

Quinton Township School District
Spanish
8th Grade

[Pacing Guide](#)

Marking Period:	1-2	Unit Title:	Unit 5: La corrida de toros	Pacing:	18 days
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Unit Summary: Students will learn about bullfighting and to express opinions. ()

Objectives:

- SW learn to 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.
- SW learn to 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.
- SW learn to 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.
- SW learn to make comparisons between products and practices to help me understand perspectives.
- SW learn to interact at a survival level in some familiar everyday contexts.
- SW learn core vocabulary:
 - su hermano va a - his/her brother goes to
 - tiene una novia - s/he has a girlfriend
 - está enojado - s/he is feeling angry

- SW learn to effectively use Google applications and other websites to complete assignments.

Essential Questions:

- What cultural traditions do I practice? ()
- What is or is not permissible in the pursuit of artistic expression?
- How do I value animals?

New Jersey Student Learning Standards/Learning Targets:

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Interdisciplinary Connections: SL.PE.8.1

Career Readiness, Life Literacies, and Key Skills: 9.4.8.GCA.1

Computer Science and Design Thinking: 9.4.8.TL.3, 8.1.8.IC.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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• Listening: Listen to teacher during PQA and TPRS®, Listening to story retells, Listening to teacher read slideshows, Listening to ClipChats, Listening to songs • Reading: Reading class story, reading informational texts, reading song lyrics, reading text on images from protests, reading tweets • Writing : Parallel story, opinion about bullfighting • Speaking: One word responses during storyasking (yes/no, either/or), Retelling sentences from the class story	• Martina Bex Unit 5 Overview: https://docs.google.com/document/d/16NA3USq6eTwQ1_e83ZW6kxOTdU2E1qu4GmxbXUCT-eU/edit • Martina Bex Unit 5 Resources: https://drive.google.com/drive/folders/15N2pnlL0FnCQnn5TkPymarSg38v5j_Hq	• Song: Lo que yo no tengo, Me voy, or No tengo dinero • Story: “Las novias de mi hermano” • 9-frame storyboard • Communicative Questions • Parallel story writing • Miguel y la bicicleta story	• Smart Board Applications • Google Forms • Slide Show Presentation
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Assessments	
Formative Assessments • Campanadas • Student oral response • Participation in Story Asking • Worksheets	Summative Assessments • Listening Assessment • Reading Assessment • Writing Assessment Suggested Skills To Be Assessed: <i>Listening Assessment - Listen To A Story In Spanish And Respond To Comprehension Questions</i> <i>Reading Assessment - Read A Story In Spanish And Respond To Comprehension Questions</i> <i>Writing Assessment - Describe Each Frame Of A Three-Frame Storyboard</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword,	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at

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modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Marking Period:	3	Unit Title:	Unit 6: Siéntate	Pacing:	4 days
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Unit Summary: Students will learn to talk about the body, as well as give and follow commands.

Objectives:

- SW learn to talk about the body.
- SW learn to give commands.
- SW learn to follow commands.
- SW learn core vocabulary:
 - se sienta - s/he sits (him/herself) down
 - se levanta - s/he gets up (raises him/herself up)
 - le grita - s/he shouts at him/her
- SW learn to effectively use Google applications and other websites to complete assignments.

Essential Questions:

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

New Jersey Student Learning Standards/Learning Targets:

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- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Interdisciplinary Connections: SL.PE.8.1

