

**Belvidere Cluster Wide
World Language Curriculum
Grade 8
Updated September, 2018**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Music
- Physical Education
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Various websites

Interactive SmartBoard activities

NJSLA Technology

8.1.8.B.1

Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

8.1.8.C.1

Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.8.D.1

Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2

Demonstrate the application of appropriate citations to digital content.

8.1.8.E.1

Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.F.1

Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Agriculture, Food & Natural Resources
- Education & Training
- Hospitality & Tourism
- Human Services
- Marketing

21st Century Skills/Standards

- Global Awareness
- Civic Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication

- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- 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.
- CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning

- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology

- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit #1, World Language, En la Escuela

Time Period: **September**
Length: **20 days**

Enduring Understanding

Similarities and differences exist between English and Spanish grammatical syntax.

Essential Questions

How do I change the ending of a verb to agree with the subject of a sentence?

How do I structure a sentence correctly in Spanish to make myself understood?

New Jersey Student Learning Standards

WL.7.1.NH.C.3 WL.7.1.NM.B.1	Describe in writing people and things from the home and school environment. Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
WL.7.1.NH.B.5 WL.7.1.NM.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas. Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.A.4 WL.7.1.NM.B.2	Identify familiar people, places, and objects based on simple oral and/or written descriptions. Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.C.3 WL.7.1.NM.C.4 WL.7.1.NM.B.4	Copy/write words, phrases, or simple guided texts on familiar topics. Present information from age - and level - appropriate, culturally authentic materials orally or in writing. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NH.C.4 WL.7.1.NH.B.4 WL.7.1.NH.A.4 WL.7.1.NH.B.1	Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing. Ask and respond to questions, make requests, and express preferences in various social situations. Identify people, places, objects, and activities in daily life based on oral or written descriptions. Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
WL.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.

Student Learning Objectives

Review Spanish pronouns and correctly apply the -AR verb ending for each pronoun.

Use -AR verb endings correctly when asking and answering a series of questions about themselves.

Read and understand a culturally authentic piece of writing and identify and apply correct verb usage within the contextualized reading.

Identify various classroom objects and apply proper definite and indefinite articles as well as pluralization rules for each object.

Identify names of classes and materials needed for each class.

Tell time in a foreign language.

Use the verb estar to identify various locations of classes in a school.

Identify and compare grammatical structures unique to various languages.

Assessment

Formative assessments

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Anecdotal notes of accuracy of grammar structures in conversation and writing.

Teacher observation during asking/answering of questions and discussions related to school activities.

Summative assessments

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Appropriate and accurate use of -AR endings during conjugation games, activities, and teacher-created worksheets using rubric or 10 point grading scale.

Quizzes/test/performance assessment related to -AR verb conjugation and the verb estar, use of subject pronouns, definite/indefinite articles, pluralization rules, and time/school location vocabulary.

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Poster, project, skits

Instructional Activities

Whole class inquiry discussion of background knowledge of how -AR conjugation works. Ask and answer questions related to school activities using verbs such as: trabajar en clase, prestar atención, escuchar a la profesora/al profesor, etc.

Whole class, small group, or partner conjugation game practice of -AR verbs such as: Smart Board games, Zip Around (Students ask and answer a series of questions applying -AR verb endings for tu and yo form), battleship, flashcard games, flyswatter game, etc.

Interview/ Think-Pair-Share- Students read a variety of questions about themselves and their school habits and answer accordingly using yo endings. Students then interview 2 classmates about their answers and record their classmates answers in the el/ella form. Students share answers with the class regarding their findings.

Review activities to recall classroom object vocabulary and rules for pluralization and definite/indefinite articles such as: Hold up objects and identify classes associated with each object. (lupa- ciencias), pictionary, smart board review game, iPad game- create scan symbols and students go on a scavenger hunt to identify locations in a school or classroom objects.

Review telling time as the teacher says a time and students show time on a clock or by playing time bingo or other review game.

In partners, read and interpret a Spanish school schedule and discuss orally or in writing.

Review the verb estar and discuss where different people are located in a school on a map or other map reading activity with school locations.

Students read a teacher-created paragraph or story encompassing all conjugated -AR vocabulary and answer questions about the reading orally or in writing.

