

# READINGTON PUBLIC SCHOOL DISTRICT

## Grade 8 Spanish 2023

**Authored by:**

Mrs. Yolanda Lima, Middle School Spanish Teacher

**Reviewed by:**

Dr. Stacey Brown, Supervisor of Humanities  
Dr. Jonathan Hart, Superintendent of Schools

**Approval Date:** October 17, 2023

**Members of the Board of Education:**

Carol Hample, President  
Dr. Camille Cerciello,  
Vice-President  
Jodi Bettermann  
Elizabeth Fiore  
Randall J. Peach  
Carolyn Podgorski  
Michele Mencer  
Jennifer Wolf  
Justina Ryan

## **I. PURPOSE AND OVERVIEW**

The Readington School District world language program provides a balanced instructional approach which includes common beliefs. The Spanish curriculum identifies the essential knowledge and skills that prepare students to communicate in Spanish, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, develop insight into the nature of the Spanish language and culture, and participate in multilingual communities at home and around the world. Authentic practice of these skills enables students to realize their potential as global citizens who think critically and solve problems using the communication and collaboration skills gained from learning world languages and cultures. In the Spanish World Language classroom, Readington Township students have the opportunity to:

- Be immersed in the target language.
- Communicate effectively and with appropriate cultural sensitivity with others verbally and in writing.
- Use interpretative and interpersonal modes to communicate.
- Be participating members of a global society.

The goal of world language is to prepare learners to apply their skills and understandings measured by the New Jersey Student Learning Standards (NJSLS) and to bring global competence to students' future careers and experiences. In grades K-5, students receive world language instruction in Spanish. Spanish is the foundation of the world language program in the Readington Township Schools. Recent data reveals that Spanish is the official language of over 20 nations in North, Central, and South America, as well as in Spain, several nations in Africa, and the Philippines.

Students will use the modes of interpretive, interpersonal, and presentational communication when in the World Language classrooms. The mission of the exploratory world language program in grades Kindergarten through Five is to transmit enjoyment of another language, to introduce cultures of other countries, and to provide an opportunity for students to begin communicating in a language other than their own native language.

As students near the end of Grade Five, they select a world language to study in Grades Six, Seven, and Eight. In Grades Six through Eight, students have the option to select French, Mandarin, or Spanish as their choice for World Language instruction. Native language speakers (those raised in an environment using mainly a language other than English) are supported so that they are able to continue to develop their heritage linguistic and cultural skills in order to become fully bilingual and biliterate in today's global environment. Native speakers may select to develop their native language while enrolled in the middle school grades. Native language speakers will refine pronunciation, build their writing skills, and advance reading proficiency in the native language.

## **II. COMPONENTS OF EFFECTIVE WORLD LANGUAGE CURRICULUM**

The components of a successful world language curriculum identify with the 5 "C" goal areas (Communication, Cultures, Connections, Comparisons, and Communities) and the details of the standards for world language learning. Readington Township strives to educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. Our curriculum lays the foundation for students in grades K-8 so that all students will develop and maintain proficiency in English and at least one other language.

### III. GOALS:

This curriculum is linked to the 2020 New Jersey Student Learning Standards for World Languages. Each unit is connected directly to the Mission and Vision, Performance Expectations, Disciplinary Concepts and Core Ideas, and Practices outlined in this document.

### IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. The data produced by formative and summative measurement is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, and presentations. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

### V. Pacing Guide

	<b>Eighth Grade</b>
<b>Unit 1 September</b>	<b>En mi dormitorio (6A)</b> Talk about your bedroom Describe bedroom items and furniture The comparative and the superlative Conjugation of the verbs PODER and DORMIR in the present tense Talk about prepositions
<b>Unit 2 October/ November</b>	<b>Como es tu casa?(6b)</b> Identify rooms in the house Name household chores Tell where you live Understand cultural perspectives on different types of housing Describe house and furniture Affirmative and negative TU commands Present progressive tense
<b>Unit 3 December/ January</b>	<b>¿Cuánto cuesta?(7A)</b> Talk about clothes, shopping, and prices Describe your plans Talk about what you want and what you prefer Point out specific items (Demonstrative adjectives) Understand cultural perspectives on shopping Conjugation of the verbs Pensar/Preferir/Querer Numbers in the hundreds and thousands
<b>Unit 4 February</b>	<b>¡Qué Regalo! (7B)</b> Talk about buying gifts Tell what happened in the past Use direct object pronouns Understand cultural perspectives on gift-giving Stores in Spanish countries Learn the preterite of AR verbs ending in CAR, GAR , and ZAR
	<b>De vacaciones (8A)</b> Talk about things to do on vacation Describe places to visit while on vacation

<b>Unit 5</b> <b>March/April</b>	Talk about ways to travel Talk about things to see on vacation Talk about events in the past Understand cultural perspectives on travel and vacations Preterite of the verbs IR/APRENDER/SALIR
<b>Unit 6</b> <b>May/June</b>	<b>Ayudando en la comunidad (8B)</b> Discuss volunteer work, how can you help the community, and ways to protect the environment Talk about what people say Talk about what people did for others Understand cultural perspectives on volunteer work Talk about helping the community Ask and tell about recycling Learn the present tense of decir and the preterite of hacer and dar Learn to use indirect object pronouns

## VI. Spanish II (Grade 8)

<p style="text-align: center;"><b>Eighth Grade Spanish</b></p> <p style="text-align: center;"><b>En mi dormitorio (6A)</b></p>
<b>Desired Results</b>
<p><b>Established Goals:</b> Students will be able to use Spanish to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p><b>Interpretive</b></p> <p>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.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p> <p><b>Interpersonal</b></p> <p>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.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>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.</p>



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

### **Presentation**

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

### **Intercultural Statements:**

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

### **Cultural Connections:**

- Learn about the Latin Grammy Awards.
- Learn about how important a Siesta is in Spanish countries.
- Quien fue Salvador Dali y las luminarias de Santa.

### **Grammar Review of and Instruction With:**

- Use vocabulary to describe your bedroom.
- Practice the comparative and superlative by comparing your room with others in the house or your friends.
- Use of colors and prepositions to describe in detail students' rooms and personal preferences in complete sentences.
- The use of the verbs poder and dormir to ask people questions using the YO and TU form in the target language.
- Adjectives with ser.
- Regular verbs in the present tense.
- Infinitive constructions.

