

# **REGIONAL WORLD LANGUAGE CURRICULUM GUIDE**

**DEVELOPED BY AND FOR:**

**THE REGIONAL  
SCHOOL DISTRICTS OF  
FRANKFORD, LAFAYETTE, AND  
SUSSEX-WANTAGE**

**2010 - 2011**

# NEW JERSEY CORE CURRICULUM CONTENT STANDARDS

## CREDITS

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## **PHILOSOPHY**

Language and communication are at the heart of the human experience; therefore, programs to teach, develop, and enhance communication are essential. For this reason, the study of a world language is considered an integral part of the education of every child.

Understanding that world language expands our ability to communicate, enhances our understanding of our native language, provides us with insights into other cultures, and helps us recognize and appreciate both the diversity as well as 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 the enhancement and improvement of their communicative facility with their own language. Students who study a world language often have a better vocabulary in their native language, higher levels of reading achievement, improved auditory discrimination and memory skills, and a better understanding of grammar in general. Students who have experiences with a world language in the elementary school tend to elect to study world language in high school.

Since the exposure to foreign language has positive effects on academic skills, future school choices, vocational expectations, and a better understanding of all people, this curriculum outline has been developed in the hope that it will positively benefit the students of the Sussex-Wantage, Frankford, and Lafayette School Districts.

NJ Core Curriculum Content Standards list "novice-mid" as an attainment level. With confidence, we believe that by the end of 8<sup>th</sup> grade, students will attain a performance level of "novice-high."

## **GOALS**

1. To provide long-term retention of a foreign language through active learning by listening to and utilizing common words, phrases, simple sentences, and stories.
2. To appreciate and understand a variety of cultures and traditions of Spanish-speaking countries.
3. To encourage students with the opportunity to better understand their own language through the study of another.

## Regional World Language Curriculum – Grade Level and Topic

### Grades K – 5

- Greetings and Farewells – p. 6
- Spanish-speaking countries (Where are native Spanish speakers from?) – p. 8
- Rooms in the house/apartment (Where do you live?) – p. 10
- Asking the time/telling time (What time is it? What time do you \_\_\_\_\_?) – p. 12
- Likes and dislikes (What do you like? What don't you like?) – p. 14
- Ask and state feelings/needs (How are you feeling? I'm feeling well, I'm hungry, etc.) – p. 16
- Food (What do we eat?) – p. 18
- School supplies/classroom objects (What items do we use in the classroom?) – p. 20
- Animals (What animals live in different habitats?) – p. 22
- Body parts (What are the parts of the body?) – p. 24
- Family (Who are the members of your family?) – p. 26
- Calendar/Dates/Birth dates (How do we write dates?) – p. 28
- Clothing (What do we wear?) – p. 30
- Colors, shapes, sizes (What are color, shape, and size words?) – p. 32
- Numbers/birth dates (How do you count and identify numbers in Spanish? How do you say your birth date?) – p. 34
- Weather/seasons (How do we describe the weather and seasons?) – p. 36

### Grades 6 – 8

**Over Arching TPRS** (Teaching Proficiency through Reading and Story Telling) Curriculum Process  
Cuéntame – p. 39

#### **Grade Level Units**

##### **Grade 6-8**

¿Qué comes? (La comida – food) – p. 41

##### **Grade 6**

¿Cómo estás? (How are you?) ¿Cómo eres? (What are you like?) – p. 43

¿Dónde vive? (Where do you live? The house) – p. 45

Animals of Spanish-speaking countries – p. 47

##### **Grade 7**

¿Qué te duele? (El cuerpo – the body) – p. 49

¿Qué lleva? (Clothing) – p. 51

##### **Grade 8**

¿Adónde vas para las vacaciones? (Where do you go for vacation?) – p. 53

¿Qué te gusta hacer? (What do you like to do?) – p. 55

¿Dónde se habla español? (Geography and culture of Spanish-speaking countries) – p. 57

#### **Supplemental/Enrichment Units**

- ¿Qué haces? (Professions) – p. 59
- ¿Adónde vas? (Where do you go?) – p. 61
- ¿Te gusta la escuela? (Do you like school?) – p. 63
- ¿Cómo es tu familia? (Family) – p. 65
- Miguel de Cervantes y Don Quixote de la Mancha – p. 67

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish Grades K-5	<b>Big Idea:</b> Greetings/Farewells	
	<b>Rationale: (Goal/CCCS Description)</b> To use the language by engaging in conversation, demonstrate understanding, and interpreting spoken and written language.	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> TPR Videos CDs Dialogues Skits	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>  <b>Enduring Understandings</b>	<b>Assessment Model</b>
	7.1.NM.A.5 7.1.NM.B.3,4 7.1.NM.C.3,4	How do I communicate with someone who speaks Spanish?  Why do people from Spanish-speaking countries say, write, and do things differently?  Successful communication is knowing how, when, and why to convey a message to different audiences. Learning a different language/culture leads to greater understanding of one's own and other languages/cultures.	Orally through dialogues and skits

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures, including the use of non-English languages				
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Develop, implement, and communicate new ideas to others effectively  Create new ideas		Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.  Demonstrate ability to work effectively and respectfully with diverse teams.		
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Use digital technologies including communication/networking tools.				

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades K-5	<b>Big Idea:</b> Spanish-speaking countries (Where are native Spanish speakers from?)	
	<b>Rationale: (Goal/CCCS Description)</b> To demonstrate an understanding of the perspectives of a culture(s) by studying a variety of Spanish-speaking countries.	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Maps, videos/DVDs, Smartboard, visuals, crafts, books, songs	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>  <b>Enduring Understandings</b>	<b>Assessment Model</b>
	Identify a variety of Spanish-speaking countries and basic cultural aspects of each country  7.2.NM.A.2 7.2.NM.A.3 7.2.NM.A.4 7.2.NM.B.1 7.2.NM.B.2 7.2.NM.C.1 7.2.NM.C.2 7.2.NM.C.3	How does learning a different language/culture lead to greater understanding of one’s own and other languages/cultures and why people think and act in different ways?	Country project

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures, including the use of non-English language				
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Think creatively  Work creatively with others	Reason effectively	Communicate clearly  Collaborate with others	Use and manage information	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Create media projects	Apply technology effectively	Interact effectively with others  Work effectively in diverse teams	Social Studies Language Arts Art Music	

