

Moonachie School District World Languages Curriculum: Grade 8

New Jersey Student Learning Standards for World Languages

Born On: August 23, 2022
Re-Adopted: August 26, 2025

WORLD LANGUAGES: Grade 8

PROFICIENCY LEVEL: Novice Mid/Novice High

DISCIPLINARY CONCEPTS: Interpretive, Interpersonal, and Presentational Modes of Communication

UNIT 1: HISPANIC CELEBRATIONS

Pacing: 6 weeks

Core Ideas:

1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
2. Interpersonal communication between and among people is the **spontaneous** exchange of information and the negotiation of meaning.
3. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Intercultural Statements:

1. Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs) the way a native speaker living in the target culture interprets meaning in the target culture's society.
2. Learners recognize and identify a few typical practices of the target culture.

Performance Expectations:

- 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.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 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.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.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 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.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.3: Make requests and express preferences in classroom settings and in various social situations.
- 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.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.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 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.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.

Essential Questions:

EQ. How do a nation's holidays reflect its history and culture?

EQ: What impact do major historical events have on people's lives and the future of a country?

EQ: What do some of Mexico's major holidays tell us about the country's religious and political history?

EQ. What are some holidays that are unique to the United States? What are some that we share with Spanish cultures?

EQ: How are specific world events reflected on a timeline in Mexico?

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
El año nuevo, la carroza (parade float), la Semana Santa, el Día de Acción de Gracias, el Día de Independencia, el desfile, la foto, los fuegos artificiales, las fallas, la iglesia, la mezquita (mosque), el templo, San Fermín, luchó, independencia, ser dueños de la tierra, flores, pan de los muertos, dulces, máscaras, altar, papel picado, velas, tumbas, cempasúchil, angelitos, leyendas, altar, ofrenda, cubrir, cuidar,	Students will be able to: <ul style="list-style-type: none"> ● describe the characteristics, traits or customs associated with various Hispanic heritages ● compare and contrast customs, celebrations, etc across different Hispanic heritages, highlighting those backgrounds of our learners ● explore the historical 	<ul style="list-style-type: none"> ● Students will examine an infographic to determine the significance of the Christmas tree tradition in Spain. They will compose a summary with a partner. ● Students will memorize a Gouin series about how Spanish children celebrate Christmas ● Using the poster, <i>12 fiestas en</i> 	<p>Evidence Statements</p> <p>Interpretive. You will read an article about the official holiday calendar for 2020 in Spain. Based on what you read, answer the questions that your teacher provides. (calendario laboral 2020)</p> <p>Interpersonal. You and your partner will each be given 4 images of holidays</p>

<p>el espíritu, maravilla (marigold), la calabaza, cementerio, recuerdos, morir (ue), llorar, regresar, ataúd (coffin), atole, calaca (papier mache figure), las catrinas, copal (incense), la danza del los viejos, el día de todos los santos, esqueleto, dulces, guitarra, iluminación, mariachis, mariposa, noche de duelo, serape (blanket), tambor.</p>	<p>contributions of individuals of Hispanic heritage on a global scale, including how these contributions have impacted American life.</p> <ul style="list-style-type: none"> ● list important national holidays that are celebrated in Spanish-speaking countries and their significance. ● describe some aspects of major celebrations in Spanish-speaking countries. ● explain the history of the piñata and its meaning. ● recount celebrational customs for the Christmas holiday such as the twelve grapes at midnight on New Year's eve and leaving hay in shoes for the three wise men rather than cookies for Santa Claus. ● explain the meaning of roscón de reyes and list the steps in creating it. ● tell why Spanish speakers do not dismantle their Christmas tree until January 7th. ● explain the meaning of <i>Las Posadas</i> and what actually happens in the parade. ● list holidays that are unique only to Americans ● describe events of la Semana Santa in Spain ● discuss la tomatina and tell how it originated. ● explain the meaning and history of Día de Nuestra Señora de Guadalupe, Grito 	<p>12 meses, they will identify one holiday in Spain for each month of the year</p> <ul style="list-style-type: none"> ● Students will watch a Tío Spanish video on San Fermín and examine the official bufanda and kerchief that is used in running the bulls. ● Students will explain the tradition of the running of the bulls on July 7, including who participates and why. ● Students will sing the song associated with the holiday, San Fermín. ● Students will view a video of <i>fiestas de España</i> and fill out a graphic organizer while watching. ● Students will study an infographic about Día de los Muertos and create a Venn Diagram comparing it to Halloween. ● Students will choose a Spanish holiday and write several headlines about related activities. ● The class will debate the legitimacy of the bullfight. First, they will complete the debate team carousel activity. After that, two teams will be given 15 minutes to brainstorm a strategy. This will be followed by the debate and debriefing. Debate prompt: Does the bullfight represent animal cruelty or 	<p>that are celebrated in Spanish-speaking countries. Take turns asking and answering questions about each holiday. You might ask when the holiday occurs, why it is celebrated, how it is celebrated and why it is important. Do that for each one, making sure that your conversation lasts at least 2 minutes.</p> <p>Presentational. You have a pen pal from a sister school in a Spanish-speaking country. He/she has asked you about an upcoming holiday that she heard about. Write an email to your friend, telling all about it. Be sure to include the significance (el significado) of the holiday, how it is celebrated in general, what your family does to celebrate it, when it takes place and when.</p> <p>Benchmark Assessment: Listening & Comprehension Check, Performance-Based Benchmark, Vocabulary Recognition Task, Gesture & Cultural Practice Check</p> <p>Formative Assessment: Teacher Observation, Oral questioning, Exit tickets, Whiteboard responses, Flashcard checks, Interactive digital tools (Peardeck, Boom Cards, Kahoot, Flipgrid), Thumbs up/down, Response cards</p> <p>Summative Assessment: Performance Task, Listening Assessment,</p>
---	---	---	--