### **Understandings:**

- Language students will know/learn the differences and similarities about their bedroom in the US and bedrooms from other countries.
- Language students have the ability to participate in multilingual communities.
- Students will be able to describe/talk about their bedroom, colors, items, and the location of furniture using the prepositions.

### **Essential Questions:**

- How do I demonstrate an understanding of similarities, differences, and interactions across cultures?
- What do bedrooms in a house in America look like in comparison to other Spanish countries?
- How do your life and surroundings compare with those of the countries studied this year?

<ul style="list-style-type: none"> <li>• Review and expansion of the present tense of [regular verbs, ir, hacer, dormir, dar].</li> <li>• Beginning awareness of formal affirmative and negative commands.</li> <li>• Review and expansion of prepositions.</li> </ul>	
<p><b>Can-Do Statements:</b></p> <ul style="list-style-type: none"> <li>• I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</li> <li>• I can describe my bedroom using colors.</li> <li>• I can describe items found in my room.</li> <li>• I can use prepositions to describe the position of the furniture in the bedroom.</li> <li>• I can share information about their room and compare things with others.</li> <li>• I can conjugate the verbs Poder and Dormir in the present tense to express where I sleep and things I can do.</li> <li>• I can use superlatives to describe items in the house.</li> </ul>	
<p><b><i>Students will know/learn ...</i></b></p> <ul style="list-style-type: none"> <li>• To use superlatives and comparatives to compare and describe their bedroom to others.</li> <li>• To conjugate boot verbs like Poder and Dormir in the present tense.</li> <li>• To use interrogatives correctly and confidently.</li> </ul> <p><b><i>Students will be able to ...</i></b></p> <ul style="list-style-type: none"> <li>• Present information, concepts, or ideas to listeners or readers on a variety of topics.</li> <li>• Understand and interpret spoken and written language on a variety of topics.</li> <li>• Describe and/or critique electronic equipment.</li> <li>• Engage in conversation and correspondence, provide and obtain information, express feelings, and exchange information.</li> <li>• Use adjectives in the target language to describe items in the house or room with confidence.</li> <li>• Present information about their room and be able to ask questions and respond to questions during a dialogue.</li> <li>• Describe and identify the rooms of the house and the location.</li> <li>• Talk about their most valuable possessions.</li> </ul>	
<p><b>Interdisciplinary Connections</b></p>	
<p><b>Music: 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme &amp; Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).</b> Activity: Students listen to songs in the target language to enhance their vocabulary, listening skills, and comprehension. We pick a song that includes verbs in the tense we are learning along with some familiar words that they know. Students have to fill empty spaces with the correct verb conjugation or the missing word as the song is playing. The song can be repeated many times during this activity. Students have the chance to sing along as the song is played to practice their vocabulary.</p> <p><b>Language Arts: NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b> Activity: Students are provided with pictures representing different bedrooms (parents, siblings, and other people from different parts of the world). In groups of 3 they will describe the pictures using adjectives,</p>	

colors, vocabulary learned in classes and compare the similarities and differences among their bedroom. They write all the information at dawn checking for spelling errors, conjugations, or accent marks. At the end of this activity students share their descriptions with their classmates looking for feedback.

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

**Career Readiness, Life Literacies, and Key Skills Practices:** Work productively in teams while using cultural/global competence. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2). 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. Activity:

Entrevista/interview- Como es tu dormitorio/What is your room like? Students discuss the differences in different cultures and home life.

**9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.** Activity: Entrevista/interview- Como es tu dormitorio/What is your room like? Compare your room with someone else. Discuss the positives and negatives associated with a career in interior design.

**9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.** Activity: In pairs, create a skit to communicate with classmates based on describing their rooms preferences/similarities/differences. Discuss the creativity, communication, and collaboration skills needed for the activity and how they will be beneficial for use in the workplace.

### Computer Science and Design Thinking

**8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.** Activity: Students will go to videoeoele.com and watch a video narrated by native speakers related to the content area ( El dormitorio). Then using a self-selected digital tool, students will answer questions or take notes from the video, participate in interactive activities with other classmates, and play games on the website to review the material.

### Assessment Evidence

#### Formative:

**Interpersonal:** Sequence Cards: Give students cut up sentences and have them try to put all of the words in sentences that make sense. This activity can be done individually or in pairs.

**Interpretive:** Four Corners: The teacher displays a question and four choices. Students choose an answer by going to different corners of the room. This will help the teacher determine which concepts are the most difficult for the class. Summaries and assessment of electronic class discussion threads – Classroom response systems (“clickers”)

**Presentation:** Speaking Portfolio- Students can take the flash cards they have used for the year and paste them on pages of a book based on

#### Benchmark:

- [Written Composition Rubric](#)
- [Speaking Assessment Rubric](#)

#### Alternative:

- Podcasting: Programs like [Audacity](#) can be used to record and edit student audio recordings. These recordings can be uploaded to a class website.
- Blog: Students can create blogs using [Blogger](#) or [WordPress](#). They can reflect on their learning or post class updates. They base their diary entries on five specific things they learned during class/vocabulary/verbs or facts from a movie or class presentation.

<p>categories the teacher gives them. Then, they can have a conversation with a peer using the book (without writing in it) to demonstrate their learning.</p> <p><b>Summative:</b>  <b>Interpersonal:</b> Students find a partner using a Kagan structure (like One Stay, Two Stray or Stand Up Hand Up Pair Up, Inside/Outside Circle, or Parallel Lines). Each partner shares something (retells a story, describes an illustration, gives a response to a prompt, etc.), and the other partner asks at least two follow-up questions that the pair discusses. Then, they find new partners. The teacher participates in the activity so that students are paired up with him or her for assessment.  <b>Interpretive:</b> Listen to (or read) a selection in the target language with omitted words and write down which words would best complete the selection.  <b>Presentational:</b> Students draw several cards from a pile and have to write or tell an original story that incorporates all of them. They could draw the cards all at once, or they could draw them one at a time, forcing them to add each card to the plot in order.  Written work, artistic performances and products, and presentations scored with a rubric (a criterion-based rating scale).</p>	<ul style="list-style-type: none"> <li>• Short conversation with another classmate and to use the proper conjugation of the ending verbs -AR-ER-IR in the present tense.</li> <li>• Student portfolios</li> <li>• Score gains, “value-added” – Observations of student behaviors, such as group discussions, undertaken systematically and with notes recorded systematically.</li> </ul>
--	---

### Resources

#### Core Materials:

**Textbooks:** *Avancemos* published by Houghton Mifflin Harcourt Publishing Company 2018

#### Supplemental Materials:

*Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom* by Alice Kosnik.

