

## Lakewood Township School District Curriculum Guide

**Grade: Eighth**

**Content Area: World Language (Spanish)**

**Original Adoption:** 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

**Created By:** World Language Curriculum Team

**Proficiency Level: Novice-High**

### Recommended Pacing Guide

Unit 1 Repaso de conceptos básicos	15 days
Unit 2 Mantener un cuerpo sano	30 days
Unit 3 México antiguo y moderno	30 days
Unit 4 Nuestro futuro: el medio ambiente	15 days

### Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- **Holocaust and genocides** ([N.J.S.A. 18A:35-28](#))
- **History and contributions of African-Americans** (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- **Highlight and promote diversity and inclusion** (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- **History of disabled and LGBT persons** included in middle and high school curriculum ([Section 18A:35-4.35](#))
- **Climate Change** - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

### Introduction

The purpose of the 6-8 World Language program is to focus on the continued development and strengthening of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. Students begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. They continue to focus on communicating with others

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about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. The major means of communication between students and instructors will be in the target language and range in levels of proficiencies. The intended objective of developing proficient communication skills is achieved by using the 5 C's of Language Learning: Communication, Cultures, Connections, Comparisons, and Communities; while giving students opportunities to interact in all three Modes of Communication: Interpretive, Interpersonal, and Presentational. The fundamentals of Spanish pronunciation, grammar, and culture are presented through a balanced development of all four skills: listening, speaking, reading, and writing. The importance of communication and cultural awareness is stressed through a wide variety of activities (group/pair work, video, audio recordings, computer assignments, etc.).

**Unit 1: Repaso espiral de conceptos**

**Duration: 15 days**

### Unit Rationale

Students use the Spanish language in the three modes of communication to explore physical characteristics, and personality descriptions. They understand that their experiences help shape their personal identity. Students will learn the language vocabulary and structures needed to describe physical qualities and personality qualities, express emotions, express likes and dislikes related to pastimes, tell their age, give and respond to commands, and express where one lives and goes to school.

### Suggested Accommodations

#### Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

#### Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and

instruction.

- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

#### **504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

#### **Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

#### **Students at Risk of Failure:**

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

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### **Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### **Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

### **Disciplinary Concepts and Core Ideas**

Interpretive Mode of Communication	In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”
Interpersonal Mode of Communication	In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

### **Focus Standards**

#### **Interpretive Mode of Communication**

- 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

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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).

### **Interpersonal Mode of Communication**

- 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.

### **Presentational Mode of Communication**

- 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.

### **Supporting Standards**

- 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.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 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.

### **Interdisciplinary Connections**

#### **Language**

- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

### **Reading**

- RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
- 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.
- RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

### **Speaking and Listening**

- 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.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

### **Writing**

- 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.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

### **Social Studies**

- 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.
- 6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

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### Computer Science & Design Thinking

- 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
- 8.1.8.NI.3: Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.
- 8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.
- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
- 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

### Career Readiness, Life Literacies & Key Skills

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process
- 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
- 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.CT.2: Develop multiple solutions to a problem and evaluate short
- 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.

### Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in

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	going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and

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productivity, increase collaboration and communicate effectively.	adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**Social Emotional Learning Standards**

**Self-Awareness**

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

**Self-Management**

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

**Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

**Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

**Evidence of Student Learning**

<b>Formative Tasks:</b>	<b>Alternative Assessments:</b>
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<ul style="list-style-type: none"> <li>● Teacher Observations</li> <li>● Role play/skits</li> <li>● Peer Assessments</li> <li>● Quizzes</li> <li>● Student participation</li> <li>● One-on-one assessment</li> <li>● Group assessment</li> <li>● Peer assessment</li> <li>● Self-assessment</li> <li>● Project-Based Assessments</li> <li>● Listening Comprehension</li> <li>● Oral presentations</li> <li>● Questions and answers</li> <li>● Do-Now</li> <li>● Thumbs up/down</li> <li>● White boards</li> <li>● Open-ended questions</li> <li>● Group/pair activities</li> <li>● Exit cards</li> <li>● Total Physical Response</li> <li>● Four Corners</li> <li>● Use free music sites to listen to and learn authentic songs from a Spanish-speaking country.</li> </ul>	<ul style="list-style-type: none"> <li>● Checklist</li> <li>● Exit tickets</li> <li>● Journals and reflections</li> <li>● Think, pair and share</li> <li>● Listen and draw what you hear</li> <li>● Listen and translate</li> <li>● ChatterPix</li> <li>● Flipgrid</li> </ul> <p><b>Student Assessment</b>            Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.            Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Student Growth Objective</li> <li>● Role play/skits</li> <li>● End of unit assessments</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Assessments on Kahoot</li> <li>● Chapter assessment</li> </ul>

