Grade 8 World Language

Content Area: **World Language**
Course(s):
Time Period: **Marking Period 1**
Length: **22 Days**
Status: **Published**

Unit Overview

Students use Spanish in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, school supplies, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the Hispanic culture.

Interpretive Listening:
I can understand when someone describes things found in a school.
I can understand when someone talks about their school day.
a. I can identify the time a class starts and finishes.
b. I can identify the order of classes during the school day.
c. I can identify the favorite and least favorite teacher and class.
d. I can determine how my school day and the school day of a student in the target culture are similar and different.
I can recognize common school and classroom activities when someone is describing what they do during the school day.

Interpretive Reading:
I can understand short readings (e.g. back-to-school advertisements, school supply lists, school map) dealing with description of things found in a school.
I can interpret a school schedule.
a. I can identify the time a class starts and finishes.
b. I can identify the order of classes during the school day.
c. I can determine which days of the week certain classes meet.
d. I can determine how my schedule and the schedule of a student the target culture are similar and different.
I can recognize common school and classroom activities as found in brief written descriptions of a typical school day in the Hispanic culture.
I can follow routine classroom directions written by my teacher or others (e.g. take out your…, put away your…, pass the papers forward, raise your hand, cover your papers, clear your desks).

Interpersonal:
I can use digital tools and face-to-face communication to:
a. Ask simple, memorized questions (yes/no, either/or, and short response) about things found in a school and classroom.
b. Answer simple questions (yes/no, either/or, and short response) about things found in a school and classroom.
c. Ask simple, memorized questions (yes/no, either/or, and short response) about a classmate's schedule or the schedule of a student from the Hispanic culture.
d. Answer simple questions (yes/no, either/or, and short response) about my schedule or the schedule of a student from the Hispanic culture.
e. Ask simple, memorized questions (yes/no, either/or, and short response) about what my classmates and peers in the Hispanic culture do during school hours.

f. Answer simple questions (yes/no, either/or, and short response) about what I do and what peers in the Hispanic culture do during the school day.

Presentational: Speaking and Writing
I can use words, phrases, and memorized sentences to describe school life in the United States (e.g. describe a classroom, provide a typical schedule, and tell what takes place during a typical day). I can use words, phrases, and memorized sentences to describe school life in the Hispanic culture based on information gathered from readings, short audio/video clips, and interactions with my peers in the target culture (e.g. describe a classroom, provide a typical schedule, and tell what takes place during a typical day).
I can use words, phrases, and memorized sentences to create a multimedia rich presentation that compares school life in both cultures

Students will be able to...
• Recognize familiar school vocabulary as found in culturally authentic video clips from the Hispanic culture.
• Demonstrate understanding of commands related to school routine.
• Identify information related to class schedules and school activities as found in culturally authentic electronic information sources and other written texts.
• Ask memorized questions related to school life by interacting with classmates and members of the target culture using digital tools and face-toface communication.
• Answer simple questions related to school life by interacting with classmates and members of the target culture using digital tools and face-toface communication.
• Inquire about preferences related to school.
• Respond to questions about preferences related to school.
• Compare school life in the home and target culture(s)

Standards

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.
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.
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.

Materials

Core Materials:

- Google Slides
- Nearpod Activities
- Teacher-created materials

Supplemental Materials:

- PowerPoint presentations
- Google Earth/Google Maps
- Discovery Education Videos
- YouTube Educational Videos
- Quizizz/Blooket/Quizlet/Gimkit
- NewsELA
- BrainPop resources

Technology

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

Evidence of Learning/Assessment

Formative Assessment

- Teacher Observation
- Quizzes
- Exit Tickets

Summative Assessment

- Benchmark Assessments
- Alternative Assessments: Performance Tasks & Projects

Accommodations & Modifications

Special Education

Follow IEP Plan which may contain some of the following examples…

- In class/pull out support with special ed teacher or assistant
- 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
- Study Guides
- Limit number of questions
- Scribe

504

Follow 504 Plan which may contain some of the following examples…

- In class/pull out support with special ed teacher or assistant
- 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
- Study Guides
- Limit number of questions
- Scribe

ELL

- Translation device/dictionary
- 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
- Study Guides
- Limit number of questions
- Scribe

At-risk of Failure

- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit number of questions
- Scribe

Gifted & Talented

- Independent projects
- Online games
- Extension activities

Interdisciplinary Connections

LA.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.
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).