Career Readiness, Life Literacies, and Key Skills: 9.4.8.GCA.1

Computer Science and Design Thinking: 9.4.8.TL.3, 8.1.8.IC.1

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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• Campanada (correct errors) • Introduce vocabulary w/sentence slides • Teach “Cabeza hombros rodilla y pie” • TPR body parts • Sing song • 1st person descriptions • PQA • Campanada: generate vocabulary for TPR • Fill in collective vocabulary form • TPR • Campanada: complete the sentence • TPRS: ¡Siéntate! • Play 2 Truths and a Lie • Campanada: translation • Read “El profesor sustituto” • Horizontal conjugation	• Martina Bex Unit 6 Overview: https://docs.google.com/document/d/1NLJhVg9D8p82t2GTnaWkiPieF1y1NTjUXba343YTKgg/edit • Martina Bex Unit 6 Resources: https://drive.google.com/drive/folder/s/1yihSToNaNTDl09zDelA0HKn1XyTsEMqQ	• Campanada (correct errors) • Vocabulary w/sentence slides • Song: “Cabeza hombros rodilla y pie” • 1st person descriptions • Personal Questions and Answers • Campanada: generate vocabulary for TPR • Fill in collective vocabulary form • Campanada: complete the sentence	• Smart Board Applications • Google Forms • Slide Show Presentation
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		• Game: 2 Truths and a Lie • Campanada: translation • Story: “El profesor sustituto” • Horizontal conjugation	
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Assessments	
Formative Assessments • Campanadas • Student oral response • Participation in Story Asking • Worksheets • Google Forms	Summative Assessments • Listening Assessment-Following Directions Suggested Skills To Be Assessed: <i>Listening</i>
Benchmark Assessments	Alternative Assessments

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- District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)

- Alternative Choice Projects
- Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.			
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Marking Period:	3-4	Unit Title:	Unit 7:	Pacing:	14 days
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Unit Summary: Students will learn to express need/ask for help, offer help, talk about what is nice and learn about the Castells of Tarragona.

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Objectives:

- SW learn to 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.
- SW learn to 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.
- SW learn to 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.
- SW learn to make comparisons between products and practices to help me understand perspectives.
- SW learn to interact at a survival level in some familiar everyday contexts.
- SW learn core vocabulary:
 - tienes que you have to
 - le ayuda s/he helps him/her
 - no puede (hacer) s/he can't (do/make)
 - simpático nice
- SW learn to effectively use Google applications and other websites to complete assignments.

Essential Questions:

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

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 - 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
 - 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Interdisciplinary Connections: SL.PE.8.1

Career Readiness, Life Literacies, and Key Skills: 9.4.8.GCA.1
Computer Science and Design Thinking: 9.4.8.TL.3, 8.1.8.IC.1
Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Campanada: Error correction • Introduce new vocab ◦ link meaning to L1 ◦ translate practice sentences ◦ PQA • Introduce song “Yo no te puedo olvidar” ◦ band biography ◦ CLOZE lyrics • Campanada: discussion questions • ¿Cuál es simpático? situational discussion • Campanada: Famous towers • Slideshow reading: famous towers • Castells reading Level 1 • Watch Casteller video • MovieTalk Casteller	• Martina Bex Unit 7 Overview: https://docs.google.com/document/d/1R_sPLkf_28t5wSxpkxv8smcfiYcsCat3IXEI-a3P4_M/edit • Martina Bex Unit 7 Resources: https://drive.google.com/drive/folders/1dxJk8Lw6x76o3SjBB3kvO-WwE2h18Lgw	• Unit 7 Slideshow • Unit 7 Lesson Plans • Campanadas • Picture Dictionary template • CLOZE lyrics sheet • Castells embedded reading • playing cards or Dixie cups • Worksheets	• Smart Board Applications • Google Forms • Slide Show Presentation

• Campanada: Castell recall • Castells reading Level 2 • Watch Enxaneta video • Tower building competition • Castells role discussion • Castells Level 3 reading • Watch news broadcast and complete transcript			
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Assessments	
Formative Assessments • Campanadas • Student oral response • Participation in Story Asking • Worksheets	Summative Assessments • Reading Assessment: What Are Castells Of Tarragona • Writing Assessment: Shrinking Summary Of Class Story Suggested Skills To Be Assessed: <i>Reading Assessment</i> <i>Writing Assessment</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504	• Basic Skills Instruction • Speech/Language Therapy	• Basic Skills Instruction • Provide after-school tutoring	• Promote self-initiated and self-directed learning for

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plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	growth though independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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