	<p>de Dolores, and Cinco de Mayo.</p> <ul style="list-style-type: none"> compare <i>El Día de los Muertos</i> to Halloween and similar holidays across cultures <p>PRACTICES: Communicate, Cultures, Connections, Comparisons, Communities</p>	<p>historic tradition?</p> <ul style="list-style-type: none"> Students will design an electronic poster showing images and text about the Spanish New Year’s celebration Students will invent clues to read aloud for the class to identify the holiday about which they are thinking. Using the chrome books, students will investigate the Semana Santa and, in groups of two, design a Prezi to explain its meaning and significance. 	<p>Presentational Task, Matching or Labeling Assessment, Cultural Understanding Task</p> <p>Alternate Assessment: Drawing or coloring with oral explanation, Pointing or selecting responses instead of verbal production, One-on-one teacher conference, Use of gestures or manipulatives to demonstrate understanding, Picture-based assessments with reduced text, Assistive technology (audio responses, visual supports), Modified task with fewer vocabulary items, Portfolio collection of student work</p>
<p>Resources/Materials</p>	<p>Compilation Of Resources Neh Hispanic Heritage Lesson Printables The Latin Explosion Video My Immigrant Heritage- Pitbull Zona De Gente Music Video Disney’s Be Inspired Speak My Language Nickelodeon #Mihistoria Influence On American Culture Calendar Biography Activity</p>	<p>Hallway Poster Quotes By Influential Hispanics Infographic 15 Facts About Hispanic Heritage Month Growth Mindset Activities Startalk Interpretive Startalk Interpersonal Startalk Presentational My Culture And Traditions The Unfair Game Crumple And Shoot Game</p>	<p>Wordless Videos 5 Minute Brain Breaks 10 Minute Brain Breaks Questions For Teens Interpretive Listening Activities Target Language Strategies Target Language Strategies 2 General Movie Guide Cafe And Conversations Ed Puzzles Authentic Resources Culturizando Puebla Spanish Articles</p>
<p>Interdisciplinary Connections</p>	<p>Media Art</p> <ul style="list-style-type: none"> 1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works). 1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy). <p>Music</p>		

	<ul style="list-style-type: none"> 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music <p>English Language Arts</p> <ul style="list-style-type: none"> SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Career Readiness, Life Literacies and Key Skills	<ul style="list-style-type: none"> 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages. CRP8 Work productively in teams while using cultural/global competence.
Computer Science and Design Thinking	<ul style="list-style-type: none"> 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

WORLD LANGUAGES: Grade 8

PROFICIENCY LEVEL: Novice Mid/Novice High

DISCIPLINARY CONCEPTS: Interpretive, Interpersonal, and Presentational Modes of Communication

UNIT 2: SAVING THE ENVIRONMENT

Pacing: 6 weeks

Core Ideas:

1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
2. Interpersonal communication between and among people is the **spontaneous** exchange of information and the negotiation of meaning.
3. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Intercultural Statements:

1. Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs) the way a native speaker living in the target culture interprets meaning in the target culture's society.
2. Learners recognize and identify a few typical practices of the target culture.

Performance Expectations:

- 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.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 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.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.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized 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.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 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.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 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.3: Make requests and express preferences in classroom settings and in various social situations.
- 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.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- 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.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 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.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.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Essential Questions:

EQ: What environmental choices do I make?

EQ: What must we do to create a sustainable community?

EQ: What obligation do humans have to protect nature?

EQ: How do we use resources wisely?

EQ: Who has clean water?

EQ: How is energy transferred?

EQ: How is habitat destruction impacting our environment today?

EQ. What can be recycled? How do I recycle my electronics?

EQ. When did Earth Day Start?