*Breaking the Spanish Barrier* by John Conner.

*Improving Foreign Language Speaking Through Formative Assessment* by Harry Tuttle and Alan Tuttle.

Spanish English Dictionary

Stephen Krashen's “Principles and Practice in Second Language Acquisition” DVD's Selena, La Quinceañera, Spanglish

Subject-specific leveled texts are available in school book rooms and classroom libraries.

#### Technology:

[www.elperiodico.com](http://www.elperiodico.com) Used when studying Guatemala [Patricia va a California]

<http://www.spaleon.com> A verb-training website <http://www.quia.com/shared> You can find many activities shared by teachers from everywhere

<http://www.antena3.com/a3noticias/> Articles on and photographs of current news items

<http://www.telemundo47.com/index.html> Articles on and photographs of current news items

<http://es.noticias.yahoo.com/videos-espana/videos-audio.html> Video clips on a variety of current topics

[www.videoele.com](http://www.videoele.com)

[www.edpuzzle.com](http://www.edpuzzle.com)  
[www.voki.com](http://www.voki.com)  
<http://www.studyspanish.com/tutorial.htm>  
<http://www.learnspanish.com/>  
<http://spanish.about.com>  
[www.google.com](http://www.google.com)

## Eighth Grade Spanish ¿Cómo es tu casa? (6B)

### Desired Results

**Established Goals:** Students will be able to use Spanish to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

#### Interpretive

- 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.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

#### Interpersonal

- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

#### Presentation

- 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.

#### Intercultural Statements:

- Through the target language, learners identify and investigate some typical products related to everyday life in the

#### Understandings:

- Learning affirmatives and negative commands enables students to prolong conversations.

<p>target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p> <ul style="list-style-type: none"> <li>Learners recognize and identify a few typical practices of the target culture.</li> </ul> <p><b>Cultural Connections:</b></p> <ul style="list-style-type: none"> <li>Learn how architectural design promotes privacy in Spanish-speaking countries.</li> <li>Learn the use of indoor Patios in Spain and the Americas.</li> <li>La arpillera patchwork art in Chile.</li> <li>Understand the use of bright colors in houses in Spanish speaking countries.</li> </ul> <p><b>Grammar Review of and Instruction with:</b></p> <ul style="list-style-type: none"> <li>Learn and use cognates.</li> <li>Practice writing short to long sentences.</li> <li>Use of the TU command.</li> <li>Use of the present progressive tense.</li> </ul>	<ul style="list-style-type: none"> <li>Learning the chores of the house and progressive tense allows students to communicate in the target language.</li> <li>There are a variety of cultural differences between homes in Spanish-speaking countries and those in the United States.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How do I demonstrate an understanding of similarities, differences, and interactions across cultures?</li> <li>Why is it important to know the similarities and differences among houses in the United States and other Spanish-speaking countries?</li> <li>How important is it to be able to tell where you live or the location that you are in a Spanish country or community?</li> <li>When can I give a negative and a positive command?</li> </ul>
<p><b>Can-Do Statements:</b></p> <ul style="list-style-type: none"> <li>I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</li> <li>I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.</li> <li>I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.</li> <li>I can identify rooms in the house.</li> <li>I can name chores in the house based on individual rooms.</li> <li>I can tell where I live and give directions.</li> <li>I can understand the use of the TU command and to tell someone what to do.</li> <li>I can use the present progressive tense.</li> </ul>	
<p><b>Students will know/learn...</b></p> <ul style="list-style-type: none"> <li>The present progressive tense of the ar/er/ir verbs</li> <li>The influence of African music and religion (la santería) has influenced the country of Cuba and other Caribbean islands. (Amistad)</li> </ul> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>Describe each room of the house using colors and furniture.</li> <li>Tell people what to do using the affirmative and negative commands.</li> <li>Describe what they are doing by using the present progressive tense of the ar/er/ir verbs. For example: Estoy cocinando en la yarda/Estoy haciendo la tarea en mi dormitorio.</li> <li>Students will respond to commands.</li> <li>Write a list of all the chores in the house based on the room.</li> <li>Read and create their own histories related to their home as well as to answer questions in relation to the house.</li> </ul>	

Interdisciplinary Connections	
<p><b>English Language Arts: NJSLS.SL.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.</b> Activity: Students create a dialogue by asking questions in the target language, including house rooms, furniture, and chores that they have to do. Students rotate in class, asking questions and writing answers based on classmates' responses.</p>	
Career Readiness, Life Literacies, and Key Skills	
<p><b>Career Readiness, Life Literacies, and Key Skills Practices: Work productively in teams while using cultural/global competence. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</b> Activity: Students create videos explaining different rooms in a house.</p> <p><b>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</b> Activity: Speaking Portfolio- Students will take the flashcards they have used for the year and paste them on pages of a book based on categories the teacher gives them. Then, they can have a conversation with a peer using the book (without writing in it) to demonstrate their learning and preparation. Afterward, discuss the applications of formal conversation within career preparation.</p> <p><b>9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).</b> Students will watch a video on Videoele about the house of Elena. They will use the information that they learned from the video to create a personal real estate brochure incorporating the floor of the house, furniture included in the house and the amenities.</p>	
Computer Science and Design Thinking	
<p><b>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</b> Activity: Students use technology in class to create flyers for the real state project, including images, financials, and music.</p>	
Assessment Evidence	
<p><b>Formative:</b></p> <p><b>Interpersonal:</b> Find out interests about students' room/favorite possessions and let them explore that in the target language.</p> <p><b>Interpretive:</b> Students write a postcard to another classmate discussing and describing their home. Students exchange information. The teacher walks around the class to check for spelling and pronunciation. List 3 things that a fellow student might misunderstand. The teacher will collect and check answers.</p> <p><b>Presentation:</b> Rubrics (speaking)</p>	<p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Participate in collaborative group storytelling.</li> <li>• Use oral and written language to construct original stories alone or in groups.</li> <li>• Use a pattern book as a mentor text and create a new version using unit vocabulary.</li> </ul>



