning Targets

Standard 7: 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.

Strand(s):

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

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7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.		
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.C.4	Present information from age-and level-appropriate, culturally authentic materials orally or in writing.		
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How does school life differ in Spanish-speaking countries? • How can I use Spanish in everyday school life? • Who are we in school (e.g. student, teacher)? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Children in Spanish-speaking countries have a different school experience. • I can name and identify people, places, and objects in my school. </td> </tr> </table>		<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How does school life differ in Spanish-speaking countries? • How can I use Spanish in everyday school life? • Who are we in school (e.g. student, teacher)? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Children in Spanish-speaking countries have a different school experience. • I can name and identify people, places, and objects in my school.
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How does school life differ in Spanish-speaking countries? • How can I use Spanish in everyday school life? • Who are we in school (e.g. student, teacher)? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Children in Spanish-speaking countries have a different school experience. • I can name and identify people, places, and objects in my school. 		
<p>Unit Learning Targets:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Name classroom objects and school supplies • Talk about people or things • Ask about what people have • Learn about schools and classrooms in Spanish-speaking countries • Compare flags of different countries 			
<p>Unit Vocabulary:</p> <p>La bandera, el mapa, la ventana, el reloj, la pared, el marcador, la tiza, el borrador, la mesa, la papelera/la basura, el globo, el bolígrafo/la pluma, el cuaderno, el libro, el papel, la regla, el lápiz, el alumno, la alumna, el maestro, la maestra, la silla, el pupitre, la puerta, el escritorio, la luz, la computadora,</p>			

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Evidence of Learning

Suggested Formative Assessment Activities:

- Questions / Answers
- Entrance / Exit tickets
- Skits / Oral dialogues
- Mini-whiteboards
- Surveys / Questionnaires
- TPR – Total Physical Response
- Partner Activities
- Differentiated Activity Sheets

Suggested Equipment:

- Activboard/Smartboard
- Computers/laptops
- CD Player
- DVD's
- Textbooks / Literature

Suggested Teacher Resources:

- Textbook / Teacher's Manual
- Websites
- Teacher Resource Books

Suggested Summative Assessment Activities:

- Quizzes
- Tests
- Projects / Presentations
- Written / Portfolio Assessment
- Teacher Observation
- Rubrics

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Unit Overview

Content Area: World Languages – Spanish, K-6
Unit Number and Title: III. Mi familia y yo
Target Proficiency Level: Novice-Mid

Unit Summary: In “Familia y yo” students learn, discuss, and describe family members as well as discussing family relationships; telling who is related to whom. Students will be given the opportunity to talk not only about themselves, but other individuals using in the 3rd person.

Primary Interdisciplinary Connections:
 English Language Arts, Music, Social Studies, Geography, Math

21st Century Interdisciplinary Themes:
 Global Awareness **Financial, economic, business, and entrepreneurial literacy**
 Civic Literacy **Health Literacy**
 Environmental Literacy

Learning Targets

Standard 7: 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.

Strand(s):
 A. Interpretive Mode
 B. Interpersonal Mode
 C. Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <u>culturally authentic materials</u> .
7.1.NM.A.2	Demonstrate comprehension of simple, oral, and written directions, commands and requestions through appropriate <u>physical response</u> .
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture.
7.1.NM.A.4	Identify familiar people, places, and objects based on oral and written descriptions.
7.1.NM.B.1	Use <u>digital tools</u> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

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7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
9.3.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.

Unit Essential Questions:

- Who makes up a family?
- How do families differ in Spanish-speaking countries?
- How does a Spanish speaker describe family?

Unit Enduring Understandings:

- I can use Spanish vocabulary to describe family.
- Families have similarities and differences.

Unit Learning Targets:

Students will:

- Learn the names of family members and pets
- Identify family members on a family tree
- Discuss family connections in family relationships using the word “de”
- Learn how to ask and give names in the 3rd person
- Discuss the ages of family members
- Learn and use descriptive adjectives to describe the physical and personal characteristics of self, family as a collective unit, and individual family members [along with recognizing noun-adjective agreement]
- Use verbs “ser”, “tener”, “gustar”, “llamarse” in the 1st and 3rd persons

Unit Vocabulary:

- Members of the family vocabulary and names of pets
- Verbs “ser” (es, son), “tener” (tiene, tienen), “gustar” (le gusta, le gustan), “llamarse” (se llama, se llaman)
- Possessive adjectives in singular and plural forms
- Descriptive adjectives (alto, bajo, gracioso)

Evidence of Learning

Suggested Formative Assessment Activities:

- Questions / Answers
- Entrance / Exit tickets
- Skits / Oral dialogues
- Mini-whiteboards
- Surveys / Questionnaires

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Suggested Teacher Resources:

- PowerPoint
- Songs / Chants
- Video
- Websites
- Books
- Written / differentiated practice activities

Suggested Summative Assessment Activities:

- Quizzes
- Tests
- Integrated Performance Assessments
- Projects / Presentations
- Written / portfolio assessment

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Unit Overview

Content Area: World Languages – Spanish, K-6
Unit Number and Title: IV. Numbers, Months, Days of the Week, Seasons, Time
Target Proficiency Level: Novice Mid

Unit Summary:

In this unit students will learn numbers and use them to explore days of the week, the calendar, and time, and will participate in classroom activities. In addition, students will explore the various seasons of the year. Through a series of differentiated learning activities, they will strengthen their interpretive, interpersonal and presentational skills.

Primary Interdisciplinary Connections:

Music, Social Studies, Technology, Math

21st Century Interdisciplinary Themes:

Global Awareness **Financial, economic, business, and entrepreneurial literacy**
 Civic Literacy **Health Literacy**
 Environmental Literacy

Learning Targets

Standard 7: 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.

