

WORLD LANGUAGE EXPLORATIONS

GRADES 6-7-8

CURRICULUM 2008

WORLD LANGUAGE EXPLORATIONS: Grades 6-8 (2008)

COURSE DESCRIPTION

World Language Exploration will develop basic skills for speaking, listening, reading and writing, as well as introduce students to the richness and diversity of World Language cultures.

Instruction and practice will be accomplished through the use of classroom activities and will be combined with various technological applications. By means of comprehensible, contextualized input, students will acquire skill and proficiency in the target language.

Content will include but not be limited to conversational expression of feelings, ideas and opinions, comprehension of the spoken and written language, oral and written presentation of ideas, connection between the target language culture and other disciplines, and target language usage within and beyond the school setting.

CORE CURRICULUM CONTENT STANDARDS

World Language

Standard 7.1 (Communication) All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

Standard Culture 7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

Technological Literacy

Standard 8.1 (Computer and information literacy) All students will use computer applications to gather and organize Information and to solve problems.

CUMULATIVE PROGRESS INDICATORS

7.1 Communication

Intermediate-Low Learner Range

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
2. Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own in the use of gestures, intonation, and other visual and auditory clues.
 - Eye contact and interpersonal social distance
 - Table manners and telephone practices
3. Discuss people, places, objects, and daily activities based on oral or written descriptions.
 - Grade level appropriate social studies topics (e.g., famous historical and contemporary personalities from the target culture; regions, cities, historical and cultural sites in the target country; events from U.S. history and target culture history from a specific era)
4. Comprehend conversations and written information on a variety of topics.
 - Academic and social interests
 - Current or past issues and events at home or in the target country

5. Apply knowledge and skills gained in other core content areas to the learning of the target language.
 - Grade level appropriate social studies (e.g., converting maps into appropriate graphics to display geographical information about the target culture country)
 - Grade level appropriate health topics (e.g., comparing and contrasting health concerns that occur during adolescence in the target culture with their own culture)
 - Grade level appropriate mathematics concepts (e.g., selecting and using appropriate units of metric measurement to solve real-life problems)
 - Grade level appropriate science concepts (e.g., evaluating authentic weather reports from different regions of the target country to predict weather conditions)
6. Identify the main idea and theme, and describe the main characters and setting in readings from age-appropriate, culturally authentic selections.
7. Compare and contrast unique linguistic elements in English and the target language.
 - Grade level appropriate language arts literacy topics/concepts (e.g., time and tense relationships; commonly used words and phrases; idiomatic expressions)

B. Interpersonal Mode (direct spoken or written communication)

1. Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
2. Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.

3. Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
 - Reactions to an incident occurring in school or an event taking place in the school, community, or world
 - Grade level appropriate science topics (e.g., characteristics and shared characteristics of major categories of organisms)
 - Grade level appropriate social studies concepts (e.g., the role of the target culture country in the colonization and exploration of the Americas or in the American Revolution)
4. Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.
 - Grade level social studies topics (e.g., family celebrations and coming of age customs)
5. Describe the main characters, setting, and important events from age-appropriate, culturally authentic selections both orally and in writing.
6. Identify professions and careers that require proficiency in a language other than English.
 - Career preparation skills needed to engage in these professions

C. Presentational Mode (spoken or written communication for an audience)

1. Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
 - Grade level appropriate visual and performing arts, language arts and career education (e.g., staging a dramatic presentation of a significant aspect of the life of an important person in the target culture; doing an oral presentation on a famous person, place, or event from target culture supported by research obtained in the target language; creating a visual representation of a region or country supported by technological resources and other media)

2. Use language creatively in writing in response to a variety of oral or visual prompts.
 - Grade level appropriate language arts literacy topics and career education skills (e.g., writing short, well-organized essays on personal and school-related topics; writing letters in response to ads in local or target language newspapers)
3. Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.
 - Grade level appropriate language arts literacy topics (e.g., summary of the plot and characters; dramatization of principal scenes in the text; role-playing a film critic to express opinions about the text)
4. Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.
 - Grade level appropriate language arts literacy and social studies topics (e.g., origin and development of a product or practice; physical characteristics of the product; use of the product within the culture; role-playing cultural practices)

7.2 Culture

Intermediate-Low Learner Range

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.
2. Investigate how geography and climate influence the lives of people in the target culture(s) country (ies).
3. Show the relationship between the cultural characteristics founding films or videos to the cultural perspectives of the target culture(s).
4. Examine tangible products of the target culture(s) and begin to infer why people produce and use them.