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades K-5	<b>Big Idea:</b> Rooms in the house / apartment (Where do you live?)	
	<b>Rationale: (Goal/CCCS Description)</b> To use the target language to engage in conversation, demonstrate understanding, and interpret spoken and written language	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Dialogues, posters, visuals, Smartboard	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>	<b>Assessment Model</b>
	State where they live and describe different types of homes 7.1.NM.A.1 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.5 7.1.NM.C.2 7.1.NM.C.4	<b>Enduring Understandings</b>  How does the content of the World Language classroom encompass the entire learning experience?  How does learning a different language/culture lead to greater understanding of one’s own and other languages/cultures and why people think and act in different ways?	Orally through dialogues Identifying pictures

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures, including the use of non-English languages				
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Think creatively  Work creatively with others	Reason effectively	Communicate clearly  Collaborate with others	Use and manage information	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Create media projects	Apply technology effectively	Interact effectively with others  Work independently	Social Studies Art	

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades K-5	<b>Big Idea:</b> Asking the time / telling time (What time is it? What time do you _____?)	
	<b>Rationale: (Goal/CCCS Description)</b> To use the target language to engage in conversation, demonstrate understanding and interpret spoken and written language	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Smartboard, TPR, dialogue, realia (clocks), songs, flashcards	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>	<b>Assessment Model</b>
	State the time and the times they do various activities 7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.2.NM.A.1 7.2.NM.B.1 7.2.NM.C.1 7.2.NM.C.2	<b>Enduring Understandings</b> How does the content of the World Language classroom encompass the entire learning experience?	Orally through dialogues Matching/identifying

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures, including the use of non-English languages			Using available information to make appropriate health-related decisions	
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Use a wide range of idea-creation techniques	Reason effectively	Communicate clearly  Collaborate with others	Use and manage information  Use and evaluate information	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Create media projects	Apply technology effectively	Work independently  Interact effectively with others  Know when it is appropriate to listen and when to speak	Math Music Language Arts	

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades K-5	<b>Big Idea:</b> Likes and dislikes (What do you like? What don't you like?)	
	<b>Rationale: (Goal/CCCS Description)</b> To use the target language to engage in conversation, demonstrate understanding and interpret spoken and written language	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> TPR, dialogues, realia, Smartboard, visuals, posters	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>  <b>Enduring Understandings</b>	<b>Assessment Model</b>
	Describe things they like and dislike 7.1.NM.A.1            7.2.NM.A.1 7.1.NM.A.2            7.2.NM.A.3 7.1.NM.A.3            7.2.NM.B.1 7.1.NM.A.4            7.2.NM.B.2 7.1.NM.A.5            7.2.NM.C.3 7.1.NM.A.6 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4	How does the content of the World Language classroom encompass the entire learning experience?	Orally through dialogues Written descriptions

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures, including the use of non-English languages			Using available information to make appropriate health-related decisions	
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Think creatively Work creatively with others Implement innovations	Reason effectively	Communicate clearly Collaborate with others	Access and evaluate information Use and manage information	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Create media projects	Apply technology effectively	Work independently Interact effectively with others Know when it is appropriate to listen and when to speak	Social Studies Language Arts Music	

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades K-5	<b>Big Idea:</b> Ask and state feelings/needs (How are you feeling? I’m feeling well, I’m hungry, etc.)	
	<b>Rationale: (Goal/CCCS Description)</b> To use the target language to engage in conversation, demonstrate understanding, and interpret spoken and written language	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> TPR, videos, dialogues, skits, CDs	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>  <b>Enduring Understandings</b>	<b>Assessment Model</b>
	State how they feel and identify basic personal needs 7.1.NM.A.1            7.2.NM.A.1 7.1.NM.A.2            7.2.NM.A.3 7.1.NM.A.3            7.2.NM.B.1 7.1.NM.A.4            7.2.NM.C.1 7.1.NM.A.5            7.2.NM.C.2 7.1.NM.A.6 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4	How do I communicate with someone who speaks Spanish?  Why do people from Spanish-speaking countries say, write, and do things differently?  How does the content of the World Language classroom encompass the entire learning experience?	Orally through dialogues and skits

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures, including the use of non-English languages			Using available information to make appropriate health-related decisions	
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Develop, implement, and communicate new ideas to others effectively  Create new ideas	Effectively analyze and evaluate evidence, arguments, claims, and beliefs	Articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms and contexts	Evaluate information critically and competently	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Use digital technologies including communication/networking tools	Use technology as a tool to research, organize, evaluate, and communicate information	Interact effectively with others	Language Arts Music Social Studies	

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades K-5	<b>Big Idea:</b> Food (What do we eat?)	
	<b>Rationale: (Goal/CCCS Description)</b> To use the target language to engage in conversation, demonstrate understanding, and interpret spoken and written language	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Smartboard, dialogues, skits, flashcards	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>  <b>Enduring Understandings</b>	<b>Assessment Model</b>
	Identify foods and sort them into food groups 7.1.NM.A.1 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.C.2 7.1.NM.C.4 7.2.NM.A.1 7.2.NM.A.2 7.2.NM.A.3 7.2.NM.A.4	How does the content of the World Language classroom encompass the entire learning experience?	Orally through dialogues  Written and oral identification of objects

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures, including the use of non-English languages			Using available information to make appropriate health-related decisions	
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Develop, implement, and communicate new ideas to others effectively  Create new ideas	Identify and ask significant questions that clarify various points of view and lead to better solutions	Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts		
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Use digital technologies including communication/networking tools		Interact effectively with others	Health Math Music Art	

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades K-5	<b>Big Idea:</b> School Supplies / Classroom Objects (What items do we use in a classroom?)	
	<b>Rationale: (Goal/CCCS Description)</b> To use the target language to engage in conversation, demonstrate understanding, and interpret spoken and written language	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> TPR, Smartboard, dialogues, skits	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>  <b>Enduring Understandings</b>	<b>Assessment Model</b>
	Describe and identify classroom objects 7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.C.2 7.1.NM.C.3 7.2.NM.B.3	How does the content of the World Language classroom encompass the entire learning experience?	Orally through dialogues  Written and oral identification of objects

