

# Englewood Public School District

## World Language, Spanish-Honors Eighth Grade

### Unit 1

#### Unit 1: Family Relationships, Celebrations, Lifestyles, School life, and Hispanic Heritage Month: Famous People & Places

**Overview:** The honors 8th grade Spanish course will continue to teach students about the language and culture of Spanish speaking nations. During this unit students will familiarize themselves with oral and written vocabulary words related to family relationships, celebrations, school life, and lifestyles. Students will use the Spanish language to exchange information about themselves and others, describe things, and respond to questions and commands. They will also study the Hispanic culture by learning about famous Hispanic people, places, and celebrations. Students will develop listening comprehension skills, written and oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills.

**Time Frame:** 40 to 44 Days

#### Enduring Understandings:

*Students will understand that...*

- *They can interact with others using Spanish vocabulary.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer questions in Spanish to gather information.*
- *They can identify and label items into specific categories based upon color, number, or function.*
- *They can describe their lifestyle and compare it to other's.*
- *They can learn about different Hispanic cultures, people, and places.*
- *They can identify works of art from famous Spanish artists.*
- *They can communicate with others in a foreign language to obtain information, express feelings, and share opinions*
- *They can compare and contrast their daily experience and routines with that of teens from other countries.*

#### Essential Questions:

- *What are the vocabulary words that I need to discuss families and lifestyles?*
- *How can I use Spanish vocabulary that I know to count, describe, and identify my daily life?*
- *Why are family traditions so important in the Latino culture?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help reinforce my listening and speaking skills?*
- *How does learning Spanish help reinforce my reading and written language skills?*
- *How does learning Spanish help me navigate my classroom, school, and environment better?*
- *How is teen life in the United States different from teen life in another country?*
- *How does learning a foreign language help me gain critical 21<sup>st</sup> century skills?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>7.1.IL.A.1</b> Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p><b>7.1.IL.A.2</b> Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p><b>7.1.IL.A.3</b> Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p><b>7.1.IL.A.4</b> Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p><b>7.1.IL.A.5</b> Demonstrate comprehension of conversations and written</p>	<p><b>Topics</b></p> <p>Family Relationships, Celebrations, Lifestyles, School Life, and Hispanic Heritage Month: Famous People &amp; Places</p> <p><b>Objectives</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>Understand that the importance of communicating in a foreign language</li> <li>Describe people, places, and things in Spanish</li> <li>Write sentences, paragraphs, and essays related to unit vocabulary</li> <li>Use appropriate expressions when speaking and writing</li> <li>Identify, say, and describe family members and holidays and celebrations</li> <li>Analyze art work</li> <li>Ask and answer questions in target language.</li> <li>Identify, name, and label home, household, and</li> </ul>	<p>As an introduction to the unit students will look at pictures created by Carmen Garza. (6.1.12.D.14.f)</p> <p>Following a teacher led lesson on adjectives, students will work in pairs to orally describe one of Carmen Lomas Garza's pictures. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Following a teacher led lesson about family relationships, students will work in pairs to create captions for one of Carmen Garza's pictures. (WHST.6-8.2, CRP4, CRP12, 9.2.8.B.3)</p> <p>Students will present their captions to the class. (CRP4, CRP6, CRP12, 9.2.8.B.3)</p> <p>Following a teacher-led grammar lesson about definite and indefinite articles, students will practice using articles using a text based activity. (RH6-8.4)</p>	<p>Carmen Lomas Garza <a href="http://carmenlomasgarza.com">http://carmenlomasgarza.com</a></p> <p><i>Realidades B</i> <b>1B: Y tú, ¿cómo eres?</b> • adjectives</p> <p>Quizlet-Family Flashcards <a href="https://quizlet.com/195044292/flashcards">https://quizlet.com/195044292/flashcards</a></p> <p><i>Realidades B</i> <b>1B: Y tú, ¿cómo eres?</b> • adjectives • definite and indefinite articles</p> <p><i>Realidades B</i> <b>1B: Y tú, ¿cómo eres?</b> • adjectives • word order: placement of adjectives</p> <p><i>Realidades B</i> <b>1B: Y tú, ¿cómo eres?</b> • adjectives • definite and indefinite articles</p>	<p><b>Benchmark Assessment:</b> Common Formative Assessment</p> <p><b>Formative Assessment:</b></p> <p><b>All levels</b>-Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are speaking, completing activities, and singing</p> <p><b>A &amp; H</b>-Teacher will observe and/or take anecdotal notes and ask students to point to the image or picture that represents targeted Spanish vocabulary for given unit</p> <p><b>A &amp; H</b>- Oral Quizzes; students will respond to teacher and classmate questions</p> <p>Oral presentation, vocabulary and dialog:</p>

<p>information on a variety of topics.</p> <p><b>7.1.IL.A.7</b> Infer the meaning of a few unfamiliar words in some new contexts.</p> <p><b>7.1.IL.A.8</b> Compare and contrast unique linguistic elements in English and the target language.</p> <p><b>7.1.IL.B.1</b> Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p><b>7.1.IL.B.2</b> Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p> <p><b>7.1.IL.B.3</b> Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p><b>7.1.IL.B.4</b> Ask and respond to factual and interpretive questions of</p>	<p>family related activities in Spanish</p> <ul style="list-style-type: none"> <li>• Learn about the different countries where Spanish speakers live</li> <li>• Learn about Hispanic Heritage month in the United States</li> <li>• Learn about famous Hispanic people</li> <li>• Discuss and write about their school experience</li> <li>• Express possession</li> <li>• Conjugate the verbs</li> <li>• Use correct Spanish grammar in written and oral language</li> <li>• Compare and contrast celebrations in the United States versus Spanish speaking countries</li> <li>• Use print, recorded, and digital media to learn Spanish</li> <li>• Use technology to conduct research, create presentations, and publish written documents</li> </ul>	<p>Following a teacher-led lesson on word order: placement of adjectives and teacher modeling, students will write a descriptive paragraph about their family. (WHST.6-8.2, CRP4, CRP6, 9.2.8.B.3)</p> <p>Following a teacher led lesson on Spanish grammar focusing on descriptive adjectives, students will create a family tree listing the following family members; Mother, father, grandmother, grandfather, son, daughter, sister, brother, baby, aunt, uncle, cousin (padre, madre, abuelo, abuela, hermano, hermana, tío, tía, bebé, hijo, hija, prima, primo). (CRP4, CRP6)</p> <p>Students will use their family tree and work with a partner to name each person in the picture and tell the ages, and their family relationship. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Following a teacher led lesson about different family celebrations and holidays, students will work in pairs and talk</p>	<p><i>Realidades B</i> <b>1B: Y tú, ¿cómo eres?</b></p> <ul style="list-style-type: none"> <li>• adjectives</li> <li>• word order: placement of adjectives</li> </ul> <p>Read-Write-Think Interactive Venn Diagram <a href="http://www.readwritethink.org/files/resources/interactives/venn_diagrams/">http://www.readwritethink.org/files/resources/interactives/venn_diagrams/</a></p> <p>Carmen Lomas Garza <a href="http://carmenlomasgarza.com">http://carmenlomasgarza.com</a></p> <p>Dali.org: Timeline Salvador Dali <a href="https://thedali.org/timeline/">https://thedali.org/timeline/</a></p> <p>The Art Story: Francisco Goya <a href="https://www.theartstory.org/artist-goya-francisco.htm">https://www.theartstory.org/artist-goya-francisco.htm</a></p> <p>Carmen Lomas Garza <a href="http://carmenlomasgarza.com">http://carmenlomasgarza.com</a></p> <p>Paper Plate Melting Clock Project <a href="https://artscraftsymom.com/salvador-dali-art-projects-for-kids/">https://artscraftsymom.com/salvador-dali-art-projects-for-kids/</a></p>	<p><b>A &amp; H</b>-Students will present their captions to the class</p> <p><b>A &amp; H</b>-Students will describe their family members using their family tree</p> <p>Written and Oral language:</p> <p><b>A &amp; H</b>-Students will be assessed on 1B grammar</p> <p>Digital and/or oral Presentations and Cultural Perspectives:</p> <p><b>A &amp; H</b>- Students will present their digital Venn diagrams comparing and contrasting Sweet 16 celebrations and Quinceañeras</p> <p>Digital and Oral Presentations and Cultural Perspectives:</p> <p><b>A &amp; H</b></p>
--	---	---	--	--