Strand(s):

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

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7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.		
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.C.4	Present information from age-and level-appropriate, culturally authentic materials orally or in writing.		
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do seasons/weather differ according to hemisphere? • What constitutes good/bad weather? • What is the difference between telling time, weather, and the date in the United States compared to Spanish speaking countries? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • I can use numbers to tell the date and time in Spanish. • I can describe the weather in Spanish. </td> </tr> </table>		<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do seasons/weather differ according to hemisphere? • What constitutes good/bad weather? • What is the difference between telling time, weather, and the date in the United States compared to Spanish speaking countries? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • I can use numbers to tell the date and time in Spanish. • I can describe the weather in Spanish.
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do seasons/weather differ according to hemisphere? • What constitutes good/bad weather? • What is the difference between telling time, weather, and the date in the United States compared to Spanish speaking countries? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • I can use numbers to tell the date and time in Spanish. • I can describe the weather in Spanish. 		
<p>Unit Learning Targets:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use numbers to create a calendar • Learn the days of the week • Talk about where they go on different days of the week • Talk about school activities • Learn about the seasons • Learn the months of the year • Talk about dates, like their birthdays • Learn to ask and tell what time it is • Learn to say at what time they do different things 			
<p>Unit Vocabulary: Los numeros, los meses del ano, los dias de la semana, las estaciones, cumpleaños, la hora</p>			

Evidence of Learning

Suggested Formative Assessment Activities:

- Questions / Answers
- Entrance / Exit tickets
- Skits / Oral dialogues
- Mini-whiteboards
- Surveys / Questionnaires
- TPR – Total Physical Response
- Partner Activities
- Differentiated Activity Sheets

Suggested Equipment:

- Activboard/Smartboard
- Computers/laptops
- CD Player
- DVD's
- Textbooks/literature

Suggested Teacher Resources:

- Textbook / Teacher's Manual
- Websites
- Teacher Resource Books

Suggested Summative Assessment Activities:

- Quizzes
- Tests
- Projects / Presentations
- Written / portfolio assessment
- Teacher Observation
- Rubrics

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Unit Overview

Content Area: World Languages – Spanish, K-6
Unit Number and Title: V. Los Colores, Las Formas, Los Animales, y La Ropa / Colors, Shapes, Animals and Clothing
Target Proficiency Level: Novice Mid

Unit Summary:

In this unit students will explore colors, shapes, animals, and clothing. Through a series of differentiated learning activities, they will strengthen their interpretive, interpersonal and presentational skills.

Primary Interdisciplinary Connections:

Music, Social Studies, Technology, Math, Art

21st Century Interdisciplinary Themes:

Global Awareness Financial, economic, business, and entrepreneurial literacy
 Civic Literacy Health Literacy
 Environmental Literacy

Learning Targets

Standard 7: 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.

Strand(s):

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

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7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.		
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.C.4	Present information from age-and level-appropriate, culturally authentic materials orally or in writing.		
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What animals are native to Spanish-speaking countries? • How can animals be described using color words? • What words are used to name and describe animals and clothing? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Many unique animals live in Spanish-speaking countries. • I can describe my favorite animal and favorite clothes in Spanish. • I can talk about what clothing I wear for certain occasions (formal/informal). </td> </tr> </table>		<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What animals are native to Spanish-speaking countries? • How can animals be described using color words? • What words are used to name and describe animals and clothing? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Many unique animals live in Spanish-speaking countries. • I can describe my favorite animal and favorite clothes in Spanish. • I can talk about what clothing I wear for certain occasions (formal/informal).
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What animals are native to Spanish-speaking countries? • How can animals be described using color words? • What words are used to name and describe animals and clothing? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Many unique animals live in Spanish-speaking countries. • I can describe my favorite animal and favorite clothes in Spanish. • I can talk about what clothing I wear for certain occasions (formal/informal). 		
<p>Unit Learning Targets:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Learn the names of the colors and shapes • Identify different animals • Describe their favorite animals • Learn about animals from the Caribbean and South America • Learn vocabulary for various items of clothing 			
<p>Unit Vocabulary: Los colores las formas los animales y la ropa</p>			

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Evidence of Learning

Suggested Formative Assessment Activities:

- Questions / Answers
- Entrance / Exit tickets
- Skits / Oral Dialogues
- Mini-whiteboards
- Surveys / Questionnaires
- TPR – Total Physical Response
- Partner Activities
- Differentiated Activity Sheets

Suggested Equipment:

- Activboard/Smartboard
- Computers/Laptops
- CD Player
- DVD's
- Textbooks/Literature

Suggested Teacher Resources:

- Textbook / Teacher's Manual
- Websites
- Teacher Resource Books

Suggested Summative Assessment Activities:

- Quizzes
- Tests
- Projects / Presentations
- Written / Portfolio Assessment
- Teacher Observation
- Rubrics

Section III

Grades 7-8

Curriculum Units

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Unit Overview

Content Area: World Languages – French, Grade 7

Unit Number and Title: I. Introduction

Target Proficiency Level: Novice High

Unit Summary: This unit serves as an introduction to the French language and culture. At the beginning of the unit we will discuss rules of the classroom and what is expected of each student to create a positive environment. Throughout the unit the students will have the chance to pick a typical French name that they will adopt as their own. The class plays games to learn each other's names as well as asks and answers questions in French about their names. This unit also addresses the concept of cognates and familiar words between English and French. Along with this, the building blocks of the language are introduced, including accents used. The students learn how to say each letter of the alphabet as well as ask how something is spelled. The students will also participate in a spelling bee.

Primary Interdisciplinary Connections:

English Language Arts, Music

21st Century Interdisciplinary Themes:

Global Awareness ___ Financial, economic, business, and entrepreneurial literacy
 ___ Civic Literacy ___ Health Literacy
 ___ Environmental Literacy

Learning Targets

Standard 7: 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.

Strand(s):

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
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.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
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.

