

Curriculum Design	
Content Area: World Languages	
Course Title: Middle School Specials	Grade Level: 7
Interpretation of Language	10 weeks
Interpersonal Language Skills	10 weeks
Presentational Language Skills	10 weeks
Date Revised: August 2015	
Board Approved on: August 27, 2015	

<b>Unit 1 Overview</b>	
<b>Content Area:</b>	World Languages
<b>Unit 1 Title:</b>	Interpretation of Language
<b>Grade Level:</b>	7
<b>Unit Summary:</b>	<p>Understanding common words and phrases from other languages helps us to communicate with others. Learning about a new language and culture deepens my understanding of my own language and culture. People around the world have many things in common.</p> <p><b>Primary interdisciplinary connections:</b> English Language Arts, Visual and Performing Arts; Health and Physical Education; Technology; Music</p> <p>ELA-RI.7.2- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>ELA-RI.7.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>21<sup>st</sup> century themes:</b> 9.1 D. Cross-Cultural Understanding and Interpersonal Communications and 9.1.E. Communication and Media Fluency</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>
<b>Learning Targets</b>	
<b>Standards: 7.1 World Languages-</b>	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.
<b>Content Statements</b>	<ul style="list-style-type: none"> <li>• Understands and communicates at the <b>sentence</b> level and can <i>use simple sentences</i> independently to:                         <ul style="list-style-type: none"> <li>○ Identify the main idea and some supporting details when reading.</li> <li>○ Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>○ Infer the meaning of some unfamiliar words when used in familiar contexts.</li> </ul> </li> <li>• Immigration changes both the community of origin and the new community.</li> <li>• The study of another language and culture deepens understanding of where and how people live and why events occur.</li> </ul>

- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives.
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment.
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans.
- The amount of leisure time available and how it is spent varies among cultures.
- Wellness practices may vary across cultures.
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues.
- Current trends and issues influence popular culture.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
7.1.IL.A.6	Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Why study another culture?</li> <li>• How are language and culture linked?</li> <li>• What can I learn about my own language and culture from the study of other languages and cultures?</li> <li>• How does the study of another language and culture make the world seem smaller?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• We study other cultures to help us understand and interact with others appropriately.</li> <li>• Common languages connect people.</li> <li>• I can learn about my own language and culture by comparing and contrasting it with other languages and cultures.</li> <li>• The study of other languages and cultures teaches me that although people may seem different, we have common needs, wants,</li> </ul>
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	and likes.
Evidence of Learning	
<p><b>Equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Prentice Hall’s <u>Realidades</u> Student Edition</li> <li>• The following culturally authentic materials and resources will be used: sheet music and instruments, Internet resources and technology presentation tools, sporting equipment, assorted art supplies, and foods.</li> </ul>	
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher Prepared Tests</li> <li>• Participation in activities and projects</li> <li>• Anecdotal records</li> <li>• Teacher observation</li> </ul>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Completion of multicultural projects</li> <li>• Multimedia presentations</li> <li>• Performance of multicultural songs/dances/rituals</li> <li>• Participation in multicultural sporting games and physical activities</li> <li>• Creation and sampling of multicultural foods</li> </ul>	
<p><b>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</b></p> <ul style="list-style-type: none"> <li>• Menus</li> <li>• Choice Boards</li> <li>• Tiered Assignments</li> <li>• Partner work</li> <li>• Leveled Texts</li> <li>• Flexible grouping</li> <li>• Individualizing lessons</li> <li>• Compacting</li> <li>• Varying question levels</li> </ul>	

<b>Unit 2 Overview</b>
<b>Content Area:</b> World Languages
<b>Unit 2 Title:</b> Interpersonal Language Skills
<b>Grade Level:</b> 7
<p><b>Unit Summary:</b>                      I can communicate my needs and wants in different languages. Communicating in other languages opens up opportunities within my community as well as in the larger world around me.</p> <p><b>Primary interdisciplinary connections:</b> English Language Arts, Visual and Performing Arts; Health and Physical Education; Technology; Music</p> <p>ELA-RI.7.2- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>ELA-RI.7.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>21<sup>st</sup> century themes:</b> 9.1 D. Cross-Cultural Understanding and Interpersonal Communications and 9.1.E. Communication and Media Fluency</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>
<b>Learning Targets</b>
<p><b>Standards: 7.1 World Languages-</b> 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.</p>
<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>• Understanding and communicating at the <b>sentence</b> level and can <i>use words, lists, and simple sentences</i> independently to:                         <ul style="list-style-type: none"> <li>○ Ask and answer questions related to everyday life</li> <li>○ Handle simple transactions related to everyday life:                                 <ul style="list-style-type: none"> <li>○ Initiate, maintain, and end a conversation.</li> </ul> </li> </ul> </li> </ul>