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures, including the use of non-English languages				
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Develop, implement, and communicate new ideas to others effectively  Create new ideas	Identify and ask significant questions that clarify various points of view and lead to better solutions	Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts		
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Use digital technologies including communication/networking tools		Interact effectively with others	Music Language Arts Math Science Social Studies Reading Art	

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades K-5	<b>Big Idea:</b> Animals What animals live in different habitats?		
	<b>Rationale: (Goal/CCCS Description)</b> To use the target language to engage in conversation, demonstrate understanding, and interpret spoken and written language	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Realia, visuals, posters, books, songs, games, Videos/DVDs, SmartBoard  <b>Cultural connections:</b> Various countries that animals are from; how animals sound different in different countries; how animals are used by native people		
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>  <b>Enduring Understandings</b>	<b>Assessment Model:</b>	
	Identify animals and where they live 7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.A.6 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.2.NM.A.1, 7.2.NM.A.2, 7.2.NM.A.3, 7.2.NM.A.4 7.2.NM.B.2 7.2.NM.C.1, 7.2.NM.C.2	How does the content of the World Language classroom encompass the entire learning experience?  How does learning a different language/culture lead to a greater understanding of one’s own and other languages/cultures and why people think and act in different ways?	Orally through dialogues  Animal identification  Animal books	

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures, including the use of non-English languages				
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Think creatively Work creatively with others Implement innovations	Reason effectively Use systems thinking	Communicate clearly and collaborate with others	Use and manage information Access and evaluate information	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Create media products	Apply technology effectively	Adapt to change Work independently Interact effectively with others	Science Performing Arts Music Language Arts Social Studies	

**Cultural connections:** Various countries that animals are from; how animals sound different in different countries; how animals are used by native people

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades K-5	<b>Big Idea:</b> Body parts What are the parts of the body?	
	<b>Rationale: (Goal/CCCS Description)</b> To use the target language to engage in conversation, demonstrate understanding, and interpret spoken and written language	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> DVDs, realia, dialogues, games, visuals  <b>Cultural connections:</b> Handshakes	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>  <b>Enduring Understandings</b>	<b>Assessment Model:</b>
	Point to and identify various body parts 7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.2.NM.A.3	How does the content of the World Language classroom encompass the entire learning experience?	Orally through dialogues  Games  Written expression

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures, including the use of non-English languages			Using available information to make appropriate health-related decisions	
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Think creatively Work creatively with others	Reason effectively Use systems thinking	Communicate clearly and collaborate with others	Access and evaluate information Use and manage information	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Analyze media	Apply technology effectively	Be flexible Work independently Be self-directed learners Interact effectively with others		

**Cultural connections: Handshakes**

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades K-5	<b>Big Idea:</b> Family Who are the members of your family?	
	<b>Rationale: (Goal/CCCS Description)</b> To use the target language to engage in conversation, demonstrate understanding, and interpret spoken and written language	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> DVDs, visuals, charts, dialogues, realia, books  <b>Cultural connections:</b> Extended families, the influence of families on the individual, family names	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>  <b>Enduring Understandings</b>	<b>Assessment Model:</b>
	Identify members of their family and the relationships of other family members 7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.A.6 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.2.NM.A.1, 7.2.NM.A.2, 7.2.NM.A.3 7.2.NM.B.1, 7.2.NM.B.2 7.2.NM.C.1, 7.2.NM.C.2, 7.2.NM.C.3	How does the content of the World Language classroom encompass the entire learning experience?  How does learning a different language/culture lead to a greater understanding of one’s own and other languages/cultures and why people think and act in different ways?	Orally through dialogues  Family tree project  Written expression

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures, including the use of non-English languages				
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Think creatively Work creatively with others	Reason effectively Solve problems	Communicate clearly and collaborate with others	Use and manage information	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Create media products	Apply technology effectively	Work independently Be self-directed learners Interact effectively with others	Social Studies Art Language Arts	

**Cultural connections: Extended families, the influence of families on the individual, family names**

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades K-5	<b>Big Idea:</b> Calendar / Dates / Birthdates How do we write dates?		
	<b>Rationale: (Goal/CCCS Description)</b> To use the target language to engage in conversation, demonstrate understanding, and interpret spoken and written language	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Visuals, calendar, DVDs, songs, graphs  <b>Cultural connections:</b> How the calendar is different; not capitalizing months and days		
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>  <b>Enduring Understandings</b>	<b>Assessment Model:</b>	
	Say and write a variety of dates including birth dates and holidays 7.1.NM.A.1 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.A.6 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.2.NM.A.1 7.2.NM.A.3 7.2.NM.B.1 7.2.NM.B.2 7.2.NM.C.1 7.2.NM.C.2 7.2.NM.C.3	How does the content of the World Language classroom encompass the entire learning experience?  How does learning a different language/culture lead to a greater understanding of one’s own and other languages/cultures and why people think and act in different ways?	Orally through dialogues  Written expression	

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures, including the use of non-English languages				
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work	Use various types of reasoning as appropriate to the situation	Communicate clearly and collaborate with others	Evaluate information critically and competently	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments	Use digital technologies, communication/networking tools and social networks appropriately to access, manage, integrate evaluate, and create information to successfully function in a knowledge economy	Interact effectively with others	Math – graphing skills Social Studies Music Language Arts	

**Cultural connections: How the calendar is different; not capitalizing months and days**

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades K-5	<b>Big Idea:</b> Clothing What do we wear?	
	<b>Rationale: (Goal/CCCS Description)</b> To use the target language to engage in conversation, demonstrate understanding, and interpret spoken and written language	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Realia, DVDs, games, paper dolls  <b>Cultural connections:</b> different cultural dress in different areas	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>  <b>Enduring Understandings</b>	<b>Assessment Model:</b>
	Describe and identify clothing 7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.5 7.2.NM.A.1 7.2.NM.A.2 7.2.NM.A.3 7.2.NM.B.2 7.2.NM.C.1 7.2.NM.C.2 7.2.NM.C.3	How does the content of the World Language classroom encompass the entire learning experience?  How does learning a different language/culture lead to a greater understanding of one’s own and other languages/cultures and why people think and act in different ways?	Orally through dialogues  Identifying real items  Games

