



# **MS WORLD LANGUAGES CURRICULUM**

**Middle Township Public Schools  
216 S. Main Street  
Cape May Court House, NJ 08210**

**Born: August 2022**

## **Introduction**

The Spanish Special Area courses have been designed to reflect the philosophy and goals found in both the national standards, *Standards for Foreign Language Learning in the 21st Century (ACTFL, 2012)* and the *New Jersey Student Learning Standards for World Languages (2020)*. The main objective of the Spanish program is to enable the student to attain a measurable degree of communicative competency and proficiency in each of the four language skills: listening, speaking, reading, and writing. Through an essentially inductive approach, students will gain an understanding of how the language is structured and how they can use this knowledge to express their own needs and talk about the world around them. Grammar and vocabulary are logically sequenced and grouped to make their acquisition as natural as possible. The study of Spanish benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives

## **Course Description**

The scope of the Middle School Spanish program focuses on providing students with a continued foundation in moving toward language proficiency. These cycle courses will address the three modes of communication: interpretive, interpersonal, and presentational. Emphasis will be on listening, speaking, reading, and writing in the target language. Students will also develop cultural knowledge and intercultural understanding through the introduction of new vocabulary and cultural topics.

The teaching of Hispanic culture is an integral part of the program, in which authentic and contemporary topics are presented. In order to ensure a high interest level, a wide range of exercises, activities, and resources are used. These special areas courses in grades 6, 7, and 8 promote an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice High proficiency level or higher.

## **Proficiency Levels**

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

**Accommodations and Modifications for Students with Special Needs: Students with Disabilities, Students at Risk, Students with 504s, English Language Learners, and Gifted & Talented Students**

Planning instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students’ prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

*Differentiation for Support (ELL, Special Education, Students at Risk)*

- Scaffolding
- Cooperative Learning Groups

- Internet Games
- Use of prompts
- Allow for errors
- Visual Learning Activities
- Use of Visuals & Multisensory Formats
- Notebook Check
- Written responses
- Chunking of Material
- Multimedia Instruction
- Peer editing and review

#### Differentiation for Enrichment

- Create and perform dialogues
- Provide extension activities
- Supplemental Material
- Elevated prompts
- Alternative Reading/Response
- Multiple levels of questioning
- Elevated vocabulary

### **Methods of Assessment**

#### *Student Assessment*

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and thus need to be assessed and evaluated. The types of assessment fall into **three** major categories:

- **Performance Assessment**- is defined as how well a learner uses language acquired in a classroom setting

- **Proficiency Assessment-** is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.
- **Achievement Assessment-** It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
- Pro-achievement Assessment- It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.
- One-on-one assessment                      Project-Based Assessments
- Group assessment                              Listening Comprehension
- Portfolio assessment                         Oral Presentation
- Peer assessment
- Self-assessment

**Instructional/Supplemental Materials**

***Texts/Supplemental Reading/References***

- NewsELA
- Various text and supplemental reading
- Speakers may be invited to address the classes on cultural topics.
- American Council on the Teaching of Foreign Languages, (2012) Standards for Foreign Language Learning; Preparing for the 21st Century. Yonkers, NY: ACTFL
- Web-based review programs and games such as Kahoot & Quizlet, Google Voice, the studystack.com, conjuguemos.com, the studyspanish.com
- Various magazines and current event focused websites

- New Jersey State Department of Education, (2020) World Language Curriculum Framework, Trenton, NJ.
- Library and internet resources
- Maps, DVD's, and other authentic resources

### **Interdisciplinary Connections**

As the students' progress through the levels of the Spanish program so, too, will the interdisciplinary content progress. They will gain an insight that the study of Spanish offers much to their overall education.