Interdisciplinary Connections

ELA: Reading comprehension, Writing/ rephrasing questions to write a complete answer, Grammatical structures of English and Spanish languages

Social Studies: World connection with 24 hour clock

Texts and Resources

Internet resources: www.quia.com, Smart Tech resources designed for smart board

Teacher-designed game materials (flashcards, game boards, etc.)

Prezi Presentations/Powerpoint presentations for -AR verb review and other grammatical structures

Teaching clock/mini-clocks

Authentic language maps of various locations

Unit #2, World Language, Dia de los Muertos

Time Period: **October**
Length: **5 days**

Enduring Understanding

Religious and cultural celebrations differ between cultures

Essential Questions

How is death viewed in different cultures?

New Jersey Student Learning Standards

WL.7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience.
WL.7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.
WL.7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.
WL.7.1.NH.A.C	Cultural
WL.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

Student Learning Objectives

The students will:

Recognize the cultural symbols associated with Dia de los Muertos.

Demonstrate comprehension orally and in writing of cultural practices associated with Dia de los Muertos based on children's literature.

Create an authentic cultural product associated with the celebration of el Dia de los Muertos.

Identify, discuss, explain, analyze, and evaluate traditions and philosophies by researching Day of the Dead celebrations and presenting their finding in a variety of different media formats.

Discuss and write about Day of the Dead traditions in the target language.

Apply present-tense verb endings to highly contextualized authentic cultural readings pertaining to the Day of the Dead celebration.

Instructional Activities

Watch Day of the Dead video streamed online, on DVD, or on Vimeo which shows an authentic Day of the Dead celebration in Oaxaca, Mexico.

Whole class discussion in the target language of Day of the Dead symbols, events, and literature. Guided writing activity to create an essay about Day of the Dead events in the target language.

Students read either a teacher-created writing or authentic piece of writing pertaining to the Day of the Dead and answer questions in writing or orally by interpreting and inferring the meaning of new highly-contextualized vocabulary.

Create authentic sugar skulls or other crafts typical of the Day of the Dead celebrations.

Day of the Dead Research Project Options:

1. Day of the Dead group presentation project: Students evaluate, analyze, and explain Day of the Dead traditions and philosophies and choose to present their findings by creating a Power Point presentation, planning calendar for a Day of the Dead celebration, a diagram that compares and contrasts the Day of the Dead with another holiday, or a written letter from the perspective of a Mexican student.
2. Students read several Coplas or proverbs whose topic is the relationship between life and death. They create their own Copla using their own philosophy of life or death in both English and Spanish. Students then write their created Copla on a tombstone template.

3. Students view various images online of Day of the Dead altars and research the components of a typical altar. Students then create and dedicate an altar to a person of their choosing. Included should be a written description in the target language of the altar materials and a description of the significance of the person.

Interdisciplinary Connections

Social Studies: Anthropological discussion of religious beliefs and practices, as related to death.

Art: Creative representations

ELA: Inferring, Comparing/Contrasting, Interpreting information, Poetry

Technology: Online research

Texts and Resources

Google images of symbols and altars associated with Dia de los Muertos celebrations.

DVD: El Día de los Muertos (Teacher's Discovery)

www.vimeo.com (Día de los Muertos- 2 minute short video)

Powerpoint/Prezi

Template for Coplas and other Day of the Dead project and activity options

Assessment

Formative assessments

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature, vocabulary and cultural differences through oral response.

Oral discussion of cultural practices and differences.

Correctly identify the location of Mexico on a world map either by pointing or coloring it.

Summative assessments

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Checklist identification of symbols associated with the holiday.

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Poster, project, skit

Rubric evaluation of student-created cultural product.

Unit #3, World Language, Vamos al Restaurante

Time Period: **November**
Length: **25 days**

New Jersey Student Learning Standards

WL.7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.
WL.7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
WL.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.
WL.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
WL.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
WL.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

Enduring Understanding

Ordering food in a variety of languages is necessary when traveling or interacting with people of different cultures. Eating a healthy and balanced diet is essential for one's well-being.

Essential Questions

How do I politely place an order in another country?
What foods make up a healthy and balanced diet?