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<p>aerosol, lluvia ácida, basura, polvo, rayos ultravioletas, bióxido de carbono (car exhaust), contaminación, vertedero (landfill), cartón, pesticida, vidrio, solución, fábricas, medio ambiente, aluminio, botella, capa de ozono, efecto de invernadero, energía, latas, pájaros, peces, papel, petróleo, plástico, sol, tierra, energía solar (solar power), turbina eólica (wind turbine), hidroeléctrica (hydroelectric), geotérmica (geothermal), incandescente (incandescent), reducir/reutilizar/reciclar (reduce, reuse, recycle), yendo verde (going green), huella de carbono (carbon footprint), cero emisiones (zero emissions), ecosistema (ecosystem), deforestación (deforestation), combustible fósil (fossil fuel), contaminación del aire/agua/tierra, microplásticos (micro-plastics), cadena de comida (food chain), red alimentaria (food web), ecohuertas (ecological garden) Cascada (f) Llanura (f) Arroyo (m) (brook) Volcán (m) Valle (m) Río (m) Península (f) Océano (m) Montaña (f) Meseta (f) Mar</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> name several renewable energy technologies identify and use vocabulary pertaining to the environment assess ways that they, their families or their schools can be greener recognize actions that aid in caring for the earth classify actions that someone wishing to live a greener life does/does not do recommend to others what to do and not do from an ecological perspective differentiate between garbage and material that can be recycled articulate recommendations to make communities more sustainable explain how to properly dispose of tech waste explain ways how contamination can enter the air, water and ground make comparisons about how other people care for the environment in order to understand perspectives on ecology self-reflect on proficiency targets referring to the ACTFL proficiency rubrics: (Did I ask open ended questions? Did I connect my sentences with transition statements?) <p>PRACTICES: Communicate, Cultures,</p>	<ul style="list-style-type: none"> Direct instruction about communities and Community life and expectations of citizens of the United States compared to life and citizenry in the targeted language country. Direct instruction about animals and their habitats, reasons for and patterns of animal migration. Examine an infographic showing the impact of geography on individuals. Discuss the impact and outcomes of climate change. Identify the picture corresponding to the statement made by the teacher. Choose picture A or B. Review the infographic about how long it takes for various recycled items to decompose. Using the SMART board, the teacher will flash a variety of images and students will respond with the number of years said image will remain in a landfill. Create an Earth Day poster, selecting from 8 themes your teacher will provide. Use your chrome books to find images. Create a solar oven from a pizza box. Draw a meme or a comic that will grab the attention of viewers and energize their commitment to saving the earth Using the chrome books, research 	<p>Evidence Statement</p> <p>Interpretive. As an environmentalist, you hope to increase people's awareness regarding the use of reusable plastic bags and straws to reduce plastic pollution. To learn more about this issue, you listen to a newscast on plastic waste. You take notes and summarize the story for others. Make a chart of causes, effects and solutions to create a database for future reference.</p> <p>Interpersonal: You are a reporter interviewing the chief of the environmental protection agency of Mexico. Ask about the government's plans to reduce air pollution in the near future. You also express your own opinions and experience as a resident of Mexico D.F., so that your concerns can be better addressed.</p> <p>Interpersonal writing. To increase awareness of environmental issues, you exchange email messages with your congressman (partner). Express your concerns about the environmental issue faced by</p>

<p>(m) Mapa físico (m) Lago (m) Isla (f) Golfo (m) Glaciar (m) Estuario (m) Estrecho (m) Desierto (m) Cordillera (f) Colina (f) Cima (f) Cabo (m) Bahía (f)</p> <p>Grammar: direct object pronouns, Ud commands</p>	<p>Connections, Comparisons, Communities</p>	<p>state initiatives to promote bicycling. Which state has been most active in promoting the reduction of air pollution through bicycling? Report to the class on your findings.</p> <ul style="list-style-type: none"> ● Using the chrome books, look up the wind power that Spain is using in Gibraltar. Report at least one statistic to the class. ● Dance along with the Madre Tierra (Mother Earth) Zumba video ● Examine the infographic showing the amount of time needed for garbage to biodegrade in the sea. Make a list in order of the length of time needed by the ocean to rid herself of unwanted trash. ● List five effects of climate change on the environment.. ● List five things that are driving deforestation. ● Discuss how climate change impacts the Amazon Rainforest. ● Discuss how climate change could impact the Galapagos Islands ● Find some facts about la contaminación en la ciudad de México. ● View a clip of the telenovela about saving energy; discuss what you saw with a partner. ● Complete the Energy Detectives worksheet to identify areas where energy is being wasted at home. ● Create a message or slogan encouraging others to save the habitat of a specific plant or animal. ● Listen to the song, <i>¿Dónde jugarán</i> 	<p>your community, suggest potential solutions and comment on his/ her response.</p> <p>Presentational option #1. You are the student ambassador to an international environmental protection summit hosted in Mexico. Make a presentation where you discuss and compare the environmental issues faced by Mexico and the US. Also make suggestions about who these two countries can cooperate with when finding solutions to these issues in the future.</p> <p>Presentational option #2. As a vocal member of your community, you feel the need to write an open letter to all of the students in your school to address the dire need of environmental protection and the different ways students can contribute to this effort. You will talk about the effects and causes of pollution and how to deal with them as individuals and as a school body.</p> <p>Benchmark Assessment: Listening & Comprehension Check, Performance-Based Benchmark, Vocabulary Recognition Task, Gesture & Cultural Practice Check</p>
---	--	---	---