<p>Teacher observation Student self-assessments</p> <p><b>Summative:</b>  <b>Interpersonal:</b> Two students have matching infographics or stories about the house that are each missing different information. Students have to ask each other questions to find the missing details until both students have completed infographics or stories.  <b>Interpretive:</b> Listen to (or read) three statements about a house in the target language and transcribe and illustrate each one.  <b>Presentation:</b> Set a scene about a house or use a familiar story, then have students randomly select a person from that situation or story to represent. Ask students questions, and they must respond from the perspective of their assigned character.</p>	
Resources	
<p><b>Core Materials:</b>  <b>Textbooks:</b> <i>Avancemos</i> published by Houghton Mifflin Harcourt Publishing Company 2018</p> <p><b>Supplemental Materials:</b>  <i>Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom</i> by Alice Kosnik.  <i>Breaking the Spanish Barrier</i> by John Conner.  <i>Improving Foreign Language Speaking Through Formative Assessment</i> by Harry Tuttle and Alan Tuttle.  Spanish English Dictionary  Stephen Krashen's "Principles and Practice in Second Language Acquisition" DVD's Selena, La Quinceañera, Spanglish  Subject-specific leveled texts are available in school bookrooms and classroom libraries.</p> <p><b>Technology:</b>  <a href="http://www.studyspanish.com/tutorial.htm">http://www.studyspanish.com/tutorial.htm</a>  <a href="http://www.learnspanish.com/">http://www.learnspanish.com/</a>  <a href="http://spanish.about.com">http://spanish.about.com</a>  <a href="http://www.onlinenewspapers.com/">http://www.onlinenewspapers.com/</a>  <a href="http://www.univision.com/portal.jhtml">http://www.univision.com/portal.jhtml</a>  <a href="http://www.youtube.com">http://www.youtube.com</a>  <a href="http://a4esl.org/">http://a4esl.org/</a>  <a href="http://www.quizlet.com">www.quizlet.com</a>  <a href="http://www.dragondictation.com">www.dragondictation.com</a>  <a href="http://www.senorwooly.com">http://www.senorwooly.com</a>  <a href="http://www.duolingo.com">http://www.duolingo.com</a>  <a href="http://www.studyspanish.com/tutorial.htm">http://www.studyspanish.com/tutorial.htm</a>  <a href="http://www.learnspanish.com/">http://www.learnspanish.com/</a>  <a href="http://spanish.about.com/">http://spanish.about.com/</a>  <a href="http://www.onlinenewspapers.com/">http://www.onlinenewspapers.com/</a>  <a href="http://www.univision.com/portal.jhtml">http://www.univision.com/portal.jhtml</a>  <a href="http://www.youtube.com">http://www.youtube.com</a> <a href="http://a4esl.org/">http://a4esl.org/</a>  <a href="http://www.dragondictation.com">www.dragondictation.com</a>  <a href="http://www.edpuzzle.com">www.edpuzzle.com</a></p>	



**Eighth Grade Spanish**  
**Cuanto Cuesta?**

**Desired Results**

**Established Goals:** Students will be able to use Spanish to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Interpretive**

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

**Interpersonal**

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics

**Presentational**

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

**Intercultural Statements:**

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

**Understandings:**

- Learning languages helps to develop the ability of communicate with others.
- Noting the similarities and differences found in clothing choices of Spanish-speaking countries will impact an individual's cultural awareness.

**Essential Questions:**

<ul style="list-style-type: none"> <li>Learners recognize and identify a few typical practices of the target culture.</li> </ul> <p><b>Cultural Connections:</b></p> <ul style="list-style-type: none"> <li>Etiquette and dress attire at social functions</li> <li>Growing influence of the Latin American fashion designers</li> <li>Traditional Panamanian festivals</li> <li>Carnivals in Spanish Countries</li> </ul> <p><b>Grammar Review of and Instruction on:</b></p> <ul style="list-style-type: none"> <li>Use the verbs pensar, querer, and preferir.</li> <li>Focus on questions using the YO/TU form, such as How much do you pay?</li> </ul>	<ul style="list-style-type: none"> <li>Why is it important to know clothing norms and prices when traveling to Spanish countries or visiting a Hispanic community?</li> <li>Why does the Latino population dress so colorfully?</li> <li>Why is it important to learn how to bargain in a Spanish market?</li> <li>Why is it important to understand and respect cultures across countries?</li> <li>How do clothing items help you understand the culture of the Latino population?</li> </ul>
<p><b>Can-Do Statements:</b></p> <ul style="list-style-type: none"> <li>I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.</li> <li>I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</li> <li>I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> <li>I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> <li>I can talk about clothes, shopping, and prices.</li> <li>I can talk about what I want and prefer.</li> <li>I can point out specific items.</li> <li>I can understand the cultural perspectives on shopping.</li> <li>I can discuss how clothes fit and how much they cost.</li> <li>I can ask and tell what I or others want or prefer.</li> </ul>	
<p><b>Students will know/learn...</b></p> <ul style="list-style-type: none"> <li>To conjugate verbs pagar, comprar, ir in the past preterite tense.</li> <li>The influence of famous singer and model Ricky Martin in the fashion Hispanic Community (LGBT &amp; Disabilities)</li> </ul> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>Talk about clothing items and tell how much they cost.</li> <li>Have a conversation in the target language with the store clerk.</li> <li>Give opinions based on their likes and dislikes in the fashion world.</li> <li>Count money in the high numbers and bargain in Spanish markets and communities.</li> </ul>	
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p>	
<p><b>Art: 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.</b> Activity: Students will draw clothing items based on their personal styles and create a collage of clothing “LA MODELO”. Students cut different clothing items and accessories from magazines, books, newspapers, and online pictures to create a model. After they finish the model, they will describe what their model is wearing, the colors of the clothing, and the prices of the items using unit vocabulary. They will also explain the impact culture and society has on fashion design and the arts.</p>	

**English Language Arts: NJSLS.L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.** Activity: Students will research and write short to long sentences/paragraphs in the target language describing and comparing fashion in different parts of the world.

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

**Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.** Activity: Debate the cultural importance of bargaining in a market.

