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| **Grade 8** | | | | |
| **SUBJECT: World Language - Spanish** | | | | |
| **STANDARD:**   * **7.1.NML.A-1, 2, 3, 4, 5. 6; B-1, 2. 3. 4. 5; C – 1, 2, 3, 4 All students will be able to communicate in at least one world language in addition to English** * **8.1.A-B; 8.2 – All students will use computer applications to gather and organize information and to solve problems and develop an understanding of the nature and impact of technology: through different presentations, projects, research and assignments.** | | | | |
| **Unit 1: House and Home** | | | | |
|  | **TRANSFER (How will this apply to their lives?)** | | | |
|  | *Students will be able to independently use their knowledge to…*   * Describe different types of dwellings and their components * Identify objects in a home including furnishings * Discuss various household activities * Discuss the different living styles of target cultures * Interact with appropriate responses * Describe items using short phrases and simple sentences * Compare customs of their own culture with the target culture | | | |
| **MEANING** | | | |
| UNDERSTANDINGS   * There are different housing needs * Many activities take place in the home * Culture affects living styles | | ESSENTIAL QUESTIONS   * What are different types of dwellings? * Do all cultures need/desire the same possessions? * Are chores the same in all cultures? | |
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| **District Formative Assessment Plan** | | | **District Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.   * Teacher Observation * Classroom participation * Partner dialogue | | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*   * Teacher made tests * Teacher made quizzes * Vocabulary quizzes | |
| **Alternative Assessments** | | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | | **Unit 1 Performance**   * **Observe students use of language during role play** * **Student will self-assess knowledge during partner activities** * **Students will use the internet to research dwellings from target countries** * **Students will design and present a dream house** * **Students will create and present a brochure to sell a home in Spanish** | | |
| **District Texts** | | | **District Supplementary Resources** | |
| NA | | | Teacher generated worksheets  Games  Posters for class | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | | |
| **ELA**  3.1.6.D.1  3.3.6.D.7 | | **Math**  4.1.6.A.4  4.3.6.A.1 | | **Social Studies**  6.4.4.A.4 |
| **21st Century Skills/Career Education**  8.1.4.A.2  8.1.4.B.7 | | **Technology**  9.1.4.A.2  9.1.4.B.3  9.2.4.B.2  9.2.4.C.2 | |  |
| **Modifications and Accommodations** | | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | | |
| *13 weeks* | | | | |

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| **Grade 8** | | | | | |
| **SUBJECT: World Language - Spanish** | | | | | |
| **STANDARD:**   * **7.1.NML.A-1, 2, 3, 4, 5. 6; B-1, 2. 3. 4. 5; C – 1, 2, 3, 4 All students will be able to communicate in at least one world language in addition to English** * **8.1.A-B; 8.2 – All students will use computer applications to gather and organize information and to solve problems and develop an understanding of the nature and impact of technology: through different presentations, projects, research and assignments.** | | | | | |
| **Unit 2 – Cities and Neighborhoods** | | | | | |
|  | **TRANSFER (How will this apply to their lives?)** | | | | |
|  | *Students will be able to independently use their knowledge to…*   * Describe their neighborhood * Plan a trip to a major city and describe necessary and leisure activities * Talk about their future professions * Plan a shopping trip * Call emergency services * Express how to go from one place to another using different modes of transportation | | | | |
| **MEANING** | | | | |
| UNDERSTANDINGS   * Neighborhoods are a basis for a community * All cities share similar features * Transportation needs vary from local to international | | ESSENTIAL QUESTIONS   * What are the components of a community? * Are there neighborhoods within a city * How does transportation affect city life? * Could you give a tour of your neighborhood/city? | | |
|
| **District Formative Assessment Plan** | | | **District Summative Assessment Plan** | | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.   * Teacher Observation * Classroom participation * Partner dialogue | | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*   * Teacher made tests * Teacher made quizzes * Vocabulary quizzes | | |
| **Alternative Assessments** | | | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | | **Unit 2 Performance**   * **Observe students use of language during role play** * **Student will self-assess knowledge during partner activities** * **Students will use the internet to research city facilities of target countries** * **Students will design and present a visitor’s guide for a city in the target culture** * **Students will be able to plan and present a tour of a city in the target culture** * **Students will draw a map of their neighborhood and label it** * **Students will research transportation schedules** * **Students will create a scavenger hunt based on their maps and giving directions** | | | |
| **District Texts** | | | | **District Supplementary Resources** | |
| NA | | | | Teacher generated worksheets  Games  Posters for class | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | | | |
| **ELA**  3.1.6.D.1  3.3.6.D.7 | | **Math**  4.1.6.A.4  4.3.6.A.1 | | | **Social Studies**  6.4.4.A.4 |
| **21st Century Skills/Career Education**  8.1.4.A.2  8.1.4.B.7 | | **Technology**  9.1.4.A.2  9.1.4.B.3  9.2.4.B.2  9.2.4.C.2 | | |  |
| **Modifications and Accommodations** | | | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping** | | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
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| **Unit Duration: Instructional Days** | | | | | |
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| **Unit 3: Cuisine** | | | | |
|  | **TRANSFER (How will this apply to their lives?)** | | | |
|  | *Students will be able to independently use their knowledge to…*   * Talk about meals and meal times at home and in restaurants * Research how customs relate to food and its preparation * Be able to converse about shopping for foods in markets, supermarkets, and specialty stores * Describe having a meal in a restaurant in our culture and the target culture | | | |
| **MEANING** | | | |
| UNDERSTANDINGS   * All cultures require some form of nourishment * Meal times and food choices vary from culture to culture * How food is acquired determines when and how often people eat | | ESSENTIAL QUESTIONS   * Does everyone et the same number of meals and at the same times? * Who is responsible for meal preparation? * How are foods prepared in different cultures? * How does climate and location influence food choices? | |
|
| **District Formative Assessment Plan** | | | **District Summative Assessment Plan** | |
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| **Alternative Assessments** | | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | | **Unit 3 Performance**   * **Observe students use of language during role play** * **Student will self-assess knowledge during partner activities** * **Students will use the internet to research foods of targeted countries; will compare and contrast from different target countries** * **Students will use computer to create a menu in Spanish and orally present it** * **Students wil Students will create a poster of a grocery store flyer in Spanish** | | |
| **District Texts** | | | **District Supplementary Resources** | |
| NA | | | Teacher generated worksheets  Games  Posters for class | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | | |
| **ELA**  3.1.6.D.1  3.3.6.D.7 | | **Math**  4.1.6.A.4  4.3.6.A.1 | | **Social Studies**  6.4.4.A.4 |
| **21st Century Skills/Career Education**  8.1.4.A.2  8.1.4.B.7 | | **Technology**  9.1.4.A.2  9.1.4.B.3  9.2.4.B.2  9.2.4.C.2 | |  |
| **Modifications and Accommodations** | | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
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| **Unit Duration: Instructional Days** | | | | |
| *13 weeks* | | | | |