<p>a personal nature or on school-related topics.</p> <p><b>7.1.IL.B.5</b> Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p><b>7.1.IL.C.1</b> Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p><b>7.1.IL.C.2</b> Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p><b>7.1.IL.C.3</b> Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p><b>7.1.IL.C.4</b> Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>		<p>about which family celebration or holiday is there favorite and why. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Students will work in pairs to research information about Quinceañeras and Sweet 16 celebrations. Students will create a Venn diagram to compare and contrast both celebrations. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Students will write a 2-3 paragraph essay comparing and contrasting Quinceañeras and Sweet 16. (WHST.6-8.2, CRP4, CRP6, 9.2.8.B.3)</p> <p>Following a teacher led lesson on Spanish grammar focusing on descriptive adjectives, students will independently write descriptive sentences to describe three of Carmen Garza's paintings. (WHST.6-8.2)</p> <p>In honor of Hispanic Heritage month, Students will study the biographies and artwork of famous Spanish speaking artists:</p>	<p>Pinterest <a href="https://www.pinterest.com/search/pins/?q=mexican%20style%20birthday%20party%20fiesta%20decorations&amp;rs=guide&amp;term_meta[]=mexican%7Ctyped&amp;term_meta[]=style%7Ctyped&amp;term_meta[]=birthday%7Ctyped&amp;term_meta[]=party%7Ctyped&amp;add_refine=fiesta%20decorations%7Cguide%7Cword%7C0">https://www.pinterest.com/search/pins/?q=mexican%20style%20birthday%20party%20fiesta%20decorations&amp;rs=guide&amp;term_meta[]=mexican%7Ctyped&amp;term_meta[]=style%7Ctyped&amp;term_meta[]=birthday%7Ctyped&amp;term_meta[]=party%7Ctyped&amp;add_refine=fiesta%20decorations%7Cguide%7Cword%7C0</a></p> <p>Spanish Quiz of Definite and Indefinite Articles <a href="https://quizlet.com/2892562/spanish-quiz-of-definite-and-indefinite-articles-flash-cards/">https://quizlet.com/2892562/spanish-quiz-of-definite-and-indefinite-articles-flash-cards/</a></p> <p>Spanish Infinitive and Negative <a href="https://quizlet.com/77675694/spanish-infinitive-and-negative-words-flash-cards/">https://quizlet.com/77675694/spanish-infinitive-and-negative-words-flash-cards/</a></p> <p><i>Realidades B</i> <b>1B: Y tú, ¿cómo eres?</b></p> <ul style="list-style-type: none"> <li>• adjectives</li> <li>• definite and indefinite articles</li> </ul> <p>Read-Write-Think Interactive Venn Diagram <a href="http://www.readwritethink.org/files/resources/interactives/venn_diagrams/">http://www.readwritethink.org/files/resources/interactives/venn_diagrams/</a></p>	<p>Students will create a 10-slide presentation about a famous Spanish speaking artist using Google classroom or PowerPoint And present it to the class</p> <p>Written and Oral Language:</p> <p><b>A &amp; H-</b> Quiz on definite and indefinite articles</p> <p><b>A &amp; H-</b> Compare and contrast Venn diagram: Halloween versus Dia de Los Muertos</p> <p>Written and Oral language:</p> <p><b>A &amp;H-</b>Students will be assessed on 2B grammar</p> <p>Written and Oral language:</p> <p><b>A &amp;H-</b>Students will be assessed on 3B grammar</p> <p><b>Summative Assessment:</b></p>
--	--	--	---	---

<p><b>7.1.IL.C.5</b>  <b>Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.</b></p> <p><b>7.1.IL.C.6</b>  <b>Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters</b></p>		<p>Salvador Dali, Francisco Goya, and Carmen Garza. They will then select one of the artist and create a 10-slide digital presentation about said artist including a timeline, some famous art work and their biography. (WHST.6-8.2, 6.1.12.D.14.f, CRP4, CRP6, 8.1.8.A.1, 9.2.8.B.3)</p> <p>In honor of Hispanic Heritage month students will create Salvador Dali inspired art: Paper Plate Melting Clock. (CRP6)</p> <p>Students will plan a birthday fiesta celebration with traditional Mexican decorations; they will create Spanish birthday cards, a piñata, and paper craft decorations. (CRP6)</p> <p>Following a teacher-based lesson on definite and indefinite articles, students will work in pairs to describe people in the classroom. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Following teacher led lessons on Spanish</p>	<p><i>Realidades B</i>  <b>2B: Tu sala de clases</b></p> <p>Teacher Toolkit: Frayer Model  <a href="http://www.theteachertoolkit.com/index.php/tool/frayer-model">http://www.theteachertoolkit.com/index.php/tool/frayer-model</a></p> <p><i>Realidades B</i>  <b>2B: Tu sala de clases</b>  • plural forms of nouns and articles</p> <p><i>Realidades B</i>  <b>2B: Tu sala de clases</b>  • plural forms of nouns and articles  • the verb <i>estar</i></p> <p><i>Realidades A</i>  <b>3B: Para mantener la salud</b>  • plural of adjectives  • the verb <i>ser</i></p> <p>Teacher Toolkit: Frayer Model  <a href="http://www.theteachertoolkit.com/index.php/tool/frayer-model">http://www.theteachertoolkit.com/index.php/tool/frayer-model</a></p> <p><i>Realidades A</i>  <b>3B: Para mantener la salud</b>  • plural of adjectives</p>	<p>Unit Tests</p> <p>Teacher Made Quizzes</p> <p>Teacher Made Rubrics</p> <p>District Benchmark Assessments</p> <p><b>Alternative Assessment:</b>  Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish.</p> <p>Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.</p>
--	--	--	--	---

grammar with an emphasis on infinitives, negatives, and expressing agreement or disagreement, students will complete a Venn Diagram comparing and contrasting Halloween versus Dia De Los Muertos using learned vocabulary.  
(WHST.6-8.2, CRP4, CRP12, 6.1.12.D.14.f, 8.1.8.A.1, 9.2.8.B.3)

Following a teacher-led vocabulary lesson on school related vocabulary, students will create Frayer Model vocabulary flashcards.  
(WHST.6-8.2)

Following a teacher led grammar lesson on the plural forms of nouns and articles,  
Students will complete a text based practice assignment.  
(RH.6-8.4)

Following a teacher-led grammar lesson on the verb estar, students will conjugate the verb estar and use it in a sentences.  
(CRP4)

*Realidades A*  
**3B: Para mantener la salud**  
• the verb *ser*

My Free Bingo Cards  
<https://myfreebingocards.com>

Quizlet  
<https://quizlet.com/subject/Spanish-classroom-words/>

Following a teacher-led vocabulary lesson on healthy lifestyle choices, students will complete Frayer model flashcards for select vocabulary words and work in pairs to orally say vocabulary words.  
(WHST.6-8.2)

Following a teacher-led grammar lesson on plural adjectives, students will write simple sentences using unit vocabulary and plural adjectives.  
(WHST.6-8.2, CRP4)

Following a teacher-led grammar lesson on the verb “ser”, students will work in pairs to orally conjugate the verb and complete a text-book based writing assignment.  
(CRP4, CRP12, 9.2.8.B.3)

Students will review unit vocabulary including family members, lifestyle, School life and celebration words by playing BINGO, Word Searches, and Concentration/Memory games.



**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.

The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.

More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>• Speak and display terminology</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Provide ELL students with multiple literacy strategies</li> <li>• Word walls</li> <li>• Use peer readers</li> <li>• Give page numbers to help the students find answers</li> <li>• Provide a computer for written work</li> <li>• Provide two sets of textbooks, one for home and one for school</li> <li>• Provide visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>• Offer preferential seating</li> <li>• Work with paraprofessional</li> <li>• Use multi-sensory teaching approaches</li> <li>• Work with a partner</li> <li>• Provide concrete examples</li> <li>• Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA</a>).</li> <li>• Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques –</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in 7<sup>th</sup> grade appropriate written format. Oral prompts can be given.</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Devise a subtle, private cueing system to ensure on-task behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Use flexible grouping to support instruction that is differentiated by content, process, and/or product in order to address student interest</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>• Use project-based science learning to connect Spanish with real life</li> </ul>



<ul style="list-style-type: none"> <li>• Provide additional time to complete a task</li> <li>• Use graphic organizers</li> <li>• Offer preferential seating</li> </ul>	<p>auditory/visual aids; pictures, illustrations, graphs, charts, technology tools).</p>	<ul style="list-style-type: none"> <li>• Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>• Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> </ul>	<p>experiences and individual student interests.</p> <ul style="list-style-type: none"> <li>• Structure the learning around explaining or solving a social or community-based issue.</li> <li>• Collaborate with after-school programs or clubs to extend learning opportunities.</li> <li>• Offer mentorship opportunities for students interested in exploring careers in the content area.</li> </ul>
--	--	---	--

***Interdisciplinary Connections:***

**ELA - NJSLS/ELA:**

**RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**SOCIAL STUDIES:**

**6.1.12.D.14.f** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

**CAREER READY PRACTICES:**

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP12.** Work productively in teams while using cultural global competence.

**INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:**

**8.1.8.A.1** Demonstrate knowledge of a real-world problem using digital tools.

**INTEGRATION OF 21<sup>ST</sup> CENTURY LEARNING STANDARDS NJSLS 9:**

**9.2.8.B.3** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Key Vocabulary: Modo de vida y relaciones, y expresiones-** Actividades, lugares, **Hacer las cosas-** ir de compras, ver una película, La lección de piano, La biblioteca, El café, La casa, el cine, el centro commercial, el gimnasio, el baile, el concierto, la fiesta, el partido, ir de camping o acampar, conmigo, contigo, lo siento, el parque, la playa, el restaurante, el templo, tiempo libre, despues de, los fines de semana, el baile, yo se, tu sabes, **Celebraciones-** Cumpleaños, fiestas, bodas, bautizos, aniversarios, día de acción de gracias, Navidad, Pascua, Quinceañera, Celebraciones- Cumpleaños, fiestas, bodas, bautizos, aniversarios, día de acción de gracias, Navidad, Pascua, Quinceañera, **Gente y personalidades-** amigos, gente famosa, amigable, amable, cariñosa, feliz, confiable, responsable, rica, talentosa, agradable, extrovertida, inteligente, divertida, ingeniosa, mala, cansada, ocupada, enferma, triste, contenta, **Familia-** padre, madre, abuelo, abuela, hermano, hermana, tío, tía, bebé, hijo, hija, prima, primo **Famosos Hispanos-**Francisco de Goya, Carmen Lomas Garza, Salvador Dali **Clase:** la mesa, pupitre, la silla, el lápiz, la puerta, el escritorio, el libro, el reloj, el mapa, el globo, el/la maestro/a, el borrador, **Materiales escolares:** carpetas, papel, lápices, crayones, mochila, lápices de colores, borradores, **Escuela-** Horario escolar, clases, períodos, primer período, segundo período, tercero, cuarto, quinto, programación de bloque, materias, materia, profesor, compañeros de clase, artes del lenguaje, idiomas del mundo, matemáticas, arte, música, educación física, ciencias, estudios sociales, historia, laboratorio, almuerzo, centro de medios, biblioteca, oficina de orientación, oficina principal, consejero **Mantener la salud-** Vida saludable: ejercicio, caminar, correr, practicar deportes, levantamiento de pesas, aeróbicos, baile, educación física, comer sano, frutas, verduras, vitaminas, agua, proteínas, grasas, carbohidratos, dormir, descansar, leer, escribir, compartir sus sentimientos , mantén amigos, cuídate. **Other vocabulary depending on students language levels**

# Englewood Public School District

## World Language, Spanish-Honors Eighth Grade

### Unit 2

#### Unit 2: Invitations, Home, Currency, Restaurants, Civil Rights, Novel Studies

**Overview:** The honors 8th grade Spanish course will continue to teach students about the language and culture of Spanish speaking nations. During this unit students will continue to familiarize themselves with oral and written vocabulary words related to Invitations, life styles, currency, Restaurants and Civil Rights. Students will use the Spanish language to ask and answer questions, describe places, describe relationships, and use action words. They will read the novel *The House on Mango Street*. Students will develop listening comprehension skills, written and oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills. The 8<sup>th</sup> grade Spanish program will be supported by the *Realidades B* Spanish program and text that will cover different themes, support Spanish grammar and vocabulary.

**Time Frame:** 42 to 46 Days

#### Enduring Understandings:

*Students will understand that...*

- *They can interact and play games with others to expand and review Spanish vocabulary.*
- *Home is an important place for all people and it may look different from person to person and culture to culture.*
- *Learning another language will help them communicate with someone who is from a Spanish speaking country.*
- *They can order food at a restaurant in a variety of Spanish speaking restaurants and countries.*
- *They can describe people, places, and things in a foreign language.*
- *They can use verbs and adjectives to describe actions, feelings, and relationships in a foreign language.*
- *They can compare and contrast different cultures.*
- *They can describe different parts of a house or apartment.*
- *Currency has different values throughout the world.*
- *They can gain cultural and historical perspective by learning about the Hispanic culture in America and the civil rights movement.*

#### Essential Questions:

- *Why is it important to learn a foreign language?*
- *Why is a home important?*
- *How and why do we need money and how is it used around the world?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help reinforce my listening and speaking skills?*
- *How does learning a foreign language reinforce my reading and writing skills in my primary language?*
- *How does learning a foreign language help me gain critical 21<sup>st</sup> century skills?*
- *How can learning about Hispanic civil rights help me become culturally aware and civic minded?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>7.1.IL.A.1</b> Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p><b>7.1.IL.A.2</b> Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p><b>7.1.IL.A.3</b> Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p><b>7.1.IL.A.4</b> Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p><b>7.1.IL.A.5</b> Demonstrate comprehension of conversations and written information on a variety of topics.</p>	<p><b>Topics</b></p> <p>Invitations, Life at Home, Currency, Restaurants, Civil Rights, and Novel Study</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> <li>• Social and Cross-cultural skills</li> <li>• The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity</li> <li>• Global Awareness</li> </ul> <p><a href="http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2">http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</a></p> <p><b>Objectives</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Understand that it is possible to communicate in a foreign language</li> <li>• Play matching games related to unit vocabulary</li> <li>• Ask and answer questions in target language</li> <li>• Students will categorize and classify objects</li> <li>• Students will describe and define what a home</li> </ul>	<p>Following a teacher-led lesson about inviting others to events and places, students will create an invitation to an event WHST.6-8.2, CRP4, CRP6, 9.2.8.B.3)</p> <p>Following a teacher-led lesson on the verb “ir” + a + infinitive students will complete a text based assignment (RH.6-8.4)</p> <p>Following a teacher-led grammar lesson on the verb “jugar”, students will work in pairs to invite one another to play a sport or game (CRP4, CRP12, 9.2.8.B.3)</p> <p>Students will watch a Spanish vocabulary video describing things in a bedroom</p> <p>Class will discuss what they liked about the room and complete a Venn diagram comparing their bedroom with the You Tube bedroom (WHST.6-8.2, CRP4, CRP6, CRP12, 9.2.8.B.3)</p>	<p><i>Realidades B</i> <b>4B: ¿Quieres ir conmigo?</b> • <i>ir</i></p> <p><i>Realidades B</i> <b>4B: ¿Quieres ir conmigo?</b> • <i>ir</i> + <i>a</i> + infinitive</p> <p><i>Realidades B</i> <b>4B: ¿Quieres ir conmigo?</b> • the verb <i>jugar</i></p> <p>YouTube-Mi Room tour <a href="https://youtu.be/uYeNquoYDG4">https://youtu.be/uYeNquoYDG4</a></p> <p>Read-Write-Think Interactive Venn Diagram <a href="http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-30973.html">http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-30973.html</a></p> <p>Read-Write-Think: T-Chart <a href="http://www.readwritethink.org/files/resources/printouts/T-Chart.pdf">http://www.readwritethink.org/files/resources/printouts/T-Chart.pdf</a></p>	<p><b>Benchmark Assessment:</b> Common Formative Assessment</p> <p><b>Formative Assessment:</b></p> <p><b>A &amp; H</b> Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing, drawing, listening, speaking, and singing</p> <p><b>A &amp; H</b> Teacher will observe and/or take anecdotal notes and ask students to name family members and school related objects or activities.</p> <p><b>A &amp; H- Oral Quizzes;</b> students will respond to teacher and classmate questions</p> <p>Listening and Speaking and vocabulary acquisition:</p>

<p><b>7.1.IL.A.7</b> Infer the meaning of a few unfamiliar words in some new contexts.</p> <p><b>7.1.IL.A.8</b> Compare and contrast unique linguistic elements in English and the target language.</p> <p><b>7.1.IL.B.1</b> Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p><b>7.1.IL.B.2</b> Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p> <p><b>7.1.IL.B.3</b> Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p><b>7.1.IL.B.4</b> Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p><b>7.1.IL.B.5</b></p>	<p>is and identify what constitutes a household</p> <ul style="list-style-type: none"> <li>• Describe a typical home in the United States using descriptive adjectives</li> <li>• Compare and contrast their home with that of a student in a Spanish speaking country</li> <li>• Students will read, comprehend, and analyze narrative texts</li> <li>• Learn and write about the Civil Rights movement</li> <li>• Compare and contrast people, places, and things relate to unit vocabulary</li> <li>• Understand and label currency throughout the United States and Latin-America</li> <li>• Learn how to conjugate verbs</li> <li>• Use correct grammar in their oral and written language</li> <li>• Conduct interviews in Spanish.</li> <li>• Use technology to conduct research and publish presentations and documents</li> <li>• Use print, recorded, and digital media to learn Spanish</li> </ul>	<p>Students will draw a picture of their dream bedroom and label the different parts of their dream room. Students will accompany their drawings with a 3-4 paragraph essay describing the bedroom in detail. (WHST.6-8.2, CRP4, CRP6, 9.2.8.B.3)</p> <p>Students will work in pairs to compare their dream bedrooms with others using a t-chart. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Following teacher-led grammar lessons on affirmative tu commands and the present progressive tense, students will complete text related practice activities and talk about the locations of rooms in a house. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Following a teacher-led vocabulary lesson, students will write interviews asking questions about classmate's homes: Interviews should ask about the kitchen, living</p>	<p><i>Realidades B</i> 6B: ¿Cómo es tu casa?</p> <ul style="list-style-type: none"> <li>• affirmative tú commands</li> <li>• the present progressive tense</li> </ul> <p><i>Realidades B</i> 6B: ¿Cómo es tu casa?</p> <ul style="list-style-type: none"> <li>• affirmative tú commands</li> <li>• the present progressive tense</li> </ul> <p><i>Realidades B</i> 6B: ¿Cómo es tu casa?</p> <p>Read-Write-Think: T-Chart <a href="http://www.readwritethink.org/files/resources/printouts/T-Chart.pdf">http://www.readwritethink.org/files/resources/printouts/T-Chart.pdf</a></p> <p><i>Realidades B</i> 6B: ¿Cómo es tu casa?</p> <p>Read-Write-Think Interactive Venn Diagram <a href="http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-30973.html">http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-30973.html</a></p>	<p><b>A</b>-Students will name 8 items in their bedroom and describe their bed</p> <p><b>H</b>-Students will describe their bedroom using details</p> <p><b>A &amp; H</b>-Students will orally describe another classmates house</p> <p>Vocabulary Acquisition and Written and Oral Language:</p> <p><b>A &amp; H</b>-Students will write present their dream houses using unit vocabulary</p> <p>Digital Presentations and Cultural Perspectives:</p> <p><b>A &amp; H</b> Students will present their digital interactive Venn diagram</p>
---	---	---	---	---

