

# GREEN TOWNSHIP SCHOOL DISTRICT



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

**Course/Grade Level:** Grades 6 - 8

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**Curriculum Committee Members:**

Christine Malloy

Carmita Mongrella

Ann Marie VanSickle

Kristen Waters

Tri-District WL Team Members

**Principal:**

Jon Paul Bollette

**Board Approval Date:**

{Fill in when known}



## World Language Curriculum Grade Levels 6 - 8

### Mission & Vision Statements:

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

### Proficiency Expectations:

*“The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.”*

**Novice High learners (Students beginning a World Language program in Gr. K-2)** Students **continuing** a course of study in a World Language in Grades 6 - 8 are expected to perform at a Novice-High level. Students sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned. Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are



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straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases. These learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

***Novice Mid Learners (Students beginning a World Language program in Gr. 3 - 5):*** Students ***continuing*** a course of study in a World Language that began in Grades 3 - 5 are expected to perform at a Novice-Mid level by the end of Grade 8. Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community. This level is characterized by the ability to understand and communicate at the word, phrase, and simple sentence level and being able to independently identify and recognize memorized words and phrases that bring meaning to text. Learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, and state needs and preferences. They have no real functional abilities and, therefore, cannot participate in true exchanges of information. Also, learners at this level 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.

***Novice Low Learners (Students beginning a World Language program in Gr 6 - 8):*** The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency. Students ***beginning*** a course of study in a World Language in Grades 6 - 8 will focus on identifying a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts. Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.



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### Key Performance and Benchmark Tasks/Assessments

Students will be assessed across the units and year in a variety of ways. Formative assessments will be used to gauge student understanding during the course of instruction. Summative assessments will be given to gauge student understanding of concepts or units. Benchmark assessments will gauge understanding of multiple standards at set points during the year. Alternative assessments will be available as needed depending on a student's IEP, 504 or other reason as determined by the teacher.

Below are general examples of assessments that teachers may utilize across all of the units. Assessments or graded projects specific to a particular unit will be identified in the unit. Because World Languages involves three different modes of communication, types of assessments for each mode are noted below.

**Resources for help in creating assessments**

[https://carla.umn.edu/assessment/vac/CreateUnit/p\\_1.html](https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html)

**Assessments other than paper & pencil tests See link for more info:**

[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>Formative assessments:</b> <ul style="list-style-type: none"> <li>● Students demonstrate through oral and written participation in class their level of proficiency and understanding.</li> <li>● Exit tickets (Google slides)</li> <li>● Interactive quizlets &amp; Kahoots.</li> </ul>	<b>Formative assessments:</b> <ul style="list-style-type: none"> <li>● Students will demonstrate the ability to use the target language in verbal and written modes during interactions (e.g. greetings when entering the classroom)</li> </ul>	<b>Formative assessments:</b> <ul style="list-style-type: none"> <li>● Google Docs</li> <li>● Drafts of Google slides to be used for a summative assessment</li> </ul>
<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Teacher created tests and quizzes</li> </ul>		



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- Projects relevant to the current unit.
- Rubrics created to evaluate teacher and student determined criteria for presentations.

### **Benchmark Assessments:**

- Teacher-created benchmark assessments to be given periodically during the year.

### **Alternative Assessments:**

- Teacher modifies tests, quizzes and projects based on student needs.
- Oral assessments administered in place of written when necessary.

## Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with *ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students*.

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.

[Link to World Language Accommodations and Modifications Document](#)



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### Additional Resources for to Support Planning & Instruction

NJDOE 2020 World Languages Standards Document

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

ACTFL Appendices links

<https://www.actfl.org/learn/program-review-services>

ACTFL Standards alignment to Common Core ELA

<https://www.actfl.org/sites/default/files/caep/AppendixBAlignmentCommonCoreStateStandards.pdf>

ACTFL Performance Descriptors for Language Learners

<https://www.actfl.org/resources/actfl-performance-descriptors-language-learners>

Interpersonal Perf. Desc.: [https://www.actfl.org/sites/default/files/publications/ACTFLPerformance\\_Descriptors-Interpersonal.pdf](https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors-Interpersonal.pdf)

Interpretive Perf Desc

[https://www.actfl.org/sites/default/files/publications/ACTFLPerformance\\_Descriptors-Interpretive.pdf](https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors-Interpretive.pdf)

Presentational

[https://www.actfl.org/sites/default/files/publications/ACTFLPerformance\\_Descriptors-Presentational.pdf](https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors-Presentational.pdf)

ACTFL Proficiency Guidelines

<https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>



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### UNITS OF STUDY

Grade 6	Grade 7	Grade 8
Unit 1: Classroom Communications p. 7	Unit 1: Seasons & Fashions p. 29	Unit 1: Our Spanish Speaking World p. 49
Unit 2: Global Climate Changes p. 14	Unit 2: Perfect Timing p. 36	Unit 2: The Hispanic Workforce p. 56
Unit 3: La Familia y La Casa p. 21	Unit 3: International Food & Culture p. 42	Unit 3: Pastimes & Vacations p. 63



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### Grade 6

#### G6 Unit 1: Classroom Communications

**Pacing: 10 weeks**

**Unit Summary:** This unit will connect with previous exposures to classroom and school objects, norms, and greetings. As a means to advance the interaction with the target language, increased attention is paid to *written* responses to common questions and leave takings. Moreover, the unit will focus on etiquette in the Latin American countries as it relates to terms of endearment. Teachers will also incorporate cultural elements to compare and contrast schools in the United States and Latin America. An all-inclusive final activity will challenge students to identify common classroom and school objects and venture through an online shopping experience for these items.

**Essential Questions:**

1. How does the concept of family change from one culture to another?
2. How do we respectfully ask and respond to questions in the target language?
3. How can we compare the school experience in Latin American countries and the United States?
4. How is writing in Spanish different from writing in the English language?

**Enduring Understandings:**

- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- Speakers and writers gain confidence and competence as they progress along the proficiency continuum.
- Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
- 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.

#### New Jersey Student Learning Standards

- 7.1.8.NH.IPRET.1** Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.8.NH.IPRET.3** Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.8.NH.IPRET.4** Recognize some common gestures and cultural practices associated with target culture(s).

#### Student Learning Objectives

- In addition to the performance expectations from the standards, students will be able to:**
- Use culturally authentic materials to identify and review familiar words and phrases related to classroom objects and school materials and locations discussed in previous units of study.

#### World Language Practices

- Communicate:**  
Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Cultures:**  
Learners use the language to investigate, explain and reflect on



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**7.1.8.NH.IPRET.5** Identify some unique linguistic elements in the target culture.

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

**7.1.8.NH.IPRET.7** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

**7.1.8.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.

**7.1.8.NH.IPERS.2** Ask and respond to questions on practiced topics and on information from other subjects.

**7.1.8.NH.IPERS.3** Make requests and express preferences in classroom settings and in various social situations.

**7.1.8.NH.IPERS.4** Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

**7.1.8.NH.IPERS.5** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

**7.1.8.NH.IPERS.6** Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

**7.1.8.NH.PRSNT.1** Recombine basic information at the phrase and sentence level related to everyday topics and

- Pose and respond to questions regarding who, what, and how many orally and in writing.
- Revisit and increase the complexity with using numbers through written responses as opposed to straight recitation.
- Identify classroom and school objects, norms, and communicative greetings through recursive interaction with the terminology.
- Compare and contrast terms of endearment with titles and honorifics used to denote status and respect in the Latin American culture.
- Apply proper etiquette to verbal and written commands, questions, and leave taking from the target language.
- Compose Spanish sentences with correct accent marks and punctuation from the Spanish language.

the relationship between the practices and perspectives of the cultures studied.

**Communities:**

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

**Connections:**

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.



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themes.

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

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

### Interdisciplinary Connections

**When planning instruction for this unit, teachers should note the following interdisciplinary connections and identify strategies to incorporate the connections across the unit.**

#### English-Language Arts

- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  - D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
  - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - C. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.



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- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from the information or explanation presented.
- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Career Readiness, Life Literacies & Key Skills**

- 9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

### **Comprehensive Health & Physical Education**

- 2.1.8.SSH.3 Demonstrate communication skills that will support healthy relationships.
- 2.1.8.SSH.6 Examine how culture influences the way families cope with traumatic situations, crisis, and change.
- 2.2.8.N.1 Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- 2.2.8.N.3 Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.

### **Social and Emotional Competencies & Sub-Competencies**

- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Recognize the skills needed to establish and achieve personal and educational goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Utilize positive communication and social skills to interact effectively with others.

