



ESL
SCIENCE
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WORLD LANGUAGES
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FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: World Language

Course: Spanish

Grade Level: 8

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Jasmine Akauola, Program Supervisor: World Languages & ESL/Bilingual Programs K-12

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Jennifer Orozco

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Spanish/Level 1
Grade 8

Date of Board Adoption:
August 27, 2024

RAHWAY PUBLIC SCHOOLS CURRICULUM

Spanish Grade 8

PACING GUIDE

Unit	Title	Pacing
1	Spanish Grade 7 Overview	10 weeks
2	My Family & Friends - <i>Mi familia y amigos</i>	10 weeks
3	My Community - <i>Mi comunidad</i>	10 weeks
4	Places Around the World - <i>Lugares Alrededor del Mundo</i>	10 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide students with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining an agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign a peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book.

- Give students a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to students.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have students enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow students to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow students to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read questions to students to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: World Language - Spanish

Unit Title: Spanish Grade 7 Overview

Target Course/Grade Level: Level 1 - 8th Grade Spanish

Unit Summary: In this unit, students will use the target language in the three modes of communication to discuss topics related to their daily lives, school, family, and their community. Students will be reviewing vocabulary by reading, speaking, and writing on topics such as daily routines, school, their family, and community by describing/expressing themselves, academics, hobbies, and their interests. Students will learn to understand and communicate by identifying and recognizing words and phrases in each given topic. Students will learn to make connections with themselves, others, their own community, and the targeted culture and language.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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

READING:

- 7.1.NM.A.1.** Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NM.A.2** Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3** Recognize a few common gestures and cultural practices associated with the target cultures.
- 7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WRITING:

- 7.1.NM.B.1** Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.IPERS.1** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.3** Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.5** Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

SPEAKING AND LISTENING:

- 7.1.NM.PRSNT.1** Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.4** Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.6** Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NM.IPERS.4** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.2.IML.3** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- 9.4.2.TL.6** Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.5.CI.3** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.8.IML.12** Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.12.CI.1** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

Interdisciplinary Connections and Standards:

Social Studies:

- 6.2.12.HistoryCC.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

Unit Understandings:

Students will understand that...

- Daily routines are essential in their daily lives.
- There are people in our community who hold important roles and responsibilities. **(LGBTQ/D) (AAH) (HG) (AAPI)**
- Communicating in the targeted language within the 3 modes of communication.
- Gaining knowledge of reciting and being exposed to vocabulary.
- Identifying words/phrases in the targeted language used in conversations.

Unit Essential Questions:

- What are my daily routines?
- Who is a part of my community? **(LGBTQ/D) (AAH) (HG) (AAPI)**
- Who is a part of my school community?
- What similarities and comparisons can you draw between other people and yourself?
- How can I best describe myself and my family?

Knowledge and Skills:

Students will know...

- Words/phrases for daily routines
- Words/phrases for school vocabulary
- Words/phrases for family vocabulary

- Words/phrases for community vocabulary
- Differences between their daily lives and those of other cultures.
- Descriptive adjectives to describe themselves and others.
- Descriptive adverbs and adjectives to describe routines and hobbies.
- Different community helpers serve in their community.

Students will be able to...

- Recognize familiar daily routine vocabulary words used in speaking and writing.
- Comprehend an understanding of school vocabulary words in the targeted language on simple commands given.
- Construct simple phrases utilizing family vocabulary words.
- Understand and communicate in the targeted language words or phrases from a given text.
- Explain and demonstrate an understanding of describing themselves and others in the targeted language. **(LGBTQ/D) (AAH) (HG) (AAPI)**
- Ask and respond to simple questions using words and phrases in the targeted language.
- Compare and contrast their daily routines with other students in their classroom.
- Compare and contrast their school with another person's education.
- Match pictures to vocabulary words representing school materials and people.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Formative assessments:
 - Exit Tickets
 - Do Now questions
 - Jeopardy games
 - Quizlet
 - Kahoot
 - Padlet
 - Graphic organizers
- Summative assessments:
 - Tests - Entry assessment on prior grade world language - Spanish
 - Quizzes - vocabulary, context, modes of communication to demonstrate learning
 - Projects - Google slides presentations on topics taught (daily routines, school, family, and community) adding descriptive words/phrases and images. Completing a storyboard presentation on the given topics (daily routines, school, family, and community).
 - Interview assessment, interview a family member, friend, school employees, someone from your community using vocabulary context and illustrations.
 - Speaking assessment by reciting vocabulary words/phrases taught in daily routines, school, family, and community aloud individually, with a partner, or in small groups.