		<p><i>los niños?</i> by the Mexican group, Maná. Before listening, use your chromebook to investigate the group's mission and their foundation, Selva Negra. Name two recent projects of the Selva Negra.</p> <ul style="list-style-type: none"> • Watch the music video, and compare the images that you see at the beginning and the end. What would you do to solve the problem? Next, read the words of the song and make a list of 5 words that you don't know. Draw a sketch or symbol to represent each word or, if you prefer, write out the definition. Find another line besides the title that summarizes the meaning of the song. 	<p>Formative Assessment: Teacher Observation, Oral questioning, Exit tickets, Whiteboard responses, Flashcard checks, Interactive digital tools (Peardeck, Boom Cards, Kahoot, Flipgrid), Thumbs up/down, Response cards</p> <p>Summative Assessment: Performance Task, Listening Assessment, Presentational Task, Matching or Labeling Assessment, Cultural Understanding Task</p> <p>Alternate Assessment: Drawing or coloring with oral explanation, Pointing or selecting responses instead of verbal production, One-on-one teacher conference, Use of gestures or manipulatives to demonstrate understanding, Picture-based assessments with reduced text, Assistive technology (audio responses, visual supports), Modified task with fewer vocabulary items, Portfolio collection of student work</p>
Resources/Materials	Las Fosas Sépticas Aguas Gran Canaria Startalk Interpretive	Greener Living Pizza Box Solar Oven Comparing Light Bulbs	Pollution Worksheet Climate Change Infographic

	Startalk Interpersonal Startalk Presentational Telenovela Save Energy Consejo Insular De Aguas United Nations Save The Environment Bicycles Vs Cars Greenpeace Protest Tesla Website Plastic- Reduce, Use Or Recycle?	Energy Detectives Geothermal Energy Beach Contamination Plastic In The Water Column Plastic Oceans Project Water Infographic Water Lesson Infographic Ways To Save Energy Recycle Infographic	Biodiversity Infographic Earth Day At 50 Earth Hour Plant A Tree Tweet Be Green Tweet Carry In Carry Out Tweet Madre Tierra Zumba Video
Interdisciplinary Connections	<p>Visual and Performing Arts</p> <ul style="list-style-type: none"> 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed. 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change. 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. <p>Physical Education</p> <ul style="list-style-type: none"> 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions. <p>English Language Arts</p> <ul style="list-style-type: none"> SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 		
Career Readiness, Life Literacies and Key Skills	<ul style="list-style-type: none"> 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. CRP8. Consider the environmental, social and economic impacts of decisions. CR8 Work productively in teams while using cultural/global competence 		

Computer Science and Design Thinking	<ul style="list-style-type: none"> 8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best. 8.1.8.DA.6: Analyze climate change computational models and propose refinements. 8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).
---	--

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

WORLD LANGUAGES: Grade 8

PROFICIENCY LEVEL: Novice Mid/Novice High

DISCIPLINARY CONCEPTS: Interpretive, Interpersonal, and Presentational Modes of Communication

UNIT 3: HISPANICS OF ACHIEVEMENT

Pacing: 6 weeks

Core Ideas:

- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- Interpersonal communication between and among people is the **spontaneous** exchange of information and the negotiation of meaning.
- Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Intercultural Statements:

- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.

2. Learners recognize and identify a few typical practices of the target culture.

Performance Expectations:

- 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.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 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.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.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized 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.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 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.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 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.3: Make requests and express preferences in classroom settings and in various social situations.
- 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.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

- 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.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 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.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.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Essential Questions:

EQ. Who is included in Hispanic heritage month and why?

EQ. Why is Hispanic heritage month important?

EQ. What rights should be guaranteed for all people?

EQ. How do I raise people's awareness of injustices that exist in society?

EQ. What are the lasting contributions of Hispanic people to the culture and history of the United States?

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<p>la bachata, la cumbia, la salsa, el merengue, chicas VSCO, mola, arpillera (scene made of fabric), nació, nacionalidad, ocupación, contribución, entrevista, ganó, celebridad, latino, hispano, la mulata, la rumba, el tumbao, Celia Cruz, <i>Oye Como Va</i>.</p> <p>Grammar Numbers 1-1,000 Numerical operations Accountable talk expressions that precede one's opinion in debate: I think, I believe, in my opinion, etc.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● report on select famous Spanish-speaking Americans and what makes them positive role models. ● tell some facts about a famous Spanish-American athlete, celebrity or historical figure. ● interpret basic biographical information about a famous Hispanic American person. ● extrapolate details from an infographic about Hispanic influence on American 	<ul style="list-style-type: none"> ● Create a Hispanic-American history month banner or hallway poster. ● Examine <i>arpilleras</i>, describing one to a partner; design and label an original arpillera using the template. ● Make a paper mola and tell where mola art is popular; write a few sentences about your mola. ● Watch a video about the Latin explosion in US ● Practice larger numbers by reading aloud census data about Hispanics in America on the 	<p>Evidence Statement</p> <p>Interpretive: Students will read and/or listen to biographical or autobiographical texts that provide information about an individual or group's experiences. They will complete a graphic organizer comparing the life of the person being studied with their own.</p> <p>Interpersonal: Students will role play celebrities or historical characters by introducing themselves as that character and</p>