<b>Knowledge &amp; Skills</b>	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Students understand that learning a new language provides insight into different cultures, promoting tolerance and new perspectives.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How does language help me navigate new places and understand products and prices?</li> <li>● Why is it valuable to learn another language and understand other cultures?</li> </ul>

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<ul style="list-style-type: none"> <li>● The goal of language study is to communicate effectively in various real-world situations, using memorized phrases and building toward original expression.</li> <li>● Formality, greetings, meal times, and family structures vary across cultures and are integral to appropriate communication.</li> <li>● Students grasp that different grammatical structures and vocabulary choices are necessary to convey precise meanings.</li> <li>● Spanish can be used for personal enrichment and enjoyment both within and beyond the classroom, encouraging a commitment to lifelong learning.</li> <li>● Spanish study can reinforce and expand knowledge in other areas, such as geography, health, art, and history</li> </ul>	<ul style="list-style-type: none"> <li>● How can Spanish connect me to communities and opportunities in my area and the world?</li> <li>● How can I use Spanish to describe my daily life, likes/dislikes, and future plans?</li> <li>● What grammatical patterns (like tenses, comparisons) help me express complex ideas?</li> </ul>
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<p><b>Content:</b> <b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Vocabulary related to the following topics: physical characteristics, personality qualities, and pastime activities</li> <li>● How to apply expressions of like and dislike</li> <li>● Numbers 1-31</li> <li>● Expressions used to indicate location</li> <li>● Memorized and frequently practiced questions associated with physical characteristics, personality qualities, age, emotions, and preferences related to pastimes</li> <li>● Culturally appropriate expressions and gestures to greet and take leave</li> <li>● How to raise or lower intonation when asking different types of questions (if appropriate in the target language)</li> </ul>	<p><b>Skills:</b> <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Recognize descriptions of people and pastime preferences as found in culturally authentic oral and written texts.</li> <li>● Ask memorized questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.</li> <li>● Answer simple questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.</li> <li>● Use appropriate greetings and leave-taking from the target culture.</li> <li>● Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language).</li> <li>● Describe self and others using oral or written text.</li> <li>● Retell highlights from a culturally authentic children’s text (oral or written) that includes physical characteristics, personality qualities, pastime activities, and likes and dislikes.</li> <li>● Identify culturally specific pastime activities.</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b></p>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Avancemos Level 2 Unidad Preliminar: “Mis amigos y yo”, Florida - ¿Cómo son?</li> </ul>
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Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.

- **Teacher Discovery:**

Puzzles, Flip Charts, Flashcards, Informational texts, Cultural Fables & Folklore texts, Handout-Activities, Songs, Manipulatives, Posters & Authentic Materials

- Google Classroom/ Google Docs / Google Slides
- Youtube
- OnlinefreeSpanish
- Quizlet
- Kahoot!
- Lyricstraining.com
- BrainPop/BrainPopEspañol/BrainPopELL
- Rockalingua
- Quia
- Newsela
- Studyspanish.com

**Unit 2: Mantener un cuerpo sano**

**Duration: 30 days**

### Unit Rationale

Students use the Spanish language in the three modes of communication to explore pastime preferences and examine what they share in common with members of the Spanish culture. Students will learn vocabulary and language structures needed to understand and express how to maintain a healthy body (e.g. Gestures and proverbs in Spanish-speaking countries; students' favorite sports in the U.S and Latin American countries; parts of the body, etc)

### Suggested Accommodations

**Multi Language Learners:**

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

**Special Education/Students with Disabilities:**

- Shorten or simplify directions

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- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

### **504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

### **Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

### **Students at Risk of Failure:**

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

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**Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

**Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

### Disciplinary Concepts and Core Ideas

Interpretive Mode of Communication	In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”
Interpersonal Mode of Communication	In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

### Focus Standards

**Interpretive Mode of Communication**

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

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

### **Interpersonal Mode of Communication**

- 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.