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9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.	
9.1.8.A.4	Design and implement a project management plan using one or more problem-solving strategies.	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • Does the French alphabet differ from the English? • How do French students learn their alphabet? • How do you spell your name in French? • What would your name be if you were French born? • What are accents? Why don't we have them in English? 		<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • I know the letters of the alphabet in French. • French students learn different pronunciation of letters and have accents in their language. • My name may have been different if I was born into the French culture.
<p>Unit Learning Targets:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Ask what another student's name is and respond to the same question. • Ask how to spell a name and spell their own name. • Determine meanings of cognates. • Spell words in French. • Acknowledge the use and different types of accents. 		
<p>Unit Vocabulary:</p> <ul style="list-style-type: none"> • Comment t'appelles-tu? • Je m'appelle • Comment c'est écrit? • C'est... • The alphabet • Names of the various accents 		
Evidence of Learning		
<p>Suggested Formative Assessment Activities:</p> <ul style="list-style-type: none"> • Asking and responding to inquiries about names • Survey with students asking others their names • Matching sheet on cognates with pictures and French words • Spelling bee 		

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Suggested Equipment:

- Computer containing Powerpoint

Suggested Teacher Resources:

- <http://www.youtube.com/watch?v=GX--39lmGjU> (alphabet pronunciation)
- <http://www.youtube.com/watch?v=LYy3P2okyw> (alphabet song)
- Name-list of culturally French names
- Pronunciation sheet of the French alphabet
- Powerpoint with many French words (for spelling bee)

Suggested Summative Assessment Activities:

- Spelling bee

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Unit Overview

Content Area: World Languages – French, Grade 7

Unit Number and Title: II. Greetings

Target Proficiency Level: Novice High

Unit Summary: This unit serves as an introduction into the French culture through customary greetings and personal interactions. Throughout the unit the students communicate in a variety of different ways and situations. They learn the appropriate ways to introduce themselves and others in different regions of France and French speaking countries. They also read a dialogue and translate it as well as creating their own dialogue.

Primary Interdisciplinary Connections:

English Language Arts

21st Century Interdisciplinary Themes:

Global Awareness

Financial, economic, business, and entrepreneurial literacy

Civic Literacy

Health Literacy

Environmental Literacy

Learning Targets

Standard 7: 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.

Strand(s):

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

CPI #

Cumulative Progress Indicator (CPI)

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

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7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.C.1	Determine an individual’s responsibility for personal actions and contributions to group activities.
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do I greet someone in a French speaking country? • Do they do the same greeting gestures as we do? • Is there more than one way to say hello/goodbye? • How do they refer to people? (i.e. Mrs.) 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • In French speaking countries there are different cultural greeting. • Depending on where you are in France the greeting gesture changes. • There are many different ways of saying hello/goodbye. • They have similar titles to ours.
<p>Unit Learning Targets:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Complete a variety of worksheets on the new vocabulary. • Ask what someone’s name is and give their own name. • Present a classmate to someone. • Spell words in French. • Tell how they are feeling on a given day. 	
<p>Unit Vocabulary:</p> <p>Comment ça va? Ça va... Bonjour Salut Ciao Bon matin Bonne nuit Bonsoir Au revoir À la prochaine À toute à l’heure À demain À plus tard Bien Mal Très Pas Comme ci comme ça Bof</p>	

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Evidence of Learning

Suggested Formative Assessment Activities:

- Fill in the “meaning vocabulary” sheet
- Ask each student how he/she is
- Worksheet on matching faces with emotions

Suggested Equipment:

- Computer / Powerpoint with greetings
- Computer / Powerpoint with “ça va?” and answers

Suggested Teacher Resources:

- Vocabulary Worksheet
- Face and emotion worksheet

Suggested Summative Assessment Activities:

- Matching test on greetings
- Self-made and presented dialogue

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Unit Overview

Content Area: World Languages – French, Grade 7

Unit Number and Title: III. Body

Target Proficiency Level: Novice High

Unit Summary: This unit introduces body parts to the students. Throughout the unit we discuss what certain body parts are called, do physical activities using those particular body parts (i.e. touching your nose,) discuss health and maintaining our bodies, and discuss how many of each body part we have. We have a culminating project where the students create a monster based on the cards they pick from a deck (explained later).

Primary Interdisciplinary Connections:
English Language Arts, Physical Education

21st Century Interdisciplinary Themes:

Global Awareness **Financial, economic, business, and entrepreneurial literacy**
 Civic Literacy **Health Literacy**
 Environmental Literacy

Learning Targets

Standard 7: 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.

Strand(s):

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
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.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.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.

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Unit Essential Questions:

- How do I say the body parts in French?
- Can I label a body?
- Can I label a drawing I've made?

Unit Enduring Understandings:

- I can name body parts.
- I can label a drawing of a body.
- I can make a monster and label the body parts.

Unit Learning Targets:

Students will:

- Label the image of a body.
- Label the image of a head.
- Recall/identify body parts in a Simon Says game.
- Spell body part words in French.

Unit Vocabulary:

La tête
Le cou
Les yeux
Les oreilles
La bouche
Le nez
Les cheveux
Les épaules
Les bras
Les mains
Le ventre
Le dos
Les doigts
Les jambes
Les genoux
La coude
Les pieds
Les dents

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Evidence of Learning

Suggested Formative Assessment Activities:

- Fill in the “body” vocabulary sheet
- Simon says with touching certain body parts.
- Monster creation (given 10 body parts, pick a card from the deck, # on card= # of body parts)

Suggested Equipment:

- Computer / Powerpoint with body parts

Suggested Teacher Resources:

- Body labeling sheet
- Head labeling sheet
- <http://www.youtube.com/watch?v=iM3iA7kDMz8> (introducing body parts)

Suggested Summative Assessment Activities:

- Test on labeling all body parts

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Unit Overview

Content Area: World Languages – French, Grade 7
Unit Number and Title: IV. Commands
Target Proficiency Level: Novice High

Unit Summary: This unit introduces the imperative form, or commands. With commands the students learn a base of French verbs to use in command situations. Using these 12 learned verbs the students go through a series of activities using the imperative, from writing to speaking to listening.

Primary Interdisciplinary Connections:
 English Language Arts

21st Century Interdisciplinary Themes:

Global Awareness **Financial, economic, business, and entrepreneurial literacy**
 Civic Literacy **Health Literacy**
 Environmental Literacy

Learning Targets

Standard 7: 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.

Strand(s):

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

CPI #

Cumulative Progress Indicator (CPI)

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.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.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.