### G6 Unit 1: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<input type="checkbox"/> Introductory lesson (etiquette) <input type="checkbox"/> Classroom objects - numbers	<input type="checkbox"/> Differences between intergenerational family	<input type="checkbox"/> ¿Como? estas, Hola, Adios, other leave taking.	<input type="checkbox"/> Question words and punctuation marks



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<ul style="list-style-type: none"> <li><input type="checkbox"/> Numbers</li> <li><input type="checkbox"/> Activity - shopping</li> <li><input type="checkbox"/> Money</li> <li><input type="checkbox"/> Basic greetings</li> <li><input type="checkbox"/> Answering in complete sentences both verbally and in writing.</li> </ul>	<p>interactions.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Differences between cultures when students use greetings in school and dress codes.</li> <li><input type="checkbox"/> Differences between parent and school responsibilities in providing school supplies, materials and facilities for students.</li> <li><input type="checkbox"/> Currency differences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Señor/Señorita</li> <li><input type="checkbox"/> Qué es/Qué color es</li> <li><input type="checkbox"/> Quien</li> <li><input type="checkbox"/> Cuantos</li> <li><input type="checkbox"/> Ask and answer questions que/quien/cuántos/hay</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Relative pronouns</li> <li><input type="checkbox"/> Interrogative sentences</li> <li><input type="checkbox"/> Descriptive adjectives</li> <li><input type="checkbox"/> Adverbs</li> <li><input type="checkbox"/> There is/there are</li> <li><input type="checkbox"/> Verb ESTAR: estas</li> <li><input type="checkbox"/> Verb SER: es</li> </ul>
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### G6 Unit 1: Instructional Materials & Resources

<p><b>Core Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Teacher created materials</li> <li>• Viva el espanol (leveled)</li> <li>• <a href="#">Newsela Spanish (various levels of text)</a></li> </ul>	<p><b>Supplemental Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Reference the <i>Realidades</i> textbook to align with the high school curriculum.</li> <li>• <a href="#">Realidades Table of Contents</a></li> <li>• Digital &amp; traditional flashcards</li> <li>• Sentence strips</li> <li>• Quizlet</li> <li>• Kahoot</li> <li>• Games</li> <li>• Roleplay</li> <li>• Projects</li> </ul>
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### G6 Unit 1: Assessments

See link for help in creating assessments



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[https://carla.umn.edu/assessment/vac/CreateUnit/p\\_1.html](https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html)

Assessments other than paper & pencil tests See link for more info: [http://education.qmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.qmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

<i><b>Interpretive Mode of Communication</b></i>	<i><b>Interpersonal Mode of Communication</b></i>	<i><b>Presentational Mode of Communication</b></i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Students demonstrate through oral and written participation in class their level of proficiency and understanding.</li> <li>● Exit tickets (Google slides)</li> <li>● Interactive quizlets &amp; Kahoots.</li> <li>● Teacher observation</li> </ul>	<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Students will demonstrate the ability to use greetings when entering the classroom.</li> <li>● Skits</li> <li>● Answering questions</li> </ul>	<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Skits</li> <li>● Student conferences</li> <li>● Draft presentations</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher created tests and quizzes</li> <li>● Projects relevant to the current unit.</li> <li>● Google slides assessments on knowledge and skills.</li> <li>● Kahoot advanced quizzes.</li> </ul>		
<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher modifies tests, quizzes and projects based on student needs.</li> <li>● Oral assessments administered in place of written when necessary.</li> <li>● Oral Proficiency Exam</li> <li>● Direct Test</li> <li>● Contextualized Assessments</li> <li>● Written exam</li> <li>● Group Projects</li> </ul>		



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### G6 Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

- [Modifications & Accommodations Menu](#)



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<b>Gr 6 Unit 2: Global Climate Changes</b>	<b>Pacing: 10 weeks</b>
<p><b>Unit Summary:</b> For this unit, students will practice their numbers through a daily recitation of the temperature and general weather patterns, using the appropriate terminology from the target language. With respect to the changing climate around the globe, students will compare and contrast weather phenomena from Latin American and United States countries. Regarding a cultural component, the origins of natural disasters will be studied with respect to the ancient beliefs of the Aztecs and Mayans. The unit will finish with the construction, composition, and articulation of a song or poem and weather report written and recorded in the target language.</p>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does climate change affect global weather patterns?</li> <li>2. How can we compare weather patterns to other regions around the world?</li> <li>3. How do we connect various weather patterns to the four seasons?</li> </ol>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Climate change impacts all cultures around the world.</li> </ul>

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p><b>7.1.8.NH.IPRET.1</b> Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p><b>7.1.8.NH.IPRET.2</b> 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><b>7.1.8.NH.IPRET.5</b> Identify some unique linguistic elements in the target culture.</p> <p><b>7.1.8.NH.IPRET.6</b> Interpret some common cultural practices associated with the target culture(s).</p> <p><b>7.1.8.NH.IPRET.7</b> Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify and practice familiar words and phrases related to numbers through a daily recording and announcement of the temperature and weather.</li> <li>• Compare and contrast the weather in the northern and southern hemispheres with appropriate descriptors from the target language.</li> <li>• Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in an article about the way ancient Latin American civilizations attributed weather activity to supernatural factors.</li> </ul>	<p><b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p><b>Cultures:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>Connections:</b></p>



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spoken, viewed and written.

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

**7.1.8.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.

**7.1.8.NH.IPERS.2** Ask and respond to questions on practiced topics and on information from other subjects.

**7.1.8.NH.IPERS.5** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

**7.1.8.NH.IPERS.6** Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

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

**7.1.8.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.

- Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written related to ancient Latin American civilizations attributed weather activity to supernatural factors..
- Explore the weather and record a weather report from the perspective of a meteorologist.
- Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on climate change.
- 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.
- Construct a song, poem, or story about the weather, seasons, and temperature terminology studies and articulated throughout the unit.
- Exchange information by recombining memorized words, phrases, and sentences on topics about weather and climate changes through one-way and two-way communications.

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

**Comparisons:**

Develop insight into the nature of language and culture in order to interact with cultural competence.

**Communities:**

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.



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### Interdisciplinary Connections

When planning instruction for this unit, teachers should note the following interdisciplinary connections and identify strategies to incorporate the connections across the unit.

#### English-Language Arts

- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  - D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
  - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - C. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - E. Establish and maintain a formal/academic style, approach, and form.
  - F. Provide a concluding statement or section that follows from the information or explanation presented.
- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



## World Language Curriculum Grade Levels 6 - 8

### Career Readiness, Life Literacies & Key Skills

- 9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

### Comprehensive Health & Physical Education

- 91.8.CHSS.7 Collaborate with other students to develop a strategy to address health issues related to climate change.

### Social and Emotional Competencies & Sub-Competencies

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.
- Demonstrate an understanding of the need for mutual respect when viewpoints differ.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.
- Develop, implement, and model effective problem-solving and critical thinking skills.
- Identify the consequences associated with one's actions in order to make constructive choices.
- Evaluate personal, ethical, safety, and civic impact of decisions.

### G6 Unit 2: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Weather - Seasons - Temperature</li> <li><input type="checkbox"/> Compare and contrast weather patterns in Latin America</li> <li><input type="checkbox"/> Months - date format in Spanish</li> <li><input type="checkbox"/> Day of the Week</li> <li><input type="checkbox"/> Recycle numbers or add numbers</li> <li><input type="checkbox"/> Climate change - hurricanes/tropical storms</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How weather influences the economy, living styles, clothing, housing, etc.</li> <li><input type="checkbox"/> Differences between the number of seasons in the U.S. and Spanish speaking countries located in the Caribbean and near the Equator</li> <li><input type="checkbox"/> Hurricanes and countries in the Caribbean</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Months - date format in Spanish</li> <li><input type="checkbox"/> Days of the Week - Hoy/Ayer/Mañana</li> <li><input type="checkbox"/> Juracan - God of Tainos</li> <li><input type="checkbox"/> Numbers up to 100</li> <li><input type="checkbox"/> Expressions about different types of weather: hace sol, hace calor, llueve, nieva, hace viento, and others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify some unique linguistic elements.</li> <li><input type="checkbox"/> When speaking and writing, use simple sentences and try to connect them with a few transition words.</li> <li><input type="checkbox"/> Capitalization</li> <li><input type="checkbox"/> Punctuation</li> <li><input type="checkbox"/> Interrogative words</li> <li><input type="checkbox"/> Verb SER: es/son</li> <li><input type="checkbox"/> Verb HACER: hace</li> <li><input type="checkbox"/> Adverbs : muy/mucho</li> <li><input type="checkbox"/> Impersonal verbs: llover, nevar</li> </ul>



## World Language Curriculum Grade Levels 6 - 8

- |  |   |  |
|--|---|--|
|  | <input type="checkbox"/> Contrast the start of the week (Monday vs Sunday). |  |
|--|---|--|

### G6 Unit 2: Instructional Materials & Resources

#### Core Instructional Materials

- Teacher created materials
- Informational texts on weather/ancient Latin American civilization
- Hands-On Heritage Series: INCA AZTEC MAYA
- Maps

#### Supplemental Instructional Materials

- Google Classroom
- Flipgrid
- [Newsela Spanish](#)
- Note: Climate change and emergence of hurricanes and how it affects the Latin American countries (Cancun)
- vimeo.com

### G6 Unit 2: Assessments

See link for help in creating assessments

[https://carla.umn.edu/assessment/vac/CreateUnit/p\\_1.html](https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html)

*Assessments other than paper & pencil tests See link for more info: [http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)*

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>Formative assessments:</b> <ul style="list-style-type: none"> <li>● Students demonstrate through oral and written participation in class their level of proficiency and understanding.</li> </ul>	<b>Formative assessments:</b> <ul style="list-style-type: none"> <li>● Observations of students engaged in conversation about climate change and weather.</li> </ul>	<b>Formative assessments:</b> <ul style="list-style-type: none"> <li>● Draft presentations</li> <li>● Student conferences</li> <li>● Present idea/Concept</li> </ul>



## World Language Curriculum Grade Levels 6 - 8

- Observation of students engaging with materials and other people
- Class conversations
- Exit tickets (Google slides)
- Interactive quizlets & Kahoots.
- Thumbs up/thumbs down
- Stop/Go
- Exit/Entrance Ticket
- Whiteboards
- Four corners
- Sequence cards
- Mini quizzes
- Student self assessment
- Summary of learning checks.
- Reading/listening comprehension