### **Presentational Mode of Communication**

- 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.

### **Supporting Standards**

- 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.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 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.

### **Interdisciplinary Connections**

#### **Language**

- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

### **Reading**

- RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
- 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.
- RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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- RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

### **Speaking and Listening**

- 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.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

### **Writing**

- 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.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

### **Comprehensive Health and Physical Education**

- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
- 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.
- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

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### Computer Science & Design Thinking

- 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
- 8.1.8.NI.3: Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.
- 8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.
- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
- 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

### Career Readiness, Life Literacies & Key Skills

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process
- 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
- 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.CT.2: Develop multiple solutions to a problem and evaluate short
- 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.

### Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in

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	going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and

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productivity, increase collaboration and communicate effectively.	adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Social Emotional Learning Standards</b>
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**Self-Awareness**

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

**Self-Management**

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

**Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

**Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

<b>Evidence of Student Learning</b>
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<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observations</li> <li>● Role play/skits</li> <li>● Peer Assessments</li> <li>● Quizzes</li> <li>● Student participation</li> <li>● One-on-one assessment</li> <li>● Group assessment</li> <li>● Peer assessment</li> <li>● Self-assessment</li> <li>● Project-Based Assessments</li> <li>● Listening Comprehension</li> <li>● Oral presentations</li> <li>● Questions and answers</li> <li>● Do-Now</li> <li>● Thumbs up/down</li> <li>● White boards</li> <li>● Open-ended questions</li> <li>● Group/pair activities</li> <li>● Exit cards</li> <li>● Total Physical Response</li> <li>● Four Corners</li> <li>● Use photo-editing or dress-up apps for dressing people up in different clothing items.</li> <li>● Use a coloring program to create and decorate a house with different rooms.</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Checklist</li> <li>● Exit tickets</li> <li>● Journals and reflections</li> <li>● Think, pair and share</li> <li>● Listen and draw what you hear</li> <li>● Listen and translate</li> <li>● ChatterPix</li> <li>● Flipgrid</li> </ul> <p><b>Student Assessment</b></p> <p>Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Student Growth Objective</li> <li>● Role play/skits</li> <li>● End of unit assessments</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Assessments on Kahoot</li> <li>● Chapter assessment</li> </ul>

<b>Knowledge &amp; Skills</b>
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### **Enduring Understandings:**

- Cultural perspectives, products, and practices influence how health, wellness, and sports are perceived and prioritized in different communities.
- Effective decision-making skills regarding personal health (nutrition, physical activity, sleep, etc.) positively affect current and future well-being.
- Learning another language enables us to be more tolerant of other cultures and become global citizens.
- The vocabulary and grammatical structures learned in the classroom can be applied in real-world scenarios to communicate effectively about personal lifestyles and preferences.
- Understanding the health habits and challenges in Spanish-speaking cultures can provide insight into one's own lifestyle choices

### **Essential Questions:**

- How can I achieve and maintain a healthy and balanced life using some habits from the Spanish-speaking world?
- What role do sports and physical activity play in my life and the lives of young people in Spanish-speaking countries?
- How do food products and meal practices shape cultural identity across different Spanish-speaking regions?
- What strategies can I use to communicate effectively in Spanish about my well-being and physical activities?
- How do my health-related decisions affect my current and future self?

### **Content:**

#### **Students will know:**

- How to talk about the following topics using relevant unit vocabulary: sports, parts of the body, outdoor activities, and staying healthy
- The Dominican artist Juan Medina
- The art of Amaya Salazar
- The meanings of gestures and proverbs from Spanish-speaking countries
- Dominican flag and coat of arms
- How to compare and contrast sports in the Dominican Republic and the U.S.
- The Spanish letter g with a, o, and u and with e and i
- World-class Dominican and Venezuelan athletes
- Gestures and proverbs in Spanish-speaking countries
- Students' favorite sports in the Dominican Republic, Honduras, Venezuela, and the U.S.