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures, including the use of non-English languages				
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Think creatively Work creatively with others Implement innovations	Reason effectively	Communicate clearly and collaborate with others	Use and manage information	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Create media products	Apply technology effectively	Work independently Interact effectively with others	Social Studies Health	

**Cultural connections: Different cultural dress in different areas**

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades K-5	<b>Big Idea:</b> Colors, shapes, sizes What are color, shape and size words?	
	<b>Rationale: (Goal/CCCS Description)</b> To use the target language to engage in conversation, demonstrate understanding, and interpret spoken and written language	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Visuals, posters, songs, realia	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>  <b>Enduring Understandings</b>	<b>Assessment Model:</b>
	Identify colors, shapes, and sizes 7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.2.NM.A.3 7.2.NM.A.4 7.2.NM.B.2 7.2.NM.C.1	How does the content of the World Language classroom encompass the entire learning experience?	Orally through dialogues  Written descriptions of objects  Oral identification of colors

## World Language Curriculum 2010 – 2011

21 <sup>st</sup> Century Themes				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures, including the use of non-English languages				
21 <sup>st</sup> Century Skills				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Think creatively Work creatively with others Implement innovations	Reason effectively Solve problems	Communicate clearly and collaborate with others	Access and evaluate information Use and manage information	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
	Apply technology effectively	Be flexible Manage goals and time Work independently Be self-directed learners Interact effectively with others	Math Music Language Arts Art	

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades K-5	<b>Big Idea:</b> Numbers / Birthdates How do you count and identify numbers in Spanish? How do you say your birth date?	
	<b>Rationale: (Goal/CCCS Description)</b> To use the target language to engage in conversation, demonstrate understanding, and interpret spoken and written language	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Songs, flash cards, Total Physical Response (TPR), calendar, clock, dialogues  <b>Cultural connections:</b> Birthday celebrations	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>  <b>Enduring Understandings</b>	<b>Assessment Model:</b>
	Count and identify numbers State their birth date 7.1.NM.A.5 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.4 7.2.NM.A.1 7.2.NM.A.3 7.2.NM.A.4 7.2.NM.B.1 7.2.NM.B.2 7.2.NM.C.1 7.2.NM.C.2 7.2.NM.C.3	How does the content of the World Language classroom encompass the entire learning experience?	Orally through dialogues  Identifying numbers on flashcards/written numerals

## World Language Curriculum 2010 – 2011

21 <sup>st</sup> Century Themes				
Global Awareness Literacy	Financial, Economic, Business, and Entrepreneurial Literacy	Civil Literacy	Health Literacy	Environmental Literacy
Understanding other nations and cultures, including the use of non-English languages				
21 <sup>st</sup> Century Skills				
Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy	
Think creatively Work creatively with others Implement innovations	Reason effectively	Communicate clearly and collaborate with others	Access and evaluate information  Use and manage information	
Media Literacy	Information, Communication & Technology Literacy	Life and Career Skills	Interdisciplinary Connections	
Create media products	Apply technology effectively	Work independently Interact effectively with others - know when it is appropriate to listen and when to speak	Math Social Studies Music Language Arts	

**Cultural connections: Birthday celebrations**

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades K-5	<b>Big Idea:</b> Weather / Seasons How do we describe the weather and seasons?	
	<b>Rationale: (Goal/CCCS Description)</b> To use the target language to engage in conversation, demonstrate understanding, and interpret spoken and written language	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> SmartBoard, TPR, dialogues, songs  <b>Cultural connections:</b> Climate of different countries; seasons are opposite in South America	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>  <b>Enduring Understandings</b>	<b>Assessment Model:</b>
	Describe the weather and season: 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.C.2 7.2.NM.A.1 7.2.NM.A.2 7.2.NM.B.1 7.2.NM.B.2 7.2.NM.C.1 7.2.NM.C.3	How does the content of the World Language classroom encompass the entire learning experience?	Orally through dialogues  Identifying pictures

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures, including the use of non-English languages			Using available information to make appropriate health-related decisions	
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Use a wide range of idea creation techniques	Effectively analyze and evaluate evidence, arguments, claims, and beliefs	Articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms and contexts	Evaluate information critically and competently	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Understand both how and why media messages are constructed and for what purposes	Use technology as a tool to research, organize, evaluate and communicate information	Interact effectively with others	Science – weather Social Studies – map skills, climate Music Language Arts	

**Cultural connections: Climate of different countries; seasons are opposite in South America**

## Implementation Rationale

TPRS (Total Proficiency through Story Telling) is a method of teaching World Language fluency through exposure to as much comprehensible language as possible. This comprehensible language input is given primarily through a storytelling medium. As such, “traditional” thematic units are replaced with stories that encompass many themes and grammar points at once. We have outlined an all-encompassing methodology for implementation and assessment while recognizing the need to maintain flexibility. We recommend covering the following themes and grammar points in the suggested years while leaving room for supplemental/enrichment activities. We recommend using “La Comida” as a general launching pad for cultural learning experiences throughout the middle school world language program.

### 6<sup>th</sup> Grade

#### Themes

Animals  
Feelings  
House

#### Grammar

noun/adj. agreement  
ser v. estar  
Question words/asking and answering questions  
Foundations of verb conjugation  
Introduce concept of reflexive verbs

### 7<sup>th</sup> Grade

#### Themes

Body Parts  
  
Clothing

#### Grammar

regular verb conjugation  
stem-changing verbs  
some irregular verbs (ser, estar, ir)  
Definite/indefinite articles

### 8<sup>th</sup> Grade

#### Themes

Vacations  
What do you like to do?  
  