- End of unit assessment - students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive listening - students will hear and listen to simple school, community, and family vocabulary words and phrases.
 - Interpretive reading - students will read short phrases and vocabulary words to match given pictures. Students will read simple sentences and draw pictures to best match and describe the given text.
 - Interpersonal speaking - students will work in pairs or small groups to describe their daily routines, school education, their family, and their community using vocabulary task cards and/or pictures. Students will converse with others to find similarities and differences within their cultural topics.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)
 - Creating a poster to illustrate the different types of daily routines (morning, night, day to day, basic spanish daily routines), school (vocabulary, words/phrases, employees, jobs, materials), family (family members), community (jobs, places, landmarks)
 - Match pictures with appropriate captions/phrases.
 - Listening to simple vocabulary words and phrases and following a guide/images.
 - Retell a simple story after reading or listening to the passage.
 - Draw and/or label pictures to match the appropriate sentences/phrases.
 - Use a checklist during a listening activity to illustrate comprehension.
 - Creating a storyboard utilizing daily routine action phrases, school action phrases, family action phrases, and community action phrases.
 - Fill in the blank questionnaire.
 - Use TPR to show understanding of daily routine, school, family, and community vocabulary and/or phrases.
 - Students can interpret what their peers are saying as they present in class (mock different topics and actions).
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
 - Develop simple conversations to introduce daily routines, school, family, and community to students.
 - Give a survey to students on what their daily routines look like, their school materials, family members, and community jobs/locations.
 - Discuss and converse the differences and similarities between two different school topics, community helpers who serve in their community.
 - Students can discuss conversations on topics using Flipgrid
 - Describing a picture, person, object, etc. either individually or in pairs.
 - Working in pairs or small groups to compare and contrast.
 - Working in pairs or small groups to create simple phrases to construct a list on the given topic.
 - Give/follow simple directions.
 - Using flashcards to match images to vocabulary/phrases.
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)

- “I do, you do, we do” verbally repeating aloud simple daily routines/vocabulary words, school vocabulary words, family, and community vocabulary words.
 - Presenting presentations to explain and demonstrate commands with illustrations.
 - Performing TPR with pairs or small groups to show understanding of the topic's actions.
 - Giving a list of school materials, community helper, daily routines, and sharing with peers.
 - Labeling images around the classroom.
 - Role-playing daily routines or jobs within their community.
 - Students can make their own social media account to describe action routines throughout their daily lives.
 - Make a comic strip describing a persons’ daily routine, describing their school, describing their family, and describing their community.
 - Utilizing ChatGPT to create engaging do now activities on all topics discussed (daily routines, school, family, and community)
 - Padlet, students can engage in meaningful conversations.
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
 - Comparing and contrasting cultural daily routines using a venn diagram independently and/or in small groups.
 - Creating a poster board that demonstrates cultural daily routines, or their school, or their family, or their community.
 - Role-playing a skit presents the actions in the given topic.
 - Playing games in the targeted language.
 - Playing Kahoot in the targeted language to show demonstration in the targeted language.

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and supplemental activities
- Internet resources
- Quizlet
- Kahoot
- TED Talk
- Adióstextbook.com
- Spanishlearninglab.com
- Flipgrid.com
- ChatGPT
- Padlet

Equipment Needed:

- Computer with internet access and speakers
- Projector/Smartboard
- Maps
- Computers or Chromebooks

- Whiteboard and markers
- Classroom essential materials
- Google Classroom

UNIT OVERVIEW

Content Area: World Language - Spanish

Unit Title: My Family and Friends - *Mi familia y amigos*

Target Course/Grade Level: Level 1 - 8th Grade Spanish

Unit Summary: In this unit, students will use the target language in the three modes of communication to discuss topics related to their family and friends. Students will use prior vocabulary to build upon their grammar by reading, speaking, and writing on topics such as their family members, pets, friends, and their hobbies. Students will learn to extend their vocabulary and to construct more meaningful conversations in the selected topic. The unit will also cover advanced grammatical concepts such as masculine/feminine nouns and adjectives. Students will learn to make connections with themselves, their home community, and their peers.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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

READING:

- 7.1.NM.A.1.** Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NM.A.2** Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3** Recognize a few common gestures and cultural practices associated with the target cultures.
- 7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WRITING:

- 7.1.NM.A.1.** Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NM.A.2** Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3** Recognize a few common gestures and cultural practices associated with the target cultures.
- 7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.