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Unit Essential Questions:

- Can I memorize French verbs?
- Can I follow directions in French?
- Can I tell people what to do in French?
- How do verbs differ in French and English?

Unit Enduring Understandings:

- I know ten different French verbs.
- I can do what I am told in French.
- I can tell other people what to do.
- I know the difference between the formation of French and English verbs.

Unit Learning Targets:

Students will:

- Change verbs to the imperative form.
- Memorize the meaning of 12 verbs.
- Recall/identify verbs when given the commands.
- Perform acts based on commands.
- Give others commands.

Unit Vocabulary:

- Manger
- Cuisiner
- Travailler
- Nager
- Jouer
- Étudier
- Voyager
- Regarder
- Écouter
- Levez
- Marcher
- Arrêter
- Répéter
- Toucher
- Tourner
- Désirer
- Téléphoner
- Danser
- Chanter

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Evidence of Learning

Suggested Formative Assessment Activities:

- Worksheet on formation of imperative
- Simon says with performing certain acts.
- Flash cards with the proper form utilized (tu form)

Suggested Equipment:

- Computer / Powerpoint on imperative

Suggested Teacher Resources:

- List of verbs

Suggested Summative Assessment Activities:

- Physical response quiz

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[rev. 4/1/14]

Unit Overview

Content Area: World Languages – French, Grade 7
Unit Number and Title: V. Classroom
Target Proficiency Level: Novice High

Unit Summary: This unit introduces the objects in a classroom, first through a fun scavenger hunt and then through numerous activities. The students do a class survey to find out who has which belongings. They also make a poster of their ideal classroom, label the objects, and write phrases about it. This unit culminates with a test on classroom objects.

Primary Interdisciplinary Connections:
 English Language Arts

21st Century Interdisciplinary Themes:

Global Awareness **Financial, economic, business, and entrepreneurial literacy**
 Civic Literacy **Health Literacy**
 Environmental Literacy

Learning Targets

Standard 7: 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.

Strand(s):

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
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.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.C.3	Describe in writing people and things from the home and school environment.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.

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Unit Essential Questions:

- Can I find objects labeled in French around the room?
- Are there similar words in English and French for classroom items?
- Do French students use the same school supplies as we do?

Unit Enduring Understandings:

- I can find labeled items around the room.
- Some of the words in French are very similar to the English word.
- French students use different paper and pens than what we typically use.

Unit Learning Targets:

Students will:

- Complete a scavenger hunt with vocabulary words.
- Memorize the meanings of numerous classroom items.
- Recall/identify classroom items when the instructor points to them.
- Create their “ideal classroom” and describe it in French.
- Recall object names when prompted.

Unit Vocabulary:

- La règle
- La calculatrice
- La carte
- L'ordinateur
- Le crayon
- Le stylo
- Le papier
- Le clef
- Le tableau noir
- Le tableau blanc
- La chaise
- Le bureau
- Le pupitre
- La porte
- La fenêtre
- La télévision
- La radio
- Le pastel
- Le livre

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Evidence of Learning

Suggested Formative Assessment Activities:

- Say a classroom item in English and students write it in French.
- Show classroom item and students identify.

Suggested Equipment:

- Manipulatives of classroom objects to place around the room for scavenger hunt

Suggested Teacher Resources:

- Scavenger hunt fill-in sheet

Suggested Summative Assessment Activities:

- Ideal classroom project.
- Test on classroom objects.

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[rev. 4/1/14]

Unit Overview

Content Area: World Languages – French, Grade 7
Unit Number and Title: VI. “to have” and numbers
Target Proficiency Level: Novice High

Unit Summary: This unit allows the students to talk about which items and the quantity they have. This will be achieved through various activities dealing with the verb “avoir” which means “to have.” The students will also sing a song to help them learn the numbers one to twenty. They will also do a couple different math sheets to help them practice the numbers up to 60. At the end of the unit the students do a project to show what they have learned.

Primary Interdisciplinary Connections:
 English Language Arts, Music

21st Century Interdisciplinary Themes:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Global Awareness | <input type="checkbox"/> Financial, economic, business, and entrepreneurial literacy |
| <input type="checkbox"/> Civic Literacy | <input type="checkbox"/> Health Literacy |
| <input type="checkbox"/> Environmental Literacy | |

Learning Targets

Standard 7: 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.

Strand(s):

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
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.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
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.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.

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Unit Essential Questions: <ul style="list-style-type: none">• Are the numerals different in French?• How do I say the numbers in French?• Can I make patterns / do math in French?• How do I ask someone if I can borrow something?• Can I tell someone I have something?	Unit Enduring Understandings: <ul style="list-style-type: none">• Count in French from 1 to 20.• Create and complete math problems with the numbers written out in French.• I can ask anyone if they have a classroom item.• Tell people what belongings they have.
Unit Learning Targets: Students will: <ul style="list-style-type: none">• Conjugate the verb “avoir”• Memorize the numbers 0-60.• Count out loud in French.• Make/solve math problems in French.• Ask classmates how many items they have.• Make a poster describing who has which items.	
Unit Vocabulary: <ul style="list-style-type: none">• J'ai• Tu as• Il a• Elle a• Numbers 0-60• Nous avons• Vous avez• Ils ont• Elles ont	
Evidence of Learning	
Suggested Formative Assessment Activities: <ul style="list-style-type: none">• Worksheets on creating and solving math problems.• Poster on which items each person has.• Go around the room and each student has to stand & say his/her number at the right time.	
Suggested Equipment: <ul style="list-style-type: none">• Computer / Powerpoint on the verb “avoir” and the pronouns.	

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Suggested Teacher Resources:

- Math worksheets with the equations written out in French
- Note cards with the numbers 0-60 on them.
- Worksheet with balloons with specific numbers in them.
- <http://www.youtube.com/watch?v=UsEz58BblMY> (number 1-20 song)

Suggested Summative Assessment Activities:

- Test on numbers and the verb avoir.