	<p>culture.</p> <ul style="list-style-type: none"> ● explain what is meant by the terms <i>latino</i> and <i>hispanic</i>. ● self-reflect on proficiency targets referring to the ACTFL proficiency rubrics: (Did I ask open ended questions? Did I connect my sentences with transition statements?) <p>I Can Statements:</p> <ul style="list-style-type: none"> ● I can describe another person’s personality and character. ● I can give a presentation about a famous athlete, celebrity, or historical figure. ● I can participate in a multimedia presentation about someone else. ● I can understand a passage with biographical information about a famous Hispanic person. ● I can write a short report about a famous Hispanic person that I have researched. <p>PRACTICES: Communicate, Cultures, Connections, Comparisons, Communities</p>	<p>infographic, <i>Hispanics by the Numbers</i></p> <ul style="list-style-type: none"> ● Complete math problems in Spanish as related to census data ● Using web tools, investigate a hispanic of achievement and report on him/her to the class. ● Watch music videos from various Latin singers, completing a cloze activity while viewing. Summarize songs and their meaning. ● Host a class-wide lip sync battle. ● Listen to recordings of various types of Hispanic music and try to identify the type/name of several that are not labeled. ● Write an email to a friend, telling him/her about a celebrity you just discovered by reading an article in <i>People Magazine</i>. Describe the celebrity, tell why he/she is famous and explain what you like about him/her.. ● Answer questions in Spanish about Hispanics of achievement such as César Chávez, Sonia Sotomayor, Federico García Lorca, Maya Angelou and more. ● Complete a pennant activity about Hispanic Heritage Month. ● Watch the string art time release of Frida Kahlo. Summarize her theme and style of painting. ● Read and interpret quotes by influential Hispanics. ● Watch and discuss a video about Hispanic influence on American culture. ● Complete L’il Libros activity 	<p>describing activities that they like to do and opinions that they hold. Partners will ask follow-up questions about each other’s activities and beliefs and comment on whether or not he/she should be considered a hero.</p> <p>Presentational. Using web tools, students will create posters that focus on personal heroes. They will include the hero’s name, age, nationality, profession, personality, biography, and heroic characteristics. These will be on view for a gallery walk. Students will vote for their favorite heroes. The top three winners will be announced and applauded.</p> <p>Benchmark Assessment: Listening & Comprehension Check, Performance-Based Benchmark, Vocabulary Recognition Task, Gesture & Cultural Practice Check</p> <p>Formative Assessment: Teacher Observation, Oral questioning, Exit tickets, Whiteboard responses, Flashcard checks, Interactive digital tools (Peardeck, Boom Cards, Kahoot, Flipgrid), Thumbs up/down, Response cards</p> <p>Summative Assessment: Performance Task, Listening Assessment, Presentational Task, Matching or Labeling Assessment, Cultural Understanding Task</p>
--	---	---	--

		<p>sketches on one or more Hispanics of Achievement.</p> <ul style="list-style-type: none"> ● Hold a class debate on which of two popular musicians is a better role model for young people. ● Compare and contrast Hispanic culture and American culture by reading the essay: <i>The Values Americans Live By</i> and discussing it in Spanish, first with a partner and then with the entire class. Vote as a class on the accuracy of each of the 9 values listed. ● Students will create digital posters that focus on a personal hero to support a presentation that will include the hero's name, age, and nationality as well as information about her/his personality, biography, and heroic characteristics. Students will then review the posters created by their classmates and make suggestions for information that can be added. Students will share their personal hero posters again in a short presentation at the closing ceremony for the program. ● Listen to the song, <i>La Gozadera</i>, by Marc Anthony. How many Spanish-speaking countries are named? Make a list. pick celebrities out of a hat. Each student will write two true statements and one untrue statement that seems like it could be true. (three truths and a lie). They will read those statements 	<p>Alternate Assessment: Drawing or coloring with oral explanation, Pointing or selecting responses instead of verbal production, One-on-one teacher conference, Use of gestures or manipulatives to demonstrate understanding, Picture-based assessments with reduced text, Assistive technology (audio responses, visual supports), Modified task with fewer vocabulary items, Portfolio collection of student work</p>
--	--	--	--

		<p>to the class and the class will vote on which statement is likely to be the untrue one.</p> <ul style="list-style-type: none"> ● Create trivia cards that represent notable Hispanic figures and facts about Hispanic heritage. ● Participate in Heads-up activity using trivia cards or a Snowball activity to express the achievements of Hispanic figures. 	
Resources/Materials	<p>Neh Hispanic Heritage Lesson Printables The Latin Explosion Video My Immigrant Heritage- Pitbull Zona De Gente Music Video Disney's Be Inspired Speak My Language Nickelodeon</p>	<p>#Mihistoria Influence On American Culture Calendar Biography Activity (Modify For Hispanic History Month) Hallway Poster Quotes By Influential Hispanics</p>	
Interdisciplinary Connection	<p>Social Studies</p> <ul style="list-style-type: none"> ● 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted. <p>English Language Arts</p> <ul style="list-style-type: none"> ● RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work. ● W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content ● SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly ● SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. <p>Visual and Performing Arts</p> <ul style="list-style-type: none"> ● 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. ● 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on 		

	the arts
Career Readiness, Life Literacies and Key Skills	<ul style="list-style-type: none"> ● 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. ● 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. ● 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. ● CR8. Work productively in teams while using cultural/global competence.
Computer Science and Design Thinking	<ul style="list-style-type: none"> ● 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. ● Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