Student Learning Objectives

The students will:

- Identify and conjugate a variety of regular -ER verbs (comer, beber, querer, comprender, etc).
- Identify and recall a variety of foods and restaurant vocabulary typical to American and Spanish cultures.
- Compare and contrast meal times and choices in various countries.
- Read and interpret the gist of an authentic recipe.
- Read and interpret an authentic Spanish menu.
- Understand the main idea and gist, as well as supporting details of a short authentic language play pertaining to restaurant vocabulary by use of appropriate dramatization.
- Create and dramatize a restaurant role-play or dialogue using appropriate contextualized and authentic language.
- Create a multi-media presentation of a 5 day balanced menu including a variety of learned and new Spanish food vocabulary words.
- Express likes and dislikes in Spanish using the verb gustar.
- Express preferences using me gustaría/n in a restaurant role-play scenario.

Instructional Activities

- Introduce -ER infinitive vocabulary through TPR.
- Small group/partner games to practice vocabulary and -ER verb conjugation: El cilindro mágico (Put vocabulary words in a canister and pass it. When the music stops, a student takes the card and says the meaning.), Dice application on smart board, Flyswatter game, flashcard game, battleship, dry erase board practice, etc.
- Introduce food vocabulary through realia, flashcards, online images, etc.
- Students work in pairs to read, interpret, and answer questions about an authentic recipe typical of the Spanish culture. Recipe can be in print or found online. If time allows, students can re-create their recipes for a fiesta.
- Introduction to all the forms of the verb gustar with a powerpoint presentation/Prezi.
- Students will survey and create a chart of their classmates likes and dislikes related to food vocabulary using the verb gustar.
- Whole class discussion of meal times and food choices in the Spanish culture.

Teacher introduces a short play about a visit to a restaurant, then has volunteers read different parts of the play. The class translates the gist of each line or phrase for understanding. Students then dramatize the play in small groups with various parts. Students select and switch roles to gain fluency with each part, then may perform for the class if desired.

Menu project- students will create and present a 5-day balanced meal plan for breakfast, lunch, and dinner using a variety of new and familiar Spanish food vocabulary. Project can be a poster, Prezi, powerpoint, or other multi-media presentation.

Students work cooperatively to read and interpret an authentic menu for a Spanish restaurant by answering questions about the main idea, gist, and details of the reading either orally or in writing.

Working cooperatively, students will create and dramatize a trip to a restaurant using proper formal and informal greetings, various -ER verbs in context, me gustaría to express menu preferences, me gusta/no me gusta to express menu likes and dislikes, and will incorporate proper cultural meal times and choices in their ordering choices.

Interdisciplinary Connections

Social studies: meal times and food choices and products of other countries

ELA: reading and following a recipe, reading for the main idea and gist, writing and including supporting details

Math: metric conversions in a recipe

Health: balanced diet

Texts and Resources

Authentic language menus

Authentic language recipes in print or online

Teacher created worksheets, materials for games and activities

Resource book: "Mini-Plays"

Online resources for balanced diet and healthy eating (<http://www.choosemyplate.gov/en-espanol.html>;
<http://www.choosemyplate.gov/en-espanol-2.html>)

Survey chart

Assessment

Formative assessments

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Anecdotal notes of fluency and speaking rubric as students orally dramatize a restaurant play and role-play a restaurant scene using authentic language

Summative assessments

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Accuracy of completion of collected and graded homework and classwork assignments

Graded quizzes/tests/projects/performance assessments

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Poster, project, skit

Rubrics for dialogue and dramatization performance

Observation rubric during games and activities

Rubric for creation of 5 day menu design

Unit #4, World Language, Navidad and las Posadas

Time Period: **December**

Length: **10 days**

New Jersey Student Learning Standards

WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NH.A.C.2	The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NH.A.L.1.a	Identify the main idea and some supporting details when reading.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Enduring Understanding

Holiday celebrations differ between cultures.

Essential Questions

What are Posadas?

What is the religious influence on Christmas in other countries and how does it impact the celebration of the holiday?

Student Learning Objectives

The students will:

Identify practices and traditions associated with Christmas and Posadas celebrations in Spanish countries.

Compare and contrast Christmas practices and traditions of other countries with their own familial practices.

Identify Christmas and Posadas vocabulary commonly associated with our American Christmas celebrations in Spanish.

Participate in an authentic Posadas celebration.

Compare language similarities/differences in Spanish and English while watching a familiar and traditional holiday movie in Spanish with English subtitles.

Read and interpret new vocabulary in the bilingual version of the Night Before Christmas poem.