Some suggestions for content-based topics that may be used:

- Art
- Draw with various media
- Observe art work
- Language Arts
- Follow a one-step oral direction
- Compare and contrast language
- Recall presented materials
- Listen for a variety of purposes
- Activate prior knowledge
- Listen to various forms of music
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions
- Participate in various forms of oral communication
- Interact verbally in informal situations
- Make introductions
- Read and respond to different types of literature
- State purpose for listening to a story
- Expand vocabulary
- Recall sequence of events

- Identify/restate details
- Mathematics
- Reason, connect mathematical understandings
- Observe/compare by measurable attributes
- Count objects
- Represent quantities
- Model number composition
- Music
- Sing songs in a limited range
- Perform a repertoire of songs
- Reading
- Identify the main character (s)
- Describe the main character (s)
- Identify the plot
- Identify the outcome of the story
- Science
- Observe weather conditions
- Explore the effects of weather
- Social Studies
- Recognize similarities between self and others
- Describe personal feelings
- Demonstrate the relationship of feelings to actions
- Demonstrate an understanding of the concept of rule
- Demonstrate courteous behavior when interacting
- Apply appropriate personal decision-making skills
- Recognize the importance of each individual to the group
- Evaluate the consequences of decisions
- Define the Earth as being made up of land and water
- Be introduced to other people and places
- Recognize human needs
- Define family in various ways
- State how people are more alike than different

### ***Grade Level Expectations & Student Outcomes:***

At each grade level during these special area courses the three modes of communication will be addressed: interpretive, interpersonal and presentational. Through these modes students will be able to:

- Demonstrate understanding in spoken and written communication within appropriate cultural contexts.
- Engage in direct oral/and or written communication with others.
- Present orally and/or in writing information, concepts, and ideas to an audience of listeners or readers with no immediate interaction.

At each grade level, students will also be able to:

- Give or respond to simple instructions and commands
- Model sounds from teacher, taped activities, videos, songs and poems
- Describe pictures, cue cards, and objects
- Ask and answer questions about such
- Have interaction with role play and directed dialogs
- Organize thoughts in simple sentences
- Retell stories based on story-telling technique
- Write invitations, descriptive sentences of someone they know, self-descriptions, short paragraphs
- Complete written workbook activities
- Write dictations
- Identify and list simple descriptions
- Understand short conversations and respond to questions in the target language.
- Understand concepts through listening activities and answer questions and retell stories
- React to other students in the class in interactive listening activities
- Read short dialogs, descriptive paragraphs, poems, and short stories, short articles from a magazine
- Discuss in short sentences in the target language the reading selections presented
- Understand the interaction of language and culture
- Understand culture through the presentations of films and videos
- Have an awareness of contemporary Spanish culture with videos, pictures, magazine and newspaper articles
- Study holidays and special events
- Understand the cultures of Spanish-speaking countries with maps, internet activities, and computer games and activities



***New Jersey Student Learning Standards  
Career Readiness, Life Literacies, and Key Skills Practices***

In this increasingly diverse and complex world, the successful student must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. Integrated within the World Languages curriculum are the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills Practices that provide the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy. Integration of the Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

***CRLKSP 1 Act as a responsible and contributing community members and employee.***

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

***CRLKSP 2 Attend to financial well-being.***

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

***CRLKSP 3 Consider the environmental, social and economic impacts of decisions.***

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

***CRLKSP 4 Demonstrate creativity and innovation.***

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

***CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.***

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

***CRLKSP 6 Model integrity, ethical leadership and effective management.***

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

***CRLKSP 7 Plan education and career paths aligned to personal goals.***

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

***CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.***

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

***CRLKSP 9 Work productively in teams while using cultural/global competence.***

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

***CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS***

**Standard 9.4 Life Literacies and Key Skills**

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event

9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

## ***New Jersey Student Learning Standards for World Languages (2020)***

An education in world languages fosters student populations that cultivate communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace. They will also exhibit attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences. An education in world languages enhances cross-cultural communication and encourages students to participate in local and global communities with people who speak languages other than English to address social justice issues and other global problems. Students will also value language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

### **NJSLS for World Languages contain three Disciplinary Concepts:**

#### **Interpretive Mode of Communication**

Students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches.