SPEAKING AND LISTENING:

- 7.1.NM.PRSNT.1** Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.4** Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.6** Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NM.IPERS.4** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.2.IML.3** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- 9.4.2.TL.6** Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.8.IML.12** Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.12.CI.1** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

Interdisciplinary Connections and Standards:

Social Studies:

- 6.1.12.HistorySE.2.a:** Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- 6.2.12.HistoryCC.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

Unit Understandings:

Students will understand that...

- There are different concepts families value and believe and how they change over time. **(LGBTQ/D) (AAH) (HG) (AAPI)**
- Pets can be members of a family and how they are valued within a family.
- Every family has their own economic situation based on their geographical location.
- It's important to acknowledge certain family members and their roles.
- There are different family sizes and members who are considered to be family. **(LGBTQ/D) (AAH) (HG) (AAPI)**

Unit Essential Questions:

- What makes up a family and who is considered part of your family? **(LGBTQ/D) (AAH) (HG) (AAPI)**
- How are families changing over time? **(LGBTQ/D) (AAH) (HG) (AAPI)**
- How are families different and similar in a Spanish speaking country and in the USA?
- What are your family values and norms? Are they similar to others?

Knowledge and Skills:

Students will know...

- How to explain their family members in complete sentences using grammatical concepts. *A mi mamá le gusta cocinar pollo y arroz. A mi hermana le gusta ir a la escuela y su materia favorita son las matemáticas.*
- How to use verbs to describe activities done with family members. *Me gusta nadar en la playa. Me gusta correr en el parque.*
- Types of animals that are common pets in Spanish speaking countries around the world.
- Differences between their home life and that of other cultures. **(LGBTQ/D) (AAH) (HG) (AAPI)**
- Ask and answer questions about the food their culture eats and traditional foods around the world. (What are some traditional dishes from your country? What is a special dish your family eats on a certain holiday?)

Students will be able to...

- Identify and explain the members in their family using descriptive detailed adjectives used in speaking and writing. *Mi hermano _____. Mi abuela es _____. Mi mamá es _____.*
- Identify and explain friends and pets used in complete sentences using descriptive details. *A mi perro le gusta jugar con _____. Me gusta ir al centro comercial con mis amigas y _____.*
- Construct longer phrases and sentences to describe family members. *Mi hermano tiene 9 años y le gusta jugar con _____. A mi mamá y a mi papá les gusta _____.*
- Explain and present an understanding of describing oneself in the targeted language using extensive vocabulary and grammar.. *Mi nombre es _____, me gusta _____, mi comida favorita es _____.*
- Match pictures/vocabulary terms to sentences that represent the selected topic in the targeted language.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Formative assessments:
 - Exit Tickets
 - Do Now questions
 - Jeopardy games
 - Quizlet
 - Kahoot
 - Padlet
 - Graphic organizers
- Summative assessments:
 - Tests - Integrated Performance Assessments

