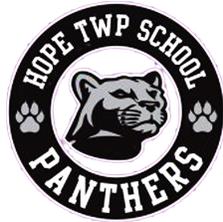


Belvidere Clusterwide Curriculum



World Languages

Grade 8

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.

Curriculum Coordinator:

Timm Gast

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UNITS	Duration	Essential Questions:
Unit 1: El dominó	12 class sessions	<ul style="list-style-type: none"> ● What role do sports and recreational activities play in different cultures? ● What factors influence an individual's choice of sports or recreational activities, including my own? ● How do sports and leisure activities contribute to physical health, mental well-being, and social cohesion?
Unit 2: Rapa Nui	11 class sessions	<ul style="list-style-type: none"> ● What are the key geographical features of Chile? ● Who were the original inhabitants of Rapa Nui, and what do we know about their creation of the Moáis? ● How has your understanding of Chile changed from before learning this unit to afterward? How does what you thought compare to what you now know?
Unit 3: Herencia Hispánica	14 class sessions	<ul style="list-style-type: none"> ● 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.

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
- Seacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- 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: El dominó

Unit 1 Summary: El dominó

Essential Questions:

- What role do sports and recreational activities play in different cultures?
- What factors influence an individual's choice of sports or recreational activities, including my own?
- How do sports and leisure activities contribute to physical health, mental well-being, and social cohesion?

Knowledge:

- juega plays
- habla talks
- necesita needs

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:

- social studies
- geography
- history

- English language arts
- art
- music
- physical education

Performance Expectations

- Students will be able to respond appropriately to directions, questions and stories using physical response, gestures and/or words or simple phrases.

Unit 1 Student Learning Objectives

- Students will be able to interpret simple sentences in Spanish
- Students will be able to express preferences using gestures, single words and short phrases
- Students will be able to understand a story in Spanish
- Students will be able to retell a familiar story in Spanish
- Students will be able to interpret the main idea and details of a story in Spanish
- Students will be able to understand a simple informational text about Cuba and hobbies in Spanish
- Students will be able to state facts about Cuba in Spanish
- Students will be able to describe how the game of dominoes is traditionally play in Cuba after reading an article in Spanish
- Students will be able to learn a new game by following directions in Spanish

Unit 1 Assessments

Formative Assessments

- Teacher observation of students' verbal and nonverbal responses
- Student participation with ¡Dale! (bell ringer activity to start each class) and other classwork

Summative Assessments (Optional)

Reading assessment - Students will read a short story on a familiar topic and answer questions in English to demonstrate comprehension

Alternative Assessment:

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

Performance Tasks/Use of Technology:

- Students will be able to integrate and evaluate information presented in diverse media formats.

Unit 1 Sample Instructional Activities

- "¡Dale!" (bell ringer activity to start each class) - fill-in-the-blank, choose the outlier, write, read, match, recall, country facts, true/false, answer questions
- One's Gotta Go activity
- TPRS storyasking
- Ping Pong Recall
- Class Storybook
- Volleyball Reading
- Story Dominoes
- exit slips
- cognates match
- independent reading about Cuba
- Pictionary
- Review Baseball
- music videos
- Picture Talk
- Domino Glyph
- shared reading
- Cloze Reading
- Run It Up activity
- #authres videos
- play Dominoes

Supplemental Materials/References/Links

- Vamos Unit 5 Curriculum activities, printables, Slides
- markers, crayons, colored pencils
- poster paper
- mini whiteboards, erasers and markers
- random objects/realia for storyasking
- Cuba article, laminated for multiple class use
- dice
- painter's tape
- popcorn (themed snack)
- Orishas - Cuba Isla Bella video https://youtu.be/yqdWaWAIZ0s?si=-IDkwZfrGbix_oCe
- Cuba única - versión larga video https://youtu.be/EWCJ3IP9ZLI?si=IbV_Ht5SNIEIdMla
- real Dominoes or printed and laminated cards
- Trucos del Domino 2015 (capicua) video https://youtu.be/Wle1XANX52c?si=2Y_ToLdzaP8t6maG
- Dominó en Cuba. Jugando a dominó en las calles de La Habana video <https://youtu.be/O-7AJyJkZ7k?si=u15bn0SbkVRZDiQX>

Unit 2 Overview: Rapa Nui

Unit 2 Summary: Rapa Nui

Essential Questions:

- What are the key geographical features of Chile?
- Who were the original inhabitants of Rapa Nui, and what do we know about their creation of the Moáis?
- How has your understanding of Chile changed from before learning this unit to afterward? How does what you thought compare to what you now know?

Knowledge:

- sabe knows
- piensa que thinks that
- está is (feeling)

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.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:

- social studies

- geography
- history
- English language arts
- art
- music
- physical education

Performance Expectations

- Students will be able to respond appropriately to directions, questions and stories using physical response, gestures and/or words or simple phrases.