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

## **Interpersonal Mode of Communication**

Students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

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

## **Presentational Mode of Communication**

Students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

## 6<sup>th</sup> Grade Curriculum Map/Pacing Guide

Unit Topic	Assessments	Standards	Integrated Accommodations and Modifications	Time Allocated
<p><b>A Principio</b></p> <ul style="list-style-type: none"> <li>• Classroom rules and expectations</li> <li>• Review: Calendar, Greetings, Time, Gender</li> <li>• Vocabulary: Classroom Clothing</li> <li>• The verbs Tener Comprar</li> </ul>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Classwork</li> <li>• Small groups interactions</li> <li>• Homework activities</li> <li>• Que aprendiste hoy?</li> </ul> <p>Summative Assessment</p> <ul style="list-style-type: none"> <li>• Quiz: Vocabulary - El calendario Que ropa tienes?</li> <li>• Unit test: En la tienda – Sentence completion using tener and comprar</li> </ul>	<p><b>NJSLS</b></p> <p>7.1.NM.IPRET.1 7.1.NM.IPRET.3 7.1.NM.IPRET.5 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6 9.4.8.GCA.1 9.4.8.GCA.2 9.4.8.TL.3 9.4.8.TL.4 9.4.8.TL.6 CRLLKSP 1,4,5,8,9</p>	<p>For Support:</p> <ul style="list-style-type: none"> <li>• Scaffolding</li> <li>• Cooperative Learning Groups</li> <li>• Internet Games</li> <li>• Use of prompts</li> <li>• Allow for errors</li> <li>• Visual Learning activities</li> </ul> <p>For Enhancement:</p> <ul style="list-style-type: none"> <li>• Create and perform dialogues</li> <li>• Provide extension activities</li> </ul>	<p>12 class periods</p>

<p><b>La Casa</b></p> <ul style="list-style-type: none"> <li>• Vocabulary: Rooms of the house, Adjectives</li> <li>• Review: Numbers</li> <li>• The verbs Tener &amp; Ser</li> </ul> <p><b>Deportes</b></p> <ul style="list-style-type: none"> <li>• The verbs Estar &amp; Jugar</li> <li>• Interrogatives</li> <li>• Vocabulary: Emotions &amp; Sports</li> <li>• Song: ¿A Donde Vas?</li> </ul>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>• Group and cooperative work- whiteboard question and answer discussion</li> <li>• Oral Presentations: ¿Cómo es tu casa?</li> <li>• Homework</li> <li>• Class discussion on ¿Que necesitas para jugar?</li> <li>• Exit Ticket: Tu deporte favorito</li> <li>• Learn and present song to as a class</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>• Project Based Assessment-¿Donde vives? Research and buy a house using Google Earth</li> <li>• Quiz:“¿Qué deportes juegas y que necesitas?” vocabulary</li> </ul>	<p><b>NJSLS</b></p> <p>7.1.NM.IPRET.1  7.1.NM.IPRET.5  7.1.NM.IPERS.1  7.1.NM.IPERS.4  7.1.NM.IPERS.5  7.1.NM.PRSNT.1  7.1.NM.PRSNT.2  7.1.NM.PRSNT.3  7.1.NM.PRSNT.5  7.1.NM.PRSNT.6  9.4.8.GCA.1  9.4.8.GCA.2  9.4.8.TL.3  9.4.8.TL.4  9.4.8.TL.6  CRLKSP 1,4,5,8,9</p>	<p>For Support:</p> <ul style="list-style-type: none"> <li>• Use of Visuals &amp; Multisensory Formats</li> <li>• Notebook Check</li> <li>• Written responses</li> <li>• Chunking of Material</li> <li>• Multimedia Instruction</li> </ul> <p>For Enhancement:</p> <ul style="list-style-type: none"> <li>• Supplemental Material</li> <li>• Elevated prompts</li> <li>• Alternative Reading/Response</li> <li>• Multiple levels of questioning</li> </ul>	<p>14 class periods</p>
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<p><b>Las Profesiones</b></p> <ul style="list-style-type: none"> <li>• The verb Ser</li> <li>• Vocabulary: Professions</li> <li>• Movie:McFarland USA</li> </ul>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>• Group and cooperative work: What happens next? Prediction for the movie.</li> <li>• Homework: Describe a person in the movie.</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>• Quiz on verb ser</li> <li>• Test: ¿Como son y qué hacen? Grammar and vocabulary, open ended question and short essay</li> </ul>	<p><b><u>NJSLS</u></b></p> <p>7.1.NM.IPRET.1  7.1.NM.IPRET.3  7.1.NM.IPERS.1  7.1.NM.IPERS.2  7.1.NM.IPERS.4  7.1.NM.IPERS.6  9.4.8.GCA.1  9.4.8.GCA.2  9.4.8.TL.3  9.4.8.TL.4  9.4.8.TL.6  CRLKSP 1,4,5,8,9</p>	<p>For Support:</p> <ul style="list-style-type: none"> <li>• Multimedia instruction</li> <li>• TPRS</li> <li>• Peer editing and review</li> </ul> <p>For Enhancement</p> <ul style="list-style-type: none"> <li>• Supplemental reading</li> <li>• Provide extension activities</li> <li>• Elevated vocabulary</li> </ul>	<p>10 class periods</p>
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## 7<sup>th</sup> Grade Curriculum Map/Pacing Guide