B. Interpersonal Mode (direct spoken and written communication)

1. Use culturally appropriate etiquette in verbal and non-verbal communication in a variety of social situations.
2. Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture.
3. Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons to the U.S.
4. Discuss the characteristics of the school community in the target culture and compare with those in the U.S.
5. Describe past, and present issued, events, and/or trends from the target culture perspective and the U.S. perspective.

C. Presentational Mode (spoken and written communication for an audience)

1. Present the results of research showing the extent of diversity in products and practices that exist within the target language/culture(s).
2. Prepare an analysis showing how expressive products or innovations of the target culture(s) influence the global community.

8.1 Computer and Information Literacy

A. Basic computer skills

1. Use appropriate technology vocabulary
2. Use common features of an operating system (e.g., creating and organizing files and folders).
3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.
4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.

5. Create documents with advanced text-formatting and graphic using word processing.
6. Create a file containing customized information by merging documents.
7. Construct a simple spreadsheet, enter data, and interpret the information.
8. Design and produce a basic multimedia project.
9. Plan and create a simple database, define fields, input data, and produce a report using sort and query.
10. Use network resources for storing and retrieving data.
11. Choose appropriate electronic graphic organizers to create, construct, or design a document.
12. Create, organize and manipulate shortcuts.

B. Application of Productivity Tools

Social Aspects

1. Demonstrate an understanding of how changes in technology impact the workplace and society.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology.
4. Describe and practice safe Internet usage.
5. Describe and practice “etiquette” when using the Internet and electronic mail.
6. Chose appropriate tools and information resources to support research and solve real world problems.
7. Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.

Problem Solving and Decision Making

8. Use computer applications to modify information independently and/or collaboratively to solve problems.
9. Identify basic hardware problems and demonstrate the ability to solve common problems.
10. Determine when technology tools are appropriate to solve a problem and make a decision.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

Standard 7.1 Communication

1. Introduction of basic greeting vocabulary
2. Develop and practice introductory vocabulary gestures
3. Create introductory dialogue and illustrate same
4. Role-play introductory dialogue
5. Introduce self and others
6. Illustrate and label self-portrait
7. Identify family members
8. Role-play with puppets, clothing props, telephones
9. Ongoing introduction of necessary vocabulary guide words/phrases
10. Introduce/review colors
11. Create and label color posters (identify items in the target language)
12. Introduce/review days of week, months, seasons
13. Create ongoing monthly calendar
14. Create ongoing weekly classroom activity calendar
15. Illustrate and label seasonal pictures
16. Create special occasion/holiday greeting cards
17. Introduce/review numbers
18. Discuss age, birthday date and month
19. Perform surveys of various student population categories
20. Introduce and perform basic standard math functions
21. Compare standard and metric number systems
22. Conduct surveys of various likes/dislikes and tally results
23. Illustrate and label math functions
24. Create student height charts
25. Introduce the concept of telling standard and military time

26. Create personal school and extra-curricular schedules
27. Study movie and mass transit time schedules
28. Identify United States time zones
29. Illustrate and label personalized watches and clocks
30. Introduce weather terminology
31. Illustrate and label various weather conditions
32. Perform daily day, date, time and weather check
33. Create and label weather map
34. Discuss temperature variations within the United States
35. Write and dramatize weather show
36. Perform Fahrenheit/Celsius temperature conversions
37. Introduce and categorize appropriate weather/seasonal clothing items
38. Illustrate and label appropriate personal clothing choices
39. Create fashion collages
40. Design T-shirts and hats
41. Conduct fashion show
42. Introduce school items/supplies terminology
43. Demonstrate, illustrate and label school related vocabulary
44. Role-play purchase of school supply items; to include quantity and price mathematical functions; colors
45. Create and label classroom/hallway mural of school supplies
46. Create school supply store circular/flyer
47. Introduce various food items vocabulary
48. Illustrate and label food item vocabulary
49. Conduct survey of various food preferences
50. Create food collage
51. Create supermarket circular, to include item, size, sale prices
52. Dramatize supermarket setting, to include props, signs, cashier
53. Discuss health and nutrition with related dialogue in the target language
54. Plan a nutritional daily menu
55. Explore consequences of unhealthy food choices