Spanish Speaking Countries

#### Grammar

more irregular verbs  
possessives  
indirect/direct object pronouns  
simple future tense (ir + a + infinitive)

**Supplemental/Enrichment Themes:** ¿Qué haces? (Professions), La familia, ¿Adónde vas? ¿Cómo está tu familia?, Cervantes y Don Quixote

**Supplemental/Enrichment Grammar points:** Present Progressive, Preterite

## World Language Curriculum 2010 – 2011

### Over Arching TPRS (Teaching Proficiency Through Reading and Story Telling) Curriculum Process

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades 6, 7, and 8	<i>Cuéntame: Teacher’s Manual</i> Marsh, V. & Anderson, C. (2002). <i>Cuéntame</i> . TPRS Publishing: Chandler, AZ.  The TPRS (Teaching Proficiency Through Reading and Storytelling) process assists students in natural language acquisition by providing meaningful context-driven input and output opportunities which cover all modes of communication.	
	<b>Rationale: (Goal/CCCS Description)</b> Students will develop an appreciation for Spanish language and culture.	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> PowerPoint presentations of story content and vocabulary, <i>Cuéntame</i> book series, materials for creating illustrated stories	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>  <b>Enduring Understandings</b>	<b>Assessment Model</b>
	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4  7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5  7.1.NM.C.2 7.1.NM.C.3	Year-long: How do I communicate with someone who doesn’t speak my language? There are a variety of ways to communicate (gestures, etc.) besides talking.  Why do I need to learn Spanish? Learning another language expands my mind so I can better understand and communicate with people who are different from me.	Interpretive: Students will internalize story vocabulary through teacher input (listening), visual aids, physical response, and student responses.  Students recombine vocabulary into mini-stories.  Interpersonal mode: Students will practice telling and re-telling stories to partners and groups.  Presentational: Students tell and re-tell stories to the class, individually and in groups.

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Learning from and working collaboratively with individuals representing diverse cultures				
Understanding other nations and cultures				
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Use a wide range of techniques  Be open and responsive to new and diverse perspectives	Use various types of reasoning  Interpret information and draw conclusions	Demonstrate ability to work effectively and respectfully  Use communication for a range of purposes  Communicate effectively in diverse environments	Use information accurately and creatively for the issue or problem at hand	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
	Use technology as a tool to research, organize, evaluate, and communicate information	Deal positively with praise, setbacks, and criticism Set goals with tangible and intangible success criteria Utilize time and manage workload efficiently	All	

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades 6, 7, and 8 Thematic Unit	<b>Big Idea:</b> ¿Qué comes? (La comida - food) Food is the central launching pad for cultural activities and can be addressed across all grade levels	
	<b>Rationale: (Goal/CCCS Description)</b> Students will develop an appreciation for Spanish language and culture	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Internet resources featuring culturally authentic materials, white boards, PowerPoint presentations for vocabulary, online and paper menus from Latin American restaurants	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>  <b>Enduring Understandings</b>	<b>Assessment Model</b>
	Discuss food and its cultural relevance 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.5	Year-long: How do I communicate with someone who doesn't speak my language? There are a variety of ways to communicate (gestures, etc.) besides talking.  Why do I need to learn Spanish? Learning another language expands my mind so I can better understand and communicate with people who are different from me.  Why does food differ from country to country? (focus on Latin America) Food differs from place to place because the resources available differ from place to place (due to climate, terrain, economic factors, etc.)	Interpretive: Students will categorize food into the current food pyramid and describe whether a food is healthy or unhealthy (depending on the way it is prepared).  Students examine online menus from restaurants throughout Latin America and explain how food varies from place to place.  Interpersonal mode: Students interview each other about their likes, dislikes, and food preferences  Presentational: En un restaurante: Students write and perform skits in which they order food.

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures			Understanding preventative physical and mental health measures, including proper diet, nutrition, exercise, etc.	
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Use a wide range of creative techniques  Create new and worthwhile ideas	Use various types of reasoning  Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems	Demonstrate ability to work effectively and respectfully  Use communication for a range of purposes  Communicate effectively in diverse environments	Use information accurately and creatively for the issue or problem at hand	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
	Use technology as a tool to research, organize, evaluate, and communicate information	Deal positively with praise, setbacks, and criticism  Set goals with tangible and intangible success criteria  Utilize time and manage workload efficiently	Health Science Social Studies	

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grade 6	<b>Big Idea:</b> ¿Cómo estás? (How are you?) ¿Cómo eres? (What are you like?)	
	<b>Rationale: (Goal/CCCS Description)</b> Students will develop an appreciation for Spanish language and culture	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Internet images and publications, individual whiteboards, authentic Spanish ¿Cómo te sientes? poster	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>	<b>Assessment Model</b>
	Identify key vocabulary for telling how they feel or what they are like: 7.1.NM.A.1 7.1.NM.A.2 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.C.1  Write basic dialogues using key vocabulary: 7.1.NM.A.1 7.1.NM.A.2 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.C.1	<b>Enduring Understandings</b>  Year-long: How do I communicate with someone who doesn't speak my language? There are a variety of ways to communicate (gestures, etc.) besides talking.  Why do I need to learn Spanish? Learning another language expands my mind so I can better understand and communicate with people who are different from me.  How is describing emotions and feelings In Spanish different from English? Spanish speakers think of <i>being</i> and <i>feeling</i> as different states, and use different verbs to state each.	Interpretive: Write and illustrate a story describing a person's physical appearance and emotions ¿Cómo te sientes hoy? poster "Yo soy yo" poem  Interpersonal mode: Students work in pairs to ask and answer questions about: How they are feeling What they look like  Presentational: Describe a classmate or famous person; classmates will listen and try to identify

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures				
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Use a wide range of creative techniques  Elaborate, refine, analyze, and evaluate their own ideas in order to maximize and improve creative efforts	Use various types of reasoning  Identify and ask significant questions that clarify various points of view and lead to better solutions	Demonstrate ability to work effectively and respectfully  Articulate thoughts effectively using oral, written, and nonverbal communication skills in a variety of forms and concepts	Use information accurately and creatively for the issue or problem at hand	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Examine how individuals interpret messages differently	Use technology as a tool to research, organize, evaluate, and communicate information	Deal positively with praise, setbacks, and criticism	Language Arts & Reading	

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grade 6	<b>Big Idea:</b> ¿Dónde vive? (Where do you live? The house)	
	<b>Rationale: (Goal/CCCS Description)</b> Students will develop an appreciation for Spanish language and culture	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Internet resources featuring culturally authentic materials, white boards, PowerPoint presentations for vocabulary, online real-estate listings from South America	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>  <b>Enduring Understandings</b>	<b>Assessment Model</b>
	Describe places in which people live: 7.1.NM.B.1  Use prepositions to locate places: 7.1.NM.A.1 7.1.NM.C.3	Year-long: How do I communicate with someone who doesn't speak my language? There are a variety of ways to communicate (gestures, etc.) besides talking.  Why do I need to learn Spanish? Learning another language expands my mind so I can better understand and communicate with people who are different from me.  How does <i>where</i> people live influence their housing structures? Housing structures are influenced by economic and geographic factors.	Interpretive: Students will view online real estate listings and decide which house they would be most likely to buy.  Students research listings on their own and create their own chart format to compare housing throughout different parts of Latin America including geographic and climate factors.  Interpersonal mode: Students interview each other about their current homes and their dream homes.  Presentational: Students present a real-estate listing of their dream home to the class.

