

# La casa y la comida- Unit 3

Content Area: **Spanish**  
Course(s): 8th Grade  
Time Period: September- June  
Length: **School year**  
Status: **Published**

## Course Pacing Guide

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### Mission Statement: World Language

The Haddonfield Middle School World Language program offers students a doorway to other cultures through the study of French, German, or Spanish. In grades 6 and 7 we seek to create global learners who are encouraged to discover their voice through a second language. Students will develop interpersonal skills in a nurturing environment that fosters creativity, community and conversation. Our World Language program supports literacy, as well as cultural awareness by facilitating an understanding as well as an appreciation of others.

The skills acquired in grades 6 and 7 become the foundation for the 8th grade program. In grade 8, students will transition into the first level of their World Language. French I, German I, and Spanish I begins the student's formal language study. Students will interact and negotiate meaning with their peers to understand and analyze oral, written, or authentic texts and to create culturally appropriate oral and written products and presentations for a specific audience. The goal of the 8th grade World Language sequence prepares students for entry into level II of World Language at the secondary level.

### Vision

The World Language Program offers comprehensive world language instruction at all levels in a communicative and thematic approach to learning, in order to increase the capacity of students' language acquisition throughout the course of their academic careers

### Model

Unit	MP	Weeks
Regresamos	1	6
Quienes Somos	2	6
La Casa y la Comida	2	4
La familia	2 & 3	4
Los deportes	3	4
Hace un viaje	3 & 4	4
La salud y el médico	4	6
La rutina diaria		

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## **Unit Overview**

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This unit will provide students with the opportunity to examine and understand the cultural similarities and differences of the lifestyles in C1 and C2. Students will be exposed to ideas about nutrition and exercise based on a global comparison of the eating and exercise habits of C1 to those of C2. Students will provide advice for healthier eating choices as well as to state their preferences of food and drinks. Students will inquire about the contents of the food pyramid and will compare/contrast it to those in C1. Furthermore, students will describe with detail another aspect of their life which is their house.

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.

## **Enduring Understandings**

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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.)

## **Essential Questions**

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- What strategies can I use to communicate more effectively?
- What can I learn about my own language and culture from the study of others?
- Do you understand the patterns of the target language?
- How can I describe myself and others?
- How do I demonstrate an understanding of the similarities and differences, and interactions across cultures and languages?
- How are eating habits different in the United States and in Spanish speaking countries?
- How do traditions concerning food, meals, and dining in the United States differ from those in another country?
- Can you communicate effectively in Spanish in the interpretive, interpersonal, and presentational modes?
- What is a celebration? What do you celebrate with your family?

## **New Jersey Student Learning Standards (No CCS)**

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### **Interpretive**

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.

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 target culture(s).
- 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.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

### **Interpersonal**

- 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.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.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 situations.

### **Presentational**

- 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.
- 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.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

## **Linguistic Content Statements**

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### **Interpretive:**

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 to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

### **Interpersonal:**

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:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
  - Initiate, maintain, and end a conversation.
  - Ask for and give permission.
  - Express needs.
  - Give reasons.
  - Request, suggest, and make arrangements.
  - Extend, accept, and decline an invitation.

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- Express an opinion and preference.

### **Presentational:**

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:

- Handle simple transactions related to everyday life:
  - Express needs.
  - Give reasons.
  - Express an opinion and preference.
  - Request and suggest.

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### **Concepts and skills**

- **Concepts: What do students need to know?:**
  - Cognates
  - Chores vocabulary
  - Parts of the house
  - Food related vocabulary
  - Healthy and unhealthy lifestyles
  - Meal customs and eating habits
  - Restaurant/café etiquette
  - Meal vocabulary: breakfast, lunch, dinner, dessert, snacks, etc.
  - Names of foods and popular dishes in Spanish speaking countries.
  - Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts, and ideas.
- **Skills: What do students need to be able to do?:**
  - Talk about foods and beverages for breakfast, lunch and dinner.
  - Talk about likes and dislikes of foods and activities.
  - Express how often something is done.
  - Understand cultural perspectives on meals.
  - Describe what people or things are like.
  - Discuss food, health and exercise choices.
  - Understand cultural perspectives on diet and health.
  - Identify the elements of a typical home in the TL and compare/contrast with their own culture.
  - The learner will be able to compare/contrast eating habits/traditions in the United States vs. Spanish speaking countries.
  - Reading and interpreting texts at their level.
  - Making comparisons using adjectives and comparatives.
  - Using the stem changing verbs to communicate.
  - Describe both their house and the houses of others.
  - Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.

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### **Interdisciplinary Connections**

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key

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supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

The mission and vision for comprehensive health and physical education reflects this perspective: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

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## **Technology Standards**

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

8.1.2.A.2 Create a document using a word processing application.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.

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## **21st Century Themes/Careers**

- Creativity.
- Critical Thinking.
- Communication.
- Collaboration.
- Life & Career Skills.
- Information Literacy.
- Media Literacy.

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## **Instructional Strategies & Learning Activities**

- Creating conversations
- Presenting skits to the class
- Playing hangman and other spelling games
- Listening to teacher spell words, students spelling words aloud
- Completing school schedule in target language
- Personal research projects to be presented in class in groups
- Vocabulary races at the board
- "Bell Game"

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- Diff. Ins. – vocabulary sorting games
  - Quia Games – internet site for world language review
  - Peer editing and as well as teacher review of writing
  - Practice dictation writing
  - Serpentine review game
  - Quizlet, Kahoot, Gimkit to review acquired vocabulary
  - Flipgrid to apply oral skills

## **Differentiated Instruction**

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- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Tiered Learning Targets
- Learning Through Play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Role-Play
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Rubrics
- Jigsaws
- Learning Through Workstations
- Flipped Classroom
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

## **Formative Assessments**

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- TPR – Total Physical Response – Vocabulary Assessment
- Written activities corrected and checked
- Vocabulary review with Gimkit and Quizlet Live
- FlipGrid
- Biweekly conversations presented to the class
- Picture and movie talk
- Mini-Quizzes

## **Summative Assessment**

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- Proficiency-based Unit test
- Flipgrid-project applying the vocabulary acquired and verbs through speaking
- Mini-presentation

## Resources & Technology

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Such as:

- Chromebooks.
- Promethean Board
- Authentic books and texts.
- Newsela
- Duolingo
- <https://edpuzzle.com/>
- <https://info.flipgrid.com/>
- Internet
- LCD Projector
- Headsets for computer practice
- <https://www.papeleriacornejo.com/pc/>
- <https://www.officedepot.com.mx/officedepot/en/>

## Closure

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Such as:

- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

## ELL

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Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries

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## Special Education

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List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Allow open-book tests.
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

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## 504

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Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- behavior management support
- adjusted class schedules or grading
- verbal testing
- pre-approved nurse's office visits and accompaniment to visits



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- occupational or physical therapy

## **At Risk**

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Examples may include:

- Use of mnemonics
- Have students restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

## **Gifted and Talented**

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Examples may include:

- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Encourage risk taking