- Quizzes - vocabulary, context, modes of communication to demonstrate learning
- Projects - Make a Google slides presentation to describe family and friends. What do you like to do with your family and friends? Attach photos and write sentences to match the descriptive image. Working in pairs or small groups to compare and contrast what different families look like. (LGBTQ/D) (AAH) (HG) (AAPI). Compare and contrast one's culture and traditional dishes/music.
- Interview assessment, interview a friend by asking questions related to the selected topic. Students must respond in complete sentences using the targeted language.
- Speaking assessment by presenting to the educator and/or class who is a part of your family, things they like to do with their family and friends, are pets a part of their family.
- End of unit assessment - students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive listening - students will hear and listen to simple regular and irregular verbs/action vocabulary words and phrases.
 - Interpretive reading - students will read small passages and vocabulary sentences to match given pictures. Students will read small passages and answer multiple choice questions.
 - Interpersonal speaking - students will work in pairs or small groups to describe a family picture from a different country utilizing vocabulary, grammar, and complete sentences. Students will converse with others to compare and contrast their culture/family using complete sentences. (Students can receive sentence frames/starters.)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)
 - Creating a poster to illustrate the different people in their household and their roles. (who cleans, who cooks, who takes out the garbage. etc.)
 - Match pictures with appropriate phrases and sentences.
 - Listening to short stories and short phrases by following a guide/images.
 - Retell a story in the targeted language after reading or listening to the passage.
 - Draw and/or label pictures to match the appropriate sentences/phrases.
 - Use a checklist during a listening activity to illustrate comprehension.
 - Creating a storyboard
 - Fill in the blank questionnaire.
 - Use TPR to show understanding of actions and verbs.
 - Students can interpret what their peers are saying by reciting a skit in the targeted language.
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
 - Develop short completed conversations to introduce and describe their friends to others.
 - Give a survey to students on who is a part of their family and their names/roles played.
 - Discuss and converse the differences and similarities between two different families from different cultures/countries.
 - Students can discuss their family members and/or friends using Flipgrid.
 - Describing a picture, person, object, etc. either individually or in pairs.
 - Working in pairs or small groups to compare and contrast.
 - Working in pairs or small groups to create sentences and short phrases to construct a pets list.
 - Give/follow two step directions.

- Using flashcards to match images to vocabulary/short phrases.
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)
 - “I do, you do, we do” verbally repeating hobbies done with family members, *ir de compras, ir al parque a jugar, ir a restaurants.*
 - Presenting presentations to explain and demonstrate commands with illustrations.
 - Designing a Google slides presentation to explain their family’s cultural food dishes and traditional music/clothing.
 - Making a menu of food dishes and describing what the dishes are that are made in the household.
 - Labeling images of places in a house and explaining what they are used for *la cocina es para cocinar, el baño es para bañarse, etc.*
 - Students can make their own social media account to describe personality and physical traits of their family members.
 - Make a family tree poster.
 - Utilizing ChatGPT to create engaging do now activities on different types of families we see in our culture.
 - Padlet, students can engage in meaningful conversations.
 - Reviewing vocabulary terms and phrases on Kahoot.
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
 - Comparing and contrasting family members by completing a descriptive detailed written assignment.
 - Creating a poster board that demonstrates cultural norms and cultural food in completed short phrases.
 - Role-playing a skit to present understanding.
 - Playing games in the targeted language.
 - Playing Kahoot in the targeted language to show demonstration in the targeted language.

** Example Unit from Adiós textbook, “*Explorando el Dia de los Muertos*” – Understanding traditional celebrations and festivals celebrated in families and Spanish speaking countries. Students will recognize traditional practices, cultural foods, holidays, and activities celebrated within Hispanic cultures.

<https://www.adiostextbook.com/spanish/muertos-novice/>

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and supplemental activities
- Internet resources
- Quizlet
- Kahoot
- TED Talk
- Adiostextbook.com
- Spanishlearninglab.com

- Flipgrid.com
- ChatGPT
- Padlet

Equipment Needed:

- Computer with internet access and speakers
- Projector/Smartboard
- Maps
- Computers or Chromebooks
- Whiteboard and markers
- Classroom essential materials
- Google Classroom

UNIT OVERVIEW

Content Area: World Language - Spanish

Unit Title: My Community - *Mi comunidad*

Target Course/Grade Level: Level 1 - 8th Grade Spanish

Unit Summary: In this unit, students will use the target language in the three modes of communication to discuss topics related to their community. Students will enhance their vocabulary by reading, speaking, and writing on topics such as communities in other countries, communities in Hispanic countries, their own community, and the roles in their community. Students will use weather and time vocabulary to learn about different locations and countries throughout specific times of the year. Students will learn to make connections with themselves, others, their own community, and the targeted culture and language.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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

READING:

- 7.1.NM.A.1.** Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NM.A.2** Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3** Recognize a few common gestures and cultural practices associated with the target cultures.
- 7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WRITING:

- 7.1.NM.B.1** Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.IPERS.1** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.3** Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.5** Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

SPEAKING AND LISTENING:

- 7.1.NM.PRSNT.1** Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.4** Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.6** Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NM.IPERS.4** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.2.IML.3** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- 9.4.2.TL.6** Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.8.IML.12** Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.12.CI.1** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

Interdisciplinary Connections and Standards:

Social Studies:

- 6.2.12.HistoryCC.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

Unit Understandings:

Students will understand that...