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Unit Overview

Content Area: World Languages – French, Grade 7
Unit Number and Title: VII. “to be” and descriptions
Target Proficiency Level: Novice High

Unit Summary: This unit allows the students to talk about people that they know and describe them. Through the unit we start by learning the adjectives. Then from there the students are taught to say “I am.” They then use that knowledge to describe themselves in a personal ad. The next part of the unit is the verb “être” which means “to be”. Using this new verb, the students learn how to describe people that they know, both in oral and in written form.

Primary Interdisciplinary Connections:
 English Language Arts

21st Century Interdisciplinary Themes:
 Global Awareness **Financial, economic, business, and entrepreneurial literacy**
 Civic Literacy **Health Literacy**
 Environmental Literacy

Learning Targets

Standard 7: 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.

Strand(s):
 A. Interpretive Mode
 B. Interpersonal Mode
 C. Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
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.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
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.C.3	Describe in writing people and things from the home and school environment.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.

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Unit Essential Questions:

- Can I describe someone?
- Are the adjectives similar in French?
- Can I guess who someone is describing?
- How would I describe myself in French?

Unit Enduring Understandings:

- I know many adjectives in French.
- The words for adjectives in French are very similar to those in English.
- I can describe someone.
- I can figure out who someone is describing.

Unit Learning Targets:

Students will:

- Conjugate the verb “être”.
- Memorize the adjectives.
- Describe people from a picture prompt.
- Write up a description of their friends.
- Guess who is being described.
- Create a description of themselves.

Unit Vocabulary:

- Je suis
- Tu es
- Il est
- Elle est
- Nous sommes
- Vous êtes
- Ils sont
- Elles sont
- Fort
- Intelligent
- Intéressant
- Méchant
- Amusant
- Musical(le)
- Gentil(le)
- Sympa
- Faible
- Unique
- Dynamique
- Artistique
- Drôle
- Stupide

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Evidence of Learning

Suggested Formative Assessment Activities:

- Play 'guess who' as a class.
- Write a personal ad about self.

Suggested Equipment:

- Computer / Powerpoint on the verb "être" and the adjectives.

Suggested Teacher Resources:

- Worksheet on how to make a personal ad.
- "Guess who" picture.
- Worksheet with "être" missing.

Suggested Summative Assessment Activities:

- Test on "être" and adjectives.

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Unit Overview

Content Area: World Languages – French, Grade 7

Unit Number and Title: VIII. Family

Target Proficiency Level: Novice High

Unit Summary: In this unit the students learn how to talk about family. The students learn the family members' names in French. We also discuss the cultural differences in families in French speaking countries. Students then use previously learned material (verbs) to describe different family members. They do two projects. The first is to make a family tree with phrases describing who each family member is. The final project is a scrapbook where they take pictures out of a magazine and write phrases to match. These phrases describe the family member through a physical description and personality description, and some advanced students add nationalities. For the final project the World Languages department uses an example that the students read and translate to aid in their understanding of the assignment.

Primary Interdisciplinary Connections:

English Language Arts

21st Century Interdisciplinary Themes:

Global Awareness **Financial, economic, business, and entrepreneurial literacy**
 Civic Literacy **Health Literacy**
 Environmental Literacy

Learning Targets

Standard 7: 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.

Strand(s):

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
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.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.
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

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7.1.NH.C.3	Describe in writing people and things from the home and school environment.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do French people refer to their family members? • What are French families like? • Can I describe my family members? • How would I arrange my family in a family tree? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • I know the French words for family members. • I understand the differences between French and American families. • I can write complete phrases about my family members. • I can arrange myself into a family tree.
<p>Unit Learning Targets:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Conjugate the verb “être”. • Memorize the family members in French. • Describe people from a picture prompt. • Write up a description of their family members. • Create a family tree. • Create a family scrapbook. 	
<p>Unit Vocabulary:</p> <ul style="list-style-type: none"> • C’est • La mère • Le père • La sœur • Le frère • L’oncle • La tante • Le cousin • La nièce • Le neveu • Petit (in the sense of grand-kids) • Grand (in the sense of grand-parents) • Beau/belle (step/in law) • Demi(e) (half-sibling) 	

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Evidence of Learning

Suggested Formative Assessment Activities:

- Worksheet on describing a family in a picture

Suggested Equipment:

- Smartboard
- Computer / Powerpoint on family members

Suggested Teacher Resources:

- Worksheet on how to describe a picture of a family.
- Family tree example.
- Family tree directions sheet.
- Scrapbook example.
- Scrapbook directions sheet.

Suggested Summative Assessment Activities:

- Family tree.
- Scrapbook project.

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Unit Overview

Content Area: World Languages – French, Grade 7

Unit Number and Title: IX. Date and time

Target Proficiency Level: Novice High

Unit Summary: This is a three day unit in which the students learn the days of the week, months of the year, and time vocabulary. They use all of this to talk about which holidays fall on which dates, when birthdays occur, and what time certain activities occur. When doing the dates of the holidays, we also discuss holiday traditions in France and French speaking countries. At the end of the unit the students do a small assessment.

Primary Interdisciplinary Connections:

English Language Arts, Music

21st Century Interdisciplinary Themes:

Global Awareness ___ Financial, economic, business, and entrepreneurial literacy
 ___ Civic Literacy ___ Health Literacy
 ___ Environmental Literacy

Learning Targets

Standard 7: 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.

Strand(s):

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
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.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.3	Describe in writing people and things from the home and school environment.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

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9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.	
Unit Essential Questions: <ul style="list-style-type: none">• Do they use a 12 hour system in France?• How do French kids tell/write time?• When are some French holidays?• How do you ask someone the date/time?• Can I tell someone the date and time?		Unit Enduring Understandings: <ul style="list-style-type: none">• In France, they use a 24 hour system.• In France they use a different way to write and say time.• I can name the dates of some holidays celebrated in France.• I know how to ask and tell time and date.
Unit Learning Targets: Students will: <ul style="list-style-type: none">• Sing the days of the week.• Sing the months of the year.• Review numbers 1-60.• Do worksheets on date and time.• Create clocks and have a partner write out the times.• Complete an assessment on date and time.		
Unit Vocabulary: <ul style="list-style-type: none">• lundi• mardi• mercredi• jeudi• vendredi• samedi• janvier• février• mars• avril• mai• juin• août• septembre• octobre• novembre• décembre• heure(s)• et quart• et demie• et trois quarts• anniversaire		

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Evidence of Learning

Suggested Formative Assessment Activities:

- Worksheet on days of the week and months.
- Worksheet on filling out time.
- Worksheet on drawing clocks.

