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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?
 |
|
| **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 -Innovating3 - Applying2 - Developing1 - 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 worksheetsGamesPosters for class |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**3.1.6.D.13.3.6.D.7 | **Math**4.1.6.A.44.3.6.A.1 | **Social Studies**6.4.4.A.4 |
| **21st Century Skills/Career Education**8.1.4.A.28.1.4.B.7 | **Technology**9.1.4.A.29.1.4.B.39.2.4.B.29.2.4.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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 |
| **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 -Innovating3 - Applying2 - Developing1 - 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 worksheetsGamesPosters for class |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**3.1.6.D.13.3.6.D.7 | **Math**4.1.6.A.44.3.6.A.1 | **Social Studies**6.4.4.A.4 |
| **21st Century Skills/Career Education**8.1.4.A.28.1.4.B.7 | **Technology**9.1.4.A.29.1.4.B.39.2.4.B.29.2.4.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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 |
| **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** |
| *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 -Innovating3 - Applying2 - Developing1 - 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 worksheetsGamesPosters for class |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**3.1.6.D.13.3.6.D.7 | **Math**4.1.6.A.44.3.6.A.1 | **Social Studies**6.4.4.A.4 |
| **21st Century Skills/Career Education**8.1.4.A.28.1.4.B.7 | **Technology**9.1.4.A.29.1.4.B.39.2.4.B.29.2.4.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* |