### **Skills:**

#### **Students will be able to:**

- Compare their favorite sports with sports played in other parts of the world
- Identify regional variations of sports vocabulary: sports, places where sports are played, sports equipment.
- Identify numbers from 200 to 1,000,000.
- Research how professional athletes support their home countries.
- Correctly apply the use of comparatives when writing and speaking
- Practice pronunciation of the letter g before a, o, u.
- Practice forms and uses of saber and conocer.
- Read about a sports club in the Dominican Republic
- Compare healthy outdoor activities with activities teens do in other parts of the world.
- Discuss how artists reflect their style through their paintings.
- Present the preterite of verbs ending in -car, -gar, -zar
- Read about two world-class athletes representing the Dominican Republic and

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	Venezuela. Compare their careers and achievements.
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b> Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> <li>● Teacher Discovery: Puzzles, Flip Charts, Flashcards, Informational texts, Cultural Fables &amp; Folklore texts, Handout- Activities, Songs, Manipulatives, Posters &amp; Authentic Materials</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Avancemos Level 1, Unidad 6, República Dominicana: Mantener un cuerpo sano</li> <li>● Lección 1: ¿Cuál es tu deporte favorito?</li> <li>● Lección 2: La Salud</li> <li>● Google Classroom/ Google Docs / Google Slides</li> <li>● Youtube</li> <li>● OnlinefreeSpanish</li> <li>● Quizlet</li> <li>● Kahoot!</li> <li>● Lyricstraining.com</li> <li>● BrainPop/BrainPopEspañol/BrainPopELL</li> <li>● Rockalingua</li> <li>● Quia</li> <li>● Newsela</li> </ul>
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<b>Unit 3: México antiguo y moderno</b>	<b>Duration: 30 days</b>
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<b>Unit Rationale</b>
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Students use the target language in the three modes of communication to draw a comparison between ancient and modern Mexico. Students will read and analyze Mexican legends in the target language.

<b>Suggested Accommodations</b>
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- Multi Language Learners:**
- Flexible/Cooperative Grouping
  - Visuals (Board and handouts)
  - Flashcards (Digital and paper)
  - Alternative assessment
  - Flexible/cooperative grouping
  - Graphic organizers
  - Native Language Support and Resources
  - Modified Instructions/Assessments/Assignments
  - Chunking
  - Build background knowledge
  - Define Key words
  - Use visual and audio supports

- Address all four language domains
- Incorporate technology

**Special Education/Students with Disabilities:**

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

**504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

**Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

**Students at Risk of Failure:**

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers

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- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

### **Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### **Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

## Focus Standards

### **Interpretive Mode of Communication**

- 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).

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- 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.
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- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for

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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.

### **Presentational Mode of Communication**

- 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.
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### **Supporting Standards**

- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
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- 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.

### **Interdisciplinary Connections**

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- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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- RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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- RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

### **Speaking and Listening**

- 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.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

### **Writing**

- 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.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

### **Social Studies**

- 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.
- 6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
- 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

## **Computer Science & Design Thinking**

- 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
- 8.1.8.NI.3: Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.
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- 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

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### Career Readiness, Life Literacies & Key Skills

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions
- 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process
- 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
- 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.CT.2: Develop multiple solutions to a problem and evaluate short
- 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.

### Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to

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	issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Social Emotional Learning Standards</b>
<b>Self-Awareness</b> <ul style="list-style-type: none"> <li>Recognize one's feelings and thoughts</li> </ul>

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- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

### **Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

## **Evidence of Student Learning**

### **Formative Tasks:**

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions

### **Alternative Assessments:**

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

### **Student Assessment**

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

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<ul style="list-style-type: none"> <li>Group/pair activities</li> <li>Exit cards</li> <li>Total Physical Response</li> <li>Four Corners</li> </ul>	<p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Rubrics</li> <li>Student Growth Objective</li> <li>Role play/skits</li> <li>End of unit assessments</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>Assessments on Kahoot</li> <li>Chapter assessment</li> </ul>

Knowledge & Skills	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Many aspects of modern Mexican culture, from language and cuisine to traditions and art, have deep roots in ancient indigenous civilizations (Olmec, Maya, Aztec, etc.).</li> <li>The Spanish conquest was a pivotal, worldview-shifting event that permanently altered the trajectory of Mexico, leading to a complex blending of indigenous and Spanish cultures (mestizaje).</li> <li>The contemporary Mexican identity is a rich and diverse mosaic, not a "single story". It is shaped by a mix of pre-Hispanic heritage, Spanish colonial history, revolution, and ongoing global interactions.</li> <li>The Spanish language is inextricably linked to the history and culture of Mexico, and learning the language provides a deeper understanding of its people and history.</li> <li>Art, from ancient codices and pyramids to modern murals serves as a vital medium for</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How does the past live on in the present-day culture of Mexico?</li> <li>How did the clash of the Spanish and Aztec worldviews during the conquest impact the development of modern Mexico?</li> <li>What elements of daily life in ancient Mexico (e.g., food, social structures, beliefs) are still relevant or recognizable today?</li> <li>In what ways do Mexican traditions, like Día de los Muertos, demonstrate a unique blend of indigenous and Catholic traditions?</li> </ul>