**9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.** Activity: In small groups, students will discuss the importance of fashion, stores, prices, and language for buying clothing and making decisions related to travel needs. Afterward, the group will reflect on the skills they used that could be applied in a workplace setting.

**9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).** Activity: Skit communicating with a classmate. Students will exchange information about what clothing they are wearing along with the colors, their style, and their favorite designer based on activities and extracurricular interests.

### Computer Science and Design Thinking

**8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.** Activity: Students will use technology in class to search for similarities and differences in the prices in the U.S. compared to other Spanish countries, learn the different types of currency in Spanish countries, and the value of the American dollars in Spanish-speaking countries.

### Assessment Evidence

#### Formative:

##### Interpersonal:

Each student, or group of students, has a mini-whiteboard. As they work through problems asking each other questions and responses about the fashion world, shops, and prices, they can share them with the class, or the teacher can walk around the classroom to see their work.

##### Interpretive:

Ask students questions about clothing and prices and have them respond on notebook paper. The teacher then takes an informal poll about how many questions students answered correctly.

##### Presentation:

Read a page of the story about a shopping trip, not allowing students to see the illustration. Have each student create an illustration for that page and present it to the class.

#### Summative:

#### Benchmark:

[Written Composition Rubric](#)

[Oral Assessment Rubric](#)

#### Alternative:

- Conduct an interview. Students can write questions for an interview with another student about the subject area or collaborate and then perform the interview together.
- Take a virtual shopping trip. Provide students with sales flyers and have them write up what they will fill their cart with. Make sure to give them a budget and a range of items to buy.
- Fashion a mobile. Instead of writing an essay, have students showcase their knowledge in a three-dimensional way. Different facts about the topic are written on separate cards, attached to yarn, and hung from a plastic hanger. For example, a story map (setting, characters, conflict); parts of speech (nouns, verbs,

<p><b>Interpersonal:</b> Students give mini-presentations to each other in pairs, with one partner presenting and the other asking questions. Then the roles reverse.</p> <p><b>Interpretive:</b> Students will read a paragraph based on the chapter information. They will answer questions in complete sentences or choose the correct answer based on the multiple choice responses.</p> <p><b>Presentation:</b> Students will write one to three paragraphs based on their abilities (one per store), and they will explain what items are sold in the store, colors, prices, if they bought something, and how much they paid. They will incorporate pictures to back up their information. Students will present to the class. The teacher will evaluate the presentations based on the rubric provided.</p>	<p>adjectives); science concepts (the stores); and math concepts (prices of clothing).</p>
Resources	
<p><b>Core Materials:</b> <b>Textbooks:</b> <i>Avancemos</i> published by Houghton Mifflin Harcourt Publishing Company 2018</p> <p><b>Supplemental Materials:</b> <i>Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom</i> by Alice Kosnik. <i>Breaking the Spanish Barrier</i> by John Conner. <i>Improving Foreign Language Speaking Through Formative Assessment</i> by Harry Tuttle and Alan Tuttle. Spanish English Dictionary Stephen Krashen's "Principles and Practice in Second Language Acquisition" DVD's Selena, La Quinceañera, Spanglish Subject-specific leveled texts are available in school book rooms and classroom libraries.</p> <p><b>Technology:</b>  <a href="http://spanish.about.com">http://spanish.about.com</a>  <a href="http://www.onlinenewspapers.com/">http://www.onlinenewspapers.com/</a>  <a href="http://www.univision.com/portal.jhtml">http://www.univision.com/portal.jhtml</a>  <a href="http://www.youtube.com">http://www.youtube.com</a>  <a href="http://a4esl.org/">http://a4esl.org/</a>  <a href="http://www.quizlet.com">www.quizlet.com</a>  <a href="http://www.dragondictation.com">www.dragondictation.com</a>  <a href="http://www.senorwooly.com">http://www.senorwooly.com</a>  <a href="http://www.duolingo.com">http://www.duolingo.com</a>  <a href="http://www.studyspanish.com/tutorial.htm">http://www.studyspanish.com/tutorial.htm</a>  <a href="http://www.learnspanish.com/">http://www.learnspanish.com/</a>  <a href="http://spanish.about.com/">http://spanish.about.com/</a>  <a href="http://www.onlinenewspapers.com/">http://www.onlinenewspapers.com/</a>  <a href="http://www.univision.com/portal.jhtml">http://www.univision.com/portal.jhtml</a>  <a href="http://www.youtube.com">http://www.youtube.com</a> <a href="http://a4esl.org/">http://a4esl.org/</a>  <a href="http://www.dragondictation.com">www.dragondictation.com</a>  <a href="http://www.edpuzzle.com">www.edpuzzle.com</a> </p>	

**Eighth Grade Spanish**  
**¡Qué Regalo! (7B)**

**Desired Results**

**Established Goals:** Students will be able to use Spanish to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Interpretive**

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

**Interpersonal**

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics

**Presentational**

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**Intercultural Statements:**

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

**Cultural Connections:**

- Learn about the Zapotec festivals.
- Understand the usage of tutear in Spanish countries.
- Learn about Nanduti weaving in Paraguay.
- Learn about El museo de oro, the conecciones of art and craft across Spanish countries.

**Understandings:**

- Speaking the target language enables students to interact and create more relations in the marketplace.
- Learning vocabulary about stores and accessories allows students to dialogue about buying a gift for others, and to have age appropriate conversations in the target language.

**Essential Questions:**

- How do you bargain in Spanish flea markets?
- What are the differences and similarities between stores in the US and stores in Spanish countries?

