Unit 1: Academic Environment

Content Area: **World Language**
Course(s): **World Language 8 Spanish**
Time Period:
Length: **30 Days & Grade 8**
Status: **Published**

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Spanish 8- Grade 8

Unit 1- Academic Environment

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Yahaira Rosario

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

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Unit Overview

Students will understand that their academic experience is both similar and different than that of a student in a country of the target language.

UNIT 1: ACADEMIC ENVIRONMENT

A. Classroom items

B. Location (of classroom items)

C. Time/Numbers

D. Subjects/Places in school

E. Likes/Dislikes

F. Schedules

Enduring Understanding

Enduring understandings:

Cultural variations in language grammar and structure are necessary to communicate precise meanings.

Students will understand that their academic experience is both similar and different than that of a student in a country of the target language.

Essential Questions

Essential Questions are:

- How are things described differently in the Italian language?
- How do I communicate need and identify objects and their locations in the target language?
- How is my routine and school experience different from that of a student in a country of the target language?

Exit Skills

Students will be able to:

- identify and produce vocabulary classroom objects.
- express need of objects.
- describe a classroom according to what is there.
- describe a classroom according to what is NOT there.
- express location of objects in relationship to one another.
- apply negation to describe an item's location.
- recognize and produce numbers 1-1 million in the target language.
- interpret and express time of day.
- identify, describe and discuss class subjects.
- express where, with whom and when students have specific classes.
- inquire/question about and explain likes and dislikes.

New Jersey Student Learning Standards (NJSLS-S)

Please find below a list of 2016 New Jersey Student Learning Standardsfor World Languages.

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.C.1	Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Interdisciplinary Connections

LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Learning Objectives

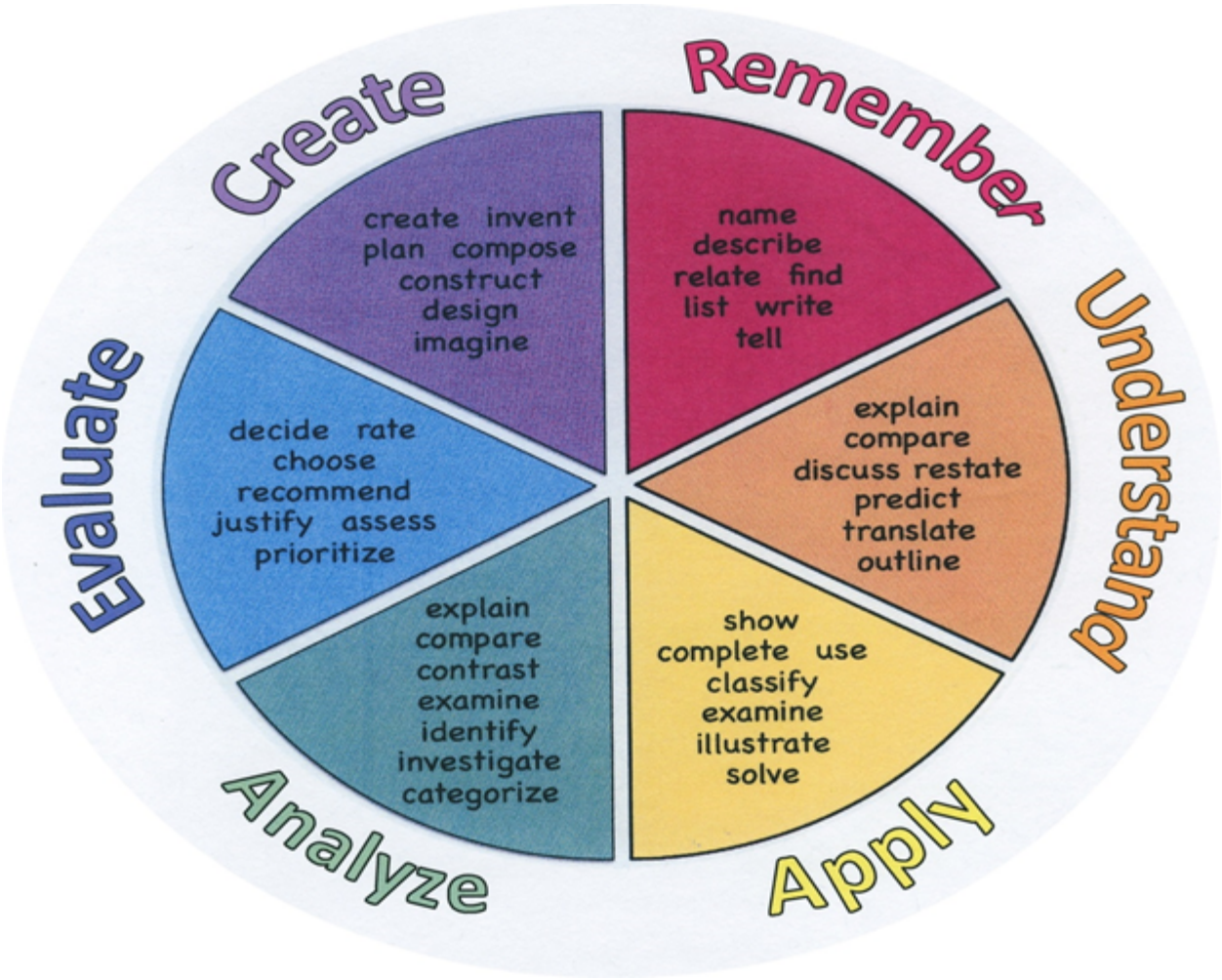
After completing UNIT 1 Academic Environment, Students will be able to:

- **IDENTIFY supply vocabulary and Identify and utilize vocabulary for classroom objects; describe objects with approriate vocabulary.**
- **UTILIZE** parts of speech with the appropriate group.
- **COMPOSE** BRIEF PHRASES RELATED TO INITIATING CONVERSATION INCLUDING SHORT PHRASES in the following
    -
        - ***list classroom according to objects, number of objects in room.***
        - ***identify and supply vocabulary for class subjects and places in the school.***
        - ***point out need of objects and select and produce the appropriate article for classroom objects.***
        - ***describe the location of objects in the room.***
        - ***recognize and produce numbers 1 to 1 million in the target language and interpret and express time of day.***
        - ***express likes, dislikes and preferences regarding class subjects.***
        - ***compare and describe their schedule and likes/dislikes; compare and describe their partner's schedule and likes and dislikes.***

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Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Activities:

- Identify/describe classroom objects with appropriate vocabulary/student response to visual cues
- express need of objects/label and describe a classroom with the appropriate word and accompanying article.
- Student generated pictures with accompanying vocabulary/Definite/Indefinite articles with classroom objects.
- Describe the classroom according to school objects/express if an object IS in the room; express if an object IS NOT in the room (there is/ there are) between objects; apply negation to describe the relationship between objects.

- recognize and produce numbers 1 to 1 million in the target language and interpret and express time of day ask and answer questions regarding time. Teacher observation “Que hora son?” vs. “Que hora es?” (whiteboards/clocks)
- identify, describe and discuss class subjects/Cardinal vs. Ordinal numbers (for class periods)
- express where, with whom and when they have specific classes/ask and answer questions regarding their schedules.
- use Interrogatives (que, a que hora/cuando, donde esta, en que aula, quien)/ask and answer questions why a class is liked.
- compare and describe their schedule and likes/dislikes; compare and describe their partner’s schedule and likes and dislikes. Write a schedule chart
- comparatives vs. superlatives (muy vs. mas Info- gap likes/dislikes/comparatives vs. superlatives (muy vs. mas)

Assessment Evidence - Checking for Understanding (CFU)

Process/Assessment-
Diagnostic-questioning/formative-oral-written/quiz
summative-test

Checklist rubric on the following:

Student response, forced choice, open-ended, teacher observation, Question & Answer, Total Physical Response

Homework (formative assessment)

Classwork (formative assessment)

Participation (formative assessment)

Tests & Quizzes: interpret and express time of day (summative assessment)

Presentations (alternative assessment)

Projects (alternative assessment)

Skits (formative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster

- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Textbooks and other resources

Dictionaries

Asi Se Dice

Buen Viaje

Spanish Is Fun

Ancillary Resources

Resources/Materials

Chromebooks

Smartboard

Handouts

Various Websites

Technology Infusion

What technology can be used in this unit to enhance learning?