Create and describe their own Nativity scene online using Smart Board.

Instructional Activities

Oral Discussion: Compare and contrast Christmas practices and traditions of other countries around the world with traditions and practices in America.

Identify and repeat Christmas vocabulary commonly associated with American and Mexican celebrations in Spanish.

Practice vocabulary through Bingo or illustrations.

Teach/memorize several Christmas carols in Spanish. If time allows, participate in an authentic Mexican Posada as students travel from classroom to classroom asking for room at the inn and singing their memorized Christmas carols. Entry will be denied until the final room, the Spanish classroom, where the students will have a fiesta celebrating Navidad.

Watch a traditional Christmas movie in Spanish with English subtitles and compare similarities/differences that student observe.

Read and interpret the bilingual version of the Night Before Christmas poem by identifying new vocabulary words based on the context of the poem.

Create your own Nativity scene online using Smart Board.

What do these Christmas Carols translate to in English? Write the names of 12 common Christmas carols in Spanish. Working in partners, students work to identify familiar vocabulary, context clues, and cognates to translate the carols to English.

Interdisciplinary Connections

Social Studies: Anthropological discussion of religious beliefs and practices.

Music: Holiday carols

Art: Illustration of holiday symbols

ELA: Read-Aloud, Comparing/Contrasting, Interpreting/Inferring the main idea and gist of a message

Texts and Resources

Google images of symbols associated with Posadas celebrations

Music Downloads/Pandora Radio/CD for holiday songs in Spanish

DVD of holiday movie with spoken language switched to Spanish and English subtitles

Smart Board Nativity Scene activity (<http://www.akidsheart.com/holidays/christmas/nativity.htm>)

Assessment

Formative assessments

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of cultural differences through oral response.

Anecdotal notes during oral discussion of cultural practices and differences.

Accuracy of completion of classwork activities.

Summative assessments

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Checklist identification of symbols associated with the holidays.

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Poster, project, skit

Unit #5, World Language, Irregular yo

Time Period: **January**
Length: **10 days**

Enduring Understanding

There are differences and separate categories of present-tense verb conjugation.

Essential Questions

Are all verbs conjugated the same way?

New Jersey Student Learning Standards

WL.7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience.
WL.7.1.NH.A.C.5	Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to personal likes/dislikes, subject - area preferences, academic record, and career awareness, exploration and preparation.)
WL.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.
WL.7.1.NH.C.L.1.a.2	Give reasons.
WL.7.1.NH.C.L.1.a.3	Express an opinion and preference.
WL.7.1.NH.C.L.1	The Novice - High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:
WL.7.1.NH.C.L.1.a.1	Express needs.
WL.7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NH.C.L.1.a	Handle simple transactions related to everyday life:
WL.7.1.NH.C.L.1.a.4	Request and suggest.
WL.7.1.NH.B.C.5	Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject - area preferences, academic record, and career awareness, exploration and preparation.)
WL.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.

Student Learning Objectives

The students will:

Identify and conjugate a variety of irregular "yo" -ER verbs (ver, saber, tener, hacer, poner, querer, estar, ser, dar, ir, conocer)

Recognize salir and venir as similar irregular verbs.

Use the personal "a" with the verb ver.

Instructional Activities

Teacher introduces concept of irregular "yo" and stem-changing shoe/boot verbs tener and querer in a whole class presentation.

Identify and point out the use of the personal "a" with the verb ver.

Students complete practice worksheets/partner activities (ball toss, dry erase board conjugation practice, battleship, connect 4, etc) to practice irregular verb conjugation and use of the personal "a".

Take a picture of each student or have the students bring in a picture of themselves. Create and present a short description about themselves using the irregular "yo" form of each verb. Presentations can be electronic (Prezi/Google Doc) or written/poster.

Interdisciplinary Connections

ELA: English grammar and usage

Texts and Resources

Teacher created games and worksheets

Powerpoint/Prezi for Irregular Yo presentation

Assessment

Formative assessments

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Accuracy of verb forms during asking and answering activities

Summative assessments

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Accuracy of completion of homework and classwork assignments

Graded homework and classwork assignments

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Poster, project, skit

Rubric to grade irregular "yo" presentation project.

Unit #6, World Language, Family and IR -verbs

Time Period: **January**
Length: **20 days**

Enduring Understanding

Personal identity is developed through experiences that occur within family, community, and culture.