Unit 2 Student Learning Objectives

- Students will be able to interpret simple sentences in Spanish
- Students will be able to express preferences using gestures, single words and short phrases
- Students will be able to understand instructions and stories in Spanish
- Students will be able to answer questions about a familiar story to demonstrate understanding
- Students will be able to identify basic facts about Chile as well as things to see and activities to do
- Students will be able to learn about Chile by reading and listening to descriptions in Spanish
- Students will be able to understand the main ideas and details of a text about a location in Chile
- Students will be able to share what they have learned about Rapa Nui using text and art

Unit 2 Assessments

Formative Assessments

- Teacher observation of students' verbal and nonverbal responses
- Student participation with ¡Dale! (bell ringer activity to start each class) and other classwork

Summative Assessments (Optional)

Interpretive Reading assessment - Students will read a short story on a familiar topic and answer questions in English to demonstrate comprehension

Alternative Assessment:

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

Performance Tasks/Use of Technology:

- Students will be able to integrate and evaluate information presented in diverse media formats.

Unit 2 Sample Instructional Activities

- "¡Dale!" (bell ringer activity to start each class) - fill-in-the-blank, true/false, write, read, translate
- Find Someone Who... activity

- SEL check-in
- En el bosque TPR
- Rock, Paper, Scissors - learn and play in Spanish
- ClipChat
- Gesture Reading
- Listen and Draw
- Caption This activity
- Class Act activity
- Who Said It? activity
- exit slips
- Think or Know? activity
- authentic videos
- Image Race
- Infographic Gallery Walk
- geography of Chile videos
- Narrow Listening activity
- shared reading
- Details Detective with Rapa Nui text
- translation
- Mind Reader activity
- directed drawing

Supplemental Materials/References/Links

- Vamos Unit 6 Curriculum activities, printables, Slides
- posters
- markers, colored pencils, crayones
- mini whiteboards, erasers and markers
- random objects/realia for storyasking
- Android Rock, Paper, Scissors video <https://youtu.be/2VZi6cfUZQ4?si=x6O0Tn8PvWtCQaK8>
- Visit Chile - Chile Promotional Video video https://youtu.be/Wkz2Y1iBMyw?si=M6x-ksg7Kj97_zYY
- clipboards - one per student
- Chile es hermoso - Vamos Unit 6 video <https://youtu.be/geWU1YZLuVg?si=Lpj6EiH7g4qxaFV9>
- The Mysteries of the Moai on Easter Island - National Geographic video <https://youtu.be/KljZ28SXz0c?si=4NdPghJNO5cA6dxK>
- Dibuja conmigo: Dos moáis - Vamos Unit 6 video <https://youtu.be/VYUxOlsam70?si=b1KjXGsYYTeF4dhe>

Unit 3 Overview: Herencia Hispana

Unit 3 Summary: Herencia Hispana

Essential Questions:

- What cultural traditions and practices make up Hispanic Heritage?

Knowledge:

- Christmas (Navidad)
- Day of the Dead (Dia de Muertos)
- Hispanic Heritage Month (Mes de la Herencia Hispana)
- Any other holidays, traditions or practices of native Spanish speakers that reflect the heritage and/or interests of students

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

- 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.
- 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.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
- geography
- dance/ music
- history
- social studies
- science
- art

Performance Expectations

- Students will be able to understand the significance of some holidays, traditions and practices of Spanish-Speaking countries
- Students will be able to ask and answer simple questions related to culture.
- Students will be able to discuss the cultural practices, products and perspectives of some groups of people from Spanish-Speaking countries.

The Unit 3 Student Learning Objectives

- Students will be able to identify and describe a holiday, tradition or practice.
- Students will be able to interpret an informational text.
- Students will be able to describe cultural characteristics.
- Students will be able to provide basic information and culture about Spanish-Speaking countries.

Unit 3 Assessments

Formative Assessments

- Christmas carols
- Make an altar for Dia de Muertos
- Write and Discuss
- Matamoscas Game

Summative Assessments

- Presentational writing
- Interpretive reading
- Oral presentations with posters.

Alternative Assessment:

- Interpretive reading using modified text, glossary, side notes, etc.
- Presentational writing using word bank, modified length, etc.

Use of Technology:

- Computer, Youtube, whiteboard/ smartboard, Google Classroom

Unit 3 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 Belén with words. Students sing the chorus with maracas, etc.
- Compare/contrast Christmas traditions in Latin America and the United States.
- Documentary/Movie - related to Spanish language and/or Hispanic/Latin American culture

Supplemental Materials/References/Links

- Rockalingua video  Día de los Muertos (Day of the Dead) music video for kids
- Movie: Coco (20 min segment)
- Songs: El burrito de Belén, etc.
- Youtube video song: Noche de paz.