Unit Topic	Assessments	Standards	Integrated Accommodations and Modifications	Time Allocated
<p><b>PRELIMINARY CHAPTER</b> Vocabulary</p> <ul style="list-style-type: none"> <li>• Greeting people</li> <li>• Saying good-bye</li> <li>• Speaking politely</li> <li>• Counting</li> <li>• Finding out the price</li> <li>• Months of the year</li> <li>• Asking and telling time</li> <li>• Seasons and weather</li> </ul> <p><b>UNIT 1</b> Vocabulary</p> <ul style="list-style-type: none"> <li>• Identify and describe people and things</li> <li>• Tell where someone is from</li> <li>• Tell what subjects you take and express opinions about them</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Nouns-Adjectives</li> <li>• Articles</li> <li>• Verb SER</li> <li>• Tu vs Usted</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• Berto y sus buenas ideas</li> </ul>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>• Homework/Classwork</li> <li>• Anticipatory Set- greeting each other in the target language.</li> <li>• Oral Presentation on ordering in a restaurant</li> <li>• Preliminary vocabulary quiz</li> <li>• Exit Slip- using the verb ser</li> <li>• Vocabulary Quiz for Vocabulary 1 and 2</li> <li>• Grammar quiz on Subject Pronouns &amp; Ser, Definite articles, nouns and adjectives</li> <li>• Quiz on vocabulary and story line of El Raton Pablito</li> </ul> <p>Summative Assessment</p> <ul style="list-style-type: none"> <li>• Chapter test on the preliminary chapter- fill in the blank, sentence completion</li> </ul> <ul style="list-style-type: none"> <li>• Preliminary Assessment of writing and listening proficiency</li> </ul>	<p><b>NJSLS</b></p> <p>7.1.NM.IPRET.1-4 7.1.NM.IPERS.1-5 7.1.NM.IPRSNT.1-6 9.4.8.GCA.1 9.4.8.GCA.2 9.4.8.TL.3 9.4.8.TL.4 9.4.8.TL.6 CRLKSP 1,4,5,8,9</p>	<p>For Support:</p> <ul style="list-style-type: none"> <li>• Repetition for vocabulary</li> <li>• Re-teaching and review</li> <li>• Pair-Share –working in pairs to ask each other simple questions of greeting in Spanish</li> <li>• Multiple intelligence learning- Bodily-Kinesthetic</li> <li>• Notebook check on textbook activities</li> </ul> <p>For Enhancement:</p> <ul style="list-style-type: none"> <li>• Dialogues</li> <li>• Use of elevated vocabulary and prompts</li> <li>• Sentence completion exercises</li> <li>• Elevated journal prompts</li> <li>• Grammar through context (Spanish pronouns)</li> </ul>	<p>12 class periods</p>

