

# Mullica Township School District



## World Languages: Spanish Curriculum Grades 6-8

Board approval: 11/28/2018

**WORLD LANGUAGE**  
**Spanish Curriculum**  
**Grades 6-8**

**Content Area: World Language Spanish**

**Course Title: Spanish**

**Grade Level: 6-8**

**Pacing**

**Grade 6**

Unit 1 "Review of the Basics"	4 weeks
Unit 2 "Maps: Giving and Following Directions"	5 weeks
Unit 3 "School (Verbs: Gustar, Necesitar, & Estar)"	18 weeks

**Grade 7**

Unit 1 "Review of the Basics"	4 weeks
Unit 2 "Food & Drink (Verbs: Beber, Comer, Ser and Plurals of Adjectives)"	18 weeks
Unit 3 "Careers and Famous Hispanics"	12 weeks

**Grade 8**

Unit 1 "Review of the Basics"	4 weeks
Unit 2 "Spanish Speaking Countries"	12 weeks

**WORLD LANGUAGE SPANISH CURRICULUM**  
**Grades 6 – 8**  
**Unit Overview**

**Content Area:** World Language-Spanish

**Unit Title:** Review of the Basics

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

**Unit Summary:**

In this unit students will review previously taught material including basic conversation, verbs, infinitives, and map vocabulary.

## Learning Targets

**Content Standards: 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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**Proficiency Level- Novice High (NH)**  
**Proficiency Level – Intermediate Low (IL)**

**7.1.NH.A, 7.1.IL.A**  
**Interpretive Mode (A)**

7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with the target culture(s).
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

**7.1.NH.B, 7.1.IL.B**  
**Interpersonal Mode (B)**

7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social settings.
7.1.IL.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.
7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/ language in familiar situations.

**7.1.NH.C, 7.1.IL.C**  
**Presentational Mode (C)**

7.1.NH.C.3	Describe in writing people and things from the home and school environment.
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**8.1 & 8.2**  
**Technology**

8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

**Standard 9**  
**21<sup>st</sup> Century Life & Careers**

9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>	
<b>RI.8.10.</b>	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>SL.8.5.</b>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<b>SL.8.6.</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>Unit Essential Questions</b>  When speaking Spanish, how do I use infinitives and verbs correctly?  How do I conjugate verbs?  What Spanish vocabulary is related to giving and following directions?	<b>Unit Enduring Understandings</b> Students will understand that... <ul style="list-style-type: none"> <li>● Language learning involves acquiring strategies to fill communication gaps.</li> <li>● Spanish has a different sound system than English.</li> </ul>
<b>Unit Objectives</b>  Students will know to / be able to ... <ul style="list-style-type: none"> <li>● Give and following basic directions (pertaining to location)</li> <li>● Use verbs and infinitives correctly</li> </ul>	
<b>WORLD LANGUAGE SPANISH CURRICULUM</b>  <b>Grades 6-8</b>  <b>Evidence of Learning</b>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>● Oral questions / answers</li> <li>● Exit tickets</li> <li>● Discussions</li> <li>● Observations</li> <li>● Practice worksheets</li> </ul>	

**Summative Assessments**

- Use of rubric to assess speaking and vocabulary usage
- Pencil and paper assessment

**Alternative Assessments**

- Role play
- Art projects to show understanding
- Choice boards of activities

**Benchmark Assessment**

- Student Growth Objective

**Modifications**

**SPED:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

**ELL:** Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

**Unit Resources / Instructional Materials**

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

<b>WORLD LANGUAGE SPANISH CURRICULUM</b> <b>Grades 6-8</b> <b>Unit Overview</b>	
<b>Content Area:</b> World Language-Spanish	
<b>Unit Title:</b> Maps (Giving and Following Directions)	
<b>Target Course/Grade Level:</b> 6-8	
<b>Unit Summary:</b> In this unit students will learn to give and follow basic directions (e.g. left, right, up, down). They will learn vocabulary terms related to maps.	
Learning Targets	
<b>Content Standards: 7.1 World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
CPI #	Cumulative Progress Indicator (CPI)
<b>Proficiency Level- Novice High (NH)</b> <b>Proficiency Level – Intermediate Low (IL)</b>	
<b>7.1.NH.A, 7.1.IL.A</b> <b>Interpretive Mode (A)</b>	
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
<b>7.1.NH.B, 7.1.IL.B</b> <b>Interpersonal Mode (B)</b>	
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.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
<b>8.1 &amp; 8.2</b> <b>Technology</b>	