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preserving history and expressing cultural identity.	
<p><b>Content:</b>  <b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• How to compare and contrast early civilizations with modern day Mexico</li> <li>• Narrate past events and activities</li> <li>• Traditional songs in Mexico and Ecuador</li> <li>• The Spanish sounds r and rr and the English d</li> <li>• Una leyenda mexicana: Learn about an Aztec legend.</li> <li>• How to listen to and follow oral directions</li> <li>• That querer usually has a different meaning in the preterite (tried).</li> </ul>	<p><b>Skills:</b>  <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Present the imperfect tense of regular verbs.</li> <li>• Present the imperfect tense of the three irregular verbs: ser, ir, and ver.</li> <li>• Practice the imperfect and preterite tenses in context.</li> <li>• Clarify when to use the preterite and imperfect of ser.</li> <li>• Read a legend that explains the origin of fire and why the tail of an opossum is bare.</li> <li>• Present spelling changes in the preterite of verbs ending in –car, –gar, and –zar.</li> <li>• Practice reading and writing the yo form of the preterite of verbs ending in –car, –gar, and –zar.</li> <li>• Read about the influence of Nahuatl and Quechua on the Spanish language in Mexico and South America, and discuss how other languages have influenced English.</li> <li>• Read about and compare the indigenous cultures of Oaxaca and Otavalo, past and present.</li> <li>• Answer reading comprehension questions about these two cultures.</li> </ul>

<b>Core Instructional &amp; Supplemental Materials</b>	
<p><b>Suggested Activities/Resources:</b>          Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> <li>• Teacher Discovery:              Puzzles, Flip Charts, Flashcards, Informational texts, Cultural Fables &amp; Folklore texts, Handout- Activities, Songs, Manipulatives, Posters &amp; Authentic Materials</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>• Avancemos Level 2, Unidad 4, México: Cultura antigua, ciudad moderna</li> <li>• Lección 1: Una leyenda mexicana</li> <li>• Lección 2: México antiguo y moderno.</li> <li>• Google Classroom/ Google Docs / Google Slides</li> <li>• Youtube</li> <li>• OnlinefreeSpanish</li> <li>• Quizlet</li> <li>• Kahoot!</li> <li>• Lyricstraining.com</li> <li>• BrainPop/BrainPopEspañol/BrainPopELL</li> <li>• Rockalingua</li> <li>• Quia</li> <li>• Newsela</li> </ul>

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**Unit 4: Nuestro futuro: el medio ambiente**

**Duration: 15 days**

### Unit Rationale

Students use the target language in the three modes of communication to explore products and practices of the target culture(s) as they relate to reuse, recycle, and reduce. Students will learn vocabulary and language structures needed to give and respond to memorized commands associated with reduce, reuse, and recycle.

### Suggested Accommodations

#### **Multi Language Learners:**

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

#### **Special Education/Students with Disabilities:**

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

**504 Plans:**

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- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

### **Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

### **Students at Risk of Failure:**

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

### **Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### **Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible

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- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

### Focus Standards

#### **Interpretive Mode of Communication**

- 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).

#### **Interpersonal Mode of Communication**

- 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.

#### **Presentational Mode of Communication**

- 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.

### Supporting Standards

- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using

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contextualized culturally authentic materials on global issues, including climate change.

- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 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.