Essential Questions

Who makes up a family?

Why is family important to a culture?

New Jersey Student Learning Standards

WL.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.
WL.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.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Student Learning Objectives

The students will:

Identify and conjugate a variety of regular and irregular -IR verbs (vivir, describir, salir, venir)

Ask and answer where various people live using the verb vivir.

Discuss family relationships using possessive adjectives

Review and use all -AR, -ER, and -IR regular and irregular verb conjugations in context when describing their family.

Instructional Activities

Introduction to -IR verbs and irregular yo/stem-changer using powerpoint/Prezi, or other format.

Review of family vocabulary by asking and answering questions both orally and in writing about family tree illustrations.

Vocabulary practice games and activities: ball toss with conjugation, dry erase board conjugation practice, flashcards, smart board games, www.quia.com, etc.

Communicative Gap Activity: Students get a card labeled with a Spanish-speaking country and circulate around the classroom asking and answering where they/family members live using the verb vivir. Students fill in information on a blank map and report where various students said they lived.

Identify possessive adjectives using powerpoint/Prezi/united streaming video.

Pass around various objects and have students identify who the object belongs to using possessive adjectives. (Es mi libro/ Son sus plumas)

Possessive adjectives practice worksheets/smart board games.

Write a detailed descriptive essay about several members of their family incorporating correct use of verb conjugation and other previously learned structures and vocabulary.

Family Project:

1. Bring in pictures of at least 6 family members and include an informational essay about each person including: name, age, likes/dislikes, description of physical appearance and character, profession, and relationship to individual. Create a family album with pictures and essay descriptions either electronically or in print/album book.
2. Create a detailed family tree with pictures and captions explaining the relationship of each member to the individual. Choose 5 members of the family to write a detailed essay about including: name, age, likes/dislikes, description of physical appearance and character, profession, and relationship to individual. Create a family album with pictures and essay descriptions either electronically or in print/album book.

Smart board review game- Jeopardy with various categories (family, possessive adjective, -IR verbs)

Interdisciplinary Connections

Social Studies: Genealogy, Diagram/chart reading, Anthropological family structure within various cultures

Texts and Resources

Teacher created smart board games and activities

Blank map of Spanish-Speaking world

Online family tree resources: (Charles II of

Spain) http://www.genomesunzipped.org/wp-content/uploads/2011/04/Carlos_segundo80.png, (Simpson's)

<http://spanishplans.files.wordpress.com/2011/10/simpsonfamilyspanish.jpg>, (Juan Carlos of

Spain) http://www.proprofs.com/quiz-school/user_upload/ckeditor/32867735.jpg

CD of Sing, Dance, Laugh, and Eat Tacos (Vol. 1 and 2) or other family vocabulary song download

Flashcards/google images/felt board images of unit vocabulary

Powerpoint/Prezi

Assessment

Formative assessments

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Appropriate response and identification of family vocabulary during TPR and family tree reading activities.

Teacher observation during asking/answering of questions and discussions related to family member vocabulary.

Summative assessments

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Quizzes/Tests on -ir verbs, possessive adjectives, and family members

Accuracy of graded homework and classwork assignments

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Poster, project, skit

Rubric for family project and presentation

Writing rubric for family descriptive essay

Speaking rubric during communicative gap activity

Unit #7, World Language, Household

Time Period: **February**
Length: **45 days**

Enduring Understanding

A house can be different from a home.

Essential Questions

What are my responsibilities at home?

What does a house need to make it a home?

New Jersey Student Learning Standards

WL.7.1.NH.B.C.7	Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
WL.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
WL.7.1.NH.C.L.1.a.2	Give reasons.
WL.7.1.NH.A.C.7	Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
WL.7.1.NH.B.L.1.b.4	Give reasons.
WL.7.1.NH.C.C.2	The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
WL.7.1.NH.B.L.1.a	Ask and answer questions related to everyday life.
WL.7.1.NH.B.L.1.b.1	Initiate, maintain, and end a conversation.
WL.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.
WL.7.1.NH.A.C.2	The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
WL.7.1.NH.B.C.9	Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)
WL.7.1.NH.B.C.6	The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
WL.7.1.NH.B.L.1.b	Handle simple transactions related to everyday life:
WL.7.1.NH.C.C.7	Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)

Student Learning Objectives

The students will:

Identify and use household and quehaceres vocabulary in context.