8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
<b>Standard 9</b>	
<b>21<sup>st</sup> Century Life &amp; Careers</b>	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>	
<b>RI.8.10.</b>	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>SL.8.5.</b>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<b>SL.8.6.</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>What words and phrases can help me to communicate direction in Spanish?</li> </ul>	Students will understand that... <ul style="list-style-type: none"> <li>Language learning involves acquiring strategies to fill communication gaps.</li> <li>Spanish has a different sound system than English.</li> <li>Spanish words and phrases can be used to indicate location and direction.</li> </ul>
<b>Unit Objectives</b>	
Students will know to / be able to...	
<ul style="list-style-type: none"> <li>Say and write simple sentences to communicate direction and location.</li> <li>Follow directions.</li> </ul>	
<b>WORLD LANGUAGE SPANISH CURRICULUM</b>	
<b>Grades 6-8</b>	
<b>Evidence of Learning</b>	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>Oral questions / answers</li> </ul>	

- Exit tickets
- Discussions
- Observations
- Practice worksheets

**Summative Assessments**

- Use of rubric to assess speaking and vocabulary usage
- Performance task: Following a set of directional commands

**Alternative Assessments**

- Map making activity
- Art projects to show understanding

**Benchmark Assessment**

- Student Growth Objective

**Modifications**

**SPED:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

**ELL:** Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their

own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

**Unit Resources / Instructional Materials**

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

<b>WORLD LANGUAGE SPANISH CURRICULUM</b> <b>Grades 6-8</b> <b>Unit Overview</b>	
<b>Content Area:</b> World Language-Spanish	
<b>Unit Title:</b> School (Verbs: gustar, necesitar, estar present tense)	
<b>Target Course/Grade Level:</b> Grades 6-8	
<b>Unit Summary:</b> In this unit students will build off of prior learning to write and speak about school day experiences. Students will use words such as like, is, and need and will incorporate vocabulary related to objects found in school and locations within a school building.	
Learning Targets	
<b>Content Standards: 7.1 World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Proficiency Level- Novice High (NH)</b> <b>Proficiency Level – Intermediate Low (IL)</b>	
<b>7.1.NH A, 7.1IL.A</b> <b>Interpretive Mode (A)</b>	
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 contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials.
<b>7.1.NH.B, 7.1.II.B</b>	
<b>Interpersonal Mode (B)</b>	
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
<b>7.1.NH.C, 7.1.II.C</b>	
<b>Presentational Mode (C)</b>	
7.1.NH.C.3	Describe in writing, people and things from the home and school environment.
<b>8.1 &amp; 8.2</b>	
<b>Technology</b>	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
<b>Standard 9</b>	
<b>21<sup>st</sup> Century Life &amp; Careers</b>	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>	
<b>RI.8.10.</b>	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>SL.8.5.</b>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<b>SL.8.6.</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b> Students will understand that...

<ul style="list-style-type: none"> <li>• What words and phrases can help me to describe school and my school day experiences?</li> </ul>	<ul style="list-style-type: none"> <li>• Language learning involves acquiring strategies to fill communication gaps.</li> <li>• Spanish has a different sound system than English.</li> <li>• The verbs estar, gustar, and necesitar can help us to communicate about our school day.</li> </ul>
<p><b>Unit Objectives</b></p> <p>Students will know to / be able to...</p> <ul style="list-style-type: none"> <li>• Say and write simple sentences about the school day using Spanish words for like, is, and need.</li> </ul>	
<p><b>WORLD LANGUAGE SPANISH CURRICULUM</b></p> <p><b>Grades 3- 5</b></p> <p><b>Evidence of Learning</b></p>	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Oral questions / answers</li> <li>• Exit tickets</li> <li>• Discussions</li> <li>• Observations</li> <li>• Practice worksheets</li> </ul>	
<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Use of rubric to assess speaking and vocabulary usage</li> <li>• Creation and presentation of digital diary entry</li> <li>• Pencil and paper test</li> </ul>	
<p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Choice board of activities</li> <li>• Role-play activity</li> </ul>	
<p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Student Growth Objective</li> </ul>	
<p><b>Modifications</b></p>	
<p><b>SPED:</b> Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder</p> <p><b>ELL:</b> Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read</p>	

aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

#### Unit Resources / Instructional Materials

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

## WORLD LANGUAGE SPANISH CURRICULUM

Grades 6-8

### Unit Overview

**Content Area:** World Language-Spanish

**Unit Title:** Food & Drink (Verbs: beber, comer, ser & plurals of adjectives)

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

**Unit Summary:**

In this unit students will learn vocabulary related to food and drink. For example, they will use verbs for is, eat, and drink to communicate actions related to eating and drinking. Additionally, they will describe food and drink using plurals of adjectives.

## Learning Targets

**Content Standards: 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #	Cumulative Progress Indicator (CPI)
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### Proficiency Level- Novice Mid (NH)

#### 7.1.NH.A

##### Interpretive Mode (A)

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 contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials.

#### 7.1.NH.B

##### Interpersonal Mode (B)

7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social settings.

#### 8.1 & 8.2

##### Technology

8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

#### Standard 9

##### 21<sup>st</sup> Century Life & Careers

9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
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Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
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**Interdisciplinary Connections**

<b>SL.8.5.</b>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
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<b>SL.8.6.</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How do we use Spanish words to identify and describe food?</li> <li>● How do I use the verbs beber, comer, and ser to help me express actions related to eating and drinking?</li> <li>● How do I use plurals of adjectives?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● Language learning involves acquiring strategies to fill communication gaps.</li> <li>● The verbs beber, comer, and ser can express actions related to eating and drinking.</li> <li>● The Spanish language uses plural adjectives.</li> <li>● Spanish has a different sound system than English.</li> </ul>
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<p><b>Unit Objectives</b></p> <p>Students will know to / be able to...</p> <ul style="list-style-type: none"> <li>● Identify common food items in Spanish</li> <li>● Use Spanish vocabulary (including verbs and plural adjectives) related to eating and drinking.</li> </ul>
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**WORLD LANGUAGE SPANISH CURRICULUM**

**Grades 6-8**

**Evidence of Learning**

<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Oral questions / answers</li> <li>● Exit tickets</li> <li>● Discussions</li> <li>● Observations</li> <li>● Practice worksheets</li> </ul>
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<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Use of rubric to assess speaking and vocabulary usage</li> <li>● Video project – Write a script and role play a dining room scene</li> </ul>
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<p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>● Choice board of activities</li> <li>● Art projects to show understanding</li> </ul>
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- Pencil and paper assessment

**Benchmark Assessment**

- Student Growth Objective

**Modifications**

**SPED:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student’s Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student’s attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

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**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they’re learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

**Unit Resources / Instructional Materials**

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

**WORLD LANGUAGE SPANISH CURRICULUM**

Grades 6-8

**Unit Overview****Content Area:** World Language-Spanish**Unit Title:** Careers and Famous Hispanics**Target Course/Grade Level:** Grades 6-8**Unit Summary:**

In this unit students will learn Spanish vocabulary related to careers (e.g. doctor, teacher, nurse, police officer, etc.) They will then explore the lives of famous Hispanics.

**Learning Targets**

**Content Standards: 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**CPI #****Cumulative Progress Indicator (CPI)****Proficiency Level- Novice High (NH)****7.1.NH.A****Interpretive Mode (A)**

7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.

**7.1.NH.B****Interpersonal Mode (B)**

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.

7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

**7.1.NH.C****Presentational Mode (C)**

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 with a target language audience.

7.1.NH.C.3 Describe in writing people and things from the home and school environment.