<p><b>UNIT 2</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Talk about family and pets</li> <li>• Describe a house or apartment</li> <li>• Describe rooms and some furnishing</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Verb Tener</li> <li>• Possessive adjectives</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• Berto y sus buenas ideas</li> </ul>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>• <i>Estudio</i> homework assignments</li> <li>• Anticipatory/Exit- dialogue</li> <li>• Quiz on family and house vocabulary</li> <li>• Grammar quiz on tener and possessive adjectives</li> <li>• Quiz on Chapter 2 of El Ratón Pablito</li> </ul> <p>Summative Assessment</p> <ul style="list-style-type: none"> <li>• Chapter Test- assessing writing, reading and listening skills</li> </ul>	<p><b>NJSLS</b></p> <p>7.1.NM.IPRET.1-4  7.1.NM.IPERS.1-5  7.1.NM.IPRSNT.1-6  9.4.8.GCA.1  9.4.8.GCA.2  9.4.8.TL.3  9.4.8.TL.4  9.4.8.TL.6  CRLKSP 1,4,5,8,9</p>	<p>For Support:</p> <ul style="list-style-type: none"> <li>• Internet Games: Kahoot, Quizlet Live</li> <li>• Written responses when describing family and dwellings</li> <li>• Notebook check on interactive activities (online estudio)</li> </ul> <p>For Enhancement:</p> <ul style="list-style-type: none"> <li>• Create ideal house</li> <li>• Skits using family vocabulary and Tener</li> <li>• questioning</li> </ul>	<p>14 class periods</p>
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<p><b>UNIT 3</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Talk about sports</li> <li>• Describe a soccer uniform</li> <li>• Identify colors</li> <li>• Comparing team sports in the U.S. and Spanish-speaking countries</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Present tense of stem-changing verbs</li> <li>• Verbs such as interesar, aburrir and gustar</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• Berto y sus buenas ideas</li> </ul>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>• <i>Estudio</i> homework activities</li> <li>• Anticipatory/Exit Slip</li> <li>• Sports vocabulary quiz</li> <li>• Grammar quiz on stem-changing verbs in the present tense</li> </ul> <p>Summative Assessment</p> <ul style="list-style-type: none"> <li>• Oral Presentation-Google slide show on famous Spanish sports player</li> <li>• Chapter test – written, reading and listening skills</li> </ul>	<p><b>NJSLS</b></p> <p>7.1.NM.IPRET.1-4  7.1.NM.IPERS.1-5  7.1.NM.IPRSNT.1-6  9.4.8.GCA.1  9.4.8.GCA.2  9.4.8.TL.3  9.4.8.TL.4  9.4.8.TL.6  CRLKSP 1,4,5,8,9</p>	<p>For Support:</p> <ul style="list-style-type: none"> <li>• Re-teaching and review from <i>estudio</i></li> <li>• Partner/group activities on <i>estudio</i></li> <li>• Modified Tests</li> </ul> <p>For Enhancement:</p> <ul style="list-style-type: none"> <li>• Multiple levels of questions</li> <li>• Multiple Intelligence learning- Bodily– Kinesthetic activities</li> <li>• Internet research on Spanish sports player</li> <li>• Multiple levels of questions</li> </ul>	<p>10 class periods</p>
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## 8<sup>th</sup> Grade Curriculum Map/Pacing Guide

Unit Topic	<u>Assessments</u>	Standards	Integrated Accommodations and Modifications	Time Allocated
<p><b>Unit 4</b> Vocabulary</p> <ul style="list-style-type: none"> <li>Describe people’s personality, conditions, and emotions</li> <li>Explain minor illnesses</li> <li>Talk about a doctor’s appointment</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Ser and Estar</li> <li>Indirect Object Pronouns</li> </ul>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>Homework</li> <li>Health/Emotions Vocabulary Quiz</li> <li>Ser vs. Estar, Indirect Object pronoun Grammar Quiz</li> <li>Estudio Listening Activities for Ser and Estar</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>Chapter Test including listening and writing component using ser and estar</li> <li>Famous Hispanic-American Google Slide and oral presentation</li> </ul>	<p><b><u>NJSLS</u></b></p> <p>7.1.NH.IPRET.1-7 7.1.NH.IPERS.1-5 7.1.NH.PRSNT.1-5 9.4.8.GCA.1 9.4.8.GCA.2 9.4.8.TL.3 9.4.8.TL.4 9.4.8.TL.6 CRLKSP 1,4,5,8,9</p>	<p>For Support:</p> <ul style="list-style-type: none"> <li>Internet Games – Kahoot-Quizlet Live</li> <li>Small group instruction on grammar</li> </ul> <p>For Enhancement:</p> <ul style="list-style-type: none"> <li>Multiple intelligence learning- Bodily Kinesthetic</li> <li>Skit for being in a doctor’s office</li> <li>Writing sentences about pictures using Ser and Estar in groups.</li> <li>Student choice-Famous Hispanic-American Research for Heritage month</li> </ul>	<p>12 class periods</p>

