

Cliffside Park Middle School
8th Grade Spanish Curriculum
August 2018

Unit 1

Subject: Spanish
Grade: 8

Student Learning Objectives

- Students will be able to discuss some of the most common topics of everyday conversations: meeting others, introducing oneself, exchanging pleasantries, stating the day and date and inquiring about the time and weather.

Enduring Understandings

- Students will understand how to greet someone, how to introduce themselves and ask and respond to routine questions. They will be able to ask/answer questions about the time and the weather and express the day and date.
- It is predicted that students will confuse questions and responses without significant repetition, time and practice. Continued review and re-visiting of these themes in subsequent lessons should strengthen and improve understanding and ability.

Essential Questions

- How do Spanish speakers make initial conversation?
- How do we express the time in Spanish?
- How do we count and use numbers in Spanish?
- How do we express the weather in Spanish?
- How do we express the day and date in Spanish?

Standards

Interpretive:

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal:

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational:

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st Century

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.

Technology

- 8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- 8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.
- 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Concepts and Skills

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

Formative Assessments:

- Students will be able to comprehend written and spoken dialogue related to meeting and greeting someone, exchanging pleasantries, the weather, inquiring about the time, day and date and parting phrases.
- They will be able to apply their learned knowledge by conversing in role play scenarios.
- Teacher's Discovery videos: "Greetings" & "Calendar" w/ associated quizzes.

Summative Assessments:

- Writing Assessment
- Teacher Checklist or Rubric
- Chapter Test- reading, writing, listening skills
- Google Maps Assessment

Benchmark Assessments:

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

Interdisciplinary

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

Materials

- Workbook--Reteach and Practice, Holt McDougal (Avancemos)
- Workbook-Ven Conmigo, Holt McDougal
- Textbook-Santillana Middle School text

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Introduce people and respond in a culturally appropriate way to an introduction ● Rock & Learn Video segments: Hello/numbers practice/time/days of week/months of year. ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on specific writers during this time period ● Create Google Slide presentation on pertinent topics 	<ul style="list-style-type: none"> ● Rock & Learn Video segments: Hello/numbers practice/time/days of week/months of year. ● “Quizlet Live” game. ● Recognize sounds in a Bingo game ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and 	<ul style="list-style-type: none"> ● Numbers practice game “Arriba” ● Role-play scenarios: students meet, greet ask/respond to time & weather questions. ● “Quizlet Live” game. ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student

<p>from within the unit</p> <ul style="list-style-type: none"> • Allow G & T students to identify and define higher level terms within the unit of study 	<p>accommodations for all assessments</p> <ul style="list-style-type: none"> • Use information from the WIDA testing to help facilitate individualized assessments for ELL students • Allow student access to native dictionary to help with the understanding of vocabulary within the unit • Student may create a Google Slide presentation and explain information in their native language 	
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Unit 2

Subject: Spanish
Grade: 8

Student Learning Objectives

- Students will be able to begin to identify objects in Spanish and describe the item by

using adjectives.

Enduring Understandings

- Students will be able to recite the alphabet, spell their name, identify and describe classroom objects by their size & color and begin to use other descriptive adjectives to describe people and things.
- It is desired that students begin to pronounce letters and words correctly, and comfortably respond to questions and commands in the classroom without significant delay or thought.

Essential Questions

- What are the letters of the Spanish alphabet and how are they pronounced?
- What are the objects in the classroom and how can we describe them?
- What are Spanish adjectives and how do we use them?
- What do we state the colors in Spanish?
- How do nouns reflect gender in Spanish?

Standards

Interpretive:

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal:

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express

preferences using memorized words and phrases.

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

Presentational:

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st Century

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Technology

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Concepts and Skills

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

Formative Assessments:

- Students will be able to recite the Spanish alphabet and begin to develop their pronunciation.
- They will be able to recognize and describe items in the classroom and begin to apply basic Spanish grammar rules in describing people and things.
- Students will demonstrate applicable knowledge through role-play scenarios and oral response exercises.

Summative Assessments:

- Writing Assessment
- Teacher Checklist or Rubric
- Chapter Test- reading, writing, listening skills
- Google Maps Assessment

Benchmark Assessments:

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

Interdisciplinary

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

Materials

- Workbook--Reteach and Practice, Holt McDougal (Avancemos)
- Workbook-Ven Conmigo, Holt McDougal
- Textbook-Santillana Middle School text

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Standard Deviant/ "Descriptive Adjectives" & 	<ul style="list-style-type: none"> ● Concentration game: adjectives/class room objects 	<ul style="list-style-type: none"> ● Numbers practice game "Arriba" ● Role-play scenarios: students meet, greet ask/respond to time & weather questions.