Demonstrate understanding of household vocabulary by creating and labeling an illustration of their ideal house.

Conjugate the verb dar in the present tense with a variety of vocabulary.

Properly apply direct object pronouns and the personal a with the verb dar.

Properly apply indirect object pronouns with the verb dar.

Identify and use demonstrative adjectives.

Express present progressive activity using quehaceres vocabulary.

Use unit vocabulary to express their own quehaceres/responsibilities in both positive and negative formats.

Instructional Activities

Introduce household vocabulary using TPR, flashcards, illustrations, online images, realia, etc.

Discuss the differences in houses in America and in Spanish countries (design, planta baja, etc)

Create, illustrate, and label your dream home using unit vocabulary.

Categorizing Activity: Categorize various household objects into the appropriate rooms of the house on the smart board, cut/paste, listing worksheet, etc.

Teacher introduces demonstrative adjectives through TPR and Q/A of locations of various classroom objects. Students practice using demonstrative adjectives with household unit vocabulary with various teacher-created games, activities, and worksheets.

Make connections between the verb gustar and indirect object pronouns with the verb dar. Identify Direct Objects in a sentence, then identify Direct Object Pronouns. Partner and group activities to practice using indirect object pronouns with the verb dar and household vocabulary.

Teacher created worksheets/Dry erase board activities to practice indirect object pronoun.

Games to practice Direct/Indirect Object Pronouns (Hot Potato practice- music stops and students replace the IDO with an IDOP, IDOP card game, ball toss, United Streaming Videos)

Teacher introduces vocabulary for quehaceres using flashcards and TPR.

Teacher introduces present progressive form of verbs. Students find images (online/magazines/etc) of quehaceres vocabulary and write what their chore is and if they are responsible for doing the chore or not. Students then list who in the family is responsible for each chore in the unit vocabulary and present their lists to a small group.

Students survey one another or complete a survey on surveymonkey to discuss the chores they are responsible for and amount of allowance they are paid in the target language.

Interdisciplinary Connections

Engineering: Architecture

Math: Reading and interpreting a chart, Surveys

Texts and Resources

Flashcards of household vocabulary (index cards or google images)

Teacher created worksheets, tests, quizzes

Flashcards to represent items associated with chores

Assessment

Formative assessments

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Observation checklist during cooperative activities, speaking exercises, and games.

Summative assessments

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Accuracy of collected and graded homework.

Quizzes/Tests/Performance Assessment on unit vocabulary

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Poster, project, skit

Rubric for evaluation of ideal home illustration, and quehaceres presentation.

Unit #8, World Language, Cinco de Mayo

Time Period: **April**
Length: **2 weeks**

Enduring Understanding

Hispanics have impacted and influenced America.
Immigration is a controversial, multi-sided topic with many aspects to consider.

Essential Questions

What is Cinco de Mayo and how/why is it celebrated?
Why do Hispanics immigrate to the United States and what impact on our society and culture has their immigration made?

New Jersey Student Learning Standards

WL.7.1.NH.A.3
WL.7.1.NH.A.6

Recognize some common gestures and cultural practices associated with target culture(s).
Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.

Student Learning Objectives

Recognize the historical events associated with Cinco de Mayo and analyze their impact on modern celebrations.
Demonstrate comprehension orally and in writing of cultural practices associated with Cinco de Mayo based on internet research.
Discuss, analyze, and evaluate reasons for and challenges associated with immigration.
Discuss, analyze, and evaluate effects of Hispanic immigration on American society and culture.

Instructional Activities

Introduce Cinco de Mayo and its significance to Mexico and Hispanic-Americans through related websites, videos, informational texts, etc.
Students work cooperatively to complete teacher-created information worksheet using related websites, and informational texts.
Whole class discussion on immigration: Reasons for immigrating, challenges faced when arriving in a new country, impact of immigration to the new country, impact of Hispanic immigration to our American society and culture.
Student debate: Choose and defend a side for or against a controversial topic related to immigration law.