- There are different people and cultures that make up a community. **(LGBTQ/D) (AAH) (HG) (AAPI)**
- Weather and time is different for most countries based on their region.
- Each community is unique based on their famous attractions, region, landmarks, and culture.
- Many communities in certain countries are able to express themselves based on their culture.

Unit Essential Questions:

- How does the weather and climate affect my community?
- How can I positively impact my community?
- How is my community different from other communities in different countries? **(LGBTQ/D) (AAH) (HG) (AAPI)**
- Do my cultural values and norms influence my community?

Knowledge and Skills:

Students will know...

- Things and people that make up a community. **(LGBTQ/D) (AAH) (HG) (AAPI)**
- How to describe the weather and time taken place in a certain country/location.
- Specific famous attractions and landmarks in one's community.
- Certain communities in a country may have different weather based on the certain region it's in.
- How to use expressive language to best describe selected topics in the targeted language.
- Many people make up a community and its culture. **(LGBTQ/D) (AAH) (HG) (AAPI)**

Students will be able to...

- Write specific landmarks in their community in the targeted language in complete sentences. *La iglesia está en la calle principal. El hospital está cerca del parque.*
- Write descriptive sentences in the targeted language to express and explain their community to others.
- Elaborate and explain how they are involved in their community in the targeted language.
- Compare and contrast their community to those of other countries utilizing descriptive details in complete sentences using proper grammar.
- List and identify landmarks in their community on a city or town map.
- Read short passages describing a country's culture in the targeted language.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Formative assessments:
 - Exit Tickets
 - Do Now questions
 - Jeopardy games
 - Quizlet
 - Kahoot
 - Padlet
 - Graphic organizers
- Summative assessments:
 - Tests - Integrated Performance Assessments
 - Quizzes - vocabulary, context, modes of communication to demonstrate learning
 - Projects - Google slides presentations on students “Community/Culture” adding descriptive sentences and images to explain and demonstrate their community/culture. Working in pairs or small groups to list landmarks in their community on poster board paper. Completing a written storyboard presentation on careers in their community in the target language.
 - Interview assessment, interview a member in their community (*could be someone who works in their school*), using vocabulary context and illustrations.
 - Speaking assessment to explain how they can impact their community, how they play an important role in their community, how they can better their community.
- End of unit assessment - students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive listening - students will hear and listen to short stories explaining and describing different people living in other countries and communities.
 - Interpretive reading - students will read sentences and illustrate what they have read. Students will read small passages and sentences to select multiple choice answers to questions.

- Interpersonal speaking - students will work in pairs or small groups to describe their own community and the community of Hispanic cultures using sentence starters to orally complete a thought/idea. Students will converse with others to find similarities and differences within their cultural community using extensive grammar and vocabulary.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)
 - Creating a poster to illustrate the different landmarks in a community (hospital, iglesia, escuela, farmacia, parque.)
 - Match pictures with appropriate phrases/sentences.
 - Listening to structured sentences and phrases and following a guide/images.
 - Retell a simple story after reading or listening to the passage.
 - Draw and/or label pictures to match the appropriate sentences in the targeted language.
 - Use a checklist during a listening activity to illustrate comprehension.
 - Creating a storyboard utilizing community vocabulary and sentence structure.
 - Fill in the blank questionnaire.
 - Students can interpret what their peers are saying as they present in class (mock a skit for people in your community).
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
 - Develop conversations to express a community and what their community role is.
 - Give a survey to students on what their community looks like.
 - Discuss and converse the differences and similarities between two different cultural communities using vocabulary in complete sentences.
 - Students can discuss the important landmarks in certain countries using Flipgrid.
 - Describing a picture, person, object, etc. either individually or in pairs.
 - Working in pairs or small groups to compare and contrast.
 - Working in pairs or small groups to create full sentences to construct cultural values/norms presented in their community.
 - Give/follow directions to locate important landmarks and attractions.
 - Using flashcards to match images to descriptive sentences.
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)
 - “I do, you do, we do” verbally repeating aloud community landmarks and attractions.
 - Presenting presentations to explain and demonstrate commands with illustrations.
 - Performing TPR with pairs or small groups to show understanding of values and norms in different communities in Hispanic cultures.
 - Labeling images and directional location around Rahway’s community.
 - Students can make their own social media account to describe their communities' weather and seasons they experience.
 - Making a social media platform on how to make their community better, taking initiative in the targeted language.
 - Make a comic strip describing a person 's daily community routine using descriptive details (*por la mañana yo voy a la cafetería, cuando estoy enfermo/a voy al consultorio del doctor*)
 - Utilizing ChatGPT to create engaging do now activities in the community they live in, explaining the weather of the day, the type of season, etc.