<p><b>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</b></p> <p><b>7.1.IL.C.1</b> Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p><b>7.1.IL.C.2</b> Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p><b>7.1.IL.C.3</b> Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p><b>7.1.IL.C.4</b> Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p><b>7.1.IL.C.5</b> Explain the cultural perspective associated with a few cultural products and</p>	<ul style="list-style-type: none"> <li>Use digital media to learn about Spanish speaking countries and people</li> </ul>	<p>room, dining room, number of bathrooms, and bedrooms.</p> <p>Students will interview one another and write down the responses they receive . (WHST.6-8.2, CRP4, CRP12, 9.2.8.B.3)</p> <p>The class will create a T-Chart comparing and contrasting living in an apartment vs. living in a house using Spanish vocabulary. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Students will create a plan for their dream house and use Spanish labels. (WHST.6-8.2, CRP4, 9.2.8.B.3)</p> <p>Students will work in pairs using digital media to research about what homes are like in a Spanish Speaking country versus the United States. Students will use this information to create a Venn Diagram or other Graphic organizer to compare and contrast an American house with that of a Spanish Speaking country.</p>	<p><i>Realidades B</i> <b>6B: ¿Cómo es tu casa?</b></p> <p>Read-Write-Think Interactive Printing Press <a href="http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html">http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html</a></p> <p>Quizlet: Money <a href="https://quizlet.com/193882364/spanish-money-flash-cards/">https://quizlet.com/193882364/spanish-money-flash-cards/</a></p> <p>Quizlet: Spanish Currency <a href="https://quizlet.com/189732382/spanish-currency-flash-cards/">https://quizlet.com/189732382/spanish-currency-flash-cards/</a></p> <p><i>Realidades B</i> <b>5B: ¡Vamos a un restaurante!</b> • the verb <i>venir</i> • the verbs <i>ser</i> and <i>estar</i></p> <p><i>Realidades B</i> <b>5B: ¡Vamos a un restaurante!</b></p> <p>Read-Write-Think</p>	<p>comparing homes in Spanish speaking countries versus houses in the United States</p> <p>Written and Oral language:</p> <p><b>A &amp; H</b> Students will present their flyers selling their dream home</p> <p>Digital Presentations and Cultural Perspectives:</p> <p><b>A &amp; H</b> Students will present their currency posters to the class</p> <p>Vocabulary and Oral and Written Language:</p> <p><b>A &amp; H</b> Students will create menus</p> <p>Oral and Written Language and Cultural Perspectives:</p>
---	--	---	---	---

<p><b>cultural practices from the target culture (s) and one's own culture.</b></p> <p><b>7.1.IL.C.6</b>  <b>Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters</b></p>		<p>(WHST.6-8.2, CRP4, CRP12, 6.1.12.D.14.f, 8.1.8.A.1, )</p> <p>Students will write a three-paragraph essay comparing housing from a Spanish speaking country and housing in Englewood.  (WHST.6-8.2, 6.1.12.D.14.f, CRP4, CRP6)</p> <p>Students will create a Spanish flyer selling their family house or their dream house using an interactive printing press.  (WHST.6-8.2, 6.1.12.D.14.f, CRP4, CRP6, 8.1.8.A.1)</p> <p>Following a teacher directed lesson about money related vocabulary, students will make a shopping list for school supplies and clothing for high school. Students will include an explanation as to why they need certain items.  WHST.6-8.2)</p> <p>Students will work with partners to research the</p>	<p>Cooking Up Descriptive Language: Designing Restaurant Menus  <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/cooking-descriptive-language-designing-842.html">http://www.readwritethink.org/classroom-resources/lesson-plans/cooking-descriptive-language-designing-842.html</a></p> <p>Read-Write-Think Captioning the Civil Rights Movement: Reading Images, Writing the Words  <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/captioning-civil-rights-movement-31145.html">http://www.readwritethink.org/classroom-resources/lesson-plans/captioning-civil-rights-movement-31145.html</a></p> <p>Read-Write-Think Interactive Venn Diagram  <a href="http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-30973.html">http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-30973.html</a></p> <p><i>La Casa en Mango Street</i> by Sandra Cisneros</p> <p><i>La Casa en Mango Street</i> by Sandra Cisneros</p> <p>One Sentence Summaries by Rachelle Gardener</p>	<p><b>A</b>-Students will write single sentence captions on at least 4 slides</p> <p><b>H</b>-Students will write a single sentence caption on at least 5 slides</p> <p>Written and Oral Language:</p> <p><b>A</b>-Students will write a 3 paragraph essay about civil rights</p> <p><b>H</b>-Students will write a 4-5 paragraph essay about civil rights</p> <p>Vocabulary and Oral and Written Language:</p> <p><b>A &amp; H</b>- Students will create, use, and maintain reading and vocabulary logs throughout the novel study</p> <p><b>Summative Assessment:</b></p> <p>Unit Tests</p> <p>Teacher Made Quizzes</p> <p>Teacher Made Rubrics</p>
--	--	--	---	---



		<p>names for currency in Spanish speaking countries. (CRP12, )</p> <p>Students will create a list of different currencys from Spanish speaking countries and create a poster showing the country, the flag, and the name of the currency. (CRP6, CRP12, )</p> <p>Following teacher-led grammar lessons on the verbs “venir”, “ser”, and “estar”, students will complete textbook related practice activities and orally conjugate verbs with a partner. CRP4, CRP12, 9.2.8.B.3)</p> <p>Following a teacher-led lesson on restuarant vocabulary and ordering food, students will work in pairs practicing ordering food. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Following a teacher-led lesson and modeling, students will create a food menu in Spanish. The menu will include, breakfast, lunch, dinner, desserts, and beverages. (WHST.6-8.2, CRP6)</p>	<p><a href="https://rachellegardner.com/writing-a-one-sentence-summary/">https://rachellegardner.com/writing-a-one-sentence-summary/</a></p> <p><i>La Casa en Mango Street</i> by Sandra Cisneros</p>	<p>District Benchmark Assessments</p> <p><b>Alternative Assessment:</b> Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish.</p> <p>Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.</p>
--	--	--	---	--

Following a teacher led lesson about civil rights, students will view a PowerPoint presentation and create Spanish captions for the images seen in the presentation.  
(WHST.6-8.2, 8.1.8.A.1, CRP6)

Students will use an interactive Venn diagram to compare what is happening today with what occurred in the 1960's regarding Civil Rights.  
(6.1.12.D.13.C, 8.1.8.A.1, CRP6)

Students will write a three to five paragraph essay about civil rights using the information recorded in their interactive Venn diagram.  
(WHST.6-8.2, CRP4, CRP6, 8.1.8.A.1, 6.1.12.D.13.c)

Following a teacher-led lesson on vocabulary related to the novel *La Casa en Mango Street* by Sandra Cisneros, students will listen to and read this coming of age novel.  
(RH.6-8.4)

		<p>Following teacher modeling, students will maintain Reading journals with one sentence summaries of each chapter read and a list of interesting, new, or unknown words to discuss in class. (RH.6-8.4, WHST.6-8.2)</p> <p>Students will have daily literature circle discussions related to chapter summaries and vocabulary. (CRP4, CRP12, 9.2.8.B.3)</p>		
--	--	--	--	--

#### Accommodations and Modifications:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.

More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

<i>English Language Learners</i>	<i>Special Education</i>	<i>At-Risk</i>	<i>Gifted and Talented</i>
----------------------------------	--------------------------	----------------	----------------------------

<ul style="list-style-type: none"> <li>• Speak and display terminology</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Provide ELL students with multiple literacy strategies</li> <li>• Word walls</li> <li>• Use peer readers</li> <li>• Give page numbers to help the students find answers</li> <li>• Provide a computer for written work</li> <li>• Provide two sets of textbooks, one for home and one for school</li> <li>• Provide visual aids</li> <li>• Provide additional time to complete a task</li> <li>• Use graphic organizers</li> <li>• Offer preferential seating</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>• Offer preferential seating</li> <li>• Work with paraprofessional</li> <li>• Use multi-sensory teaching approaches</li> <li>• Work with a partner</li> <li>• Provide concrete examples</li> <li>• Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA</a>).</li> <li>• Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations, graphs, charts, technology tools).</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in 7<sup>th</sup> grade appropriate written format. Oral prompts can be given.</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Devise a subtle, private cueing system to ensure on-task behavior</li> <li>• Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>• Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Use flexible grouping to support instruction that is differentiated by content, process, and/or product in order to address student interest</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>• Use project-based science learning to connect Spanish with real life experiences and individual student interests.</li> <li>• Structure the learning around explaining or solving a social or community-based issue.</li> <li>• Collaborate with after-school programs or clubs to extend learning opportunities.</li> <li>• Offer mentorship opportunities for students interested in exploring careers in the content area.</li> </ul>
---	---	---	---

***Interdisciplinary Connections:***

**ELA - NJSLS/ELA:**

**RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**SOCIAL STUDIES:**

**6.1.12.D.14.f** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

**6.1.12.D.13.c** Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

**CAREER READY PRACTICES:**

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP12.** Work productively in teams while using cultural global competence.

**INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:**

**8.1.8.A.1** Demonstrate knowledge of a real-world problem using digital tools.

**INTEGRATION OF 21<sup>ST</sup> CENTURY LEARNING STANDARDS NJSLS 9:**

**9.2.8.B.3** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Hogar-** estilo de vida, familia, casa, apartamento, cocina, baño, sala de estar, closet, dormitorio, cuarto, pasillo, comedor, cama, aparador, mesita de noche, estante, librería, mesa, sillas, escritorio, armario, sofá, televisión, computadora, tableta, videojuegos, juegos de mesa, juguetes, libros, revistas, carteles, fotos, marcos, obras de arte, espejo, paredes, Ventana, ropa **Hacer las cosas-** ir de compras, ver una película, La lección de piano, La biblioteca, El café, La casa, el cine, el centro comercial, el gimnasio, el baile, el concierto, la fiesta, el partido, ir de camping o acampar, conmigo, contigo, lo siento, el parque, la playa, el restaurante, el templo, tiempo libre, después de, los fines de semana, el baile, yo se, tu sabes, Celebraciones- Cumpleaños, fiestas, bodas, bautizos, aniversarios, día de acción de gracias, Navidad, Pascua, Quinceañera, Celebraciones- Cumpleaños, fiestas, bodas, bautizos, aniversarios, día de acción de gracias, Navidad, Pascua, Quinceañera, **Palabras de acción-** poder, dormir, comer, dibujar, caminar, leer, escribir, estudiar, compartir, descansar, hablar, escuchar, **comprender y contestar preguntas sobre personalidades-** ¿Qué te gusta hacer? Me gusta, también me gusta, ¿te gusta? ¿Como es? ¿Como eres? **Moneda-** dinero, dólar, monedas, cambio, pagar, comprar, guardar, banco, hucha, efectivo, tarjeta de crédito y tarjeta de regalo, **Derechos Civiles:** Igualdad, equidad, justicia, acceso, humanidad, compasión, seguridad, mensaje positivo, hablar, personas, discurso, autobús, escolta, policía, militar, niño, persona, humano, marchar, bandera, enojo, tristeza, gritar, amenazantes, soldados, unidad, canto, estrechar la mano, conocer gente, alinearse, **Alimentos y Comidas-** desayuno, almuerzo, como, comí, comeré, durante el desayuno, cereales, huevos, pan, tostadas, salchichas, tocino, yogurt, agua, café, leche, jugo de naranja, bebidas, refrescos, limonada, té, helado, para

el almuerzo voy a comer, ensalada, ensalada de frutas, un sándwich, papas fritas, manzana, naranja, plátano, uvas, verduras, frijoles, nuggets de pollo, embutidos, gelatina, hamburguesa, queso, chocolate, pizza, cena, bistec, arroz, frijoles, carne, pescado, pollo, mariscos, cebollas, pasta, verduras, papa al horno, postres, tortas, galletas, pasteles, tengo hambre, tengo sed, **términos literarios**- obras de teatro, teatro, actores, personajes, argumento, narrador, escena, acto, voz, ritmo, dicción, drama, comedia, tragedia, literatura, narrativa, antagonista, protagonista, clímax, introducción, conclusion, trazar, analizar, comparar, contrastar, diálogo, motivación,

# Englewood Public School District

## World Language, Spanish-Honors Eighth Grade

### Unit 3

#### Unit 3: Shopping, Research, Immigration, the Weather, and Novel Studies

**Overview:** The honors 8th grade Spanish course will continue to teach students about the language and culture of Spanish speaking nations. During this unit students will continue to familiarize themselves with oral and written vocabulary words related to shopping, conducting research, immigration, and the weather. Students will use the Spanish language to talk about preferences, ask and answer questions, share ideas, and understand cultural perspectives about given topics. They will also study Spanish grammar by learning the preterite of -ar , -car, and -gar verbs, and direct object pronouns. Students will develop listening comprehension skills, oral language, communication skills, and acquire new vocabulary. Students will also continue to read novels written by Spanish authors. The 8<sup>th</sup> grade Spanish program will be supported by the *Realidades B* Spanish program and text that will cover different themes, support Spanish grammar and vocabulary.

**Time Frame:** 43 to 47 Days

#### Enduring Understandings:

*Students will understand that...*

- *They can interact with others using Spanish vocabulary.*
- *They can identify, say, and label objects and places in Spanish.*
- *They can share their preferences, opinions, and ideas in a foreign language.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer questions in Spanish to gain knowledge and gather information.*
- *They can listen to and read expository and narrative texts in Spanish.*
- *They can identify and label items into specific categories based upon attributes and number.*
- *They can use correct Spanish grammar in my oral and written language.*
- *They can conduct research on Spanish topics.*

#### Essential Questions:

- *What is it like to learn a foreign language?*
- *How does learning Spanish vocabulary improve my reading skills?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help reinforce my listening and speaking skills?*
- *How does reading in Spanish help me better understand texts?*
- *How does learning a foreign language increase my 21<sup>st</sup> Century Skills?*
- *How does learning Spanish increase my content area vocabulary?*
- *How does learning Spanish reinforce my written and oral language skills?*
- *What contributions have Hispanic people made to American culture and society?*



Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>7.1.IL.A.1</b> Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p><b>7.1.IL.A.2</b> Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p><b>7.1.IL.A.3</b> Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p><b>7.1.IL.A.4</b> Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p><b>7.1.IL.A.5</b> Demonstrate comprehension of conversations and written information on a variety of topics.</p>	<p><b>Topics</b></p> <p>Shopping, Research, Immigration, the weather, and Novel Studies</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> <li>• Social and Cross-cultural skills</li> <li>• The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity</li> <li>• Global Awareness <a href="http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2">http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</a></li> </ul> <p><b>Objectives</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Understand that it is important to communicate in a foreign language</li> <li>• Learn about immigration and the impact it has had on our society</li> <li>• Write Spanish dialog</li> <li>• Express their opinions and preferences related to shopping,</li> </ul>	<p>As an introduction to the unit, students will watch a short video about going shopping.</p> <p>Students will play digital web based matching games, memory games, and word race to learn about shopping. (8.1.8.A.1)</p> <p>Following a teacher-led vocabulary lesson about shopping, students will work in pairs to create a written dialog about shopping a specific store, one student will be the shopper and the other person will be the clerk. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Following a teacher led grammar lesson on direct object pronouns, students will complete text related practice activities. (WHST.6-8.2)</p> <p>Students will then switch partners and role-play going shopping. (CRP4, CRP12, 9.2.8.B.3)</p>	<p>You Tube: Shopping in Spanish <a href="https://youtu.be/RZnVkGfyGEg">https://youtu.be/RZnVkGfyGEg</a></p> <p>Quizlet: Shopping Flashcards <a href="https://quizlet.com/subject/spanish-shops/">https://quizlet.com/subject/spanish-shops/</a></p> <p><i>Realidades B</i> <b>7B: ¡Qué regalo!</b></p> <p><i>Realidades B</i> <b>7B: ¡Qué regalo!</b></p> <ul style="list-style-type: none"> <li>• the preterite of -ar verbs</li> <li>• the preterite of verbs ending in -car and -gar</li> <li>• direct object pronouns</li> </ul> <p><i>Realidades B</i> <b>7B: ¡Qué regalo!</b></p> <p><i>Realidades B</i> <b>7B: ¡Qué regalo!</b></p> <ul style="list-style-type: none"> <li>• the preterite of -ar verbs</li> </ul>	<p><b>Benchmark Assessment:</b> Common Formative Assessment</p> <p><b>Formative Assessments:</b></p> <p><b>A &amp; H</b> Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are writing, drawing, creating, speaking, listening, and singing</p> <p><b>A &amp; H</b> Teacher will check listening comprehension and memorization by orally dictating a Spanish sentence and having a student identify the sentence on the board</p> <p><b>A &amp; H- Oral Quizzes;</b> students will respond to teacher and classmate questions</p> <p>Oral Language and Vocabulary:</p>