56. Create and label hallway/lunchroom food item posters/murals
57. Create a restaurant menu
58. Create a recipe in the target language
59. Role-play restaurant setting
60. Introduce sports vocabulary and discuss student preferences
61. Identify selected sporting equipment props
62. Illustrate and label designated sports and related equipment
63. Create newspaper/magazine sports collage
64. Design and illustrate skateboards, athletic shoes
65. Conduct sport/team preference surveys

Standard 7.2 Culture

1. Compare/contrast seasons in target language countries and the U.S.
2. Compare/contrast weather patterns/temperatures in target language countries and the U.S.
3. Create weather tracking project of target language countries
4. Perform currency conversions
5. Compare/contrast time zones of target language countries
6. Study/compare economic practices of target language country
7. Explore impact of target language country imports/exports with that of the United States
8. Study target language countries on a variety of social studies levels and topics including but not limited to topography, geography, religion, government, industry
9. Prepare suitcases for target language country travel
10. Compare/contrast teen clothing trends
11. Compare/contrast teen hobbies/interests/pastimes
12. Discuss target language country foods and mealtime practices
13. Visit target language country restaurant and other appropriate and applicable field sites
14. Create grade level appropriate video
15. Participate in multi-cultural food festival

16. Study family units/practices/values of target language countries
17. Study/compare coming of age celebrations
18. Compare/contrast holidays/festivals of target language countries
19. Compare/contrast target language school systems with that of the United States
20. Explore role of sports/sports figures of target language country
21. Compare/contrast teen music interests
22. Study notable artists, painters, writers of the target language country
23. Study land acquisitions/explorations of target language country
24. Explore historical events of target language country and resulting impacts on and within the United States
25. Study target language population within and immigration to the United States

Standard 8.1 Technological Literacy

1. Utilize Word programs and Power Point techniques to assist in the writing, editing, and illustrating of original stories and dialogues
2. Conduct online research on topics for the purpose of written and/or oral presentation which include but are not limited to target language countries, historical events, family, weather, seasonal changes, holidays, celebrations and other cultural practices, metric system, time zones, world clock, currency, schools, clothing, food, music, literature, arts, sports
3. Research online sites for current events and appropriate grade level topics in the target language
4. Access appropriate grade level websites for various study tools, games, and enrichment materials
5. Create partner study guides for practice and sharing
6. Maintain weekly journal entries
7. Prepare selected homework assignments for online submission

INSTRUCTIONAL STRATEGIES

1. Teacher and student presentations
2. Memory game
3. Flashcards, props
4. Bingo
5. Circling
6. Scaffolding
7. Personalized mini-situations
8. Personalized questions and answers
9. Word slips/cards
10. Illustrations/ posters
11. Journal writing
12. TPR Storytelling and reading
13. Retelling, writing
14. Cloze activities
15. Role play, skits
16. Team games
17. Draw What I Say
18. Individual work
19. Collaborative learning
20. Brainstorming
21. Research projects
22. Technology resources
23. Realia
24. Visual and audio sources
25. Community resources

EVALUATION/ASSESSMENT OF STUDENTS

1. Rubrics
2. Portfolios
3. Journals
4. Peer feedback
5. Individual observations
6. Self-assessment
7. Progress checklists
8. Informal questioning/verbal participation
9. Projects/presentations
10. Written and oral tests and quizzes

EVALUATION/ASSESSMENT OF CURRICULUM

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review Schedule.

BIBLIOGRAPHY

NJ World Language Curriculum Framework

NJ State Core Curriculum Content Standards, World Languages, 2004

Departmental Curriculum Guides, Grades 6-8, Hopatcong, NJ 07843

TPRS Instructional Guides

Technology (Internet resources, videos, audio CD's)

Authentic realia