Listening to Podcasts

Photostory

Use of Listening Stations

Smartboard

Laptops

Youtube videostreams

MS Word

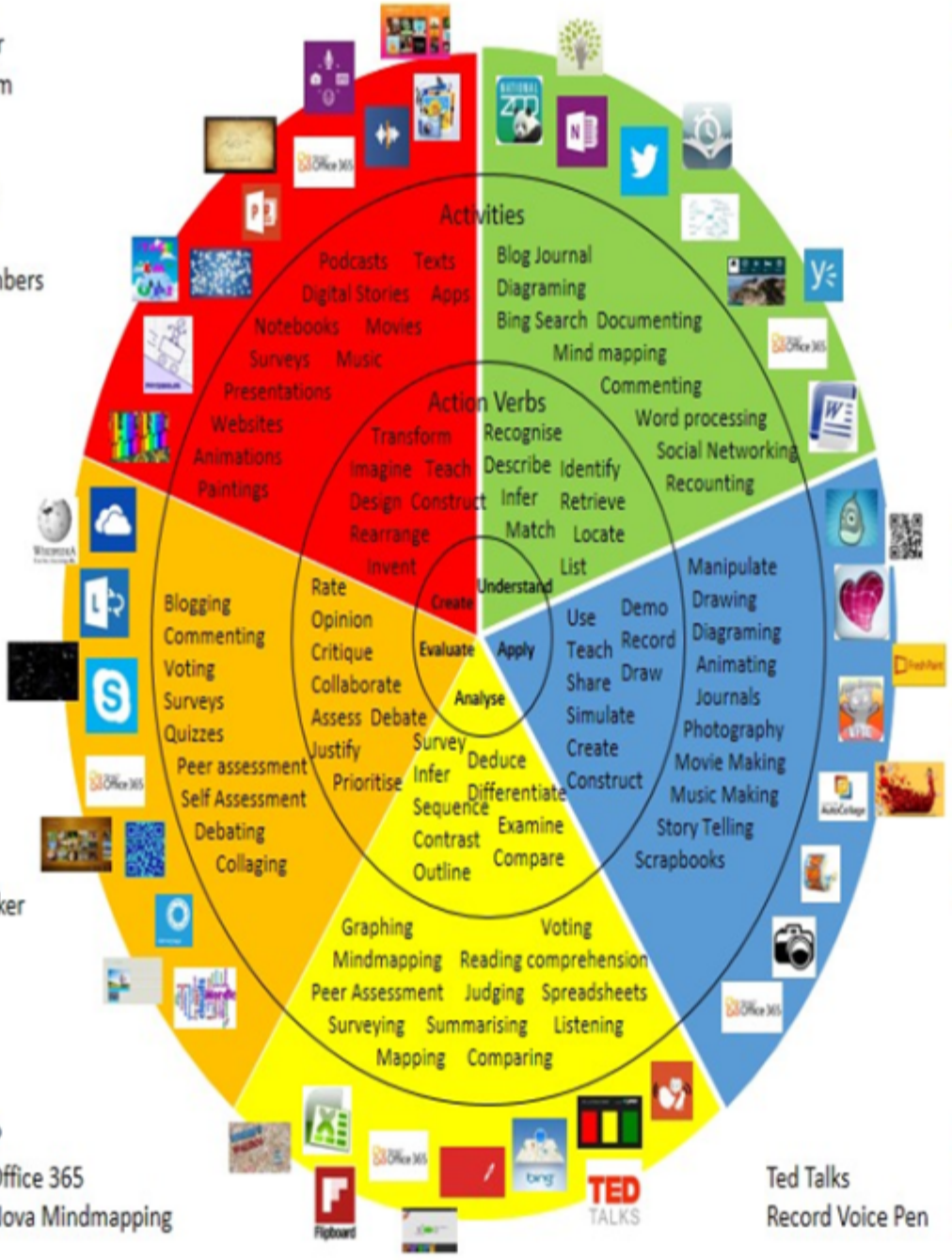
Google Docs

Power Point Presentations

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
TECH.8.1.8	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.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

MODIFICATIONS AND ADAPTATIONS

The guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the students modifications.

Instructional staff of students with Individualized Education Plans (IEP's) must adhere to the recommended modifications defined in each individual plan.

Differentiation/Modification:

- The Teacher will walk around and observe the students while they are engaging in group activities on class schedules vocabulary to check for comprehension and/or mastery of the lesson content.
- The Teacher will ask simple questions throughout the lesson related to the material they learned on class schedules and classroom objects vocabulary.
- The Teacher will afford students extra necessary time to do practice presentations accompanied by the teacher and peer feedback to complete assignments.

- Repeated directions and small group assignments.

STUDENTS BELOW TARGET

- Guided Practice
- Learning Buddies
- Cooperative Learning
- Time Extensions
- Offer Choice of response(verbal, creating a dialogue)
- Pairing oral instruction with visuals
- Role-Play

STUDENTS MEETING OR EXCEEDING TARGET

Role-Play
Independent Study
Test Modifications

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards

- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Follow all modifications detailed in IEP

Extra time Read questions on assessments

Provide vocabulary visuals

Monitor comprehension

Provide organizers/study guides

Frequently check for understanding

Provide modeling

Provide guided reading instruction

Directions repeated, clarified or reworded Re-teach materials, when needed Break tasks into smaller, manageable segments

Modify tests/worksheets

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content

- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Immediate feedback

Extra time

Partner or team collaboration

Multi-level requirements

Use visual graphic organizers

Precise step-by-step directions

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Student driven projects and presentations

Interest-based content to trigger student engagement

Real-world problems and scenarios

Open-ended activities

- Above grade level placement option for qualified students

- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Academic Environment

NJSLS: See Below

Interdisciplinary Connection: See Below

Statement of Objective: Students will be able to identify and use the following in brief descriptions:

- Vocabulary classroom objects.
- Describe and discuss class subjects.

Anticipatory Set/Do Now: List vocabulary classroom objects and academic subjects.

Learning Activity:

- Identify and produce vocabulary classroom objects.
- Identify, describe and discuss class subjects.

Student Assessment/CFU's:

Test/Quizzes: List classroom vocabulary words expressions and academic subjects vocabulary words.

Materials: Teacher made unit packets/txtbk-Oggi in Italia/Italian is fun

21st Century Themes and Skills: Global Awareness

Differentiation/Modifications:

- Provide a word bank on classroom vocabulary words expressions and academic subjects vocabulary

words which includes visuals.
- Provide a list of classroom vocabulary words expressions and academic subjects vocabulary words w/pictures in Italian as a study guide.

Integration of Technology: Students research website: Languages on line-Italian/games and exercises on topics above.

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WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.C.1	Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
SOC.5-8.1.4.1	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.