- Students use related vocabulary to describe different types of weather
- Spontaneous speaking
- Speed Speaking
- Think Pair Share
- Cold Calls
- Anticipatory Set
- Dialogues
- Self-Evaluation
- Describe seasons in the U.S. and Spanish speaking countries

- Speaking Entrance/Exit
- Singing
- Reciting Chants/Songs
- Group presentation

### **Summative Assessments:**

- Students make their own calendar and presentation on Flipgrid.
- Students create a VLOG or video/multimedia presentation of a weather forecast.
- Performance Tasks
- Oral Proficiency Assessment
- Word identification assessments

### **Alternative Assessments:**

- See menu choice depending on student needs
- Teacher modifies tests, quizzes and projects based on student needs.
- Oral assessments administered in place of written when necessary.
- Oral Proficiency Exam
- Direct Test
- Contextualized Assessments
- Written exam



## World Language Curriculum Grade Levels 6 - 8

- Group Projects

### G6 Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

- [Modifications & Accommodations Menu](#)



## World Language Curriculum Grade Levels 6 - 8

<b>G6 Unit 3: La Familia y La Casa</b>	<b>Pacing: 10 weeks</b>
<p><b>Unit Summary:</b> This unit connects with previous interactions with family and household terminology and extends these topics through increased presentational expectations. At the onset, students will ask and respond to questions related to the location of common family members and rooms in a typical house or apartment. There will be cultural connections to the Mexican artist Frida Kahlo through a virtual tour of her home. To expand upon this interaction, students will create their own artistic rendition of a house or living space, whether through artwork or virtual means, to use as a reference to communicate about the locations of people and things in these settings.</p>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are the similarities and differences between houses in Latin America and the United States?</li> <li>2. What are the external features of houses and other living areas?</li> </ol>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>• Cultures around the world share similarities and differences surrounding homelife.</li> </ul>

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p><b>7.1.8.NH.IPRET.1</b> Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p><b>7.1.8.NH.IPRET.2</b> 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><b>7.1.8.NH.IPRET.3</b> Respond and act on a series of oral and written instructions, directions, and commands.</p> <p><b>7.1.8.NH.IPRET.4</b> Recognize some common gestures and cultural practices associated with target culture(s).</p> <p><b>7.1.8.NH.IPRET.5</b> Identify some unique linguistic elements in</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify familiar words about family members and home objects, rooms, and locations to utilize them in interpersonal and interactive situations.</li> <li>• Understand and interpret the main ideas from a video and informational texts about the Mexican artist Frida Kahlo.</li> <li>• Infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases and short sentences related to the life of Mexican artist Frida Kahlo.</li> </ul>	<p><b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p><b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p><b>Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized</p>



## World Language Curriculum Grade Levels 6 - 8

the target culture.

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

**7.1.8.NH.IPRET.7** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

**7.1.8.NH.IPERS.3** Make requests and express preferences in classroom settings and in various social situations.

**7.1.8.NH.IPERS.5** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

**7.1.8.NH.IPERS.6** Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

**7.1.8.NH.PRSNT.1** Recombine basic information at the phrase and sentence level related to everyday topics and themes.

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

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

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

**7.1.8.NH.PRSNT.5** When speaking and writing, use simple

- Respond and act on a series of oral and written instructions, directions, and commands related to the location of a family member, pet, or object located in a house.
- Recombine basic information at the phrase and sentence level related to descriptions about objects related to the home environment.
- Through a tour of a virtual house and its rooms, describe orally and in writing the sites and settings with the appropriate descriptive language.
- Create and present an artistic rendition, e.g. diorama or virtual home, of a house to reference where family members are located, using verbs and descriptors from the target language.

world.

**Connections:**

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.



## World Language Curriculum Grade Levels 6 - 8

sentences and try to connect them with a few transition words.

### Interdisciplinary Connections

**When planning instruction for this unit, teachers should note the following interdisciplinary connections and identify strategies to incorporate the connections across the unit.**

#### English-Language Arts

- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
  - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - C. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - E. Establish and maintain a formal/academic style, approach, and form.
  - F. Provide a concluding statement or section that follows from the information or explanation presented.
- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



## World Language Curriculum Grade Levels 6 - 8

- SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - B. Use intensive pronouns (e.g., myself, ourselves).
  - C. Recognize and correct inappropriate shifts in pronoun number and person.
  - D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

### Visual Arts

- 1.5.8.Cr.2.C Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- 1.5.8.Cr.3.A Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
- 1.5.8.Pr.5.A Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.8.Re.7.A Explain how a person's aesthetic choices are influenced **by culture and environment**, and how they impact the way in which visual messages are perceived and conveyed.

### Career Readiness, Life Literacies & Key Skills

- 9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

### Comprehensive Health & Physical Education

- 2.1.8.SSH.3 Demonstrate communication skills that will support healthy relationships.
- 2.1.8.SSH.6 Examine how culture influences the way families cope with traumatic situations, crisis, and change.

### Social and Emotional Competencies & Sub-Competencies

- Recognize one's personal traits, strengths, and limitations.
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
- Recognize and identify the thoughts, feelings, and perspectives of others.
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.
- Demonstrate an understanding of the need for mutual respect when viewpoints differ.

### G6 Unit 3: Core Unit Content

G6 Unit 3: Core Unit Content			
<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>



## World Language Curriculum Grade Levels 6 - 8

<ul style="list-style-type: none"><li><input type="checkbox"/> Family members</li><li><input type="checkbox"/> Descriptive Words</li><li><input type="checkbox"/> Singular/subject pronouns</li><li><input type="checkbox"/> Plural</li><li><input type="checkbox"/> Pets</li><li><input type="checkbox"/> Big activity</li><li><input type="checkbox"/> Colors</li><li><input type="checkbox"/> Vocabulary related to the home.</li><li><input type="checkbox"/> Types of furniture found in the home</li><li><input type="checkbox"/> Names of rooms in the home</li><li><input type="checkbox"/> Common household items used in each room</li><li><input type="checkbox"/> Characteristics of a home</li><li><input type="checkbox"/> The structures necessary to:<ul style="list-style-type: none"><li><input type="checkbox"/> Describe homes</li><li><input type="checkbox"/> Describe the contents of homes:</li><li><input type="checkbox"/> Memorized and frequently practiced questions related to:<ul style="list-style-type: none"><li><input type="checkbox"/> Rooms in the home</li><li><input type="checkbox"/> Additional places</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Tell and retell stories about different types of families.</li><li><input type="checkbox"/> Compare and contrast house structure in the USA and in Latin American countries</li><li><input type="checkbox"/> Learn about a famous Mexican artist.<ul style="list-style-type: none"><li><input type="checkbox"/> Virtual tour - La Casa de Frida</li><li><input type="checkbox"/> Background of Frida Kahlo</li></ul></li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> La Familia y La Casa</li><li><input type="checkbox"/> Donde esta...?</li><li><input type="checkbox"/> Rooms, e.g. cocina, dormitorio, baño, sala, patio, garaje</li><li><input type="checkbox"/> Colors</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Paragraph writing</li><li><input type="checkbox"/> Use of simple sentences and trying to connect them with a few transition words.</li><li><input type="checkbox"/> Recombine basic information at the phrase and sentence level.</li><li><input type="checkbox"/> Nouns</li><li><input type="checkbox"/> Singular/Plural</li><li><input type="checkbox"/> Possessive adjective: mi</li><li><input type="checkbox"/> Descriptive adjectives</li><li><input type="checkbox"/> Verb ESTAR: esta/estan</li><li><input type="checkbox"/> Verb SER: es/son</li><li><input type="checkbox"/> Verb TENER: tiene</li><li><input type="checkbox"/> Hay</li></ul>
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## World Language Curriculum Grade Levels 6 - 8

### G6 Unit 3: Instructional Materials & Resources

#### Core Instructional Materials

- Teacher created materials
- Visuals
- Video clips
- Viva el español

#### Supplemental Instructional Materials

- Google Classroom
- [Museo Frida Kahlo](#)
- [TED ED - Frida Kahlo Video](#)
- Picture storybooks about families as launch to tell and retell stories such as:
  - [Abuela by Arthur Dorros](#)
  - [Dreamers by Yuyi Morales](#)
  - [Separate is Never Equal by Sylvia Mendez](#)
- Realidades
- Newsela Spanish

### G6 Unit 3: Assessments

See link for help in creating assessments

[https://carla.umn.edu/assessment/vac/CreateUnit/p\\_1.html](https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html)

*Assessments other than paper & pencil tests See link for more info: [http://education.qmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.qmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)*

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>Formative assessments:</b> <ul style="list-style-type: none"> <li>• Observation of students engaging with materials and other people</li> <li>• Class conversations surrounding material studied in class</li> </ul>	<b>Formative assessments:</b> <ul style="list-style-type: none"> <li>• Observations of students engaging with others in the classroom.</li> <li>• Students Projects</li> <li>•</li> </ul>	<b>Formative assessments:</b> <ul style="list-style-type: none"> <li>• Draft presentations</li> <li>• Student conferences</li> <li>• Students presentations</li> </ul>



## World Language Curriculum Grade Levels 6 - 8

- Interactive quizlets & Kahoots.
- Thumbs up/thumbs down
- Stop/Go
- Exit/Entrance Ticket
- Whiteboards
- Four corners
- Sequence cards
- Mini quizzes
- Student self assessment
- Summary of learning checks.
- Reading/listening comprehension

### **Summative Assessments:**

- Students retell a story in the target language.
- Assessments related to target vocabulary in the target language.
- Multimedia presentation about their own family or one they imagine.
- My dream house
- Performance Tasks
- Oral Proficiency Assessment
- Word identification assessments

### **Benchmark Assessment:**

- Teacher-created assessment on the big cultural concepts, vocabulary and grammar that students should know by the end of the year.