- Padlet, students can engage in meaningful conversations.
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
 - Comparing and contrasting students' own community with a community in a different county using community sentences in a venn diagram independently and/or in small groups.
 - Creating a poster board that demonstrates different types of communities, what is most valued in a community, and what you see in your community using descriptive vocabulary/language.
 - Role-playing a skit.
 - Playing games in the targeted language.
 - Playing Kahoot in the targeted language to show demonstration in the targeted language.

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and supplemental activities
- Internet resources
- Quizlet
- Kahoot
- TED Talk
- Adióstextbook.com
- Spanishlearninglab.com
- Flipgrid.com
- ChatGPT
- Padlet

Equipment Needed:

- Computer with internet access and speakers
- Projector/Smartboard
- Maps
- Computers or Chromebooks
- Whiteboard and markers
- Classroom essential materials
- Google Classroom

UNIT OVERVIEW

Content Area: World Language - Spanish

Unit Title: Places Around the World - *Lugares Alrededor del Mundo*

Target Course/Grade Level: Level 1 - 8th Grade Spanish

Unit Summary: In this unit, students will use the target language in the three modes of communication to discuss topics related to around the world. Students will use expressive grammar and vocabulary to read, speak, and write on topics such as learning about countries around the world, different cultures, and their norms/values. Students will learn to enhance their understanding and converse to their peers by utilizing complete sentences in the targeted language. Students will learn to make connections with themselves, other parts of the world, their own community, and the targeted culture and language.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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

READING:

- 7.1.NM.A.1.** Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NM.A.2** Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3** Recognize a few common gestures and cultural practices associated with the target cultures.
- 7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WRITING:

- 7.1.NM.B.1** Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.IPERS.1** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.3** Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
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- 9.4.8.IML.12** Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.12.CI.1** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

Interdisciplinary Connections and Standards:

Social Studies:

- 6.2.12.HistoryCC.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

Unit Understandings:

Students will understand that...

- Every country has its own cultural values and norms. **(LGBTQ/D) (AAH) (HG) (AAPI)**
- Many countries use different dialects in the same targeted language.
- Countries around the world are famous for certain landmarks/attractions.
- Some countries follow the same religious beliefs.

Unit Essential Questions:

- What are some cultural traditions and beliefs followed in certain countries around the world?
- How is the country I live in similar and different to other countries around the world?
- What challenges may or may not affect a society's culture? **(LGBTQ/D) (AAH) (HG) (AAPI)**
- Do certain countries around the world follow gender roles? **(LGBTQ/D) (AAH) (HG) (AAPI)**
- How does language influence one's cultural identity? **(LGBTQ/D) (AAH) (HG) (AAPI)**

Knowledge and Skills:

Students will know...

- How to describe a country's famous landmark and/or attraction in its' cultural town/city.
- How to use directional vocabulary to pinpoint popular cities and towns in a country in the targeted language. *norte, sur, este, oeste*
- All the Spanish speaking countries and their location/region.
- How to respond in complete sentences verbally using expressive language in the targeted language.

Students will be able to...