7.1.NH.C.5	Tell or write about cultural products associated with the target cultures(s) and simulate common cultural practices.
<b>8.1 &amp; 8.2 Technology</b>	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
<b>Standard 9 21<sup>st</sup> Century Life &amp; Careers</b>	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>	
<b>SL.8.5.</b>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<b>SL.8.6.</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>W.8.2.</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What words identify common jobs?</li> <li>• Who are some famous Hispanics and what are they known for?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Language learning involves acquiring strategies to fill communication gaps.</li> <li>• Spanish has a different sound system than English.</li> <li>• Spanish words can be used to identify careers.</li> <li>• There are many Hispanics who have made important contributions to society.</li> </ul>
<b>Unit Objectives</b>	
Students will know to/ be able to...	
<ul style="list-style-type: none"> <li>• Name common careers in Spanish.</li> <li>• Name some famous Hispanics and describe what they have accomplished.</li> </ul>	

## WORLD LANGUAGE SPANISH CURRICULUM

Grades 3-5

### Evidence of Learning

#### Formative Assessments

- Oral questions / answers
- Exit tickets
- Discussions
- Observations
- Practice worksheets

#### Summative Assessments

- Use of rubric to assess speaking and vocabulary usage
- Slide show presentation: Collect digital photos of people in various professions. Label them in Spanish. Choose 1 and write several descriptive sentences about it in Spanish.
- Multimedia presentation – Choose a famous Hispanic. Prepare a multimedia presentation and present it.

#### Alternative Assessments

- Choice boards of activities
- Art projects to show understanding

#### Benchmark Assessment

- Student Growth Objective

#### Modifications

**SPED:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

**ELL:** Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few

distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they’re learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

**Unit Resources / Instructional Materials**

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- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

<b>WORLD LANGUAGE SPANISH CURRICULUM</b> <b>Grades 6 -8</b> <b>Unit Overview</b>	
<b>Content Area:</b> World Language-Spanish	
<b>Unit Title:</b> Spanish Speaking Countries	
<b>Target Course/Grade Level:</b> Grades 6-8	
<b>Unit Summary:</b> In this unit students will learn about Spanish speaking countries. They will keep a “travel” journal. The unit will culminate with a multimedia presentation of a country or major city of choice. The celebration of Spanish speaking countries will involve food, dress, and multimedia presentations including music.	
Learning Targets	
<b>Content Standards: 7.1 World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Proficiency Level- Intermediate Low (IL)</b>	
<b>7.1.IL A</b>	

<b>Interpretive Mode (A)</b>	
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the targeted culture(s) and in one's own culture.
7.1.IL.A.6	Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.
<b>7.1.IL.B</b>	
<b>Interpersonal Mode (B)</b>	
7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
<b>7.1.ILC</b>	
<b>Presentational Mode (C)</b>	
7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2	Present student-centered and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.C.5	Compare and contrast cultural products and cultural practices associated with the target cultures(s) and one's own culture, orally, in writing, or through simulation.
<b>8.1 &amp; 8.2</b>	
<b>Technology</b>	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
<b>Standard 9</b>	
<b>21<sup>st</sup> Century Life &amp; Careers</b>	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

<b>Interdisciplinary Connections</b>	
<b>SL.8.5.</b>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<b>SL.8.6.</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>W.8.2.</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>W.8.6.</b>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What countries speak Spanish?</li> <li>• What are the culture, geography, and economies of these Spanish speaking countries like?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Spanish is spoken across the globe.</li> <li>• Spanish speaking cultures have similarities and differences.</li> <li>• The geography and economies of Spanish speaking countries have similarities and differences.</li> </ul>
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<p><b>Unit Objectives</b></p> <p>Students will know to / be able to...</p> <ul style="list-style-type: none"> <li>• Describe major similarities and differences between Spanish speaking countries.</li> <li>• Report on a Spanish speaking country or city.</li> </ul>
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**WORLD LANGUAGE SPANISH CURRICULUM**

**Grades 6-8**

**Evidence of Learning**

<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Oral questions / answers</li> <li>• Exit tickets</li> <li>• Discussions</li> <li>• Observations</li> <li>• Practice worksheets</li> </ul>
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<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Use of rubric to assess speaking and vocabulary usage</li> <li>• Culminating multimedia project to include digital presentation, writing, music, and food</li> </ul>
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<p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Choice board of activities</li> </ul>
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## Benchmark Assessment

- Student Growth Objective

### Modifications

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