### **Alternative Assessments:**

- See menu choice depending on student needs for the unit.
- <https://docs.google.com/spreadsheets/d/14tVHHoYBmkPtdh5AvNabhjYY55BxCbvUAx8bVhSSIW0/edit#gid=361467160>
- Teacher modifies tests, quizzes and projects based on student needs.
- Oral assessments administered in place of written when necessary.
- Oral Proficiency Exam
- Direct Test



## World Language Curriculum Grade Levels 6 - 8

- Contextualized Assessments
- Written exam
- Group Projects

### G6 Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

- [Modifications & Accommodations Menu](#)



## World Language Curriculum Grade Levels 6 - 8

### Grade 7

<b>G7 Unit 1: Seasons &amp; Fashions</b>	<b>Pacing: 8 weeks</b>
<p><b>Unit Summary:</b> At the onset of this unit, there will be a review of weather and clothing terminology. The unit will expand upon that original learning as students will describe items of clothing at the sentence level through structured dialogue. They will also ask and respond to questions about clothing with numbers that go into the hundreds as opposed to the lower counting that occurred in the elementary grades. Culturally speaking, the unit will transport students to the famous flea market in Spain for students to emulate this commerce through their own version of a classroom market.</p>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Which verbs can I use to identify likes and dislikes?</li> <li>2. How does shopping compare in Europe v. The United States?</li> <li>3. How does weather influence clothing selection?</li> </ol>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</li> <li>• 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.</li> </ul>

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p><b>7.1.8.NH.IPRET.1</b> Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p><b>7.1.8.NH.IPRET.2</b> 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><b>7.1.8.NH.IPRET.4</b> Recognize some common gestures and cultural practices associated with target culture(s).</p> <p><b>7.1.8.NH.IPRET.5</b> Identify some unique linguistic elements in the target culture.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Express likes and dislikes in the target language.</li> <li>• Connect weather patterns with the appropriate clothing.</li> <li>• Understand the main idea of short paragraphs from reading about clothing and weather in the target language.</li> </ul>	<p><b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p><b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p><b>Communities:</b> Learners use the language both within and beyond the classroom to</p>



## World Language Curriculum Grade Levels 6 - 8

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

**7.1.8.NH.IPRET.7** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

**7.1.8.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.

**7.1.8.NH.IPERS.2** Ask and respond to questions on practiced topics and on information from other subjects.

**7.1.8.NH.IPERS.3** Make requests and express preferences in classroom settings and in various social situations.

**7.1.8.NH.IPERS.5** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

**7.1.8.NH.PRSNT.1** Recombine basic information at the phrase and sentence level related to everyday topics and themes.

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

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

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

- Describe items of clothing at the sentence level through structured dialogue.
- Ask and respond to questions with clothing and numbers, which will extend into the hundreds.
- Design a wardrobe, closet, or store with artifacts and describe these items with the correct linguistic terminology.

interact and collaborate in their community and the globalized world.



## World Language Curriculum Grade Levels 6 - 8

### Interdisciplinary Connections

**When planning instruction for this unit, teachers should note the following interdisciplinary connections and identify strategies to incorporate the connections across the unit.**

#### English-Language Arts

- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
  - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - E. Establish and maintain a formal academic style, approach, and form.
  - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.



## World Language Curriculum Grade Levels 6 - 8

- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### Career Readiness, Life Literacies & Key Skills

- 9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

### Social and Emotional Competencies & Sub-Competencies

- Demonstrate an awareness of the expectations for social interactions in a variety of settings.
- Utilize positive communication and social skills to interact effectively with others.
- Identify who, when, where, or how to seek help for oneself or others when needed.

### G7 Unit 1: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Clothing</li> <li><input type="checkbox"/> Commerce</li> <li><input type="checkbox"/> Recycle weather with seasons and clothing, e.g. invierno - chaqueta</li> <li><input type="checkbox"/> Pair clothing with seasons and describe uses</li> <li><input type="checkbox"/> Numbers</li> <li><input type="checkbox"/> Colors</li> <li><input type="checkbox"/> Design a wardrobe, closet, or store</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The shopping experience in the U.S Malls versus the small stores in cities of Spanish speaking countries</li> <li><input type="checkbox"/> El Rastro in Spain</li> <li><input type="checkbox"/> The value of the U.S dollar compared to the value of the currency in Latin American countries</li> <li><input type="checkbox"/> Comparing and contrasting prices and types of clothing in the U.S. with those of Spanish speaking countries located in the Caribbean or by the Equator</li> <li><input type="checkbox"/> Clothing shopping via</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review of weather expressions and seasons</li> <li><input type="checkbox"/> Clothing</li> <li><input type="checkbox"/> Colors</li> <li><input type="checkbox"/> Numbers</li> <li><input type="checkbox"/> Verb llevar</li> <li><input type="checkbox"/> Questions with ¿Cuántos?</li> <li><input type="checkbox"/> El Rastro in Spain</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adjectives</li> <li><input type="checkbox"/> Ser - singular, plural</li> <li><input type="checkbox"/> Ir</li> <li><input type="checkbox"/> Articles</li> <li><input type="checkbox"/> Verb llevar</li> <li><input type="checkbox"/> Verb in the first person singular</li> <li><input type="checkbox"/> Nouns</li> <li><input type="checkbox"/> Interrogative Que?</li> <li><input type="checkbox"/> Personal pronoun “yo”</li> <li><input type="checkbox"/> Cardinal numbers</li> </ul>



## World Language Curriculum Grade Levels 6 - 8

	Internet		
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G7 Unit 1: Instructional Materials & Resources	
<p><b>Core Instructional Materials</b></p> <ul style="list-style-type: none"> <li>● Teacher created materials</li> <li>● Series viva el espanol</li> <li>● <a href="#">Newsela Spanish (various levels of text)</a></li> <li>● <a href="http://www.spanishspanish.com">www.spanishspanish.com</a></li> <li>● <a href="http://www.digitaldialcts.com">www.digitaldialcts.com</a></li> <li>● <a href="http://www.fluentu.com">www.fluentu.com</a></li> </ul>	<p><b>Supplemental Instructional Materials</b></p> <ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● Newsela and ReadWorks for Spanish interpreted articles</li> <li>● Reference the <i>Realidades</i> textbook to align with the high school curriculum.</li> <li>● <a href="#">Realidades Table of Contents</a></li> <li>● Expresate!</li> <li>● <a href="#">El Rastro - Madrid</a></li> </ul>

G7 Unit 1: Assessments		
<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Students demonstrate through oral and written participation in class their level of proficiency and understanding.</li> <li>● Exit tickets (Google slides)</li> <li>● Interactive quizlets &amp; Kahoots.</li> <li>● Thumbs up/thumbs down</li> </ul>	<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Students will demonstrate the ability to use clothing vocabulary to describe and name clothing.</li> <li>● Spontaneous speaking</li> <li>● Speed Speaking</li> <li>● Think Pair Share</li> </ul>	<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Role Playing</li> <li>● Present idea/Concept</li> <li>● Speaking Entrance/Exit</li> <li>● Singing</li> <li>● Reciting Chants/Songs</li> <li>● Group</li> </ul>



## World Language Curriculum Grade Levels 6 - 8

- Stop/Go
- Exit/Entrance Ticket
- Whiteboards
- Four corners
- Sequence cards
- Mini quizzes
- Student self assessment
- Summary of learning checks.
- Reading/listening comprehension checks

- Cold Calls
- Anticipatory Set
- Dialogues
- Self-Evaluation
- Describing the “appropriate” wardrobe for a specific type of weather

- Skits
- Students dialogues: Ex. Store owner and client
- Describe clothes for a specific occasion
- Design favorite attire

### **Summative Assessments:**

- Teacher created tests and quizzes
- Projects relevant to the current unit.
- Students retell a story in the target language.
- Assessments related to target vocabulary in the target language.
- Multimedia presentation about clothing
- Wardrobe Summative

### **Alternative Assessments:**

- Teacher modifies tests, quizzes and projects based on student needs.
- Oral assessments administered in place of written when necessary.
- Oral Proficiency Exam
- Direct Test
- Contextualized Assessments
- Written exam
- Group Projects

## G7 Unit 1: Accommodations & Modifications



## World Language Curriculum Grade Levels 6 - 8

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

- [Modifications & Accommodations Menu](#)



## World Language Curriculum Grade Levels 6 - 8

<b>G7 Unit 2: Perfect Timing</b>	<b>Pacing: 10 weeks</b>
<p><b>Unit Summary:</b> Students will review how to tell time on an analog clock and correctly use numbers to accurately express the time. To expand on this earlier skill, students will use transition words and more specific descriptions of the time of day through interpersonal engagement. Moving forward, students will design a daily routine, which will be used as fuel for student-to-student conversations in the target language about classes, teachers, school subjects, and meals. All communication in this unit requires students to describe this personal information through structured dialogue at the sentence level.</p>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does the concept of time differ from one culture to another?</li> <li>2. How does one build and interpret a schedule in the target language?</li> </ol>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Learners recognize and identify a few typical practices of the target culture.</li> </ul>

