

Wayne Township Public Schools
World Language Cycle: Grade 8
Curriculum Guide

Content Area:	World Language
Grade Level:	8
Course:	Spanish Grade 8
Unit Plan Title:	Grade 8 Spanish Cycle
Time Frame:	10 Weeks
Pacing Guide:	Pacing is noted within the curriculum document

New Jersey Student Learning Standards for World Language Proficiency Level: Interpretive Mode Novice-Mid

World Languages: All students will be able to use a world language in addition to English 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 Mode of Communication - *Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.*

Core Idea - Learning a language involves interpreting meaning from listening, viewing and reading culturally authentic materials in the target language

Performance Expectations:

- *7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.*
- *7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.*
- *7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.*
- *7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.*
- *7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.*

Intercultural (includes possible topics for review)

Content Statement: *Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.*

Content Statement: *Learners recognize and identify a few typical practices of the target culture*

New Jersey Student Learning Standards for World Language Proficiency Level: Interpersonal Mode Novice-Mid

World Languages: All students will be able to use a world language in addition to English 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.

Interpersonal Mode of Communication - *Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.*

Core Idea -Interpersonal communication is the exchange of information and the negotiations of meaning between and among individuals

Performance Expectations:

- *7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.*
- *7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.*
- *7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.*
- *7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.*
- *7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.*

- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Intercultural (includes possible topics for review)

Content Statement: Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Content Statement: Learners recognize and identify a few typical practices of the target culture.

New Jersey Student Learning Standards for World Language Proficiency Level: Presentation Mode Novice-Mid

World Languages: All students will be able to use a world language in addition to English 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.

Presentational Mode of Communication - Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea - Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or reader on a variety of topics.

Performance Expectations:

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Intercultural (includes possible topics for review)

Content Statement: Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Content Statement: Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

**Interdisciplinary Standards: New Jersey Learning Standards for English Language Arts
Companion Standards Grades 6-8**

Anchor Standard for Reading

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Progress Indicator for Reading Science and Technical Subjects

Range of Reading and Level of Text Complexity

- **RST.6-8.10.** By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Anchor Standard for Writing

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Progress Indicator for Writing History, Science, and Technical Subjects

Range of Writing

- **WHST.6-8.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Interdisciplinary Standards: New Jersey Student Learning Standards for Social Studies

- <https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-SS.pdf>

6.3.8.CivicsPI.1:

Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve

**2014 New Jersey Core Curriculum Content Standards: Computer Science and Design
Thinking**

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf>

8.1.8.DA.1

Organize and transform data collected using computational tools to make it usable for a specific purpose.

New Jersey Core Curriculum Content Standards for Career Readiness, Life Literacy and Key Skills - <https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

9.1.8.CP.1:	Compare prices for the same goods or services
9.1.8.CP.2	Analyze how spending habits affect one's ability to save

Unit Summary

This 10 week course is focused on building upon basic knowledge acquired in Grades 6 and 7 about proper usage of the Spanish Language. In grade 8, students will continue to use and apply Spanish expressions and vocabulary (nouns, verbs and adjectives) through listening, speaking, reading and writing. Concepts such as the alphabet, numbers up to 1000, telling time, calendar vocabulary and the weather vocabulary will be revisited and reviewed more in depth. Students will also be exposed to more verb cognates, additional formal greetings, food based vocabulary, and subject pronouns in the target language of Spanish. Students will research and learn about the US Territory, Puerto Rico and its rich history and cultural traditions.

In this unit plan, the following 21st Century themes and skills are addressed

21 st Century Themes		21 st Century Skills	
X	Global Awareness	X	Creativity and Innovation
	Environmental Literacy	X	Critical Thinking and Problem Solving
	Health Literacy	X	Communication
X	Civic Literacy	X	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

NJSLS	Student Learning Targets/Content	Learning Activities
<p><u>World Language: Novice-Mid</u></p> <p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPRET.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6</p> <p><i>List interdisciplinary below</i></p>	<p><u>Weeks 1 & 2: Review of Greetings & Introductions, Alphabet and Calendar</u></p> <p>Students will be able to conduct a formal conversation in the target language, using the verbs tu and usted.</p> <p>Students will be able to identify and pronounce the letters of the Spanish alphabet.</p> <p>Students will be able to utilize and recall vocabulary associated with the:</p> <ul style="list-style-type: none"> days of the week 	<p><u>Weeks 1 & 2: Review of Greetings & Introductions, Alphabet and Calendar</u></p> <ul style="list-style-type: none"> Verbally greet friends and adults at different times of the day using the verbs "tú" and "usted". Listen to, generate, and critique peer created dialogue using appropriate greetings and farewells. Participate in various listening and oral recitation games focused on the letters of the Spanish alphabet. Compare and contrast weather conditions found in various locations in Puerto Rico and the United States.