Suggested Equipment:

- Smartboard
- Computer / Powerpoint on holidays
- Computer / Powerpoint on time

Suggested Teacher Resources:

- <http://www.youtube.com/watch?v=QF9IUh5XPxo> (days song)
- http://www.youtube.com/watch?v=7_u2SigckNQ (months song)
- Worksheet on days of the week and months.
- Worksheet on filling out time.
- Worksheet on drawing clocks.

Suggested Summative Assessment Activities:

- Quiz on date, time and holidays.

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Unit Overview

Content Area: World Languages – Spanish, Grade 8
Unit Number and Title: I. Introductions
Target Proficiency Level: Novice Mid

Unit Summary: In this unit, students will be able to introduce themselves using the target language. They will also be able to explain how they are feeling. They will be able to converse in Spanish during class with one another.

Primary Interdisciplinary Connections:
 English Language Arts

21st Century Interdisciplinary Themes:

Global Awareness Financial, economic, business, and entrepreneurial literacy
 Civic Literacy Health Literacy
 Environmental Literacy

Learning Targets

Standard 7: 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.

Strand(s):

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

CPI #

Cumulative Progress Indicator (CPI)

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 related to the targeted themes.
7.1.NH.A.3	Recognize some common gestures and cultural practices associates with target culture(s).
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
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.

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<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do I greet someone in a Hispanic speaking country? • Do they do the same greeting gestures as we do? • Is there more than one way to say hello/goodbye? • How do they refer to people? Example: Mr. Mrs. and Ms. 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • In Hispanic speaking countries there are different cultural greetings. • There are many different ways of saying hello/goodbye. • They have similar titles to ours for Mr. Mrs. and Ms.
<p>Unit Learning Targets:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be able introduce themselves using the target language. • Understand and respond to Spanish greetings/goodbyes. • Ask and respond to how someone is feeling using the target language. • Use basic vocabulary to write and present a brief conversation to the class. 	
<p>Unit Vocabulary: Hola, buenos días, buenas tardes, buenas noches, adiós, hasta luego, hasta mañana, nos vemos, hasta la vista, hasta pronto ¿Cómo está(s)? (Muy) mal, (muy) bien, excelente, regular, más or menos, así-así, mucho gusto, igualmente, encantado(a), éste es mi amigo(a).</p>	
<p>Evidence of Learning</p>	
<p>Suggested Formative Assessment Activities:</p> <ul style="list-style-type: none"> • Complete worksheets/packets relating to greetings/goodbyes and introductory conversations • Students asking and responding to questions using the vocabulary provided 	
<p>Suggested Equipment:</p> <ul style="list-style-type: none"> • Computer / Power point presentation on ¿Cómo está(s)? with responses • Smartboard 	
<p>Suggested Teacher Resources:</p> <ul style="list-style-type: none"> • Vocabulary sheets • Introduction packets • Worksheets/packets 	
<p>Suggested Summative Assessment Activities:</p> <ul style="list-style-type: none"> • Quiz on introductions 	

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Unit Overview

Content Area: World Languages – Spanish, Grade 8
Unit Number and Title: II. School Supplies
Target Proficiency Level: Novice Mid

Unit Summary: Students will identify new vocabulary and relate this vocabulary to the classroom environment.

Primary Interdisciplinary Connections:
 English Language Arts

21st Century Interdisciplinary Themes:

Global Awareness Financial, economic, business, and entrepreneurial literacy
 Civic Literacy Health Literacy
 Environmental Literacy

Learning Targets

Standard 7: 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.

Strand(s):

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

CPI #

Cumulative Progress Indicator (CPI)

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 associates 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.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.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.

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<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • Can I find objects labeled in Spanish around the classroom environment? • Are there similar words in English and Spanish for classroom items? • Do Spanish speaking students use the same school supplies as we do? • How does their school schedule differ from ours? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • I can find and label items around the classroom. • Some of the words in Spanish are very similar to the equivalent English word. • School schedules do differ because of mealtime in a Hispanic speaking country.
<p>Unit Learning Targets:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify new school vocabulary around the classroom environment. • Learn how to use and make the definite and indefinite articles plural. • Learn the rules on how to make nouns plural. • Be able to label the classroom environment using index cards. 	
<p>Unit Vocabulary: El, los, la, las, un, unos, una, unas, libro, borrador, mapa, pizarra, cuaderno, puerta, regla, reloj, mesa, silla, papel, tijera, pluma. Lapis, calendario, globo, profesor(a), alumno(a), estudiante, nota, diccionario, ventana, tiza, escritorio, pupitre, mochila, tarea, bolígrafo.</p>	
<p>Evidence of Learning</p>	
<p>Suggested Formative Assessment Activities:</p> <ul style="list-style-type: none"> • Complete worksheets/packets relating to school • Students ask and respond to ¿Qué hay en mi mochila? 	
<p>Suggested Equipment:</p> <ul style="list-style-type: none"> • Computer 	
<p>Suggested Teacher Resources:</p> <ul style="list-style-type: none"> • Vocabulary sheets • School supply packets • Worksheets/packets 	
<p>Suggested Summative Assessment Activities:</p> <ul style="list-style-type: none"> • Quiz on school supplies where students actually draw the item, and make the article and nouns plural. 	

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Unit Overview

Content Area: World Languages – Spanish, Grade 8
Unit Number and Title: III. Numbers 0-100
Target Proficiency Level: Novice Mid

Unit Summary: Students will count from 0-100 using the target language. They will learn simple mathematics problems and how to discuss their age and phone number using the target language.