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p><b>7.1.8.NH.IPRET.1</b> Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p><b>7.1.8.NH.IPRET.4</b> Recognize some common gestures and cultural practices associated with target culture(s).</p> <p><b>7.1.8.NH.IPRET.5</b> Identify some unique linguistic elements in the target culture.</p> <p><b>7.1.8.NH.IPRET.6</b> Interpret some common cultural practices associated with the target culture(s).</p> <p><b>7.1.8.NH.IPERS.1</b> 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><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Review how to tell time on an analog clock and expand that process more terminology related to times of day.</li> <li>• Respond to written instruction, directions, and commands about telling time and school subjects using appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language.</li> <li>• Utilize transition words in interpretive and interpersonal communications.</li> </ul>	<p><b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p><b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p><b>Connections:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>



## World Language Curriculum Grade Levels 6 - 8

**7.1.8.NH.IPERS.2** Ask and respond to questions on practiced topics and on information from other subjects.

**7.1.8.NH.IPERS.3** Make requests and express preferences in classroom settings and in various social situations.

**7.1.8.NH.IPERS.4** Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

**7.1.8.NH.IPERS.5** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

**7.1.8.NH.PRSNT.1** Recombine basic information at the phrase and sentence level related to everyday topics and themes.

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

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

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

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

- Build a schedule and share with a partner to interpret their schedule through phrases and sentences from the target language.
- Describe school subjects, classes, and meals through structured dialogue at the sentence level.
- Tell or retell a story about a day in the life of someone using age- and level-appropriate, culturally authentic materials orally or in writing.

**Cultures:**

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

### Interdisciplinary Connections



## World Language Curriculum Grade Levels 6 - 8

**When planning instruction for this unit, teachers should note the following interdisciplinary connections and identify strategies to incorporate the connections across the unit.**

### **English-Language Arts**

- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
  - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - E. Establish and maintain a formal academic style, approach, and form.
  - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### **Career Readiness, Life Literacies & Key Skills**



## World Language Curriculum Grade Levels 6 - 8

- 9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

### **Comprehensive Health & Physical Education**

- 2.1.8.SSH.3 Demonstrate communication skills that will support healthy relationships.
- 2.2.8.N.1 Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- 2.2.8.N.3 Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.

### **Social and Emotional Competencies & Sub-Competencies**

- Demonstrate an awareness of the expectations for social interactions in a variety of settings.
- Utilize positive communication and social skills to interact effectively with others.

### G7 Unit 2: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Telling Time in Spanish</li> <li><input type="checkbox"/> Time expression</li> <li><input type="checkbox"/> Review how to tell time</li> <li><input type="checkbox"/> Classes</li> <li><input type="checkbox"/> School subjects</li> <li><input type="checkbox"/> Meals; mealtimes</li> <li><input type="checkbox"/> Time in other countries</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Daily routines</li> <li><input type="checkbox"/> The meaning of “la hora latina”</li> <li><input type="checkbox"/> La siesta</li> <li><input type="checkbox"/> Comparing and contrasting lunch as the main meal of the day in Spanish speaking countries with dinner in the U.S</li> <li><input type="checkbox"/> The concept of “jornada única” in Latin American schools</li> <li><input type="checkbox"/> The 24-hour time system</li> <li><input type="checkbox"/> “La tarde” and its variations when defining the line</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Media noche</li> <li><input type="checkbox"/> Medio día</li> <li><input type="checkbox"/> En punto</li> <li><input type="checkbox"/> Cuarto, medio</li> <li><input type="checkbox"/> Minutos</li> <li><input type="checkbox"/> Times of day - mañana, tarde, noche</li> <li><input type="checkbox"/> ¿Que hora es?</li> <li><input type="checkbox"/> La rutina diaria</li> <li><input type="checkbox"/> Meals - mealtimes - sobremesa</li> <li><input type="checkbox"/> La siesta - time in other countries</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sentence Structure</li> <li><input type="checkbox"/> Common and proper nouns</li> <li><input type="checkbox"/> Singular and plural</li> <li><input type="checkbox"/> The interrogative Que?</li> <li><input type="checkbox"/> Ser: es/son</li> <li><input type="checkbox"/> Cardinal numbers</li> </ul>



## World Language Curriculum Grade Levels 6 - 8

between “afternoon” and  
“evening”

### G7 Unit 2: Instructional Materials & Resources

#### Core Instructional Materials

- Teacher created materials
- Viva el español series
- SPANISH Elementary by Carson-Dellosa Publishing
- [https://www.youtube.com/watch?v=e\\_hHJ1sAkow](https://www.youtube.com/watch?v=e_hHJ1sAkow)
- <https://www.youtube.com/watch?v=IQhugB3CNYU>
- <https://121spanish.com/numbers-in-spanish>

#### Supplemental Instructional Materials

- Google Classroom
- Newsela Spanish
- Reference the *Realidades* textbook to align with the high school curriculum.
- [Realidades Table of Contents](#)
- Expresate!

### G7 Unit 2: Assessments

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>Formative assessments:</b> <ul style="list-style-type: none"> <li>● Interactive quizlets &amp; Kahoots.</li> <li>● Thumbs up/thumbs down</li> <li>● Stop/Go</li> <li>● Exit/Entrance Ticket</li> <li>● Whiteboards</li> <li>● Four corners</li> </ul>	<b>Formative assessments:</b> <ul style="list-style-type: none"> <li>● Students will demonstrate the ability to use tell time in Spanish.</li> <li>● Spontaneous speaking</li> <li>● Speed Speaking</li> <li>● Think Pair Share</li> <li>● Cold Calls</li> </ul>	<b>Formative assessments:</b> <ul style="list-style-type: none"> <li>● Role Playing</li> <li>● Present idea/Concept</li> <li>● Speaking Entrance/Exit</li> <li>● Singing</li> <li>● Reciting Chants/Songs</li> <li>● Project: Daily Routine</li> </ul>



## World Language Curriculum Grade Levels 6 - 8

- Sequence cards
- Mini quizzes
- Student self assessment
- Summary of learning checks.
- Reading/listening comprehension checks

- Anticipatory Set
- Watch Time Activity

- Skits/Oral dialogues
- Surveys

### **Summative Assessments:**

- Time Telling Oral Exam
- Time Telling written exam
- Reading Comprehension Siesta

### **Alternative Assessments:**

- Teacher modifies tests, quizzes and projects based on student needs.
- Oral assessments administered in place of written when necessary.
- Oral Proficiency Exam
- Direct Test
- Contextualized Assessments
- Written exam
- Group Projects

### **G7 Unit 2: Accommodations & Modifications**

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

- [Modifications & Accommodations Menu](#)



## World Language Curriculum Grade Levels 6 - 8

<b>G7 Unit 3: International Food &amp; Culture</b>	<b>Pacing: 10 weeks</b>
<p><b>Unit Summary:</b> The unit on foods and culture will begin with a review of foods, fruits, and vegetables and continue at a more sophisticated level as students interact in a restaurant setting through a role playing activity. Within these interactions, students will learn the cultural implications of food in the target culture. As an all-inclusive final project, they will collaboratively create an international food menu and for a professional occasion that includes a variety of cultures and nationalities.</p>	
<p><b>Essential Question:</b></p> <ol style="list-style-type: none"> <li>1. How does food influence a culture?</li> <li>2. What does visiting a Spanish-speaking restaurant look like?</li> <li>3. What food can I order in a Latino restaurant?</li> </ol>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</li> <li>• Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> </ul>

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p><b>7.1.8.NH.IPRET.1</b> Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p><b>7.1.8.NH.IPRET.2</b> 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><b>7.1.8.NH.IPRET.4</b> Recognize some common gestures and cultural practices associated with target culture(s).</p> <p><b>7.1.8.NH.IPRET.5</b> Identify some unique linguistic elements in the target culture.</p> <p><b>7.1.8.NH.IPRET.6</b> Interpret some common cultural practices associated with the target culture(s).</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Label the foods and meals that are customarily eaten in the native and target cultures.</li> <li>• Identify and discuss foods and beverages for breakfast, lunch, and dinner.</li> <li>• Select the national and international foods that are most important to world culture.</li> <li>• Compare the prefixes, suffixes, and root words used in the native and target languages.</li> <li>• Create a food menu for a professional occasion that includes a variety of cultures and nationalities.</li> </ul>	<p><b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p><b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p><b>Connections:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>



## World Language Curriculum Grade Levels 6 - 8

**7.1.8.NH.IPRET.7** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

**7.1.8.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.

**7.1.8.NH.IPERS.2** Ask and respond to questions on practiced topics and on information from other subjects.

**7.1.8.NH.IPERS.3** Make requests and express preferences in classroom settings and in various social situations.

**7.1.8.NH.IPERS.4** Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

**7.1.8.NH.IPERS.5** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

**7.1.8.NH.PRSNT.1** Recombine basic information at the phrase and sentence level related to everyday topics and themes.

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

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

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

- Indicate the food/drink item from a list of vocabulary words associated with the unit or from previous units.
- Participate in a role play scenario where students make requests and express preferences when ordering food at a restaurant using only words and phrases from the target language.

**Cultures:**  
Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.



## World Language Curriculum Grade Levels 6 - 8

### Interdisciplinary Connections

When planning instruction for this unit, teachers should note the following interdisciplinary connections and identify strategies to incorporate the connections across the unit.