WORLD LANGUAGES: Grade 8

PROFICIENCY LEVEL: Novice Mid/Novice High

DISCIPLINARY CONCEPTS: Interpretive, Interpersonal, and Presentational Modes of Communication

UNIT 4: A HEALTHY LIFESTYLE

Pacing: 6 weeks

Core Ideas:

1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

2. Interpersonal communication between and among people is the **spontaneous** exchange of information and the negotiation of meaning.
3. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Intercultural Statements:

1. Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs) the way a native speaker living in the target culture interprets meaning in the target culture's society.
2. Learners recognize and identify a few typical practices of the target culture.

Performance Expectations:

- 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.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 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.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.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized 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.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 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.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 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.3: Make requests and express preferences in classroom settings and in various social situations.
- 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.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- 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.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 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.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.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States

Essential Questions:

EQ.1: How do I maintain a healthy lifestyle?

EQ 2: What does it mean to be healthy?

EQ 3: How do people from other cultures feel about diet, exercise, and wellness?

EQ 4: How do fitness and exercise look across the globe?

EQ 5: What roles do doctors and medical professionals play in maintaining a healthy lifestyle?

EQ 6: How does culture influence what you eat and how you exercise?

EQ 7: What is the importance of fostering a healthy body *and* a healthy mind?

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
trabajar el trabajo hacer ejercicio la recreación los deportes Jugar el tenis el fútbol El fútbol americano	Students will be able to: <ul style="list-style-type: none"> ● Express the different ways that people can exercise. ● Describe what he/she feels is a healthy diet. ● Compare/ contrast what people across various cultures consider a healthy diet ● Use his/her knowledge of 	<ul style="list-style-type: none"> ● Complete a reading activity by answering questions about infographics suggesting healthy habits. ● Create a virtual workout schedule and meal plan for 5 days using google slides. ● Develop and perform a skit or role play scenario depicting healthy 	<p><u>Interpretive:</u> Students will read about a healthy lifestyle, exercise and wellness and construct a reflection based on their own lifestyle choices (consider using a simple cloze passage to structure a reflection piece for students).</p>

<p>El vóleybol El básbol El baloncesto la salud la felicidad la armonía Hacer deporte Comer saludable Descansar Salir con amigos Estar con mi familia Pasar tiempo solo Necesitas Tienes que Puedes Tener Comer Caminar Correr mejor ir al doctor llevar una vida sana mantenerse en forma ponerse en forma es necesario hacer (hacer) ejercicio Evitar Intentar seguir una dieta equilibrada tomar drogas Andar Fumar Correr bueno / malo / nocivo para la salud controlar el estrés Jugar más y ver menos televisión Los ojos Los abdominales La cabeza Las orejas</p>	<p>vocabulary and cognates to decipher the message in an authentic infographic</p> <ul style="list-style-type: none"> ● Decipher the key message delivered in an authentic dialogue.. ● Identify different parts of the body and determine their use in a functional capacity. ● Explain what it means to be healthy. ● Explore cultural differences related to health and wellness concepts. ● State the importance of medical professionals with regards to both maintaining a healthy lifestyle and also treating illness/injury. ● Recognize the importance of a drug-free lifestyle as it pertains to health. ● Apply knowledge of wellness to design a poster focusing on an aspect of being healthy. ● Apply knowledge of conjugating regular verbs to conjugating stem-changing verbs. ● Investigate career opportunities in the world of health, wellness, and medicine. <p>PRACTICES: Communicate, Cultures, Connections, Comparisons, Communities</p>	<p>lifestyle choices, acting out a trip to the doctor’s office.</p> <ul style="list-style-type: none"> ● Create a healthy lifestyle poster using Google Jamboard. ● Watch a commercial about the importance of eating healthy and exercising. ● Create a commercial using Tik-tok or snapchat promoting a healthy lifestyle. ● Discuss how maintaining a healthy lifestyle could impact your future. ● Read and discuss journal articles about eating habits in spanish-speaking countries and around the globe. ● Watch a video about visiting the doctor and address fears that some may have about doctor’s visits. ● Pairs enact a short phone conversation with the doctor. ● Create a dialogue between you and the doctor explaining why you are at the doctor’s office. ● Create a skit about being injured at a school game. Create a conversation between you and the trainer or school nurse. ● Trace the outline of a body and label body parts. ● Listen to a meditation clip in Spanish and follow along in class. ● Discuss why Yoga and meditation are beneficial to your body and soul. ● Create a workout video in the target language using Powtoon. ● Read short story “El monstruo” ● Create a story clip designing your own monster and labeling its body 	<p>Students will conduct research and select an example of specific exercises utilized in a specific global sport or exercise routine. Students will create a multimedia presentation demonstrating the technical form, body parts addressed, and benefits of the movement, along with a video demonstration of the movement.</p> <p>Interpersonal: Partnered students can explain and demonstrate for each other their selected exercises, in addition to the affected body parts used. Partners can follow up with questions regarding the demonstrated exercises and its effects on the body.</p> <p>Presentational: Using web tools, students can develop a poster/video or a Google Slide presentation of various exercises that aids in creating a healthy lifestyle.</p> <p>Presentational #2: Students can Role Play an athlete demonstrating their exercise routine from that specific sport.</p> <p>Presentational #3: Students can lead a group of students into an exercise routine (a warmup) and drills used in a specific sport.</p>
--	--	---	---