Primary Interdisciplinary Connections:
 English Language Arts, Mathematics

21st Century Interdisciplinary Themes:
 Global Awareness ___ Financial, economic, business, and entrepreneurial literacy
 ___ Civic Literacy ___ Health Literacy
 ___ Environmental Literacy

Learning Targets

Standard 7: 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.

Strand(s):
 A. Interpretive Mode
 B. Interpersonal Mode
 C. Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
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.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.4	Ask and respond to questions, make requests, and express preferences in various social situations.

Unit Essential Questions:

- Are the numerals different in Spanish?
- How do I say the numbers in Spanish?
- What is the pattern for counting numbers 16-29?
- What is the pattern for counting numbers 31-100?

Unit Enduring Understandings:

- Count in Spanish from 0-100.
- Create and complete math problems with the numbers written out in Spanish.
- Be able to discuss the pattern for giving your phone number in a Hispanic speaking country.

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<ul style="list-style-type: none"> • Can I solve math problems using the target language? • How do I discuss my phone number and age using numbers? 	<ul style="list-style-type: none"> • Be able to discuss age.
<p>Unit Learning Targets:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Learn numbers 0-30 in the target language so they are able to complete simple math problems, and state their age and phone number using Spanish. 	
<p>Unit Vocabulary: Spelling of numbers 0-100 (in Spanish), uno, dos, tres, diez, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien, es, son, y, menos, por, dividido por, tener, tengo, tienes, tiene, ¿Cuántos? Años, ¿Cuál? Tú, número, teléfono</p>	
<p>Evidence of Learning</p>	
<p>Suggested Formative Assessment Activities:</p> <ul style="list-style-type: none"> • Complete worksheets/packets on numbers 0-100 • Oral questions and responses to ¿Cuántos años tienes? vs. ¿Cuántos años tiene? • Oral questions and responses to ¿Cuál es tu número del teléfono? 	
<p>Suggested Equipment:</p> <ul style="list-style-type: none"> • Smartboard 	
<p>Suggested Teacher Resources:</p> <ul style="list-style-type: none"> • Vocabulary sheets • Number packets • Worksheets/packets • Vocabulary worksheets 	
<p>Suggested Summative Assessment Activities:</p> <ul style="list-style-type: none"> • Quiz orally on numbers 0-30. • Quiz orally on numbers 31-100. • Test numbers 0-100. 	

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Unit Overview

Content Area: World Languages – Spanish, Grade 8
Unit Number and Title: IV. Months of the Year/ Holidays/Days of the week
Target Proficiency Level: Novice Mid

Unit Summary: In this unit, the months of the year and days of the week will be presented to the students using the target language. Students will learn how to give the date in Spanish and discuss their birthdays in Spanish. Holidays will also be presented in this unit along with the four seasons.

Primary Interdisciplinary Connections:
 English Language Arts

21st Century Interdisciplinary Themes:

Global Awareness **Financial, economic, business, and entrepreneurial literacy**
 Civic Literacy **Health Literacy**
 Environmental Literacy

Learning Targets

Standard 7: 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.

Strand(s):

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.A.2	Demonstrate comprehension of series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.4	Identify familiar people, places, and objects based on simple oral and/or written des
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.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interaction.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
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.3	Describe in writing people and things from the home and school environment.

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Unit Essential Questions:

- What is the pattern for stating the date in Spanish?
- How do I give my birthday in Spanish?
- When are some Spanish holidays?
- What are the days of the week in Spanish?
- How can I connect the four seasons to the months of the year?

Unit Enduring Understandings:

- In a Hispanic speaking country dates are given using a specific pattern.
- I can state and write my birthday by using the pattern taught.
- I can name the dates of some holidays celebrated in a Hispanic speaking country.
- I can state the days of the week in Spanish.
- Complete a project using the months of the year and the four seasons.

Unit Learning Targets:

Students will:

- Be able to learn the months of the year and days of the week using the target language.
- Be able to understand how to write the dates in Spanish.
- Be able to learn how to discuss their birthdays in Spanish.
- Connect the dates to different holidays.
- Associate the months of the year with the four seasons in Spanish.

Unit Vocabulary:

enero, febrero, marzo, abril, mayo, junio, julio agosto septiembre, octubre, noviembre diciembre, lunes, martes, miércoles, jueves, viernes, sábado, domingo, el fin de semana, hoy es, ayer fue, mañana es, si, el invierno, la primavera, el otoño, el verano, el año Nuevo, el día de San Patricio, la navidad, la Pascua, etc.

Evidence of Learning

Suggested Formative Assessment Activities:

- Complete worksheets/packets on months of the year/ days of the week/holidays
- Oral questions and responses to ¿Cuándo es tu cumpleaños?
- Oral questions and responses to ¿Cuál es la fecha de hoy?
- Oral questions and responses to ¿Cuándo es la navidad?

Suggested Equipment:

- Worksheets/packets
- Vocabulary worksheets

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Suggested Teacher Resources:

- Vocabulary sheets
- Months of the year packets

Suggested Summative Assessment Activities:

- Test on days of the week, months of the year, and holidays
- Project on the four seasons

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Unit Overview

Content Area: World Languages – Spanish, Grade 8
Unit Number and Title: V. Colors/Clothing
Target Proficiency Level: Novice Mid

Unit Summary: In this unit, students will learn the colors and be able to connect colors to describe clothing items using the target language.

Primary Interdisciplinary Connections:
 English Language Arts

21st Century Interdisciplinary Themes:

Global Awareness Financial, economic, business, and entrepreneurial literacy
 Civic Literacy Health Literacy
 Environmental Literacy

Learning Targets

Standard 7: 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.

Strand(s):

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written description.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
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 write about cultural products associated with the target culture(s), and simulate common cultural practices.