- Ask for and give permission.
- Express needs.
- Give reasons.
- Request, suggest, and make arrangements.
- Extend, accept, and decline an invitation.
- Express an opinion and preference.
- Immigration changes both the community of origin and the new community.
- The study of another language and culture deepens understanding of where and how people live and why events occur.
- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives.
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment.
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans.
- The amount of leisure time available and how it is spent varies among cultures.
- Wellness practices may vary across cultures.
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues.
- Current trends and issues influence popular culture.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>		
7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.		
7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.		
7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.		
7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.		
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does language change in different situations?</li> <li>• Where do different languages live in my community?</li> <li>• How will learning a new language enhance my life?</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• We use different phrases and words depending on the person we are speaking with.</li> <li>• There are many different languages in my community.</li> <li>• Learning to communicate in a new language opens many doors for me.</li> </ul> </td> </tr> </table>		<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does language change in different situations?</li> <li>• Where do different languages live in my community?</li> <li>• How will learning a new language enhance my life?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• We use different phrases and words depending on the person we are speaking with.</li> <li>• There are many different languages in my community.</li> <li>• Learning to communicate in a new language opens many doors for me.</li> </ul>
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**Evidence of Learning**

**Equipment needed:**

- Prentice Hall’s Realidades Student Edition
- The following culturally authentic materials and resources will be used: sheet music and instruments, Internet resources and technology presentation tools, sporting equipment, assorted art supplies, and foods.

**Summative Assessments:**

- Teacher Prepared Tests
- Participation in activities and projects
- Anecdotal records
- Teacher observation

**Formative Assessments:**

- Completion of multicultural projects
- Multimedia presentations
- Performance of multicultural songs/dances/rituals
- Participation in multicultural sporting games and physical activities
- Creation and sampling of multicultural foods

**Modifications: (Special education, ELLs, at-risk students, gifted and talented)**

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

**Unit 3 Overview**

**Content Area:** World Languages

**Unit 3 Title:** Presentation of Language

**Grade Level:** 7

**Unit Summary:**

Native speakers of a language and foreign speakers of a language communicate very differently. In addition to words, my body language, rhythm, fluency, and intonation all help to communicate my message.

**Primary interdisciplinary connections:** English Language Arts, Visual and Performing Arts; Health and Physical Education; Technology; Music

ELA-RI.7.2- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

ELA-RI.7.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**21<sup>st</sup> century themes:** 9.1 D. Cross-Cultural Understanding and Interpersonal Communications and 9.1.E. Communication and Media Fluency

Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.

**Learning Targets**

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

**Content Statements**

- Understands and communicates at the **sentence** level and can *use simple sentences* independently to:
  - Handle simple transactions related to everyday life
    - Express needs.
    - Give reasons.
    - Express an opinion and preference.
    - Request and suggest.
  
- Immigration changes the community of origin and the new community.



- The study of another language and culture deepens understanding of where and how people live and why events occur.
- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives.
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment.
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<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one’s own culture, orally, in writing, or through simulation.
7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How can learning and using a new language help me assimilate into a new culture?</li> <li>• What strategies can I use to communicate more effectively in another language?</li> <li>• How does my body language communicate my point effectively?</li> <li>• What is the difference between a native speaker and a foreigner that speak the same language?</li> <li>• How can I sound more like a native speaker?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• I can comprehend tradition and culture by studying and producing culturally authentic projects.</li> <li>• I can use body language, song, rhyme, and visual cues to communicate more effectively in another language.</li> <li>• I can listen and practice good intonation, speed, and accents when communicating in another language.</li> </ul>
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Evidence of Learning

**Equipment needed:**

- Prentice Hall’s Realidades Student Edition
- The following culturally authentic materials and resources will be used: sheet music and instruments, Internet resources and technology presentation tools, sporting equipment, assorted art supplies, and foods.

**Summative Assessments:**

- Teacher Prepared Tests
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**Formative Assessments:**

- Completion of multicultural projects
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**Modifications: (Special education, ELLs, at-risk students, gifted and talented)**

- Menus
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