Interdisciplinary Connections

Social Studies: History of Cinco de Mayo and Mexican-American relations, Geography and location of Mexico, Immigration laws and reform

Texts and Resources

Related websites:

<http://www.history.com/topics/holidays/cinco-de-mayo/videos/cinco-de-mayo?m=528e394da93ae&s=undefined&f=1&free=false>

<http://www.history.com/topics/holidays/cinco-de-mayo>

<http://www.immigrationpolicy.org/just-facts/how-united-states-immigration-system-works-fact-sheet>

<http://immigration.procon.org/>

http://www.washingtontimes.com/news/2014/oct/12/hispanics-want-obamacare-for-illegal-immigrant-dre/?utm_source=RSS_Feed&utm_medium=RSS

Smart Board

Assessment

Formative assessments

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Oral discussion student participation checklist of cultural practices, differences, and immigration.

Summative assessments

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Collected and graded Cinco de Mayo informational worksheet.

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Poster, project, skit

Evaluation rubric for student debate preparedness, ability to defend point of view, and new/pertinent information.

Unit #9, World Language, Stem-Changers and Clothing Preferences

Time Period: **May**
Length: **5 weeks**

Enduring Understanding

Fashion is influenced by culture.

Essential Questions

What's my style?

How is my style similar and different from those at home and abroad?

New Jersey Student Learning Standards

WL.7.1.NH.A.C.9

Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes). Describe in writing people and things from the home and school environment.

WL.7.1.NH.C.3

Give reasons.

WL.7.1.NH.C.L.1.a.2

Express an opinion and preference.

WL.7.1.NH.C.L.1.a.3

Express needs.

WL.7.1.NH.C.L.1.a.1

Express needs.

WL.7.1.NH.B.L.1.b.3

Request and suggest.

WL.7.1.NH.C.L.1.a.4

Ask for and give permission.

WL.7.1.NH.B.L.1.b.2

Student Learning Objectives

Identify clothing vocabulary.

Express preferences of clothing choices using the verb preferir.

Discuss sizing patterns in other countries.

Use number vocabulary to discuss prices of various pieces of clothing.

Express preferences of clothing using demonstrative adjectives and the verb preferir.

Describe clothing using adjective/noun agreement.

Use adjectives as nouns with the verb preferir.

Identify other verbs that stem change in a similar pattern including e-ie, e-i, and o-ue patterns.

Ask and answer questions regarding health and wellness using the verb doler.

Instructional Activities

Identify and review clothing vocabulary using flashcards, realia, images, etc.

Vocabulary building games: bingo, dress-up activity, paper dolls, etc.

Ask and answer questions about clothing prices using an online flyer from a Spanish department store (el corte real).

Describe each article of clothing using adjective/noun agreement.

What would you buy?- With a given allowance, choose an outfit from an online flyer and state reasons why this is your preference.

The Price is Right: Match total outfits with a price.

Fashion show/dress-up: Students work cooperatively to create and present a fashion show along with narration and music.

Ask and answer questions about preferences using the verb preferir, me gusta mas, along with demonstrative adjectives (este, esas, aquellos, etc.)

Introduce a variety of stem-changing verb patterned verbs as students highlight verb charts in the shape of boots or shoes (poder, recordar, jugar, pedir, decir, repetir, empezar, comenzar, querer, venir, etc.)

Introduce the verb doler along with reflexive pronouns.

Identify and review body parts along with the verb *doler*.
Ask and answer ¿Que te duele? and other wellness questions.
Role-play a visit to a Dr. office.
Song to recite body parts such as Dolor de Cabeza.
Sparkle- students conjugate verbs to practice stem-changing patterns.
Dry erase practice- teacher calls a verb, students write conjugation.
Smart board matching- match the stem-changer conjugation.
Worksheets/Quia.com/quizlet to practice.
Crossword puzzle to practice vocabulary and conjugation.

Interdisciplinary Connections

Math: Budgeting

Health and wellness: Doctor visit

Texts and Resources

CD: Sing, Dance, Laugh and Eat Tacos Vol. 1/2

Dress up clothing

images or realia of clothing items

Teacher-created worksheets and materials

Pertinent websites to practice vocabulary and grammar: www.quia.com, www.quizlet.com, etc.

Assessment

Formative assessments

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Anecdotal notes pertaining to doctor's office role-play

Accuracy in student response during class activities, games, and collect worksheets

Summative assessments

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Accuracy on test/quizzes of unit grammar and vocabulary

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Poster, project, skit

Rubric for evaluation of fashion show