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<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What are the colors in Spanish? • How can clothing be described using color words? • What am I wearing? • What is someone else wearing? • Can I recall the forms of llevar? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Identify the colors in Spanish. • Be able to make the colors agree with the item(s) I am wearing. • Using the target language, I can describe what I am wearing and what someone else is wearing. • Use the singular forms of the verb llevar-to wear. (Example: llevo, llevas, lleva)
<p>Unit Learning Targets:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be able to state the colors in Spanish. • Be able to state different clothing items in Spanish. • Describe what they are wearing and include the color of the clothing item. 	
<p>Unit Vocabulary: rojo, amarillo, verde, morado, negro, pardo, café, marrón, gris, anaranjado, blanco, rosado, azul, dorado, plateado, los guantes, los mitones, el vestido, el suéter, la blusa, la camisa, la camiseta, los calcetines, las medias, el abrigo, la chaqueta, el sombrero, la gorra, los pantalones, la falda, los botas, la cartera, los zapatos, los zapatos deportivos, la bufanda, la bata, el camión, el traje de baño, las sandalias, el chaleco, el traje, el cinturón, la sudadera, la corbata, la ropa interior, los jeans, es, son</p>	
<p>Evidence of Learning</p>	
<p>Suggested Formative Assessment Activities:</p> <ul style="list-style-type: none"> • Create flashcards with colors and clothing to check for agreement understanding • Color by number 	
<p>Suggested Equipment:</p> <ul style="list-style-type: none"> • Crayons, markers, colored pencils 	
<p>Suggested Teacher Resources:</p> <ul style="list-style-type: none"> • Worksheets/packets • Vocabulary worksheets - one for colors and one for clothing • Vocabulary sheets for both colors and clothing items • Coloring/Clothing packets 	
<p>Suggested Summative Assessment Activities:</p> <ul style="list-style-type: none"> • Test on colors and clothing • Project on clothing 	

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Unit Overview

Content Area: World Languages – Spanish, Grade 8
Unit Number and Title: VI. Meals/Mealtime/Food
Target Proficiency Level: Novice Mid

Unit Summary: In this unit, students will learn about meals and mealtimes, incorporating the different foods for breakfast, lunch, and dinner.

Primary Interdisciplinary Connections:
 English Language Arts

21st Century Interdisciplinary Themes:
 Global Awareness ___ Financial, economic, business, and entrepreneurial literacy
 ___ Civic Literacy ___ Health Literacy
 ___ Environmental Literacy

Learning Targets

Standard 7: 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.

Strand(s):
 A. Interpretive Mode
 B. Interpersonal Mode
 C. Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
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 description.
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.4	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

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<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What are the common foods for breakfast, lunch, and dinner in a Hispanic speaking country? • How do meals and mealtime differ from the United States and Spain? • Is setting the table for mealtime the same or different in a Hispanic speaking country? • How is eating out in a Hispanic speaking country different from the United States? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Meals/mealtime are important in a Hispanic speaking country. • Some countries have specific dishes they prepare (Example: Valencia-paella). • Manners are always stressed at home and out in a public restaurant. • Meals/Mealtime are different in a Hispanic speaking country and the United States of America.
<p>Unit Learning Targets:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Learn about the three meals of the day and how they differ in a Hispanic speaking country • Learn new vocabulary for the foods • Learn table setting • Read a restaurant conversation 	
<p>Unit Vocabulary: el pan, matequilla, el tocino, los huevos, el cereal, la leche, el jugo, el café, el azúcar, la sopa, el sandwich, el queso, la pizza, la hamburguesa, las papas fritas, el bistec, el pollo, el arroz, el perro caliente, el batido, el flan, las galletas, el helado, las fresas, las uvas, el platano, la piña, la naranja, el melón, la limonada, el té, el té frío, el refresco, el agua, el agua mineral, chocolate, el desayuno, el almuerzo, la cena, el postre, las frutas, las bebidas, un plato, un vaso, una servilleta, una cuchara, un cuchillo, la sal, la pimienta</p>	
<p>Evidence of Learning</p>	
<p>Suggested Formative Assessment Activities:</p> <ul style="list-style-type: none"> • Create a menu for breakfast, lunch, and dinner • Information on B-K-W-L-Q charts • Classroom conversations regarding meals and mealtimes in a Hispanic speaking country 	
<p>Suggested Equipment:</p> <ul style="list-style-type: none"> • Crayons, markers, colored pencils • B-K-W-L-Q chart 	
<p>Suggested Teacher Resources:</p> <ul style="list-style-type: none"> • Worksheets/packets • Vocabulary sheets for both colors and clothing items • Vocabulary worksheets • Mealtime reading packets 	

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Suggested Summative Assessment Activities:

- Test on food
- Menu project

Section IV

Teacher Resources

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TEACHER RESOURCES

SOFTWARE

- Microsoft Word
- Microsoft Power Point
- Microsoft Page Maker
- Microsoft Excel
- Microsoft Publisher
- Audio Listening Activities
- Smart Board Programs And Activities
- Activboard / Promethean

HARDWARE

- Computer / Laptop
- LCD Projector
- Smartboard / Activboard
- Stereo
- Ipod and/or Mp3 Players
- Ipads
- Flip Cameras / Video Cameras
- Overhead Projector
- Dry Erase Boards / Quick Sheets And Markers
- Informational Bulletin Board Sets
- Overhead Transparencies (Wipe Clean, Photocopiable, Inkjet Printable)
- Art Supplies

BOOKS and MUSIC

- Salsa
- Merengue
- Son
- Bachata
- Spanish Guitar
- Current Pop En Español
- Teacher Assortment of Books to Compliment Units
- (Musical Needs Differ By Teacher And Culture(S) Addressed)

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INTERNET RESOURCES

- Discovery Education
- Noella Computerized Tests
- Internet
- go.hrw.com
- learnspanish.com
- colby.edu
- voicethread.com
- voki.com
- comiqs.com/editor
- prezi.com
- wikispaces.com/site/for/teachers
- pbs.org
- nationalgeographickids.org
- quizlet.com
- d-maps.com
- edmodo.com
- gfoanimate.com
- puzzlemaker.com
- kidsimmersion.com
- escuelaenlanube.com
- calicospanish.com
- actfl.org
- teachertube.com
- youtube.com
- quia.com
- state.nj.us/education/cccs/2009