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures				
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Use a wide range of creative techniques  Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas	Use various types of reasoning  Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems	Demonstrate ability to work effectively and respectfully  Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills	Use information accurately and creatively for the issue or problem at hand  Evaluate information critically and competently	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
	Use technology as a tool to research, organize, evaluate, and communicate information	Deal positively with praise, setbacks, and criticism	Social Studies Geography	

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grade 6	<b>Big Idea:</b> Animals of Spanish-speaking countries	
	<b>Rationale: (Goal/CCCS Description)</b> Students will develop an appreciation for Spanish language and culture	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Internet websites showing various zoos, individual whiteboards, Vengan a ver mi granja CD, youtube video of Mexican child making animal noises	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>	<b>Assessment Model</b>
	Describe animals of Spanish-speaking countries 7.1.NM.A.4 7.1.NM.B.3 7.1.NM.C.2	<b>Enduring Understandings</b>  Year-long: How do I communicate with someone who doesn't speak my language? There are a variety of ways to communicate (gestures, etc.) besides talking.  Why do I need to learn Spanish? Learning another language expands my mind so I can better understand and communicate with people who are different from me.  How do people in Spain in Mexico view animals? Spanish speakers interpret the noises that animals make differently than we do because they have a different set of phonemes. Animals do not speak human languages.	Interpretive: Using the internet, students research zoos in Spanish-speaking countries and compare them to American zoos.  Students compare the sounds animals make in Spanish vs. English.  Interpersonal mode: Students work in pairs to describe animals and guess which animal is being described.  Presentational: Students choose and describe an animal native to a Spanish-speaking country Animal Charades

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures				
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Use a wide range of creative techniques  Elaborate, refine, analyze, and evaluate their own ideas in order to maximize and improve creative efforts	Use various types of reasoning  Identify and ask significant questions that clarify various points of view and lead to better solutions	Demonstrate ability to work effectively and respectfully  Articulate thoughts effectively using oral, written, and nonverbal communication skills in a variety of forms and concepts		
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Examine how individuals interpret messages differently	Use technology as a tool to research, organize, evaluate, and communicate information	Deal positively with praise, setbacks, and criticism	Language Arts & Reading Science	

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grade 7	<b>Big Idea:</b> ¿Qué te duele? (El cuerpo – the body)	
	<b>Rationale: (Goal/CCCS Description)</b> Student will develop appreciation for Spanish language and culture	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Internet images and publications, picture of the body, paper, markers	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>	<b>Assessment Model</b>
	Identify parts of the body: 7.1.NM.A.1 7.1.NM. B2  Ask and tell how people feel: 7.1 NM.A.1 7.1.NM. B5	<b>Enduring Understandings</b>  Year-long: How do I communicate with someone who doesn't speak my language? There are a variety of ways to communicate (gestures, etc.) besides talking.  Why do I need to learn Spanish? Learning another language expands my mind so I can better understand and communicate with people who are different from me.  How do I express that I am not feeling well?	Interpretive: Students will write a description of their "monstruo" (monster).  Interpersonal mode: Students will pair and describe their monster for their partner to draw.  Presentational: Students will present their monster to the class.

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures			Obtaining basic health information  Understanding preventative measures (proper diet, nutrition, exercise)	
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Use a wide range of creative techniques	Use various types of reasoning	Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts  Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions  Demonstrate ability to work effectively and respectfully	Access information efficiently and effectively	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Utilize expressions and interpretations in diverse multi-cultural environments	Use technology as a research tool	Balance diverse views and beliefs	Historical and Social	

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grade 7	<b>Big Idea:</b> ¿Qué lleva? (Clothing)	
	<b>Rationale: (Goal/CCCS Description)</b> Students will develop an appreciation for Spanish language and culture	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Internet resources featuring culturally authentic materials, white boards, PowerPoint presentations for vocabulary, clothing catalogues	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>	<b>Assessment Model</b>
	Identify key vocabulary for clothing 7.1.NM. A.4 7.1.NM. B.2  Use key adjectives to describe clothing 7.1.NM.A.3 7.1.NM.A.5 7.1.NM.C.5	<b>Enduring Understandings</b>  Year-long: How do I communicate with someone who doesn't speak my language? There are a variety of ways to communicate (gestures, etc.) besides talking.  Why do I need to learn Spanish? Learning another language expands my mind so I can better understand and communicate with people who are different from me.  How does fashion differ from country to country? The clothes that people wear are influenced somewhat by culture (including foreign cultures), and other factors such as geography and economic status.	Interpretive: Students will describe what people are wearing in the pictures of a PowerPoint presentation of indigenous outfits.  Students create a catalogue of outfits influenced by the indigenous cultures.  Interpersonal mode: Students will describe what an unnamed student is wearing, and the class will guess who is being described.  Presentational: La moda: Students will give a fashion show.

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures				
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Use a wide range of creative techniques  Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas	Use various types of reasoning  Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems	Demonstrate ability to work effectively and respectfully  Use communication for a range of purposes  Communicate effectively in diverse environments	Use information accurately and creatively for the issue or problem at hand	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
	Use technology as a tool to research, organize, evaluate and communicate information	Deal positively with praise, setbacks and criticism	Social Studies	

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grade 8	<b>Big Idea:</b> ¿Adónde vas para las vacaciones? (Where do you go for vacation?)	
	<b>Rationale: (Goal/CCCS Description)</b> Students will develop an appreciation for Spanish language and culture	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Internet images and publications, maps	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>	<b>Assessment Model</b>
	Identify places 7.1.NM.A.1, C1  Discuss items they need 7.1.NM.A.4  Discuss activities they will do 7.1.NM.B.4	<b>Enduring Understandings</b>  Year-long: How do I communicate with someone who doesn't speak my language? There are a variety of ways to communicate (gestures, etc.) besides talking.  Why do I need to learn Spanish? Learning another language expands my mind so I can better understand and communicate with people who are different from me.  How are Spanish-speaking destinations different from each other?	Interpretive: Students will research a city in a Spanish-speaking country and compare it to a city they have visited in America.  Interpersonal mode: Students will interview one another about their vacation preferences.  Presentational: Students will create a vacation brochure.

