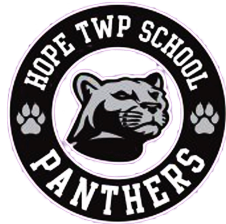


Belvidere Clusterwide Curriculum



World Languages

Grade 8/9 Introduction to Spanish

Updated Summer, 2024

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

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Timm Gast

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UNITS	Duration	Essential Questions:
Unit 1: Introductions, greetings and verb be	10 class sessions	<ol style="list-style-type: none"> 1. How can I introduce myself or someone else in Spanish? 2. What information do I want to know about someone else when I first meet them? 3. How do I talk about myself and others in Spanish using the ser?
Unit 2: La corrida de toros (Somos)	20 class sessions	<ol style="list-style-type: none"> 1. What cultural traditions do I practice? 2. What is or is not permissible in the pursuit of artistic expression? 3. How do I value animals?
Unit 3: Present Conjugations -ar, -er, -ir and stem changers	20 class sessions	<ol style="list-style-type: none"> 1. How do I conjugate regular present verbs with -ar, -er, -ir endings?
Unit 4: ¡Siéntate! (Somos)	10 class sessions	<ol style="list-style-type: none"> 1. How do I respond to authority? 2. What kinds of instructions do I follow and what kinds do I ignore?
Unit 5: Los castells de Tarragona (Somos)	15 class sessions	<ol style="list-style-type: none"> 1. How do I help others in my family, my school, my community, and the world? 2. How can I make a difference in my family, my school, my community, and the world? 3. What risks do I take in my day to day life?
Unit 6: Herencia Hispánica	15 class sessions	<ol style="list-style-type: none"> 1. What cultural traditions and practices make up Hispanic Heritage?

Student Learning

Career Education (NJDOE CTE Clusters)

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
-

Reading and Writing Companion Standards:

Language Domain

-

Reading Domain:

-

Speaking and Listening Domain:

-

Modifications and Accommodations:

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format

- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

- **ELL**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

- **At Risk**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides

- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

- **Gifted and Talented**
- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products_____
-
- **504**
- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments

- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
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- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit 1 Overview: Introductions, Greetings and Personal Information.

Unit 1 Summary: Introductions, Greetings and Personal Information.

Essential Questions:

- How can I introduce myself or someone else in Spanish?
- What information do I want to know about someone else when I first meet them?
- How do I present myself to the world?
- How do I greet people?

Knowledge:

- Introducing self and others
- Report what someone else says
- Saying hello and bye.
- Understanding questions, basic responses and permissions.
- ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Cómo estás? ¿De dónde eres?, ¿Cuál es tu dirección?, etc...
- Conversational Verb be (soy, eres, es)
- Wh- Questions

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 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.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 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.
- 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.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

Interdisciplinary Connections:

- ELA- writing, reading, speaking, listening
- Physical Education- active games and movement activities

Performance Expectations

- I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
- In my own and other cultures I can make comparisons between products and practices to greet and meet people.
- I can interact at a survival level in some familiar everyday contexts.
- I can use the verb “to be” in simple sentences.
- I can ask and answer personal information.

Unit 1 Student Learning Objectives

- Introducing self and others
- Identifying someone by name
- Interpreting a simple biography
- Greeting people.

Unit 1 Assessments

Formative Assessments

- Classwork
- Participation
- Ice breaking Game
- Diagnostic test

Summative Assessments

- Pair interview
- Rubrics for oral introduction.

Alternative Assessment:

- Modified summative assessments, as needed (IEP/ 504 students)
- Allow for re-assessment as needed

Use of Technology:

- Youtube, Duolingo App, Google Classroom
- Computer, whiteboard/ smartboard

Unit 1 Sample Instructional Activities

- Icebreakers (getting to know you) with conversation questions and answers
- Dialogue/role-play making introductions or at a fiesta
- Oral and written descriptions of people, ¿Adivina Quién es? La persona misteriosa
- Presentations and questions

Supplemental Materials/References/Links

- Youtube videos (personal information, ser, etc.)
- Explanation video: [Verbo ser](#)

Unit 2 Overview: Corre - El encierro de toros

Unit 2 Summary: (SOMOS 1 Unit 2) “Corre - El encierro de toros”

Essential Questions:

1. Do I enjoy participating in events or observing events?
2. In which events do I enjoy?
3. Why might I choose to participate in a dangerous activity?

Knowledge:

- El encierro de toros (Spain)
- La carrera de San Silvestre (Guatemala)
- Camina hacia, corre, ve, etc.