<b>Grammar Review of and Instruction on:</b> <ul style="list-style-type: none"> <li>• Learn about nouns that end in eria.</li> <li>• Understand the forming of the preterite of the verbs ending in ar, car, gar, and zar.</li> <li>• Learn about direct object pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>• How do the youth your age dress in other countries?</li> <li>• Where do they buy their clothing and accessories?</li> </ul>
<b>Can-Do Statements:</b> <ul style="list-style-type: none"> <li>• I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</li> <li>• I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> <li>• I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> <li>• I can talk about buying a gift for others.</li> <li>• I can talk about stores where I can buy gifts.</li> <li>• I can talk about things using direct object pronouns.</li> <li>• I can talk about things in the past.</li> </ul>	
<b>Students will know/learn...</b> <ul style="list-style-type: none"> <li>• Direct object pronouns to refer to items they bought.</li> <li>• Nouns that end in eria.</li> <li>• The preterite of the verbs ending in ar, car, gar, and zar.</li> </ul> <b>Students will be able to...</b> <ul style="list-style-type: none"> <li>• Communicate in the target language, talking about a trip to the mall or any shopping event.</li> <li>• Express things that they did in the past (where they shopped, how much they paid).</li> <li>• Describe gifts and accessories.</li> </ul>	
<b>Interdisciplinary Connections</b>	
<b>English Language Arts: NJSLS. L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</b> Activity: Students create a fashion show with shops in the classroom. Students will create small shops in the classroom, clothing shop, shoe shop, accessories shop, etc. Students will be either the sales person, buyer, models, judges, or spectators. Each student has a role to play. They will model clothing, sell items, negotiate prices, and/or give opinions about the fashion show in the target language.	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<b>Career Readiness, Life Literacies, and Key Skills Practices: Demonstrates creativity and innovation. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</b> Activity: Students will create their own clothing, shoes, or jewelry design. They can use any clothing or color items they might want, including at least ten items. They will describe their design using noun and adjective agreement rules and will present to their classmates.	
<b>9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.</b>	



Activity: Students will pair up with a classmate and will research information on current currency, and sources of income in other countries. Then they will compare the monetary value with U.S. currency. They will learn and have a better idea of how to bargain in markets or street vendors in Spanish countries. Afterward, they will reflect on the skills they used that will be valuable in the workplace.

### Computer Science and Design Thinking

**8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.** Activity: Students will watch a movie on videoele.com based on everything they have learned during this unit, including stores, prices, clothing, and gifts. Students will answer questions online based on the movie, they will work on the interactive activities, and they will have to create a short movie, slideshow, or presentation showing the impact of technology on fashion in the United States and Latino countries.

### Assessment Evidence

#### Formative:

**Interpersonal:** Mini flash cards with a peer. Put cards in piles based on whether you know them or not. Each student takes a turn, and the partner will record how many phrases or vocabulary you remember.

**Interpretive:** Exit checks at the end of class: a small, written student assessment or question on the topic. It can be as simple as a short self-assessment.

**Presentational:** Quick Google Voice calls recorded by students. The teacher sends a short text to the student afterward for feedback. If students make the calls during class, it is often less prepared and more authentic.

#### Summative:

**Interpersonal:** Based on a speaking rubric from the unit, students will prepare to ask and answer each other's questions. The teacher walks by the students to check for any mistakes, pronunciation, and grades each individual following the rubric.

**Interpretive:** Sequence Cards: Give students cut up sentences and have them reconstruct the sentences so they make sense. This activity can be done individually or in pairs.

**Presentational:** Students will engage in planned speaking assessments. They will receive a topic and a function, plan out what they want to say, and practice speaking before the assessment. For example, the student is asked to complete the following steps: Describe what they are wearing, where they bought their clothing items, how much they paid, and what they wear for different occasions. Go to the Voki site (<http://voki.com>). They can create speaking avatars and record their voice.

#### Alternative:

- Create an infographic.
- Create a pamphlet.
- Put out a WANTED poster: Create an old-fashioned wanted poster for a model, famous actor/actress, a singer, a TV program, etc. Have students describe the character using facts, figures, and a description.

#### Communicate in Languages Other Than English

- “Capstone” experiences such as research projects, presentations, theses, dissertations, oral defenses, exhibitions, or performances, scored using a rubric
- Other written work, performances, or presentations, scored using a rubric
- Portfolios of student work
- Scores on locally-designed multiple choice and/or essay tests such as final examinations in key courses, qualifying examinations, and comprehensive examinations
- Score gains between entry and exit on published or local tests or writing samples
- Teacher ratings of student skills
- Observations of student behavior (e.g., presentations, group discussions), undertaken and with notes recorded systematically
- Summaries/analyses of electronic discussion

### Resources

#### Core Materials:

**Textbooks:** *Avancemos* published by Houghton Mifflin Harcourt Publishing Company 2018

**Supplemental Materials:**

*Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom* by Alice Kosnik.

*Breaking the Spanish Barrier* by John Conner

*Improving Foreign Language Speaking Through Formative Assessment* by Harry Tuttle and Alan Tuttle.

Spanish English Dictionary

Stephen Krashen's "Principles and Practice in Second Language Acquisition" DVD's Selena, La Quinceañera,

Spanglish

Subject-specific leveled texts are available in school book rooms and classroom libraries.

**Technology:**

<http://www.senorwooly.com>

<http://www.duolingo.com>

<http://www.studyspanish.com/tutorial.htm>

<http://www.learnspanish.com/>

<http://spanish.about.com/>

<http://www.studyspanish.com/tutorial.htm>

<http://www.learnspanish.com/>

<http://spanish.about.com>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com> <http://a4esl.org/>

[www.dragondictation.com](http://www.dragondictation.com)

[www.edpuzzle.com](http://www.edpuzzle.com)

**Eighth Grade Spanish  
De vacaciones (8A)**

**Desired Results**

**Established Goals:** Students will be able to use Spanish to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Interpretive**

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

**Interpersonal**



- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics.

#### **Presentational**

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

#### **Intercultural Statements:**

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

#### **Cultural Connections:**

- Peru's Independence Day Celebrations
- El Greco and his paintings
- Mexican transportation system
- Peru, Machu Picchu, and the Nazca Lines

#### **Grammar Review of and Instruction on:**

- The past tense of various verbs
- Review and expansion of the verbs *aprender*, *salir*, and *ir* in the preterite tense.

#### **Understandings:**

- Knowledge about other cultures, places to visit, and things to do during vacations enable students to dialogue in the target language.
- The ability to ask questions and communicate in another language allows students to have more confidence and safety when they travel to other countries.

#### **Essential Questions:**

- Why is it important to travel and get to meet people from different countries?
- Why is it important to know about cultural differences and similarities while you are traveling outside of the United States?

#### **Can-Do Statements:**

- I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.
- I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.
- I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.
- I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.
- I can talk about things to do on vacation.
- I can describe places to visit while on vacation.
- I can talk about events in the past.