<p><b>UNIT 5</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Summer and winter weather and activities</li> <li>• Summer and winter resorts in Spanish-speaking countries</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Preterite tense of regular –ar verbs</li> <li>• Preterite of ir and ser</li> <li>• Direct Object Pronouns</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• Daniel, el detective</li> <li>• Un dia en una playa de Espana</li> <li>• Julio en Argentina</li> </ul>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>• Estudio homework activities</li> <li>• Anticipatory/Exit Slip</li> <li>• Summer and winter weather activities Quiz</li> <li>• Preterite -AR verbs, Preterite Ir &amp; Ser, Direct object pronouns Grammar Quiz</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>• Chapter Test including multiple choice, fill in the blanks and matching</li> <li>• Presentation of Weather Project- be a weatherman and research a Latin American country and present the weather using vocabulary from chapter.</li> </ul>	<p><b>NJSLS</b></p> <p>7.1.NH.IPRET.1-8  7.1.NH.IPERS.1-5  7.1.NH.PRSNT.1-5  9.4.8.GCA.1  9.4.8.GCA.2  9.4.8.TL.3  9.4.8.TL.4  9.4.8.TL.6  CRLKSP 1,4,5,8,9</p>	<p>For Support:</p> <ul style="list-style-type: none"> <li>• Modified assessments</li> <li>• Internet Games – Kahoot- Quizlet Live</li> </ul> <p>•</p> <p>For Enhancement:</p> <ul style="list-style-type: none"> <li>• Student Driven Projects – Travel Brochure for Spain</li> <li>• Independent research- Weather Project</li> <li>• Grammar in context – Reading on preterite –ar verbs and Direct Object Pronouns</li> </ul>	<p>14 class periods</p>
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<p><b>UNIT 6</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Talk about a birthday party, concerts, movies and museums</li> <li>• Discuss Hispanic art and music</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Preterite of –er and –ir verbs</li> <li>• Verbs oir and leer</li> <li>• Affirmative and negative words</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• Daniel el detective</li> </ul>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>• Homework and classwork assignments</li> <li>• Birthday party, discuss concerts, movies, and museums vocabulary quiz.</li> <li>• Preterite -ER/-IR verbs. Verbs oir &amp; leer, affirmative and negative words grammar quiz</li> <li>• Oral Presentation- interviews with a famous actor</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>• Chapter Test including listening and writing component</li> <li>• Vocabulary-Assessment on Daniel el detective</li> </ul>	<p><b>NJSLS</b></p> <p>7.1.NH.IPRET.1-8  7.1.NH.IPERS.1-5  7.1.NH.PRSNT.1-5  9.4.8.GCA.1  9.4.8.GCA.2  9.4.8.TL.3  9.4.8.TL.4  9.4.8.TL.6  CRLKSP 1,4,5,8,9</p>	<p>For Support:</p> <ul style="list-style-type: none"> <li>• Partner/Group Activities</li> <li>• Graphic Organizer on vocabulary</li> <li>• Notebook check on textbook activities</li> </ul> <p>For Enhancement:</p> <ul style="list-style-type: none"> <li>• Multiple intelligence learning- Bodily-Kinesthetic</li> <li>• Dialogo &amp; Vocabulario en Vivo from <i>Estudio</i> discussing free time and Argentinian Culture</li> <li>• Skit using all preterite tense and vocabulary from unit 6.</li> </ul>	<p>10 class periods</p>
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