New Jersey Student Learning Standards

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Interdisciplinary Connections:

- ELA, geography, music

Performance Expectations

- I can talk about motion: how myself or someone else goes from one place to another.
- I can communicate about the things that I see.
- I can evaluate an activity and express an opinion (it is/ isn't a good idea)
- I can consider two sides to an argument

Unit 2 Student Learning Objectives

- Narrating and retelling a story
- Sequencing events in chronological order
- Interpreting an informational text
- Describing an event

Unit 2 Assessments**Formative Assessments**

- PQA (Personalized Question/ Answer)
- Unit 2: Storyasking
- Unit 2: Up/ down Listening Assessment
- Cooperative Mural
- Simultaneous Presentations
- ClipChat; El mejor de la clase
- El mejor de la clase Independent Reading
- Gallery Walk: Run/ Walks in Different Cultures
- El encierro de toros
- Reading/ Summary
- Beep! Activity
- I Blanked Activity
- Venn Diagram

Summative Assessments

- Unit 2 Reading Assessment
- Unit 2 Writing Assessment
- Unit 2 Listening Assessment

Alternative Assessment:

- Modified summative assessments, as needed (IEP/ 504 students)
- Allow for re-assessment as needed

Use of Technology:

- Youtube, whiteboard/ smart board

Supplemental Materials/References/Links

- Song: Corre Corre corazon Artist: Agapronis
- Video: El mejor de la clase (https://www.youtube.com/watch?v=i6_oau2nmTY)
- Video: Primer Encierro San Fermin Pamplona dia 7 de julio 2014 Gracias a TVE (<http://www.youtube.com/watch?v=I1YHQJbWrO4>)

Unit 3 Overview: Present Conjugations -ar, -er, -ir

Unit 3 Summary: Present Conjugations -ar, -er, -ir

Essential Questions:

- How do I conjugate regular present verbs with -ar, -er, -ir endings?

Knowledge:

- Present regular verbs ending -ar rules
- Present regular verbs ending -er rules
- Present regular verbs ending -ir rules
- Stem/changers
- Present Tense activities and routines
- Daily routines

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

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- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections:

- ELA- speaking, reading, writing, listening
- Music- youtube songs

Performance Expectations

- I can identify a verb in present tense.
- I can use present regular verbs ending -ar, -er, -ir rules
- I can conjugate verbs written and orally with all subject pronouns .
- I can narrate my daily routines.

Unit 3 Student Learning Objectives

- The students will identify and conjugate a variety of regular present verbs.
- The students will ask and answer where various people live using present verbs.
- Discuss family relationships using possessive adjectives Review and use all -AR, -ER, and -IR regular and irregular verb conjugations in context when describing their routines.

Unit 3 Assessments

Formative Assessments

- Teacher observation of student responses during Q/A activities.
- Checklist of student accuracy of responses.
- Oral questions and answers.

Summative Assessments

- Presentation of daily routines using present verbs.
- Roleplays

Alternative Assessment:

- Modified summative assessments, as needed (IEP/ 504 students)
- Allow for re-assessment as needed

Use of Technology:

- Computer, whiteboard/ smartboard, Youtube, Kahoot, Google slides, Google classroom.

Unit 3 Sample Instructional Activities

- Oral and written descriptions using regular verbs ending -ar, -er, -ir .
- Presentations and questions regular verbs ending -ar, -er, -ir.
- Video: [Explanation](#)
- Worksheets and readings
- Verb flashcards

● Supplemental Materials/References/Links

- Youtube videos for ser/subject pronouns
- Game Hot potato with verbs.

Unit 4 Overview: Siéntate**Unit 4 Summary: (SOMOS 1 Unit 6): Siéntate****Essential Questions:**

- How do I respond to authority?
- What kinds of instructions do I follow and what kinds do I ignore?

Knowledge:

- Stories
- Se sienta, se levanta, le grita

New Jersey Student Learning Standards**New Jersey Student Learning Standards:**

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Interdisciplinary Connections:

- ELA, anatomy, geography, music/ dance

Performance Expectations

- I can talk about my body.
- I can give commands.
- I can follow commands.

Unit 4 Student Learning Objectives

- Interpreting commands
- Giving commands
- Narrating and retelling a story
- Narrating dialogue with imperative and declarative statements
- Describing emotion

Unit 4 Assessments

Formative Assessments

- Vocabulary sentence translations
- Cabeza hombros rodilla y pie
- CLOZE activity
- TPR commands activity
- Story-asking
- Up/ Down Listening ASsessment
- 2 Truths and a Lie

Summative Assessments

- Reading Assessment (Marisa y el sustituo)

Alternative Assessment:

- Modified summative assessments, as needed (IEP/ 504 students)
- Allow for re-assessment as needed.