	<ul style="list-style-type: none"> • months of the year • seasons • weather 	<ul style="list-style-type: none"> • View and analyze a current weather report from Puerto Rico and answer questions.
<p><u>World Language:</u> <u>Novice-Mid</u></p> <p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p> <p><i>List interdisciplinary below</i></p>	<p><u>Week 3: Numbers & Telling Time</u></p> <p>Students will be able to identify and correctly recite numbers from 0 to 1000 in target language.</p> <p>Students will be able to solve mathematical expressions using all four operations (addition, subtraction, multiplication, and division) in target language.</p> <p>Students will be able to tell time to the minute in the target language.</p>	<p><u>Week 3: Numbers & Telling Time</u></p> <ul style="list-style-type: none"> • Participate in various listening activities focused on numbers from 0-1000. • Solve a variety of mathematical expressions using numbers from 0-100 and all four operations. • Use analog and digital clocks to tell time. • Conduct a short research project focused on Puerto Rico, its population, careers within that territory and common cultural traditions and practices. Students will compare their findings to population facts, culture, and careers found in the United States. Students will use numerical vocabulary in target language when citing statistics.
<p><u>World Language:</u> <u>Novice-Mid</u></p> <p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPRET.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p> <p><i>List interdisciplinary below</i></p>	<p><u>Weeks 4 & 5: Tu día en la escuela</u></p> <p>Students will be able to recall and recite vocabulary associated with school schedules and subjects in the target language.</p> <p>Students will be able to learn and replicate and recall ordinal number vocabulary, using a school schedule, in the target language.</p> <p>Students will be able to recognize subject pronouns and their meaning in the target language.</p> <p>Students will be able to use the verb tener when describing aspects of their</p>	<p><u>Weeks 4 & 5: Tu día en la escuela</u></p> <ul style="list-style-type: none"> • Verbally identify school subjects and portions of a secondary school schedule in target language when prompted by the teacher or a peer. • Describe what they do during the school day in target language. • Create a schedule indicating their class periods using the verb tener and ordinal vocabulary in target language. • Sort subject pronouns found in target language sentences. • Generate sentences with subject pronouns and -ar verbs in target language. • Conjugation games for -ar words. • Roll play traditional Spanish classroom scenarios based on countries and research conducted.

	<p>school schedule in the target language.</p> <p>Students will correctly conjugate regular -ar verbs in the target language.</p> <p>Students will be able to research how schools are operated in Spanish speaking countries.</p>	
<p>World Language: Novice-Mid</p> <p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p> <p><i>List interdisciplinary below</i></p>	<p><u>Weeks 6 & 7: Tu día en la clase</u></p> <p>Students will be able to recall and recite various nouns based vocabulary associated with common classroom supply items in the target language.</p> <p>Students will be able to correctly identify the amount of a given noun via definite and indefinite articles usage in target language.</p> <p>Students will be able to conjugate the verb <i>estar</i> (to be) in target language.</p>	<p><u>Weeks 6 & 7: Tu día en la clase</u></p> <ul style="list-style-type: none"> Verbally identify common classroom supplies in target language when prompted by the teacher or a peer. Engage in various listening tasks comparing the terms <i>masculine, feminine, singular, plural</i> and their associated articles in target language (<i>el/la, los/las, un/una, unos/unas</i>). Label common classroom supply items in target or spoken language, when prompted in target or spoken language. Draw a classroom floor plan and label items within the classroom in target language. Create phrases and sentences describing the location of item(s) using appropriate verb conjugation of <i>estar</i>.
<p>World Language: Novice-Mid</p> <p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p>	<p><u>Weeks 8, 9 & 10: El desayuno y almuerzo & Culture & Traditions</u></p> <p>Students will be able to use vocabulary describing foods (breakfast, lunch and beverages) in the target language.</p> <p>Students will be able to express how often something is done in the target language.</p>	<p><u>Weeks 8, 9 & 10: El desayuno y almuerzo & Culture & Traditions</u></p> <ul style="list-style-type: none"> Participate in a variety of listening and speaking activities focused on food based vocabulary in target and spoken language. Create a Venn diagram to classify breakfast vs. lunch vocabulary in target language. Complete a chart indicating how often one eats or drinks

<p>7.1.NM.PRSNT.5 7.1.NM.PRSNT.6</p> <p>6.3.8.CivicsPI.1</p> <p>8.1.8.DA.1</p> <p>9.1.8.CP.1</p> <p>9.1.8.CP.2</p> <p><i>List interdisciplinary below</i></p>	<p>Students will be able to conjugate the verbs: gustar, comer, and beber.</p> <p>Students will be able to research cultural practices in Puerto Rico associated with meal time and eating.</p> <p>Students will be able to research, recall facts about Puerto Rico and comprehend their culture and traditions.</p> <p>Students will be able to identify Puerto Rico's capital city and important tourist attractions on a map.</p> <p>Students will be able to research and compare regional population data, economic data, careers, and cultural practices/traditions found throughout Puerto Rico.</p>	<p>something in the target language.</p> <ul style="list-style-type: none"> • Construct complete sentences using the appropriate conjugation of the verbs gustar, comer and beber. • Compare and contrast traditional meals of the U.S. and other Spanish speaking countries. • Create a video based restaurant review of a popular Mexican, Spanish or Puerto Rican eatery, using target language. • Research and discuss the type of government in Puerto Rico and its status as commonwealth of the United States. • Use a map and Google Expeditions/Google Earth to identify the capital of Puerto Rico and important historical and cultural landmarks. • Create a travel brochure or presentation about traveling to Puerto Rico on a budget using different Google Applications or other alternatives.
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Integrated accommodations and modifications for the following students:

Special Education ELL At Risk Gifted and Talented 504

- [Differentiation Strategies for Special Education Students: World Language](#)
- [Differentiation Strategies for ELL Students: World Language](#)
- [Differentiation Strategies for At Risk Students: World Language](#)
- [Differentiation Strategies for Gifted and Talented Students: World Language](#)
- [Differentiation Strategies for 504 Students: World Language](#)

Assessments

B=Benchmark
S = Summative

F = Formative
A/PB = Alternative

Benchmark Assessment:

- Week 1: Students will take a vocabulary inventory to assess knowledge of Spanish terms and cultural information about Puerto Rico.
- Week 9: Students will take a post assessment to demonstrate comprehension of Spanish vocabulary in context and cultural information about Puerto Rico.

Formative Assessment:

- **Weeks 1 & 2: Review: Greetings & Introductions, Alphabet and Calendar**
 - Kahoot: Greetings & Introductions, Alphabet and Calendar
 - Listening comprehension activities and dictation practice
 - View and analyze a current weather report from Puerto Rico and answer questions
- **Week 3: Numbers & Telling Time**
 - Differentiate and identify numbers 0-1000 by recalling important historical events in target language
 - Use digital and analog clocks to tell time in target language
 - Compare and contrast Puerto Rico's population with other U.S. cities using numerical vocabulary in target language
- **Weeks 4 & 5: Tu día en la escuela**
 - Classify and organize subject pronouns and regular -ar verb conjugation
 - Read a schedule indicating their class periods using the verb tener
 - Generate sentences with subject pronouns and -ar verbs in target language.
- **Week 6 & 7: Tu día en la clase**
 - Verbally identify common classroom supplies in target language when prompted by the teacher or a peer.
 - Create phrases and sentences describing the location of item(s) using appropriate verb conjugation of estar.
 - Identify and recognize classroom items vocabulary via visual cues (PPT/Quizlet/ flashcards)
- **Weeks 8, 9 & 10: Chapter 3A: El desayuno y almuerzo & Puerto Rico's Culture & Traditions**
 - Identify food vocabulary via visual cues (PPT/Quizlet/ flashcards)
 - Create a Venn diagram to classify breakfast vs. lunch
 - Complete a chart indicating how often one eats or drinks something in
 - Construct complete sentences using the appropriate conjugation of the verbs gustar, comer and beber

Summative Assessment:

- **Weeks 1 & 2: Review: Greetings & Introductions, Alphabet and Calendar**
 - Written vocabulary quiz/test on greetings & introductions and geography of Puerto Rico.

- Written quiz/test to assess vocabulary about weather, seasons, days of the week and months of the year.
- Create a travel brochure about a Puerto Rican tourist attraction using Google Applications. **8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.E.1**

- **Week 3: Numbers & Telling Time**

- Conduct a short research project focused on Puerto Rico, its population, careers within that territory and common cultural traditions and practices. Students will compare their findings to population facts, culture, and careers found in the United States. Students will use numerical vocabulary in target language when citing statistics.

- **Weeks 4 & 5: Tu día en la escuela**

- Written quiz/test to assess school subjects and ordinal numbers
- Create a class schedule in target language
- Roll play traditional Spanish classroom scenarios based on countries and research conducted

- **Weeks 6 & 7: Tu día en la clase**

- Written quiz/test to assess lesson vocabulary related to after classroom objects and location
- Design a classroom and identify portions of it in target language

- **Weeks 8, 9 & 10: El desayuno y almuerzo & Culture & Traditions**

- Interpret the usage of likes and dislikes from a listening comprehension activity
- Create a video based restaurant review of a popular Mexican, Spanish or Puerto Rican eatery, using target language. **8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.E.1**

Alternative/Performance Based Assessment:

- Create a menu in the target language using Google applications **8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.E.1**
- Create a video or poster in the target language describing your favorite foods and beverages **8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.E.1**
- Create a drawing or video describing your classroom in the target language using Google applications **8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.E.1**

Resources

- www.Realidades.com
- www.kahoot.com
- www.quizlet.com
- www.studyspanish.com
- www.wordreference.com
- www.spanishspanish.com
- www.digitaldialects.com
- www.guia.com
- www.spanish4teachers.org

- www.weather.com/espa%C3%B1ol
- www.cnn.com/espanol/
- www.rae.es
- www.discoveryeducation.com
- YouTube
- Google Applications