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures				
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Use a wide range of creative techniques	Solve different kinds of non-familiar problems	<p>Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts</p> <p>Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions</p> <p>Demonstrate ability to work effectively and respectfully</p>	Access information efficiently and effectively	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Utilize expressions and interpretations in diverse multi-cultural environments	Use technology as a research tool	Balance diverse views and beliefs	Historical and social	

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades 8	<b>Big Idea:</b> ¿Qué te gusta hacer? (What do you like to do?)	
	<b>Rationale: (Goal/CCCS Description)</b> Students will develop an appreciation for Spanish language and culture	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Internet images and publications, online survey websites, Skype	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>	<b>Assessment Model</b>
	Identify activities they like to do and places they like to go 7.1.NM.A.4 7.1.NM. B.4 7.1.NM. C.3	<b>Enduring Understandings</b>  Year-long: How do I communicate with someone who doesn't speak my language? There are a variety of ways to communicate (gestures, etc.) besides talking.  Why do I need to learn Spanish? Learning another language expands my mind so I can better understand and communicate with people who are different from me.  How do my hobbies compare to those of Spanish-speaking students?	Interpretive: Students will survey classmates (and if possible students from a nearby middle school) about likes and dislikes. They will create a visual representation based on the information they learn.  Interpersonal mode: Students will interview one another (and if possible students from a nearby middle school through Skype).  Presentational: Students will present information about their partner.

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures				
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Use a wide range of creative techniques	Solve different kinds of non-familiar problems	<p>Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts</p> <p>Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions</p> <p>Demonstrate ability to work effectively and respectfully</p>	Access information efficiently and effectively	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Utilize expressions and interpretations in diverse multi-cultural environments	Use technology as a research tool	Balance diverse views and beliefs	Historical and social	

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grade 8	<b>Big Idea:</b> ¿Dónde se habla español? (Geography and culture of Spanish-speaking countries)	
	<b>Rationale: (Goal/CCCS Description)</b> Students will develop an appreciation for Spanish language and culture	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Internet images and publications, maps, authentic props, DVDs or videos, Exploring Spanish	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>  <b>Enduring Understandings</b>	<b>Assessment Model</b>
	Identify key geography vocabulary: 7.1.NM.A.1.  Compare and contrast customs and traditions of Spanish-speaking countries versus U.S. customs and traditions: 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.5 7.1.NM.C.5  List and identify imported roles of famous Hispanics: 7.1.NM.A.3	What are some important cities?  What role do landmarks play historically?  What value do celebrations play in daily living?  How do historical events play a role in creating holidays and traditions?  How do dining customs differ between Hispanic countries and the U.S.?	Interpretive: Students will work on a KWL chart before, during, and after film/packet.  Interpersonal mode: Students will answer comprehension questions. Students will discuss how their culture differs from the target culture.  Presentational: Students will work in small groups to choose a highlighted city, landmark, or celebration to create a poster or brochure. Groups will present to the class.

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures			Obtaining basic health information  Understanding preventative measures (proper diet, nutrition, exercise)	
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Use a wide range of creative techniques	Use various types of reasoning	Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts  Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions  Demonstrate ability to work effectively and respectfully	Access information efficiently and effectively	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Utilize expressions and interpretations in diverse multi-cultural environments	Use technology as a research tool	Balance diverse views and beliefs	Historical and social	

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grade 8	<b>Big Idea:</b> ¿Qué haces? (Professions)	
	<b>Rationale: (Goal/CCCS Description)</b> Students will develop an appreciation for Spanish language and culture	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Internet resources featuring culturally authentic materials, white boards, PowerPoint presentations for vocabulary	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>	<b>Assessment Model</b>
	Discuss professions  7.1.NM.A.4 7.1.NM.B.4	<b>Enduring Understandings</b>  Year-long: How do I communicate with someone who doesn't speak my language? There are a variety of ways to communicate (gestures, etc.) besides talking.  Why do I need to learn Spanish? Learning another language expands my mind so I can better understand and communicate with people who are different from me.  How does the job market of Latin America differ from the job market in the US? The job market varies greatly depending on a number of factors: economic, geographic, cultural, etc.	Interpretive: Students write a description of at least five professions using previous vocabulary.  Students will research job markets in Latin American countries to see how jobs vary from place to place, including urban v. rural, country v. country, etc.  Interpersonal mode: Students will take their descriptions and work with a partner to play a guessing game, ¿Qué hace?  Presentational: Yo quiero ser_____ porque me gusta.... Students will give a brief presentation to the class describing what they want to do when they grow up and why.

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures				
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Use a wide range of creative techniques  Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas	Use various types of reasoning  Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems	Demonstrate ability to work effectively and respectfully  Use communication for a range of purposes  Communicate effectively in diverse environments	Use information accurately and creatively for the issue or problem at hand	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
	Use technology as a tool to research, organize, evaluate, and communicate information	Deal positively with praise, setbacks, and criticism		

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades 6, 7, and 8	<b>Big Idea:</b> ¿Adónde vas? (Where do you go?)	
	<b>Rationale: (Goal/CCCS Description)</b> Students will develop appreciation for Spanish language and culture	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Internet images and publications, maps	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>	<b>Assessment Model</b>
	Identify places: 7.1.NM.A.1  Discuss where they go: 7.1.NM.A.4  Discuss where they are going in the future: 7.1.NM.B.4  Compare and contrast where students in Spanish-speaking countries go with places students in the U.S. go: 7.1.NM.B.1	<b>Enduring Understandings</b>  Year-long: How do I communicate with someone who doesn't speak my language? There are a variety of ways to communicate (gestures, etc.) besides talking.  Why do I need to learn Spanish? Learning another language expands my mind so I can better understand and communicate with people who are different from me.  How are Spanish speaking destinations similar to or different from each other?	Interpretive: Students will read an article about different places students go and activities they do. They will create a Venn Diagram to compare and contrast where they go and what they do.  Presentational: Students will create a calendar which shows where they will go and activities they will do.