<p>La boca El cuello Los hombros Los brazos El estómago El tobillo El codo El talón Los huesos El corazon Las caderas Las piernas Los pies Los dedos La espalda Las manos Doler</p> <p>Grammar: Stem-changing verbs</p>		<p>parts.</p> <ul style="list-style-type: none"> Conduct research to explore possible career opportunities in the healthcare industry and present the findings via Prezi. 	<p>Benchmark Assessment: Listening & Comprehension Check, Performance-Based Benchmark, Vocabulary Recognition Task, Gesture & Cultural Practice Check</p> <p>Formative Assessment: Teacher Observation, Oral questioning, Exit tickets, Whiteboard responses, Flashcard checks, Interactive digital tools (Peardeck, Boom Cards, Kahoot, Flipgrid), Thumbs up/down, Response cards</p> <p>Summative Assessment: Performance Task, Listening Assessment, Presentational Task, Matching or Labeling Assessment, Cultural Understanding Task</p> <p>Alternate Assessment: Drawing or coloring with oral explanation, Pointing or selecting responses instead of verbal production, One-on-one teacher conference, Use of gestures or manipulatives to demonstrate understanding, Picture-based assessments with reduced text, Assistive technology (audio responses, visual supports), Modified task with fewer vocabulary items, Portfolio collection of student work</p>
Resources/Materials		Healthy Lifestyle Authentic Resources (Spanish) Talking About Food In Spanish And Healthy Habits	

	Spanish Health Unit Teo Y Pablo Visitan Al Médico Powtoon.Com Entrenamiento Matutino Spanish Commercial For A Healthy Life (Spanish) Healthworks! Healthy Living Series: Healthy Eating Is Important	Spanish Magazines Online 10 Dynamic Warm Up Exercises For Youth Athletes Una Dieta Correcta Novice Food Reading (Comida)
Interdisciplinary Connections	<p>Health and Physical Education</p> <ul style="list-style-type: none"> ● 2.1.8.PGD.1: Explain how appropriate health care can promote personal health. ● 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime ● 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being. <p>English Language Arts</p> <ul style="list-style-type: none"> ● W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence ● SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. 	
Career Readiness, Life Literacies and Key Skills	<ul style="list-style-type: none"> ● 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income ● 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. ● 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). ● 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages. ● 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 	
Computer Science and Design Thinking	<ul style="list-style-type: none"> ● 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. ● 8.2.8.ITH.2: Compare how technologies have influenced society over time. 	

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers

Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Graphic organizers Extended time Parent communication Modified assignments Counseling	Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
---	---	---	---	---

WORLD LANGUAGES: Grade 8

PROFICIENCY LEVEL: Novice Mid/Novice High

DISCIPLINARY CONCEPTS: *Interpretive, Interpersonal, and Presentational Modes of Communication*

UNIT 5: THE WORLD OF WORK

Pacing: 6 weeks

Core Ideas:

1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
2. Interpersonal communication between and among people is the **spontaneous** exchange of information and the negotiation of meaning.
3. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Intercultural Statements:

1. Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs) the way a native speaker living in the target culture interprets meaning in the target culture's society.
2. Learners recognize and identify a few typical practices of the target culture.

Performance Expectations:

- 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.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 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.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.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized 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.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 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.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 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.3: Make requests and express preferences in classroom settings and in various social situations.
- 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.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- 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.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 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.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.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Essential Questions:

- EQ 1: What types of jobs/ careers are available in various countries?
 EQ 2: How is being multilingual beneficial to you in your future career?
 EQ 3: What must I do to prepare myself for the future?
 EQ 4: What are my unique talents, abilities and interests?
 EQ 5: For which careers do I need to be proficient in a world language?
 EQ 6: In which professions would I utilize my language skills?
 EQ 7: Which professions/jobs are valued by the target culture?
 EQ 8: What is it like to be in a job interview?
 EQ 9: Which professions do I find interesting?
 EQ 10: How do jobs and professions compare to those in the United States?