<ul style="list-style-type: none"> <li>• I can talk about modes of transportation.</li> <li>• I can understand cultural perspectives on travel and vacations.</li> </ul>	
<p><b>Students will know/learn...</b></p> <ul style="list-style-type: none"> <li>• Use the past tense conjugation of the ar/er/ir verbs.</li> </ul> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Describe vacations, places in the community, and things they did in the present and past tense.</li> <li>• Exchange cultural knowledge in the target language.</li> <li>• Say where they went and what they did during an event/activity.</li> <li>• Ask questions and exchange information about vacations, things they saw, places they visited, and how much they paid for souvenirs.</li> </ul>	
<b>Interdisciplinary Connections</b>	
<p><b>English Language Arts: NJSLA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b> Activity: Students will write a description of their most recent trip or any vacation in the past using the conjugation of verbs in the preterite tense. They will create questions based on their own experiences and exchange work with a classmate.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Career Readiness, Life Literacies, and Key Skills Practices: Work productively in teams while using cultural/global competence. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.11: Predict the personal and community impact of online and social media activities. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</b> Activity: Participation in paired or group projects focused on vacation topics. Students will positively contribute to the team, whether formal or informal. They will apply an awareness of cultural differences to avoid barriers to productive and positive interaction and find ways to increase the engagement and contribution of all team members.</p> <p><b>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</b> Activity: With a classmate, create a skit communicating personal experiences during vacation. Develop a plan including information about future places to visit, interest, and activities related to careers prevalent in the area.</p>	
<b>Computer Science and Design Thinking</b>	
<p><b>8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.</b> Activity: Students will use technology in the classroom to find places to visit during their vacation. They will find travel sites on the internet to compare locations, prices, amenities, etc. Students will create a travel destination brochure, movie, or PowerPoint Presentation of their favorite place to visit and present it to their classmates.</p>	
<b>Assessment Evidence</b>	
<p><b>Formative:</b></p> <p><b>Interpersonal:</b> Students will pair up with a classmate and will exchange information in the target language about past vacations, places they visited, and things they saw.</p>	<p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Plan a vacation trip. Highlight the relationships and connections between places and things students can do during their trip.</li> </ul>

**Interpretive:** Four Corners. The teacher will put a list of multiple-choice questions together. Gather students in the middle of the room, reading each question and its possible answers aloud. Students then move to the corner that represents what they believe is the correct answer.

**Presentation:** Read a story out loud, or have students read it individually. Each student must draw the content of the passage based on their understanding. If the passage has illustrations, the teacher can show it to students afterward.

**Summative:**

**Interpersonal:** Provide students with a rubric and questions. Pair up students and have them take turns asking each other questions about the topic. The teacher walks around to listen to their conversations and grade students based on the rubric.

**Interpretive:** Students are asked to think about as many actions as possible related to the topic, and then develop sentences using a Different Action (Verb) in each sentence. The teacher will gather information and grade it based on the correct usage of the verbs connecting with the topic and the conjugation.

**Presentation:** Students will choose a picture or a movie from their favorite vacation and bring it to class. Following a presentational rubric, students will present information to their classmates based on what is in the picture or movie in the target language.

- Conduct an interview. Write an interview about what happened on a vacation trip, or have two students collaborate to perform the interview together.
- Recognition of vocabulary. The teacher will provide students with multiple sets of cards representing different places to visit during their vacations. Students will pair up with a classmate. Each student will pick a card and try to recognize the picture with the correct vocabulary word. The student who gets the most correct answers wins.

**Resources**

**Core Materials:**

**Textbooks:** *Avancemos* published by Houghton Mifflin Harcourt Publishing Company 2018

**Supplemental Materials:**

*Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom* by Alice Kosnik.

*Breaking the Spanish Barrier* by John Conner.

*Improving Foreign Language Speaking Through Formative Assessment* by Harry Tuttle and Alan Tuttle.

Spanish English Dictionary

Stephen Krashen's "Principles and Practice in Second Language Acquisition" DVD's Selena, La Quinceañera, Spanglish

Subject-specific leveled texts are available in school book rooms and classroom libraries.

**Technology:**

<http://spanish.about.com>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com>

<http://a4esl.org/>

[www.quizlet.com](http://www.quizlet.com)

[www.dragondictation.com](http://www.dragondictation.com)

<http://www.studyspanish.com/tutorial.htm>

<http://www.learnspanish.com>

[www.quizziz.com](http://www.quizziz.com)

**Eighth Grade Spanish**  
**Ayudando en l comunidad (8B)**

**Desired Results**

**Established Goals:**

Students will be able to use Spanish to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Interpretive**

7.1.NH.A.3 Recognize some common gestures and cultural practices associated with the Spanish language classroom and cultural activities.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

**Interpersonal**

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics.

**Presentation**

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

**Intercultural Statements:**

- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the

**Understandings:**

- Communication is the ability to understand and be understood across countries and cultures.

<p>learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p> <ul style="list-style-type: none"> <li>• Learners recognize and identify a few typical practices of the target culture.</li> </ul> <p><b>Cultural Connections:</b></p> <ul style="list-style-type: none"> <li>• Recycling in Spain, La Asociación de la conservacionista Monteverde en Costa Rica, La Hermandad de la Caridad en Sevilla.</li> <li>• Student volunteerism in Spanish-speaking countries.</li> <li>• The similarities and differences between how people think and act about conserving the environment in the United States and Spanish-speaking Countries.</li> </ul> <p><b>Grammar Review of and Instruction with:</b></p> <ul style="list-style-type: none"> <li>• Use the direct object pronouns to replace nouns. They must have the same gender and number.</li> <li>• Conjugate the decir in the present tense.</li> <li>• Conjugate verbs hacer and dar in the preterite tense(past)</li> <li>• Make comparisons between the structure of a sentence and a question in the present and past tense.</li> <li>• Conjugation of the irregular verbs.</li> <li>• Understand the rules of asking and answering questions in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>• Language students have the ability to participate in multicultural communities, build new relations, and create change.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is it important to help others?</li> <li>• What can you do to protect the environment?</li> <li>• What volunteer work are students doing at the moment? Have they done any?</li> </ul>
<p><b>Can-Do Statements:</b></p> <ul style="list-style-type: none"> <li>• I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.</li> <li>• I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.</li> <li>• I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</li> <li>• I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> <li>• I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> <li>• I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.</li> <li>• I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</li> <li>• I can talk about volunteer work in the target language.</li> <li>• I can conjugate verbs in the present and past tense (decir, hacer, dar)</li> <li>• I can say what I did to help the community.</li> <li>• I can use the indirect object pronouns to replace an indirect object noun.</li> <li>• I can learn about different organizations that help to protect the environment.</li> </ul>	

**Students will know/learn...**

- Cultural perspectives on volunteer work.
- To conjugate verbs
- Use direct object pronouns.
- Cuban immigration to the USA, El Mariel 1977. (Holocaust)

**Students will be able to...**

- Discuss volunteer work and ways to protect the environment.
- Talk about what people say about helping the community.
- Talk about what they did for others.
- Ask and tell how someone feels about helping others.
- Describe the places where they have done volunteer work and what they have done.