Use of Technology:

- Computer, whiteboard/ smartboard, Youtube, Kahoot!Google classroom, Duolingo App.

Supplemental Materials/References/Links

- Peardeck (sentence translations)
- Cabeza hombros rodilla y pie (https://www.youtube.com/watch?v=qMaJ1_eZDos)
- Kahoot!: Up/ Down Listening Assessment

Unit 5 Overview: Los Castells de Tarragona

Unit 5 Summary: (SOMOS 1 Unit 7) Los Castells de Tarragona

Essential Questions:

- How do I help others in my family, my school, my community, and the world?
- How can I make a difference in my family, my school, my community, and the world?
- What risks do I take in my day to day life?

Knowledge:

- Los castells de Tarragona (España)
- Siempre, ayuda, simpático, tienes que

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

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- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections:

- ELA, geography, music, dance

Performance Expectations

- I can express my need or ask for help.
- I can offer to help.
- I can discuss what I can do.

Unit 5 Student Learning Objectives

- Narrating and retelling a story
- Describing a problem
- Identifying and describing potential solutions
- Describing an event
- Identifying components
- Interpreting an authentic news report

Unit 5 Assessments

Formative Assessments

- Bell Ringer
- Vocabulary sentence translations
- Yo no te puedo olvidar CLOZE activity
- ¿Cuál es simpático? Situational discussion
- Story-asking
- Up/ Down Listening Assessment
- ¿Quién lo dijo?
- CLOZE story script
- Cooperative Mural
- Simultaneous presentations
- Castells reading level 2 and 3
- Towel building competition

Summative Assessments

- Reading assessment: What are Castells of Tarragona
- Writing assessment: Shrinking summary

Alternative Assessment:

- Modified summative assessments, as needed (IEP/ 504 students)
- Allow for re-assessment as needed

Use of Technology:

- Computer, Peardeck, Kahoot!, Youtube, videos/ movies

Supplemental Materials/References/Links

- Peardeck (sentence translation)
- Song: Yo no te puedo olvidar Artist: Niki Clan
- Kahoot!: Up/ Down Listening Assessment
- Los castells videos:
 - <https://www.youtube.com/watch?v=K1HWyUIZ5kk>
 - <https://www.youtube.com/watch?v=aeYTr43cEYw>
 - <https://www.youtube.com/watch?v=Z65wiZpxvQ>

Unit 6 Overview: Herencia Hispana

Unit 6 Summary: Herencia Hispana (Teacher materials)

Essential Questions:

- What cultural traditions and practices make up Hispanic Heritage?

Knowledge:

- Christmas (Navidad)
- Day of the dead (Dia de Muertos)
- Hispanic Month (Mes de la Herencia Hispana)
- 5 de Mayo

New Jersey Student Learning Standards

New Jersey Student Learning Standards: Science

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
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- 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.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections:

- ELA- reading, writing, listening, speaking
- Geography- All Hispanic countries location
- Dance/ Music
- History

Performance Expectations

- I can understand Spanish holidays.
- I can ask and answer simple questions.
- I can identify traditions of different Spanish speaking countries.

- I can recognize a familiar story in an authentic resource.
- I can present about a Spanish country and its music.

Unit 6 Student Learning Objectives

- The students will identify and describe a holiday.
- The students will interpret an informational text.
- The students will describe the cultural characteristics.
- The students will present about a Spanish country and music associated with it

Unit 6 Assessments

Formative Assessments

- Christmas carols
- Make an altar for Dia de muertos
- Dance lessons
- Write and Discuss
- Video of Dia de muertos
- Matamoscas Game
- Short movie clips

Summative Assessments

- Presentational writing
- Interpretive reading
- Oral presentations with posters.
- Worksheet on vocabulary.

Alternative Assessment:

Use of Technology:

- Computer, Youtube, whiteboard/ smartboard

Unit 6 Sample Instructional Activities

- Venn Diagram activity on the board (compare/contrast Dia de los Muertos with American holidays of Halloween and Memorial Day)
- Make posters for Hispanic Heritage month.
- Coco bingo (watch Coco with a bingo board of typical Day of the Dead items. Mark off items as you see them in the first 30 minutes of the movie on your bingo board).

- Day of the Dead fiction/non-fiction books
- Make calavera masks
- Make an altar and its symbols.
- Youtube video of El Burrito de Belen with words. Students sing the chorus with maracas, etc.
- Compare/contrast Christmas traditions in Latin America and the United States.

Supplemental Materials/References/Links

- Youtube videos [▶ Día de los Muertos \(Day of the Dead\) music video for kids](#)
- Movie: Coco (20 min segment)
- Songs
- Youtube video song: Noche de paz