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures			Obtaining basic health information  Understanding preventative measures (proper diet, nutrition, exercise)	
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Use a wide range of creative techniques	Use various types of reasoning	Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts  Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions  Demonstrate ability to work effectively and respectfully	Access information efficiently and effectively	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Utilize expressions and interpretations in diverse multi-cultural environments	Use technology as a research tool	Balance diverse views and beliefs	Historical and Social	

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades 6, 7, and 8	<b>Big Idea:</b> ¿Te gusta la escuela? (Do you like school?)		
	<b>Rationale: (Goal/CCCS Description)</b> Students will develop an appreciation for Spanish language and culture.	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Online video of ESL students learning English, movie clips of Spanish-speaking students going to school (i.e. Devil’s Miner), authentic copies of school schedules from Spanish-speaking students, internet resources		
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>	<b>Assessment Model</b>	
	Demonstrate comprehension of brief oral and written messages using age-appropriate, culturally-authentic materials on familiar topics 7.1.NM.A.5  Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases 7.1.NM.B.5  Name and label tangible cultural products and imitate cultural practices from the target cultures 7.1.NM.C.5	<b>Enduring Understandings</b>  Year-long: How do I communicate with someone who doesn’t speak my language? There are a variety of ways to communicate (gestures, etc.) besides talking.  Why do I need to learn Spanish? Learning another language expands my mind so I can better understand and communicate with people who are different from me.  Do Spanish-speaking students learn the same information as I do? How does their school experience differ from mine?	Interpretive: Students will research what a typical school day is like for a student in a Spanish-speaking country (through internet resources: websites or e-pals), create a schedule of their classes and the classes of a student in a Spanish-speaking country.  Interpersonal mode: Students will interview a partner to find out which classes he/she likes the best and the least.  Presentational: Students present their schedules to the class and talk about which classes they prefer, like, dislike.	

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Learning from and working collaboratively with individuals representing diverse cultures  Understanding other nations and cultures				
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Use a wide range of techniques  Be open and responsive to new and diverse perspectives	Use various types of reasoning  Interpret information and draw conclusions	Demonstrate ability to work effectively and respectfully  Use communication for a range of purposes  Communicate effectively in diverse environments	Use information accurately and creatively for the issue or problem at hand	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
	Use technology as a tool to research, organize, evaluate, and communicate information	Deal positively with praise, setbacks, and criticism Set goals with tangible and intangible success criteria Utilize time and manage workload efficiently	All	

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades 6, 7, and 8	<b>Big Idea:</b> ¿Cómo es tu familia? (Family)	
	<b>Rationale: (Goal/CCCS Description)</b>	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Internet images and publications, DVD explaining the naming process, individual whiteboards	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>	<b>Assessment Model</b>
	Discuss family and family life 7.1.NM.A.4 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.2	<b>Enduring Understandings</b>  Year-long: How do I communicate with someone who doesn't speak my language? There are a variety of ways to communicate (gestures, etc.) besides talking.  Why do I need to learn Spanish? Learning another language expands my mind so I can better understand and communicate with people who are different from me.  How is a Spanish-speaking family similar and different from my family? Spanish-speakers have a special way that they are named. The family unit is very important to most Spanish- speakers.	Interpretive: Students create a family tree  Interpersonal mode: Students work in pairs to ask and answer questions about each other's family members  Presentational: Students will describe themselves and family members

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures				
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Use a wide range of creative techniques  Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas	Use various types of reasoning  Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems	Demonstrate ability to work effectively and respectfully  Use communication for a range of purposes  Communicate effectively in diverse environments	Use information accurately and creatively for the issue or problem at hand	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
	Use technology as a tool to research, organize, evaluate, and communicate information	Deal positively with praise, setbacks, and criticism		

## World Language Curriculum 2010 – 2011

<b>Suggested Days of Instruction</b>	<b>Grade Level and Subject:</b> Spanish – Grades 6, 7, & 8	<b>Big Idea:</b> Miguel de Cervantes y Don Quixote de la Mancha	
	<b>Rationale: (Goal/CCCS Description)</b> Students will develop an appreciation for Spanish language and culture	<b>Instructional Tools/Materials/Resources/Integration of Technology:</b> Internet images and publications, video	
	<b>Objectives and CPIs</b> The student will be able to:	<b>Essential Questions</b>  <b>Enduring Understandings</b>	<b>Assessment Model</b>
	Identify facts about Miguel de Cervantes’ life 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.5 7.1.NM.C.2  Describe the characters in Don Quixote 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.5 7.1.NM.C.2  Sequence events in Don Quixote 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.5 7.1.NM.C.2	Year-long: How do I communicate with someone who doesn’t speak my language? There are a variety of ways to communicate (gestures, etc.) besides talking.  Why do I need to learn Spanish? Learning another language expands my mind so I can better understand and communicate with people who are different from me.  Why is Don Quixote important to Spanish literature?	Interpretive: Students will identify principal characters and main idea.  Interpersonal mode: Students will write a skit based on the story.  Presentational: Students will re-enact a skit from the movie.

## World Language Curriculum 2010 – 2011

<b>21<sup>st</sup> Century Themes</b>				
<b>Global Awareness Literacy</b>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>Civil Literacy</b>	<b>Health Literacy</b>	<b>Environmental Literacy</b>
Understanding other nations and cultures			Obtaining basic health information  Understanding preventative measures (proper diet, nutrition, exercise)	
<b>21<sup>st</sup> Century Skills</b>				
<b>Creativity and Innovation</b>	<b>Critical Thinking and Problem Solving</b>	<b>Communication and Collaboration</b>	<b>Information Literacy</b>	
Use a wide range of creative techniques	Use various types of reasoning	Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts  Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions  Demonstrate ability to work effectively and respectfully	Access information efficiently and effectively	
<b>Media Literacy</b>	<b>Information, Communication &amp; Technology Literacy</b>	<b>Life and Career Skills</b>	<b>Interdisciplinary Connections</b>	
Utilize expressions and interpretations in diverse multi-cultural environments	Use technology as a research tool	Balance diverse views and beliefs	Historical and social	