**Interdisciplinary Connections**

**English Language Arts: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** Activity: Recognize verbs in the past tense when reading and identify differences/key words between the present and past verbs within a sentence. Structure: subject + verb; ex: yo soy/ tú eres/ él es/ella HACEN/HICIERON

**Career Readiness, Life Literacies, and Key Skills**

**Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).** Activity: In groups of three, students will pick a Spanish country of their choice. They will research the economy of the country, the environment, the workforce, the population, and levels of education. Students will compare the information to that of the United States and find ways of making changes to the situation.

**9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.** Activity: With the help of your teacher, create and perform a skit about volunteer work in the community. Include the following questions: Where did you work? How many hours did you work? What did you do? Who do you work with/for? Did you like it? What experiences did you get? What did you learn? Is this a career that interests you? How would you prepare for a career in this field?

**9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.** Activity: Students will pick a Spanish country of their choice. They will research the economy of the country, the environment, the workforce, the population, and levels of education for the last three years. They will compare the growth or decline of each category and identify the contributing factors, what they can do to help that particular country, and ways of making changes to improve the situation.

**Computer Science and Design Thinking**

**8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.** Activity: Conduct research to create interview questions regarding volunteer work or environmental change and its impact on technology. Perform the interview using the third person.

#### Assessment Evidence

##### Formative:

##### Interpersonal:

In groups of two, students have to write on a sheet of paper as they talk about their experiences doing volunteer work. They have to ask each other questions and respond about helping in the community and protecting the environment.

Answer memorized questions (yes/no, either/or, and short response) related to volunteer work/help to save the environment.

Answer simple questions in the present and past tense (yes/no, either/or, and short response) inquiring about my preferences for doing volunteer work.

##### Interpretive:

Use words, phrases, and memorized sentences to describe volunteer work in the community, including details about places you worked and things you learned.

Categorize pastimes volunteer work that you or your family has done to compare whether they are common in the United States, common in Spanish-speaking countries, or found in both places.

##### Presentational:

Plan for and engage in a short conversation with another classmate and to use the proper conjugation of the ending verbs AR-ER-IR in the past tense.

##### Summative:

##### Interpersonal:

Respond to questions based on places and things that they can do for volunteer work in the school, community, etc. Describe personal experiences, and what they like and dislike about volunteering.

##### Interpretive:

Show comprehension of the main idea of a verbal or written story or conversation by sequencing pictures based on questions/responses.

Show level of comprehension to questions and statements about a verbal story, written story, or conversation relating to likes, dislikes, or descriptions.

##### Presentational:

Participate in the creation of a list of places in the community where students can do volunteer work.

Explain what students can do to help others.

Dramatize short stories, songs, or poems using the main vocabulary from the chapter along with the conjugation of the verbs DAR/DECIR/HACER in the past tense.

##### Benchmark:

[Written Composition Rubric](#)

[Oral Assessment Rubric](#)

##### Alternative:

- Comic Strip: Dialogue with questions and responses based on what places in the community students do volunteer work.
- La comunidad: Community flier communicating places to help in the community and things to do



<b>Resources</b>	
<p><b>Core Materials:</b>  <b>Textbooks:</b> <i>Avancemos</i> published by Houghton Mifflin Harcourt Publishing Company 2018</p> <p><b>Supplemental Materials:</b>  <i>Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom</i> by Alice Kosnik.  <i>Breaking the Spanish Barrier</i> by John Conner  <i>Improving Foreign Language Speaking Through Formative Assessment</i> by Harry Tuttle and Alan Tuttle.  Spanish English Dictionary  Stephen Krashen's "Principles and Practice in Second Language Acquisition" DVD's Selena, La Quinceañera, Spanglish  Subject-specific leveled texts are available in school book rooms and classroom libraries.</p> <p><b>Technology:</b>  <a href="http://www.studyspanish.com/tutorial.htm">http://www.studyspanish.com/tutorial.htm</a>  <a href="http://www.learnspanish.com/">http://www.learnspanish.com/</a>  <a href="http://spanish.about.com">http://spanish.about.com</a>  <a href="http://www.onlinenewspapers.com/">http://www.onlinenewspapers.com/</a>  <a href="http://www.univision.com/portal.jhtml">http://www.univision.com/portal.jhtml</a>  <a href="http://www.youtube.com">http://www.youtube.com</a>  <a href="http://a4esl.org/">http://a4esl.org/</a>  <a href="http://www.quizlet.com">www.quizlet.com</a>  <a href="http://www.dragondictation.com">www.dragondictation.com</a>  <a href="http://www.senorwooly.com">http://www.senorwooly.com</a>  <a href="http://www.duolingo.com">http://www.duolingo.com</a>  <a href="http://www.studyspanish.com/tutorial.htm">http://www.studyspanish.com/tutorial.htm</a>  <a href="http://www.learnspanish.com/">http://www.learnspanish.com/</a>  <a href="http://spanish.about.com/">http://spanish.about.com/</a>  <a href="http://www.dragondictation.com">www.dragondictation.com</a>  <a href="http://www.edpuzzle.com">www.edpuzzle.com</a>  <a href="http://www.google.com">www.google.com</a>  <a href="http://www.videoele.com">www.videoele.com</a>  <a href="http://www.edpuzzle.com">www.edpuzzle.com</a></p>	

New Jersey Administrative Code Summary and Statutes covered in this document:

Integration of 21st Century Themes and Skills and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). "Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and



communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.