<p><b>7.1.IL.A.7</b> <b>Infer the meaning of a few unfamiliar words in some new contexts.</b></p> <p><b>7.1.IL.A.8</b> <b>Compare and contrast unique linguistic elements in English and the target language.</b></p> <p><b>7.1.IL.B.1</b> <b>Use digital tools to participate in short conversations and to exchange information related to targeted themes.</b></p> <p><b>7.1.IL.B.2</b> <b>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</b></p> <p><b>7.1.IL.B.3</b> <b>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</b></p> <p><b>7.1.IL.B.4</b> <b>Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</b></p>	<p>immigration, and the weather.</p> <ul style="list-style-type: none"> <li>• Understand that listening to, learning, and singing Spanish songs will increase their fluency</li> <li>• Read, translate, interpret, and comprehend narrative texts</li> <li>• Conduct a novel study</li> <li>• Ask and answer questions in target language.</li> <li>• Use cognates to expand Spanish oral and written vocabulary</li> <li>• Understand and use Spanish words related to unit vocabulary</li> <li>• Follow directions in Spanish</li> <li>• Research information in English and Spanish</li> <li>• Create Spanish presentations</li> <li>• Create advertisements in Spanish</li> <li>• Conjugate Spanish Verbs</li> <li>• Speak, read, and write in Spanish using adjectives that show subject verb agreement</li> <li>• Use correct Spanish grammar in oral and written language</li> <li>• Use technology to create posters, publish essays,</li> </ul>	<p>Students will create a list of things they need to buy for an upcoming vacation or event, they will need to write a complete paragraph describing the type of vacation they are taking or the event they are attending. (WHST.6-8.2, CRP4, CRP6)</p> <p>Following teacher-led grammar lessons on the preterite tense of -ar, -car, and -gar ending verbs, students will complete textbook related practice activities. (RH.6-8.4)</p> <p>Students will create Spanish advertisements for a given store or business in Englewood. (WHST.6-8.2, CRP4, CRP12, 9.2.8.B.3)</p> <p>Following a teacher-led lesson on research vocabulary words, students will independently create an educational presentation about conducting research using PowerPoint or Google Classroom applications. (WHST.6-8.2, CRP4, CRP6, 8.1.8.A.1)</p>	<ul style="list-style-type: none"> <li>• the preterite of verbs ending in -car and -gar</li> <li>• direct object pronouns</li> </ul> <p>Study.com: Advertising Art Lesson <a href="https://study.com/academy/lesson/advertising-art-lesson-plan.html">https://study.com/academy/lesson/advertising-art-lesson-plan.html</a></p> <p>Read-Write-Think: Research Building Blocks Notes <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-notes-148.html#resources">http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-notes-148.html#resources</a></p> <p>YouTube: La Huella Latina en Estados Unidos (watch with subtitles) <a href="https://youtu.be/HWv4yVwMH9k">https://youtu.be/HWv4yVwMH9k</a></p> <p>¿QUÉ TIEMPO HACE HOY? (DIFÍCIL) <a href="https://rockalingua.com/songs/weather-difficult-version">https://rockalingua.com/songs/weather-difficult-version</a></p>	<p><b>A &amp; H</b>-Students will share their shopping lists and read aloud their paragraph with partners</p> <p>Oral Presentation, Vocabulary, and Dialog:</p> <p><b>A &amp; H</b>- Students will present their advertisement to the class</p> <p><b>A &amp; H</b>-Students will present their research presentations and teach someone how to conduct research in Spanish</p> <p>Oral and Digital Presentations and Cultural Perspectives:</p> <p><b>A &amp; H</b>: Students will present their timelines</p> <p>Oral and Digital Presentations and Cultural Perspectives:</p> <p><b>A &amp; H</b>: Students will present the songs they wrote</p>
--	--	--	--	--

<p><b>7.1.IL.B.5</b> Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p><b>7.1.IL.C.1</b> Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p><b>7.1.IL.C.2</b> Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p><b>7.1.IL.C.3</b> Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p><b>7.1.IL.C.4</b> Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p><b>7.1.IL.C.5</b> Explain the cultural perspective associated with</p>	<p>and create multi-media presentations.</p>	<p>Students will conduct research about an assigned Spanish speaking country and the types of stores and businesses they have in their capital cities. (6.1.12.D.14.f)</p> <p>Students will write a descriptive paragraph describing a business located in the Spanish speaking country. (WHST.6-8.2, CRP4, CRP6,)</p> <p>Students will watch a video about Latino immigration in the United States. (8.1.8.A.1, 6.1.12.B.14.a)</p> <p>Following a teacher-led lesson about immigration from Spanish speaking countries to the United States, students will create a written list of the contributions Latino's have made to the United States. (WHST.6-8.2, CRP4, CRP6, CRP12, 8.1.8.A.1, 6.1.12.B.14.a)</p> <p>Following a teacher-led lesson about immigrants and immigration, student pairs will select one</p>	<p>Talking About the Weather <a href="https://www.spanishplayground.net/talking-about-the-weather-in-spanish/">https://www.spanishplayground.net/talking-about-the-weather-in-spanish/</a></p> <p>The Weather Channel Español <a href="https://weather.com/es-US">https://weather.com/es-US</a></p> <p>Bingo Card Generator <a href="http://myfreebingocards.com/bingo-card-generator">http://myfreebingocards.com/bingo-card-generator</a></p> <p><i>La Casa en Mango Street</i> by Sandra Cisneros</p> <p><i>Como Agua Para Chocolate</i> Laura Esquivel</p> <p><i>La Casa en Mango Street</i> by Sandra Cisneros <i>Como Agua Para Chocolate</i> Laura Esquivel</p>	<p>Digital and oral Presentations and Cultural Perspectives:</p> <p><b>A &amp; H-</b> Students will present their weather forecasts</p> <p><b>A &amp; H-</b> Students will present their posters on protecting the environment</p> <p>Vocabulary and Oral and Written Language:</p> <p><b>A &amp; H-</b> Students will create, use, and maintain reading and vocabulary logs throughout the novel study</p> <p><b>Summative Assessment:</b></p> <p>Unit Tests</p> <p>Teacher Made Quizzes</p> <p>Teacher Made Rubrics</p> <p>District Benchmark Assessments</p> <p><b>Alternative Assessment:</b> Students will respond to oral questioning and demonstrate proficiency</p>
--	--	---	--	---

<p><b>a few cultural products and cultural practices from the target culture (s) and one's own culture.</b></p> <p><b>7.1.IL.C.6</b>  <b>Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters</b></p>		<p>Spanish speaking nation to research and create a timeline indicating when and why people have immigrated to the United States. Students may add a map and illustrations to their timeline.  (WHST.6-8.2, CRP4, CRP6, CRP12, 8.1.8.A.1, 6.1.12.B.14.a)</p> <p>Students will listen to and learn the lyrics to a song about the weather.</p> <p>Students will work in pairs to write a song about the weather using unit vocabulary.  (WHST.6-8.2, CRP4, CRP12, 9.2.8.B.3)</p> <p>Students will use common expressions and weather related vocabulary to write descriptions about what the climate is like in New Jersey.  (WHST.6-8.2, CRP4, CRP6)</p> <p>Students will view The Spanish Weather Channel to apply and generalize learned vocabulary.</p>		<p>on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish.</p> <p>Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.</p>
--	--	--	--	---

Students will research the weather in three Spanish speaking countries and write a one-week weather forecast for one of the countries.

(WHST.6-8.2, CRP4, 8.1.8.A.1)

Following a teacher-led vocabulary lesson on protecting the environment, students will create a Spanish poster listing ways to help the environment.

(WHST.6-8.2, CRP4, CRP6)

Students will play BINGO to review unit vocabulary.

Students will finish reading *The House on Mango Street* Novel and Begin Reading *Like Water for Chocolate*.

(RH.6-8.4)

Students will maintain Reading journals with one sentence summaries of each chapter read and a list of interesting, new, or unknown words to discuss in class.