- Explain famous destinations in a country/region in a brochure or advertisement.
- Persuade a person to vacation to a country by labeling and listing fun facts, geographical locations, sightseeing attractions, etc.
- Inform others about a country's language and cultural values/norms. (LGBTQ/D) (AAH) (HG) (AAPI)
- Use expressive vocabulary to describe a country and its culture in the targeted language.
- Label and list a countries' cultural traditions and beliefs in the targeted language.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Formative assessments:
 - Exit Tickets
 - Do Now questions
 - Jeopardy games
 - Quizlet
 - Kahoot
 - Padlet
 - Graphic organizers
- Summative assessments:
 - Tests - Integrated Performance Assessments, students can be given multiple choice questions, open-ended questions to respond in complete sentences in the targeted language.
 - Quizzes - vocabulary, context, modes of communication to demonstrate learning, matching/labeling, and given images.
 - Projects - Google slides presentations on a selected country of the students' choice, students will have to explain and describe the country using graphic images and factual information. Students may work in small groups or independently to complete the project.
 - Interview assessment, students may interview another peer or a person outside of their classroom, asking the questions in Spanish and note taking/listing.
 - Speaking assessment by reciting Spanish speaking countries around the world aloud individually, with a partner, or in small groups.
 - Identifying and/or picture matching images of flags representing Spanish speaking countries.
 - Identifying and labeling on a map of the countries/regions that speak the targeted language in directional vocabulary.
 - End of unit assessment - students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive listening - students will hear and listen to conversations in the targeted language and answer prompted questions.

- Interpretive reading - students will read short passages and small graphic novels to gain insight on cultural aspects. Students will work closely on novels in the targeted language.
- Interpersonal speaking - students will work in pairs or small groups to describe a given country using grammatical usage and phrases and/or pictures. Students will converse with others to find similarities and differences within different Spanish speaking countries and their cultures (*traditional food, music, clothing, landmarks, cities, and dialect*).

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)
 - Creating a poster to illustrate and explain the different types of Spanish speaking countries and regions in the targeted language (*Central America, South America, North America, Colombia, Peru, Panama, Cuba, etc*).
 - Match pictures with appropriate phrases and short passages.
 - Labeling on a map a country and region.
 - Listening to short phrases and sentences and following a guide/images.
 - Retelling a story after reading or listening to the passage.
 - Draw and/or label pictures to match the appropriate sentences/phrases.
 - Use a checklist during a listening activity to illustrate comprehension.
 - Using directional vocabulary to identify and recognize famous landmarks and cities.
 - Creating a storyboard utilizing cultural food, traditional clothing, music, and fun facts.
 - Fill in the blank questionnaire.
 - Students can interpret what their peers are saying in the targeted language (*mock a skit of specific hobbies found in certain countries*).
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
 - Develop and construct conversations to introduce a country, its region, traditional clothing, music, and food in the targeted language.
 - Give a survey to students on what they know about certain Spanish speaking countries.
 - Discuss and converse the differences and similarities between two different cultures and countries.
 - Students can discuss facts on a country around the world using Flipgrid.
 - Describing a picture, person, object, etc. either individually or in pairs.
 - Working in pairs or small groups to compare and contrast.
 - Working in pairs or small groups to create simple phrases to construct cultural values/norms presented in countries around the world.
 - Give/follow directions to pinpoint certain locations.
 - Using flashcards to match images to vocabulary/phrases.
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)
 - “I do, you do, we do” verbally repeating aloud countries around the world and their region.
 - Presenting presentations to explain and demonstrate commands with illustrations.
 - Performing TPR with pairs or small groups to show understanding of values and norms in different countries in Hispanic cultures.
 - Giving a list of traditional foods, clothing, music, and sharing with peers.
 - Labeling images around the country they live in and others using expressive language.

- Students can make their own social media account to describe a country around the world of their choice.
 - Making a social media platform on how to advertise or persuade someone to vacation to a specific country using descriptive details and expressive language.
 - Make a brochure to give to someone who is interested in making a trip to another country.
 - Utilizing ChatGPT to create engaging do now activities to learn about other Spanish speaking countries,
 - Padlet, students can engage in meaningful conversations.
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
 - Comparing and contrasting students' own cultural norms/values versus someone who lives in another country in complete sentences in the targeted language using a venn diagram independently and/or in small groups.
 - Creating a poster board that demonstrates different countries, what is most valued in their religion, and their community.
 - Role-playing a skit to represent daily life in another country.
 - Playing games in the targeted language.
 - Playing Kahoot in the targeted language to show demonstration in the targeted language.

** Example Unit from Adiós textbook, “*Animales del Amazonas*” – Students will learn how to use descriptive details to describe animals from the Amazon. Students will be able to explain and identify the climate and weather found in the Amazon in the targeted language.

<https://www.adiostextbook.com/spanish/animales-amazonas/>

RESOURCES

Teacher Resources:

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