### Interdisciplinary Connections

#### Language

- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

#### Reading

- RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
- 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.
- RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

#### Speaking and Listening

- 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.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

#### Writing

- 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.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

#### Science

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- MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

### Computer Science & Design Thinking

- 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
- 8.1.8.NI.3: Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.
- 8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.
- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
- 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

### Career Readiness, Life Literacies & Key Skills

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
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### Career Readiness, Life Literacies, and Key Skills Practices

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community member and employee.	others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

<b>Social Emotional Learning Standards</b>
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**Self-Awareness**

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

**Self-Management**

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
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**Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

**Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
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Evidence of Student Learning	
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<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observations</li> <li>● Role play/skits</li> <li>● Peer Assessments</li> <li>● Quizzes</li> <li>● Student participation</li> <li>● One-on-one assessment</li> <li>● Group assessment</li> <li>● Peer assessment</li> <li>● Self-assessment</li> <li>● Project-Based Assessments</li> <li>● Listening Comprehension</li> <li>● Oral presentations</li> <li>● Questions and answers</li> <li>● Do-Now</li> <li>● Thumbs up/down</li> <li>● White boards</li> <li>● Open-ended questions</li> <li>● Group/pair activities</li> <li>● Exit cards</li> <li>● Total Physical Response</li> <li>● Four Corners</li> <li>● Live cams</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Checklist</li> <li>● Exit tickets</li> <li>● Journals and reflections</li> <li>● Think, pair and share</li> <li>● Listen and draw what you hear</li> <li>● Listen and translate</li> <li>● ChatterPix</li> <li>● Flipgrid</li> </ul> <p><b>Student Assessment</b></p> <p>Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
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<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Student Growth Objective</li> <li>● Role play/skits</li> <li>● End of unit assessments</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Assessments on Kahoot</li> <li>● Chapter assessment</li> </ul>
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Lakewood Township School District Curriculum Guide

Grade: Eighth	Content Area: World Language (Spanish)
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**Knowledge & Skills**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Individual and community actions, expressed in any language, have a direct and cumulative impact on the local and global environment.</li> <li>• Language is a powerful tool for promoting awareness, discussing environmental problems, and proposing solutions for a sustainable future.</li> <li>• Recycling practices and environmental challenges vary across different Spanish-speaking regions and cultures, offering diverse perspectives on global issues.</li> <li>• Sustainable practices, such as the three R's (reducir, reutilizar, reciclar), are essential for conserving natural resources and protecting the planet for future generations</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the most important words and phrases to describe the recycling process?</li> <li>• Are recycling practices the same in the US and in a Spanish-speaking country? Why or why not?</li> <li>• What would happen if we didn't recycle or take care of our natural resources?</li> </ul>
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<p><b>Content:</b> <b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Symbols of recycling in target culture</li> <li>• Vocabulary associated with symbols of recycling</li> <li>• Recyclable categories</li> <li>• Shapes and materials</li> <li>• Memorized and frequently practiced questions associated with number, color, location, and type of recyclable items</li> <li>• Vocabulary of renewable resources, such as water, electricity, and paper</li> <li>• How to correctly apply the following previously taught skills/concepts: Colors Numbers School supplies The structures necessary to: Indicate location, compare, indicate direction</li> </ul>	<p><b>Skills:</b> <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify environmental practices and products of the target culture as found in authentic materials from electronic information sources and other sources.</li> <li>• Identify renewable resources as found in authentic materials from electronic information sources and other sources.</li> <li>• Give and follow commands related to environmental practices.</li> <li>• Ask memorized questions related to recycling products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication.</li> <li>• Respond to simple questions related to recycling products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication.</li> <li>• Respond to memorized questions related to practices regarding use of renewable resources of the home and target cultures using digital tools and face-to-face communication.</li> <li>• Compare recycling products and practices in home and target cultures.</li> </ul>
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## Lakewood Township School District Curriculum Guide

**Grade: Eighth**

**Content Area: World Language (Spanish)**

- Compare environmental products and practices in home and target cultures.

### Core Instructional & Supplemental Materials

#### **Suggested Activities/Resources:**

Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.

- Teacher Discovery:  
Puzzles, Flip Charts, Flashcards,  
Informational texts, Cultural Fables & Folklore  
texts, Handout- Activities, Songs,  
Manipulatives, Posters & Authentic Materials

#### **Varied Levels of Text:**

- Avancemos Level 2, Unit 8 "Nuestro futuro"  
Ecuador, Leccion 1 "El mundo de hoy"
- Google Classroom/ Google Docs / Google  
Slides
- Youtube
- OnlinefreeSpanish
- Quizlet
- Kahoot!
- Lyricstraining.com
- BrainPop/BrainPopEspañol/BrainPopELL
- Rockalingua
- Quia
- Newsela