#### English-Language Arts

- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
  - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - E. Establish and maintain a formal academic style, approach, and form.
  - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.



## World Language Curriculum Grade Levels 6 - 8

- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### **Career Readiness, Life Literacies & Key Skills**

- 9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

### **Comprehensive Health & Physical Education**

- 2.1.8.SSH.3 Demonstrate communication skills that will support healthy relationships.
- 2.2.8.N.1 Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- 2.2.8.N.3 Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.

### **Social and Emotional Competencies & Sub-Competencies**

- Recognize the importance of self-confidence in handling daily tasks and challenges.
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills.

### G7 Unit 3: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Meals (recycle)</li> <li><input type="checkbox"/> Foods, fruits, vegetables</li> <li><input type="checkbox"/> Restaurant words               <ul style="list-style-type: none"> <li><input type="checkbox"/> Menu - parts of the menu</li> <li><input type="checkbox"/> Fork, knife, plate, napkin, cup</li> </ul> </li> <li><input type="checkbox"/> Polite Words and Greetings</li> <li><input type="checkbox"/> Numbers + Money</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cultural presentation of foods typical of specific Spanish speaking countries</li> <li><input type="checkbox"/> Menus of different ethnic restaurants: chinese, greek, american, cuban</li> <li><input type="checkbox"/> Culture highlights of the mexican and colombian cuisine</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> El restaurante               <ul style="list-style-type: none"> <li><input type="checkbox"/> Que quieres</li> <li><input type="checkbox"/> Que te gusta</li> </ul> </li> <li><input type="checkbox"/> Numbers + Money ¿Cuanto?</li> <li><input type="checkbox"/> ¿Desayuno o almuerzo?</li> <li><input type="checkbox"/> Servicios, fork, knife, plate, napkin, cup</li> <li><input type="checkbox"/> Me gustan/me encantan</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Present tense of ir verbs</li> <li><input type="checkbox"/> Prefixes</li> <li><input type="checkbox"/> Suffixes</li> <li><input type="checkbox"/> Root words</li> <li><input type="checkbox"/> Nouns</li> <li><input type="checkbox"/> Adjectives</li> <li><input type="checkbox"/> Verbs: querer/gustar</li> <li><input type="checkbox"/> Objective pronoun</li> <li><input type="checkbox"/> Sentence construction</li> </ul>



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<ul style="list-style-type: none"> <li><input type="checkbox"/> Role playing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Common foods in Spanish speaking countries: las empanadas/ los tamales</li> <li><input type="checkbox"/> Typical food of Spain: la paella and its ingredients</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Descriptive words, e.g. delicioso, salado, pecante, sobroso</li> <li><input type="checkbox"/> Buenos días/Buenas tardes</li> <li><input type="checkbox"/> Bienvenidos! ¿Cómo está?/Cómo estan?</li> <li><input type="checkbox"/> Gracias!</li> <li><input type="checkbox"/> Por nada/por favor</li> <li><input type="checkbox"/> propina/la cuenta</li> <li><input type="checkbox"/> mesero(a)/camarero(a)</li> <li><input type="checkbox"/> Main meals/desserts/drinks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interrogative pronoun Que?</li> <li><input type="checkbox"/> esta/estan</li> <li><input type="checkbox"/> Accent marks</li> <li><input type="checkbox"/> masculine/femenine</li> </ul>
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### G7 Unit 3: Instructional Materials & Resources

<p><b>Core Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Teacher created materials</li> <li>• Expresate!</li> <li>• Series Viva el espanol</li> <li>• Video clips related to the topic</li> <li>• <a href="http://www.digitaldialects.com">www.digitaldialects.com</a></li> <li>• <a href="http://www.spanishspanish.com">www.spanishspanish.com</a></li> <li>• <a href="https://www.youtube.com/watch?v=6r7_xWb_Bd8">https://www.youtube.com/watch?v=6r7_xWb_Bd8</a></li> <li>• <a href="https://www.youtube.com/watch?v=nE21D5kR21s">https://www.youtube.com/watch?v=nE21D5kR21s</a></li> </ul>	<p><b>Supplemental Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Newsela Spanish</li> <li>• Reference the <i>Realidades</i> textbook to align with the high school curriculum.</li> <li>• <a href="#">Realidades Table of Contents</a></li> </ul>
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### G7 Unit 3: Assessments

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
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## World Language Curriculum Grade Levels 6 - 8

<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Students participation</li> <li>● Teacher observation</li> <li>● Thumbs up/thumbs down</li> <li>● Stop/Go</li> <li>● Exit/Entrance Ticket</li> <li>● Whiteboards</li> <li>● Four corners</li> <li>● Sequence cards</li> <li>● Mini quizzes</li> <li>● Student self assessment</li> <li>● Summary of learning checks.</li> <li>● Reading/listening comprehension checks</li> <li>● Listening</li> </ul>	<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Students will demonstrate the ability to communicate at a restaurant</li> <li>● Spontaneous speaking</li> <li>● Speed Speaking</li> <li>● Think Pair Share</li> <li>● Cold Calls</li> <li>● Anticipatory Set</li> <li>● Watch Time Activity</li> </ul>	<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Creation of a menu using Google slides or docs or other online photo/flier creator</li> <li>● Structured Speaking Activity</li> <li>● Role Play</li> <li>● Projects/ Presentations</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Create a food menu using target language.</li> <li>● Listening comprehension</li> <li>● Oral Proficiency Exam</li> <li>● Rubrics</li> </ul>		
<p><b>Benchmark Assessment:</b> <i>Students create a Restaurant Menu in the target language and role play how to order in a Spanish speaking restaurant.</i></p>		
<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher modifies tests, quizzes and projects based on student needs.</li> </ul>		



## World Language Curriculum Grade Levels 6 - 8

- Oral assessments administered in place of written when necessary.
- Oral Proficiency Exam
- Direct Test
- Contextualized Assessments
- Written exam
- Group Projects

### G7 Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

- [Modifications & Accommodations Menu](#)



## World Language Curriculum Grade Levels 6 - 8

### Grade 8

<b>G8 Unit 1: Our Spanish Speaking World</b>	<b>Pacing: 8 weeks</b>
<p><b>Unit Summary:</b> In this unit, students will consider the international importance of the Spanish language. They will then learn to recognize and locate the geographical locations, e.g. North, Central, South America, the Caribbean, and Europe, where Spanish is commonly spoken. In terms of a final project, students will present their findings, both orally and in writing, about influential Hispanic Americans as a means to engage with the presentational mode of Spanish learning.</p>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why is it important to learn Spanish?</li> </ol>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> </ul>

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p><b>7.1.8.NH.IPRET.3</b> Respond and act on a series of oral and written instructions, directions, and commands.</p> <p><b>7.1.8.NH.IPRET.4</b> Recognize some common gestures and cultural practices associated with target culture(s).</p> <p><b>7.1.8.NH.IPRET.5</b> Identify some unique linguistic elements in the target culture.</p> <p><b>7.1.8.NH.IPRET.6</b> Interpret some common cultural practices associated with the target culture(s).</p> <p><b>7.1.8.NH.IPRET.8</b> Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Identify the geographical locations of Spanish-speaking countries, i.e. North, Central, and South America.</li> <li>● Explain the importance of influential Hispanic Americans.</li> <li>● Evaluate the appearances of current social figures who are then revealed for their achievements using words from the target language.</li> <li>● Locate places on a map using the target language.</li> <li>● Practice the correct form, either masculine or feminine, when one expresses information about</li> </ul>	<p><b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p><b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p><b>Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>



## World Language Curriculum Grade Levels 6 - 8

**7.1.8.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.

**7.1.8.NH.IPERS.2** Ask and respond to questions on practiced topics and on information from other subjects.

**7.1.8.NH.IPERS.5** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

**7.1.8.NH.IPERS.6** Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

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

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

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

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

**7.1.8.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.

people and nationalities.

- Compare and contrast the technological and literacy resources in the United States and Spanish-speaking countries.
- 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.



## World Language Curriculum Grade Levels 6 - 8

### Interdisciplinary Connections

When planning instruction for this unit, teachers should note the following interdisciplinary connections and identify strategies to incorporate the connections across the unit.

#### English-Language Arts

- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
  - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - E. Establish and maintain a formal style/academic style, approach, and form.
  - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.



## World Language Curriculum Grade Levels 6 - 8

- W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 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.
  - A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Career Readiness, Life Literacies & Key Skills**

- 9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

### **Comprehensive Health & Physical Education**

- 2.1.8.SSH.3 Demonstrate communication skills that will support healthy relationships.
- 2.1.8.SSH.6 Examine how culture influences the way families cope with traumatic situations, crisis, and change.
- 91.8.CHSS.7 Collaborate with other students to develop a strategy to address health issues related to climate change.

### **Social and Emotional Competencies & Sub-Competencies**

- Recognize the importance of self-confidence in handling daily tasks and challenges
- Recognize and identify the thoughts, feelings, and perspectives of others.
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Utilize positive communication and social skills to interact effectively with others.



## World Language Curriculum Grade Levels 6 - 8

### G8 Unit 1: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Why learn Spanish? Hispanic Heritage Month</li> <li><input type="checkbox"/> Afro-Caribbean</li> <li><input type="checkbox"/> Famous Hispanic Americans</li> <li><input type="checkbox"/> Nationalities - Masculine/Feminine</li> <li><input type="checkbox"/> Spanish-speaking countries</li> <li><input type="checkbox"/> Centro America, SudAmerica, el Caribe</li> <li><input type="checkbox"/> Land-locked countries</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish speaking countries and their culture as part of our national history</li> <li><input type="checkbox"/> Major U.S. cities with Spanish names</li> <li><input type="checkbox"/> Spanish words such as <i>rodeo</i> and <i>patio</i> as part of the English language</li> <li><input type="checkbox"/> Important contributions of famous hispanic americans</li> <li><input type="checkbox"/> Students lifestyles in U.S schools and lifestyles of students living in land-locked countries</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Afro-Caribbean</li> <li><input type="checkbox"/> Famous Hispanic Americans</li> <li><input type="checkbox"/> Nationalities - Masculine/Feminine</li> <li><input type="checkbox"/> Spanish-speaking countries</li> <li><input type="checkbox"/> Centro America, SudAmerica, el Caribe,</li> <li><input type="checkbox"/> Land-locked countries</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Common and proper nouns</li> <li><input type="checkbox"/> Adjectives</li> <li><input type="checkbox"/> Punctuation</li> <li><input type="checkbox"/> Articles</li> <li><input type="checkbox"/> Singular and plural</li> <li><input type="checkbox"/> Masculine and feminine</li> <li><input type="checkbox"/> Alphabet</li> <li><input type="checkbox"/> Accent marks</li> </ul>

### G8 Unit 1: Instructional Materials & Resources

<p><b>Core Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Teacher created materials</li> <li>• Series Viva el espanol</li> <li>• Political map of the World, highlighting Spanish speaking countries</li> <li>• <a href="#">Newsela Spanish (various levels of text)</a></li> <li>• <a href="https://why.pbslearningmedia.org/grades/6-8/">https://why.pbslearningmedia.org/grades/6-8/</a></li> <li>• <a href="https://www.nps.gov/subjects/npscelebrates/hispanic-heritage-month.htm">https://www.nps.gov/subjects/npscelebrates/hispanic-heritage-month.htm</a></li> <li>• <a href="http://www.scholastic.com">www.scholastic.com</a></li> </ul>	<p><b>Supplemental Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Google Scholar</li> <li>• Newsela Spanish</li> <li>• Reference the <i>Realidades</i> textbook to align with the high school curriculum.</li> <li>• <a href="#">Realidades Table of Contents</a></li> </ul>
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## World Language Curriculum Grade Levels 6 - 8

### G8 Unit 1: Assessments

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Participation</li> <li>● Teacher observation</li> <li>● Exit/Entrance Ticket</li> <li>● Whiteboards</li> <li>● Mini quizzes</li> <li>● Student self assessment</li> <li>● Summary of learning checks</li> <li>● Kahoot/Quizlet</li> <li>● Listening activities</li> <li>● Reading Comprehension</li> </ul>	<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Spontaneous speaking</li> <li>● Think Pair Share</li> <li>● Cold Calling</li> <li>● Select classroom assignments</li> <li>● Share findings</li> <li>● Exchange information</li> </ul>	<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Descriptive paragraphs</li> <li>● Speaking Entrance/Exit</li> <li>● Teacher made section quizzes</li> <li>● Teacher made Unit Test</li> <li>● Multimedia presentation</li> <li>● Projects presentation</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubric used to evaluate students' presentations of Famous Hispanic American.</li> <li>● Performance Tasks</li> <li>● Oral Proficiency Assessment</li> <li>● Word identification assessments</li> </ul>		
<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● See menu choice depending on student needs for the unit.</li> <li>● <a href="https://docs.google.com/spreadsheets/d/14tVHHoYBmkPtdh5AvNabhjYY55BxCbvUAX8bVhSSIW0/edit#gid=361467160">https://docs.google.com/spreadsheets/d/14tVHHoYBmkPtdh5AvNabhjYY55BxCbvUAX8bVhSSIW0/edit#gid=361467160</a></li> </ul>		



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- Teacher modifies tests, quizzes and projects based on student needs.
- Oral assessments administered in place of written when necessary.
- Oral Proficiency Exam
- Direct Test
- Contextualized Assessments
- Written exam
- Group Projects

### G8 Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

- [Modifications & Accommodations Menu](#)



## World Language Curriculum Grade Levels 6 - 8

<b>G8 Unit 2: The Hispanic Workforce</b>	<b>Pacing: 10 weeks</b>
<p><b>Unit Summary:</b> At the beginning of this unit, students will review how to use adjectives to describe people and then expand on these basic words with additional terms. Using an expanded vocabulary, students will then explore and describe the achievements of famous Latino Americans. They will also discuss jobs that are specific to Spanish-speaking cultures, such as bull fighters and ice merchants, to examine the culture at a deeper level. For a concluding activity, the students will compare and contrast their own lives in relation to the influential people they investigated.</p>	
<p><b>Essential Question:</b></p> <ol style="list-style-type: none"> <li>1. How can I describe myself and others in the target language?</li> <li>2. How does the Hispanic workforce compare to ours?</li> <li>3. How do we use the verb “to be” in Spanish?</li> </ol>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Students begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society</li> </ul>

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p><b>7.1.8.NH.IPRET.1</b> Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p><b>7.1.8.NH.IPRET.2</b> 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><b>7.1.8.NH.IPRET.3</b> Respond and act on a series of oral and written instructions, directions, and commands.</p> <p><b>7.1.8.NH.IPRET.4</b> Recognize some common gestures and cultural practices associated with target culture(s).</p> <p><b>7.1.8.NH.IPRET.5</b> Identify some unique linguistic elements in the target culture.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe myself and others with verbiage from the target language.</li> <li>• Evaluate the role of prominent activists in the area of climate change using words from the target language.</li> <li>• Tell and retell information extracted from stories and nonfiction texts about athletes and prominent figures associated with the target culture.</li> <li>• Present a question about careers and occupations, using the proper intonation and nonverbal gestures.</li> <li>• Give some simple information about other people,</li> </ul>	<p><b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p><b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p><b>Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>



## World Language Curriculum Grade Levels 6 - 8

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

**7.1.8.NH.IPRET.7** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

**7.1.8.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.

**7.1.8.NH.IPERS.2** Ask and respond to questions on practiced topics and on information from other subjects.

**7.1.8.NH.IPERS.3** Make requests and express preferences in classroom settings and in various social situations.

**7.1.8.NH.IPERS.4** Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

**7.1.8.NH.IPERS.5** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

**7.1.8.NH.IPERS.6** Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

**7.1.8.NH.PRSNT.1** Recombine basic information at the phrase and sentence level related to everyday topics and themes.

including famous Hispanics, based on pictures or photos.

- Compare and contrast famous people with the appropriate adjectives and terminology related to their influences and achievements.



## World Language Curriculum Grade Levels 6 - 8

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

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

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

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

### Interdisciplinary Connections

**When planning instruction for this unit, teachers should note the following interdisciplinary connections and identify strategies to incorporate the connections across the unit.**

#### English-Language Arts

- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
  - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.



## World Language Curriculum Grade Levels 6 - 8

- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 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.
  - A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Career Readiness, Life Literacies & Key Skills

- 9.2.8.CAP.3 Explain how career choices, educational choices, skills, **economic conditions**, and personal behavior affect income.
- 9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.



## World Language Curriculum Grade Levels 6 - 8

- 9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

### **Comprehensive Health & Physical Education**

- 9.1.8.CHSS.7 Collaborate with other students to develop a strategy to address health issues related to climate change.

### **Social and Emotional Competencies & Sub-Competencies**

- Recognize one's personal traits, strengths, and limitations.
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Recognize the skills needed to establish and achieve personal and educational goals.
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
- Identify who, when, where, or how to seek help for oneself or others when needed.

### G8 Unit 2: Core Unit Content

<i><b>Key Skills</b></i>	<i><b>Culture</b></i>	<i><b>Vocabulary</b></i>	<i><b>Grammar Concepts</b></i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Famous Latino Climate Change Activists</li> <li><input type="checkbox"/> Nationalities</li> <li><input type="checkbox"/> Careers/Occupations</li> <li><input type="checkbox"/> D.O.C.T.O.R.</li> <li><input type="checkbox"/> Description, Occupation, Characters/Time, Origin, Relationship</li> <li><input type="checkbox"/> All About Me</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discover many cultures inside a country</li> <li><input type="checkbox"/> Lifestyle of people working in specific jobs in Spanish-speaking countries</li> <li><input type="checkbox"/> Views of famous Latino climate change activists</li> <li><input type="checkbox"/> Comparing and contrasting types of jobs and job opportunities between cultures</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adjectives that describe people and nationalities</li> <li><input type="checkbox"/> D.O.C.T.O.R.</li> <li><input type="checkbox"/> Masculine/Feminine - LatinX, Latine</li> <li><input type="checkbox"/> es/son</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adjectives</li> <li><input type="checkbox"/> Nouns</li> <li><input type="checkbox"/> Masculine/Feminine - LatinX, Latine</li> <li><input type="checkbox"/> Subject pronouns</li> <li><input type="checkbox"/> Ser</li> <li><input type="checkbox"/> Conjugation</li> <li><input type="checkbox"/> Present tense</li> <li><input type="checkbox"/> Relative pronouns</li> <li><input type="checkbox"/> Punctuation</li> </ul>

### G8 Unit 2: Instructional Materials & Resources

<b>Core Instructional Materials</b>	<b>Supplemental Instructional Materials</b>
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## World Language Curriculum Grade Levels 6 - 8

<ul style="list-style-type: none"> <li>● Teacher created materials</li> <li>● <a href="https://rockalingua.com/">https://rockalingua.com/</a></li> <li>● <a href="https://www.globalonenessproject.org/library/films/last-ice-merchant">https://www.globalonenessproject.org/library/films/last-ice-merchant</a></li> <li>● <a href="https://www.esa.int/Science_Exploration/Human_and_Robotic_Exploration/Alisse_Mission/Jose_M._Hernandez">https://www.esa.int/Science_Exploration/Human_and_Robotic_Exploration/Alisse_Mission/Jose M. Hernandez</a></li> <li>● <a href="https://sfenvironment.org/news/update/latino-environmental-champions">https://sfenvironment.org/news/update/latino-environmental-champions</a></li> </ul>	<ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● <a href="#">Video of an ice merchant (Ecuador)</a></li> <li>● Newsela Spanish</li> <li>● Information on the scientist Jose Hernandez</li> </ul>
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### G8 Unit 2: Assessments

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Participation</li> <li>● Classroom assignments</li> <li>● Sequence cards</li> <li>● Mini quizzes</li> <li>● Student self assessment</li> <li>● Summary of learning checks</li> <li>● Kahoot/Quizlet</li> <li>● Nearpod</li> <li>● Listening activities</li> <li>● Reading Comprehension</li> </ul>	<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Spontaneous speaking</li> <li>● Speed Speaking</li> <li>● Think Pair Share</li> <li>● Cold Calls</li> <li>● Students dialogues</li> </ul>	<p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Role Playing</li> <li>● Present idea/Concept</li> <li>● Speaking Entrance/Exit</li> <li>● Singing</li> <li>● Oral class responses</li> <li>● Descriptive paragraphs</li> <li>● Project presentations</li> </ul>



## World Language Curriculum Grade Levels 6 - 8

- Descriptive paragraphs
- Teacher made unite tests

### Summative Assessments:

- Rubric used to evaluate students' comprehension of verbs SER/Estar
- Performance Tasks
- Oral Proficiency Assessment
- Word identification assessments

### Benchmark Assessment:

- Teacher created assessment

**NOTE: High school recommendations are due around the end of January so Benchmark should be done before the recommendation process.**

### Alternative Assessments:

- See menu choice depending on student needs for the unit.
- <https://docs.google.com/spreadsheets/d/14tVHHoYBmkPtdh5AvNabhjYY55BxCbvUAx8bVhSSIW0/edit#gid=361467160>
- Teacher modifies tests, quizzes and projects based on student needs.
- Oral assessments administered in place of written when necessary.
- Oral Proficiency Exam
- Direct Test
- Contextualized Assessments
- Written exam
- Group Projects

## G8 Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

- [Modifications & Accommodations Menu](#)



## World Language Curriculum Grade Levels 6 - 8

### G8 Unit 3: Pastimes & Vacation

**Pacing:** 10 weeks

**Unit Summary:** For the final unit for middle school Spanish learners, students will express their likes and dislikes of pastimes and vacation spots with the correct verbiage from the target language. Following this vocabulary review, the students will apply their knowledge to conversations about planning and packing for a vacation. As a culminating experience, they will cooperate to assemble a vacation that accounts for the travel expenses, lodging, and activities for enjoyment. Concerning cultural connections, this unit covers the landmarks, attractions, and recreational sites that draw citizens from around the world to Latin American countries.

**Essential Question:**

1. How can Spanish transform your travel experience?
2. How does one prepare for travelling to a Spanish-speaking country?
3. How does one budget for a trip to another country?

**Enduring Understandings:**

- 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.
- Students 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.

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p><b>7.1.8.NH.IPRET.1</b> Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p><b>7.1.8.NH.IPRET.2</b> 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><b>7.1.8.NH.IPRET.4</b> Recognize some common gestures and cultural practices associated with target culture(s).</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Review pastime and vacation vocabulary from previous units.</li> <li>• Cooperate to assemble a vacation that accounts for the travel expenses, lodging, and activities for enjoyment.</li> <li>• Communicate ideas and information about a planned vacation within the presentational mode of language learning.</li> </ul>	<p><b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p><b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p><b>Communities:</b></p>



## World Language Curriculum Grade Levels 6 - 8

**7.1.8.NH.IPRET.5** Identify some unique linguistic elements in the target culture.

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

**7.1.8.NH.IPRET.7** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

**7.1.8.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.

**7.1.8.NH.IPERS.2** Ask and respond to questions on practiced topics and on information from other subjects.

**7.1.8.NH.IPERS.5** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

**7.1.8.NH.PRSNT.1** Recombine basic information at the phrase and sentence level related to everyday topics and themes.

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

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

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

- Orally describe the mode of transportation and directions taken to arrive at a vacation destination.
- Express likes and dislikes regarding pastimes and vacation destinations with the proper intonation, inflection, and nonverbal gestures.

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.



## World Language Curriculum Grade Levels 6 - 8

### Interdisciplinary Connections

When planning instruction for this unit, teachers should note the following interdisciplinary connections and identify strategies to incorporate the connections across the unit.

#### English-Language Arts

- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
  - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - E. Establish and maintain a formal style/academic style, approach, and form.
  - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.



## World Language Curriculum Grade Levels 6 - 8

- W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 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.
  - A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Career Readiness, Life Literacies & Key Skills**

- 9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

### **Social and Emotional Competencies & Sub-Competencies**

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.
- Demonstrate an understanding of the need for mutual respect when viewpoints differ.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.

### G8 Unit 3: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<input type="checkbox"/> Pastimes <input type="checkbox"/> Vacations <input type="checkbox"/> Review clothing	<input type="checkbox"/> Pastimes in the U.S and in Spanish-speaking countries <input type="checkbox"/> Popular swimming areas in	<input type="checkbox"/> Pasatiempos <input type="checkbox"/> Me gusta <input type="checkbox"/> No me gusta	<input type="checkbox"/> IR - ir + infinitive <input type="checkbox"/> IR - voy <input type="checkbox"/> Articles



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<ul style="list-style-type: none"> <li><input type="checkbox"/> Necesitar</li> <li><input type="checkbox"/> Modes of transportation - avion, carro, tren, bus, taxi</li> <li><input type="checkbox"/> Hotels</li> <li><input type="checkbox"/> Excursions</li> </ul>	<p style="text-align: center;">the U.S. communities</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The beaches in the Caribbean</li> <li><input type="checkbox"/> Packing for a vacation in both cultures, similarities and differences</li> <li><input type="checkbox"/> Typical foods and drinks in Latin american countries</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Vacations             <ul style="list-style-type: none"> <li><input type="checkbox"/> Review clothing</li> <li><input type="checkbox"/> Necesitar</li> <li><input type="checkbox"/> Modes of transportation - avion, carro, tre, bus, taxi</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Nouns</li> <li><input type="checkbox"/> Adjectives</li> <li><input type="checkbox"/> Verbs</li> <li><input type="checkbox"/> Questions &amp; Answers</li> <li><input type="checkbox"/> Objective pronouns</li> <li><input type="checkbox"/> Pasatiempos             <ul style="list-style-type: none"> <li><input type="checkbox"/> Me gusta</li> <li><input type="checkbox"/> No me gusta</li> <li><input type="checkbox"/> Vocabulary</li> </ul> </li> </ul>
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### G8 Unit 3: Instructional Materials & Resources

<p><b>Core Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Teacher created materials</li> <li>• Kahoot/Quizlet</li> <li>• Youtube video clips</li> <li>• Realidades Series</li> <li>• Viva el espanol</li> <li>• Expresate!</li> </ul>	<p><b>Supplemental Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Flipgrid</li> <li>• Newsela Spanish</li> <li>• <a href="#">Top Ten Places to Visit in Chile</a></li> <li>• <a href="#">Top Ten Spanish Speaking Destinations in Latin America</a></li> <li>• <a href="#">AeroMexico</a></li> </ul>
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### G8 Unit 3: Assessments

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>



## World Language Curriculum Grade Levels 6 - 8

### Formative assessments:

- Thumbs up/thumbs down
- Exit/Entrance Ticket
- Participation
- Whiteboards
- Four corners
- Sequence cards
- Mini quizzes
- Student self assessment
- Summary of learning checks
- Kahoot/Quizlet
- Nearpod
- Listening activities
- Reading Comprehension
- Teacher made unit test

### Formative assessments:

- Spontaneous speaking
- Speed Speaking
- Think Pair Share
- Cold Calls
- Dialogue presentations

### Formative assessments:

- Role Playing
- Present idea/Concept
- Speaking Entrance/Exit
- Singing
- Skits
- Poster to show favorite places to go on vacation and activities to do
- Essay/Writing

### Summative Assessments:

- Rubric used to evaluate students' presentation of dramatizing likes and dislikes
- Structured Speaking Assessment
- **Performance Tasks**
- **Oral Proficiency Assessment**
- **Word identification assessments**

### Alternative Assessments:

- See menu choice depending on student needs for the unit.
- <https://docs.google.com/spreadsheets/d/14tVHHoYBmkPtdh5AvNabhjYY55BxCbvUAx8bVhSSIW0/edit#gid=361467160>
- Teacher modifies tests, quizzes and projects based on student needs.
- Oral assessments administered in place of written when necessary.
- Oral Proficiency Exam
- Direct Test
- Contextualized Assessments



## World Language Curriculum Grade Levels 6 - 8

- Written exam
- Group Projects

### G8 Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

- [Modifications & Accommodations Menu](#)