(WHST.6-8.2)

		Students will have daily literature circle discussions related to chapter summaries and vocabulary. (RH.6-8.4, CRP4, CRP12, 9.2.8.B.3)		
--	--	---	--	--

### Accommodations and Modifications:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.

More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>• Speak and display terminology</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Provide ELL students with multiple literacy strategies</li> <li>• Word walls</li> <li>• Use peer readers</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>• Offer preferential seating</li> <li>• Work with paraprofessional</li> <li>• Use multi-sensory teaching approaches</li> <li>• Work with a partner</li> <li>• Provide concrete examples</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in 7<sup>th</sup> grade appropriate written format. Oral prompts can be given.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Use flexible grouping to support instruction that is differentiated by content,</li> </ul>

<ul style="list-style-type: none"> <li>• Give page numbers to help the students find answers</li> <li>• Provide a computer for written work</li> <li>• Provide two sets of textbooks, one for home and one for school</li> <li>• Provide visual aids</li> <li>• Provide additional time to complete a task</li> <li>• Use graphic organizers</li> <li>• Offer preferential seating</li> </ul>	<ul style="list-style-type: none"> <li>• Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA</a>).</li> <li>• Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations, graphs, charts, technology tools).</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Devise a subtle, private cueing system to ensure on-task behavior</li> <li>• Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>• Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> </ul>	<p>process, and/or product in order to address student interest</p> <ul style="list-style-type: none"> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>• Use project-based science learning to connect Spanish with real life experiences and individual student interests.</li> <li>• Structure the learning around explaining or solving a social or community-based issue.</li> <li>• Collaborate with after-school programs or clubs to extend learning opportunities.</li> <li>• Offer mentorship opportunities for students interested in exploring careers in the content area.</li> </ul>
---	--	---	---

***Interdisciplinary Connections:***

**ELA - NJSLS/ELA:**

**RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.



**SOCIAL STUDIES:**

**6.1.12.B.14.a** Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

**6.1.12.D.14.f** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

**CAREER READY PRACTICES:**

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP12.** Work productively in teams while using cultural global competence.

**INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:**

**8.1.8.A.1** Demonstrate knowledge of a real-world problem using digital tools.

**INTEGRATION OF 21<sup>ST</sup> CENTURY LEARNING STANDARDS NJSLS 9:**

**9.2.8.B.3** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Key Vocabulary: De Compras**-tiendas, la agencia de viajes, la carnicería, la confitería, la floristería, la tienda de fotografía, la gasolinera, los almacenes de departamentos, la papelería, tienda de ropa, la pastelería, la peluquería, la pescadería el banco, la panadería, la oficina de correos, tienda de comestibles, supermercado, taller de auto, dinero, comprar, gastar, usar, efectivo, tarjeta, cheque, pagar, devolver, lista de compras, Compra en línea, ¿Cuanto cuesta? ¿Cuánto cuesta este? Quiero comprar eso? Ese es un buen precio, que es barato, es caro, en promoción, **Ropa**- camisas, pantalones, zapatos, pantalones cortos, camiseta, vestido, calcetines, ropa interior, **investigación**-investigar, mirar, internet, leer, escribir, encontrar, visa de inmigración, viajar, mover, tarjeta verde, ciudadano, aplicación, proceso, aeropuerto, coche, oficina, gobierno, leyes, papeleo, espera, sala de espera, entrevista, país, nuevo sistema legal, oportunidades, educación, vida major, ¿Por qué la gente inmigra?, **Verbos**-gustar, ir, hacer **adjetivos plural**-grande, son grandes, pequeños, ricos, deliciosos, refrescantes, sabrosos, salados, dulces, **el clima y el tiempo**, invierno, primavera, verano, otoño, frío, caliente, ventoso, lloviendo, nevando, soleado, nublado, temprano, tarde, oscuro, noche, día, mañana, tarde, noche, el ambiente, contaminación, reciclaje, reciclando, reutilizando, La Tierra, naturaleza. **Other vocabulary depending on students language levels**

**Englewood Public School District**  
**World Language, Spanish-Honors Eighth Grade**  
**Unit 4**

**Unit 4: The Environment, Helping Around the Community, Movies, Technology, and Novel Studies**

**Overview:** The honors 8th grade Spanish course will continue to introduce students about the language and culture of Spanish speaking nations. During this unit students will continue to familiarize themselves with oral and written vocabulary words related to the environment, animals, Spanish movies, and technology. Students will continue using the Spanish language to ask and answer questions, describe people, places and events, describe the environment, animals, and express position. They will also use technology to learn about Hispanic American culture and countries. Students will develop listening comprehension skills, written and oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills.

**Time Frame:** 43 to 47 Days

**Enduring Understandings:**

*Students will understand that...*

- *Learning another language will help them communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer questions in Spanish to gain knowledge, exchange ideas, and gather information.*
- *They can identify, name, and describe the environment using Spanish vocabulary words.*
- *They can describe people, places, events, and things using Spanish vocabulary and descriptive adjectives.*
- *They can make a positive impact around the community.*
- *They can express their preferences, opinions, and feelings using Spanish.*
- *They can use correct Spanish grammar in their written and oral language.*
- *They can learn about the uses of technology and apply the skills to expand upon their Spanish language skills.*

**Essential Questions:**

- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help me understand my feelings and preferences?*
- *Why is knowing a second language an asset?*
- *How does learning Spanish help me improve my content area vocabulary?*
- *How can technology help me learn Spanish?*
- *How does learning Spanish help improve my 21<sup>st</sup> Century skills?*
- *How can watching Spanish movies help me increase my Spanish language acquisitions?*
- *How can learning Spanish make me more aware of our universe and environment?*
- *How does learning a foreign language improve my oral and written language skills?*
- *How does learning a foreign language help me appreciate other cultures?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>7.1.IL.A.1</b> <b>Identify the main idea and most supporting details contained in culturally authentic materials using</b>	<b>Topics</b>  The Environment, Helping Around the Community,	As an introduction to this unit, students will learn the lyrics to a song about	Rockalingua Song: Places and wild animals <a href="https://rockalingua.com/songs/places-and-wild-animals">https://rockalingua.com/songs/places-and-wild-animals</a>	<b>Benchmark Assessment:</b> Common Formative Assessment

<p>electronic information and other sources related to targeted themes.</p> <p><b>7.1.IL.A.2</b> Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p><b>7.1.IL.A.3</b> Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p><b>7.1.IL.A.4</b> Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p><b>7.1.IL.A.5</b> Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p><b>7.1.IL.A.7</b> Infer the meaning of a few unfamiliar words in some new contexts.</p> <p><b>7.1.IL.A.8</b></p>	<p>Movies, Technology , and Novel Studies</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> <li>• Social and Cross cultural skills</li> <li>• The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity</li> <li>• Global Awareness</li> </ul> <p><a href="http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2">http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</a></p> <p style="text-align: center;"><b>Objectives</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Understand the importance of communicating in a foreign language</li> <li>• Listen to, learn, and sing Spanish songs</li> <li>• Play games in order to learn new vocabulary and review unit vocabulary</li> <li>• Ask and answer questions in target language</li> <li>• Identify, label, and say the names of community related terms</li> </ul>	<p>taking care of the environment.</p> <p>Following a teacher led lesson on vocabulary, Students will independently create environment and universe vocabulary flashcards that include the definition and an example.</p> <p>Students will work in pairs to answer questions about the environment: What is the name of our planet? Describe planet earth? Why is it important to take care of our planet? (CRP4, CRP12, 9.2.8.B.3)</p> <p>In honor of Earth Day, “Día de la Tierra”, students will play the Earth Day memory game and then they will create additional game pieces using the blank globes and related vocabulary. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Following a teacher led grammar lesson focusing on the present tense of the verb decir, students will complete a text book related lesson. (RH.6-8.4)</p>	<p>Study Spanish: Vocabulary Lesson Universe <a href="https://studyspanish.com/vocab/lessons/universe">https://studyspanish.com/vocab/lessons/universe</a></p> <p>Earth Day Memory Game <a href="https://www.spanishplayground.net/wp-content/uploads/2015/04/earth-day-memory-game.pdf">https://www.spanishplayground.net/wp-content/uploads/2015/04/earth-day-memory-game.pdf</a></p> <p><i>Realidades B</i> <b>8B: Ayudando en la comunidad</b> • the present-tense of <i>decir</i></p> <p><i>Realidades B</i> <b>8B: Ayudando en la comunidad</b></p> <p><i>Realidades B</i> <b>8B: Ayudando en la comunidad</b> indirect object pronouns</p> <p><i>Realidades B</i> <b>8B: Ayudando en la comunidad</b> <i>the preterite of hacer and dar</i></p> <p>Spanish Language Movies</p>	<p><b>Formative Assessment: A &amp; H</b> Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing, drawing, speaking, and singing</p> <p><b>A &amp; H</b> Teacher will assess students by observing and/or taking anecdotal notes to determine if students understand and can say unit vocabulary words</p> <p><b>A &amp; H- Oral Quizzes;</b> students will respond to teacher and classmate questions</p> <p>Written and Oral Language:</p> <p><b>A &amp; H-Students will</b> Share their favorite animal drawing with the class and orally describe it</p> <p>Oral Presentation, Vocabulary and Dialog:</p>
---	---	--	---	---

<p><b>Compare and contrast unique linguistic elements in English and the target language.</b></p> <p><b>7.1.IL.B.1</b> Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p><b>7.1.IL.B.2</b> Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p> <p><b>7.1.IL.B.3</b> Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p><b>7.1.IL.B.4</b> Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p><b>7.1.IL.B.5</b> Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	<ul style="list-style-type: none"> <li>Identify, label, and say environment related words in Spanish</li> <li>Identify, label, and apply vocabulary related to our universe and outer space</li> <li>Understand cultural perspectives about movies</li> <li>Conduct a novel study</li> <li>Understand, write, and speak using correct Spanish grammar</li> <li>Learn ways to help their local community</li> <li>Research and explore different Latin American cities</li> <li>Learn about and use technology to communicate in Spanish</li> <li>Create posters and digital presentations about a given topic</li> <li>Use print, recorded, and digital media to learn Spanish</li> </ul>	<p>Following a teacher-led vocabulary lesson on community helpers, students will work in pairs to create a list of ways that they can help out in their community. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Following a teacher led lesson on indirect object pronouns, students will complete a text book related practice activities. (RH.6-8.4)</p> <p>Following a teacher led lesson on the preterite of hacer and dar, students will learn sentences using the preterite verbs. (WHST.6-8.2)</p> <p>Following a teacher-led lesson about movie related vocabulary, students will research family friendly Spanish animated movies and write a one paragraph description about two different animated movies. (WHST.6-8.2, RH.6-8.4, CRP4, CRP6)</p> <p>Students will work create a program listing five movies to be presented at the Spanish Class Movie</p>	<p><a href="https://www.spanishplayground.net/spanish-language-movies-for-the-whole-family">https://www.spanishplayground.net/spanish-language-movies-for-the-whole-family</a></p> <p>Spanish Video Series to teach Listening Skills <a href="https://www.spanishplayground.net/spanish-video-series-buena-gente/">https://www.spanishplayground.net/spanish-video-series-buena-gente/</a></p> <p>Speaking Activities <a href="https://www.spanishplayground.net/speaking-activities-video/">https://www.spanishplayground.net/speaking-activities-video/</a></p> <p><i>Realidades B</i> <b>9B: La tecnología</b> • the present-tense <i>of pedir</i> and • the verbs <i>saber</i> and <i>conocer</i></p> <p><i>Realidades B</i> <b>9B: La tecnología</b> • the present-tense <i>of pedir</i> and • the verbs <i>saber</i> and <i>conocer</i></p> <p>360 Virtual City Tours <a href="https://www.360cities.net">https://www.360cities.net</a></p> <p><i>Como Agua Para Chocolate</i> Laura Esquivel</p>	<p><b>A-</b> Students will demonstrate understanding of unit Spanish vocabulary by Orally naming and describing 6 animals</p> <p><b>H-</b> Students will demonstrate understanding of unit Spanish vocabulary by Orally naming and describing 8 of the animals</p> <p>Digital Presentations and cultural perspectives:</p> <p><b>A &amp; H-</b>Students will present their Spanish film festival programs to the class</p> <p>Digital and Oral Presentations and Cultural Perspectives:</p> <p><b>A-</b> Students will present their poster and highlight 5 forms of technology and their use</p> <p><b>H-</b> Students will present their poster and highlight 7 forms of technology and their use</p>
--	---	---	---	---

<p><b>7.1.IL.C.1</b> Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p><b>7.1.IL.C.2</b> Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p><b>7.1.IL.C.3</b> Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p><b>7.1.IL.C.4</b> Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p><b>7.1.IL.C.5</b> Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> <p><b>7.1.IL.C.6</b></p>		<p>Festival. Students will select two animated movies and three live action movies and write two sentence description for each movie. (WHST.6-8.2, CRP4, CRP12, 9.2.8.B.3)</p> <p>Students will watch Spanish language films and videos to increase their listening skills and speaking skills and oral comprehension skills. (8.1.8.A.1)</p> <p>Students will play “Que Hace” and “Que Ves” games using videoclips to increase speaking skills. (8.1.8.A.1)</p> <p>Following a teacher-led lesson on technology vocabulary, students will create posters listing different types of technology and its uses. (WHST.6-8.2, CRP4, CRP12, 9.2.8.B.3)</p> <p>Following teacher-led grammar lessons on present-tense of pedir and the verbs saber and conocer, students will complete a text book related practice activity. (WHST.6-8.2)</p>	<p><i>Como Agua Para Chocolate</i> Laura Esquivel</p>	<p>Digital Presentations and Cultural Perspectives:</p> <p><b>A &amp; H-</b>Students will present their digital presentations describing planet earth</p> <p>Vocabulary and Oral and Written Language:</p> <p><b>A &amp; H-</b> Students will create, use, and maintain reading and vocabulary logs throughout the novel study</p> <p><b>Summative Assessment:</b></p> <p>Unit Tests</p> <p>Teacher Made Quizzes</p> <p>Teacher Made Rubrics</p> <p>District Benchmark Assessments</p> <p><b>Alternative Assessment:</b> Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of</p>
---	--	---	---	---

<p><b>Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters</b></p>		<p>Following teacher modeling, students will independently explore Latin American cities using virtual tours 360 tours. (8.1.8.A.1, 6.1.12.D.14.f)</p> <p>Students will use Google Docs or PowerPoint to create a 6 slide Spanish digital presentation describing planet earth, Spanish speaking countries and the animals that live in Spanish speaking countries.</p> <p>(WHST.6-8.2, CRP4, CRP6, 8.1.8.A.1)</p> <p>Students will write a five paragraph essay comparing the city they live in and a capital city in Latin America. (WHST.6-8.2, CRP4, CRP6, 6.1.12.D.14.f)</p> <p>Students will finish reading <i>Like Water for Chocolate</i>. (RH.6-8.4)</p> <p>Students will maintain Reading journals with one sentence summaries of</p>		<p>completed drawings, writings, audio recordings, and other products related to their study of Spanish.</p> <p>Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.</p>
---	--	---	--	--

		<p>each chapter read and a list of interesting, new, or unknown words to discuss in class. (RH.6-8.4)</p> <p>Students will have daily literature circle discussions related to chapter summaries and vocabulary. (CRP4, CRP12, 9.2.8.B.3)</p>		
--	--	---	--	--

### Accommodations and Modifications:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.

More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

<i>English Language Learners</i>	<i>Special Education</i>	<i>At-Risk</i>	<i>Gifted and Talented</i>
<ul style="list-style-type: none"> <li>• Speak and display terminology</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>• Offer preferential seating</li> <li>• Work with paraprofessional</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> </ul>



<ul style="list-style-type: none"> <li>• Provide ELL students with multiple literacy strategies</li> <li>• Word walls</li> <li>• Use peer readers</li> <li>• Give page numbers to help the students find answers</li> <li>• Provide a computer for written work</li> <li>• Provide two sets of textbooks, one for home and one for school</li> <li>• Provide visual aids</li> <li>• Provide additional time to complete a task</li> <li>• Use graphic organizers</li> <li>• Offer preferential seating</li> </ul>	<ul style="list-style-type: none"> <li>• Use multi-sensory teaching approaches</li> <li>• Work with a partner</li> <li>• Provide concrete examples</li> <li>• Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA</a>).</li> <li>• Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations, graphs, charts, technology tools).</li> </ul>	<p>verbally and in 7<sup>th</sup> grade appropriate written format. Oral prompts can be given.</p> <ul style="list-style-type: none"> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Devise a subtle, private cueing system to ensure on-task behavior</li> <li>• Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>• Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Use flexible grouping to support instruction that is differentiated by content, process, and/or product in order to address student interest</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>• Use project-based science learning to connect Spanish with real life experiences and individual student interests.</li> <li>• Structure the learning around explaining or solving a social or community-based issue.</li> <li>• Collaborate with after-school programs or clubs to extend learning opportunities.</li> <li>• Offer mentorship opportunities for students interested in exploring careers in the content area.</li> </ul>
---	---	--	--

***Interdisciplinary Connections:***

**ELA - NJSLS/ELA:**

**RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**SOCIAL STUDIES:**

**6.1.12.D.14.f** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

**CAREER READY PRACTICES:**

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP12.** Work productively in teams while using cultural global competence.

**INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:**

**8.1.8.A.1** Demonstrate knowledge of a real-world problem using digital tools.

**INTEGRATION OF 21<sup>ST</sup> CENTURY LEARNING STANDARDS NJSLS 9:**

**9.2.8.B.3** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Key Vocabulary:** El ambiente- el clima, el tiempo, contaminación, reciclaje, reciclando, reutilizando, La Tierra, naturaleza, Nombra nuestro planeta? Describe el planeta Tierra? ¿Por qué es importante cuidar nuestro planeta? universo-planetas, sol, luna, cometas, estrellas, galaxia, astronauta, espacio exterior

voluntario-los ancianos, la anciana, el campamento, los demás, la escuela primaria, la gente, el hospital, el juguete, los niños, el niño, la nina, pobre, el problema, Películas-actores, cine, videos, televisión, entretenimiento, drama, comedia, romance, película de acción, entradas, asientos, Palabras de alta frecuencia: siempre, nunca, a veces, de vez en cuando, el fin de semana, el día, los días, la mañana, la tarde, la noche, las preposiciones: adentro, afuera, arriba, debajo, al lado, a través desde, enfrente, detrás, debajo, encima, tecnología- Internet, computadora, wi-fi, tableta, teléfono móvil, mensajes de texto, en línea, redes sociales

**Other vocabulary depending on students language levels**