<p>associated worksheet</p> <ul style="list-style-type: none"> ● Introduce people and respond in a culturally appropriate way to an introduction ● Rock & Learn Video segments: Hello/numbers practice/time/days of week/months of year. ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on specific writers during this time period ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and 	<ul style="list-style-type: none"> ● Rock & Learn Video segments: Hello/numbers practice/time/days of week/months of year. ● “Quizlet Live” game. ● Recognize sounds in a Bingo game ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA 	<ul style="list-style-type: none"> ● Concentration game: adjectives/classroom objects ● “Quizlet Live” game. ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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<p>define higher level terms within the unit of study</p>	<p>testing to help facilitate individualized assessments for ELL students</p> <ul style="list-style-type: none"> • Allow student access to native dictionary to help with the understanding of vocabulary within the unit • Student may create a Google Slide presentation and explain information in their native language 	
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Unit 3

Subject: Spanish
Grade: 8

Student Learning Objectives

- Students will be able to talk about their family relationships and others.

Enduring Understandings

- Students will be able to state their how each member of their family is related to one another. They will be able to describe them according to physical and personal

attributes.

- Students will be able to know the word for their pets and how to describe them.

Essential Questions

- How do we express possession in Spanish?
- What is “adjective agreement” and how are adjectives used differently in Spanish?
- How do we use the “to be” verb “ser” to describe people and things?

Standards

Interpretive:

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal:

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational:

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic

materials orally or in writing.

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

21st Century

CRP1. Act as a responsible and contributing citizen and employee.

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CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Technology

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Concepts and Skills

Unit 1--All About Me

Unit 2--School Days

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Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

Formative Assessments:

- Students will know how to describe their family relationships. They will know how to describe people, animals and things according to their physical and personal characteristics. They will understand how to express possession in Spanish.
- Students will be able to talk about their families, including their pets, and present their "Family Tree" They will be able to describe people and animals according to their hair/eye color and other physical characteristics. They will be able to describe their individual characteristics .

Summative Assessments:

- Writing Assessment
- Teacher Checklist or Rubric

- Chapter Test- reading, writing, listening skills
- Google Maps Assessment

Benchmark Assessments:

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

Interdisciplinary

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

Materials

- Workbook--Reteach and Practice, Holt McDougal (Avancemos)
- Workbook-Ven Conmigo, Holt McDougal
- Textbook-Santillana Middle School text

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● They will create their own “Family Tree” and describe each individual physically and by their interests. ● They will draw characters according to given physical characteristics 	<ul style="list-style-type: none"> ● Concentration game: adjectives/class room objects ● They will draw characters according to given physical characteristics ● “Quizlet Live” game. 	<ul style="list-style-type: none"> ● They will state the familiar relationships of a family. ● Role-play scenarios: students meet, greet ask/respond to time & weather questions. ● They will create their own “Family Tree” and describe each individual physically and by their interests. ● “Quizlet Live” game. ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports

<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on specific writers during this time period ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> ● Recognize sounds in a Bingo game ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students 	<ul style="list-style-type: none"> ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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Unit 4

Subject: Spanish

Grade: 8

Student Learning Objectives

- Students will be able to describe their home and what they are wearing.

Enduring Understandings

- Students will be able to state the rooms of their home. They will be able to state and describe what they are wearing.
- It is desired that students be able to state where various items are in the home. It is desired that students be able to talk about their clothing in detail.

Essential Questions

- What are the rooms of the house and where are they located?
- What is clothing vocabulary and how can we describe it?
- What are some items in the home and in what room would we find them?
- How do we express our likes/dislikes?
- How do we use the verb “gustar” to express what someone likes/doesn’t like?

Standards

Interpretive:

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal:

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and

requests when participating in age-appropriate classroom and cultural activities.

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

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- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st Century

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Technology

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Concepts and Skills

Unit 1--All About Me

Unit 2--School Days

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Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

Formative Assessments:

- Draw a picture of a profession and describe that profession with various adjectives
- Label the rooms of your house and describe the objects with Spanish terms

Summative Assessments:

- Writing Assessment
- Teacher Checklist or Rubric
- Chapter Test- reading, writing, listening skills
- Google Maps Assessment

Benchmark Assessments:

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

Interdisciplinary

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

Materials

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<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on specific writers during this time period ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<p>according to given physical characteristics</p> <ul style="list-style-type: none"> ● “Quizlet Live” game. ● Recognize sounds in a Bingo game ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments 	<ul style="list-style-type: none"> ● They will create their own “Family Tree” and describe each individual physically and by their interests. ● “Quizlet Live” game. ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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	for ELL students	
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