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
los antecedentes académicos el aspirante el diploma la experiencia la hoja de vida la letra de molde la planilla, el puesto la referencia, el fax la fotocopia, la solicitud actor/actriz camarero/a bombero/a comerciante, cantante	Students will be able to: <ul style="list-style-type: none"> ● discuss interests and talents ● make future plans ● discuss university studies and major fields that might interest them ● talk about identity ● describe other people’s talents ● state some characteristics of Baby Boomers, Millennials and Gen-X in the workforce ● compare perspectives, protocol and skills of different 	<ul style="list-style-type: none"> ● Name that career. Teams take turns choosing a card to select a career. Next, they provide a clue for the other team to guess. ● Students will guess the 10 top sought after careers and do research with the chrome books to validate their answers. ● Choose one of the 10 “citas de emprendedores” from the infographic and discuss its 	<p>Interpretive Students will read simple descriptions and connect those descriptions to the appropriate visuals. They will listen to descriptions of people and their careers and will identify the careers that are being described.</p> <p>Interpersonal: Conduct mock interviews (role-play employer with potential employee)</p> <p>Presentation option #1</p>

<p>enfermero/a prestigioso, académico, ciencias sociales, psicología, mundo, talentoso, respetado, país, opciones, abogado, acróbata, chino, ruso, japonés, tecnología, paramédico, portero, veterinario, obrero, anatomía, psicología, criminales, respetado, humanidades, tímido, gracioso, golpear, meditar, el deporte, el liderazgo, actuación, escritura, música, arte, ciencia,</p>	<p>ages in the workforce</p> <ul style="list-style-type: none"> list the top 5 characteristics that employers are looking for in the workforce predict the jobs of the future compare and contrast the average salaries of a first year recruit in the US, Spain and Latin America compare and contrast acceptable dress at work in the 70's and the present; complete a Venn diagram list the most sought-after jobs where there is likely to be a surplus of workers <p>I Can Statements</p> <ul style="list-style-type: none"> I can talk about my skills / talents and the skills/ talents of others I can predict the course that I am likely to take for my future career I can investigate jobs of the future and areas where there is likely to be a shortage of workers I can participate in a mock job interview by asking and answering questions I can compare and contrast the perspectives and behaviors of different generations in the workforce. <p>PRACTICES: Communicate, Cultures, Connections, Comparisons, Communities</p>	<p>significance with a partner. How can it be applied to everyday life?</p> <ul style="list-style-type: none"> Students will brainstorm the top 5 interview questions; with a partner, they will conduct a mock interview. Students will interpret authentic job ads from Spain and highlight vocabulary that they recognize. The entire class will work together to brainstorm characteristics of the millennial worker. Using the chrome books, students will do research to discover the 4 most in-demand jobs of the future; they will share their findings with the entire class. In 5 years... activity. Using the future tense, students will write a paragraph describing their life in 5 years; they will write a second paragraph describing their life in 10 years. Compare the skills, perspectives and habits of a Millennial, Baby Boomer and Gen-Xer. Fill out a graphic organizer with the data Using the chrome books, research the average age that young people in the target culture are "leaving the nest" by moving out on their own. Draw comparisons to the average age that young people 	<p>Students will create scrapbooks of their invented future lives, families and careers. They may choose to use a website like Edmodo. They will create pages that introduce their families, favorite activities and foods and future careers. These scrapbooks will be shared with the class. Peers will ask questions based on the images provided.</p> <p>Presentational option #2: Students can prepare a resume, in addition to a question and answer document, in preparation for their mock interview.</p> <p>Benchmark Assessment: Listening & Comprehension Check, Performance-Based Benchmark, Vocabulary Recognition Task, Gesture & Cultural Practice Check</p> <p>Formative Assessment: Teacher Observation, Oral questioning, Exit tickets, Whiteboard responses, Flashcard checks, Interactive digital tools (Peardeck, Boom Cards, Kahoot, Flipgrid), Thumbs up/down, Response cards</p> <p>Summative Assessment: Performance Task, Listening Assessment, Presentational Task, Matching or Labeling Assessment, Cultural Understanding Task</p> <p>Alternate Assessment: Drawing or</p>
--	--	--	--

		<p>leave the nest in the US.</p> <ul style="list-style-type: none"> ● Interdisciplinary: Students will research their chosen career and the required qualifications needed for job placement. Students will develop a goal oriented essay which includes a timeline. 	<p>coloring with oral explanation, Pointing or selecting responses instead of verbal production, One-on-one teacher conference, Use of gestures or manipulatives to demonstrate understanding, Picture-based assessments with reduced text, Assistive technology (audio responses, visual supports), Modified task with fewer vocabulary items, Portfolio collection of student work</p>
<p>Resources/Materials</p>	<p> Professions In Spain Careers With The Best Future Demand Article- Jobs Most In Demand Scholarships In Spain Generation Infographic, Worker Of The Future Generation Article Millennials And Food Professions, Vocabulary Famous Entrepreneurs Interview Tips Interview Questions </p> <p> Tips For A Job Interview Non Verbal Communication In A Job Interview Job Interview Tips(Youtube Video) Job Interview Vocabulary Business Vocabulary Job Interview Vocabulary With Hanane Answering Job Interview Questions Spanish Playground: Preparing For A Job Interview Spanish Phrases- Job Interview </p>		
<p>Interdisciplinary Connections</p>	<p>English Language Arts</p> <ul style="list-style-type: none"> ● RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text ● W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence ● W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content ● W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration ● W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others 		

	while avoiding plagiarism and following a standard format for citation
Career Readiness, Life Literacies and Key Skills	<ul style="list-style-type: none"> ● 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. ● 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. ● 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. ● 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. ● 9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process. ● 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. ● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
Computer Science and Design Thinking	<ul style="list-style-type: none"> ● 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling