

Sayreville Public Schools  
8<sup>th</sup> Grade Spanish

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Required

Sayreville Middle School

Quarterly

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### Statement of Purpose

**Summary of the Course:** The 8<sup>th</sup> Grade World Language program is designed to expose students to the Spanish Language and Culture. In order to encourage and develop the student's ability to communicate in a low-stress environment; the program begins slowly so that those students who have never had a formal education in Spanish can feel confident in participating. For those students that already have had Spanish, this introductory period will serve as a review while at the same time introducing new terms and expressions. The expectation is that the student will be able to communicate in the three modes of communication: Interpretive, Interpersonal, and Presentational at the *Novice-Mid Level*. They will also develop an understanding and appreciation for the different cultures in Spanish speaking countries.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

## Unit 1: All About Me

**Summary of the Unit:** Students use the target language in the three modes of communication to explore physical characteristics and personality qualities and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

**Interpretive:** They interpret authentic written and/or video/audio texts such as blogs, online biographies, social network sites, stories, and short clips from movies and television that focus on first introductions and personal information.

**Interpersonal:** They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

**Presentational:** They use lists, chunks of language, and memorized phrases to introduce themselves and describe themselves or others while using culturally appropriate gestures and intonations.

**Enduring Understanding:** Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) The purpose of language study is to communicate so I can understand others and they can understand me.

### Essential Questions:

How does one describe family members in Spanish? How does one give information about oneself in Spanish?

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### Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Students will design and create a family scrapbook of 6-8 pages with visuals on each page. The scrapbook entry pages will be in the target language and include the full name of the family member, the relationship to the student, and 4 to 5 statements about the family member (physical characteristics, personality qualities, likes/dislikes). The student should also include a page devoted to him/herself with the same information. Students will circulate around the room and read their classmates' scrapbooks while answering questions provided by the teacher. Students will then describe a classmate to the class using information from the scrapbooks. Students will listen and try to guess who that person is describing.

### Resources:

<http://www.state.nj.us/education/cccs/>

<http://www.state.nj.us/education/modelcurriculum/wl/>

<http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages>

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSL Standards
Physical characteristics and personality qualities of family members	10 days	<p>1. Recognize descriptions of people as found in culturally authentic oral and written texts.</p> <p>2. Ask memorized questions related to physical characteristics and personality qualities.</p> <p>3. Answer simple questions related to physical characteristics.</p>	<p>1. Have the students go to the website (<a href="http://www.casareal.es/ES/Paginas/home.aspx">http://www.casareal.es/ES/Paginas/home.aspx</a>) They should study the family tree of Juan Carlos I, the King of Spain, and answer the questions that follow:</p> <p><i>A. ¿Cuántos hermanos tiene Juan Carlos?</i>  <i>B. ¿Cómo se llama la esposa de Juan Carlos?</i>  <i>C. ¿Cuántos hijos tiene Juan Carlos?</i>  <i>D. ¿Cómo se llaman los hijos?</i>  <i>E. ¿Cuántos primos tiene Miguel?</i>  <i>F. ¿Cómo se llaman los primos de Miguel?</i>  <i>G. ¿Cómo se llama el tío de Miguel?</i>  <i>H. ¿Cuántos años tiene Pablo?</i>  <i>I. ¿Cómo se llama el abuelo de Miguel?</i>  <i>J. ¿Cómo se llaman los padres de Miguel?</i></p> <p>2. Have students go to the following website to practice answering questions related to family members  <a href="http://www.myspanishgames.com/fun-Spanish-games/family-tree-game.html">http://www.myspanishgames.com/fun-Spanish-games/family-tree-game.html</a>            This family tree can also be used to talk about physical descriptions of family members.</p> <p>3. After the teacher has explained and demonstrated how to create an acrostic (each letter of the person's name is the letter that begins a descriptive word), the students will create an acrostic about a friend or family member.</p>	<p>-Students will write a small paragraph describing his/ her favorite family member. Students should be ready to leave this as a voicemail through google voice.</p> <p>-Create a questionnaire for your partner to ask about their family members using personality qualities and physical characteristics.</p> <p>-Answer your partner's questionnaire.</p>	<p>7.1.NM.A.1            7.1.NM.A.4            7.1.NM.B.1            7.1.NM.B.4</p>

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<p>Structures associated with age, where you live, where you go to school, likes and dislikes, physical characteristics, and personality qualities.</p>		<p>4. Describe self and others</p> <p>5. Talk about oneself in the target language</p>	<p>1. Students will create a mini-book called “Todo Sobre Mi” This mini book should tell their age, where they live, who they live with, where they go to school, likes and dislikes, their physical characteristics and personality qualities. They should include pictures/and or clip art. They can create it by hand or by creating a google slideshow of themselves.</p>	<p>-Completed mini-book.</p>	<p>7.1.NM.C.4</p>
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**Suggested Modifications for Special Education Students:**

Repeat, Clarify and Modify directions when necessary.  
Allow for additional time when needed.  
Refocus to task.  
Use visual clues.  
Demonstrate tasks.  
Break assignments down.  
Preferential Seating.  
Allow for breaks when needed.  
Use verbal praise..

**Suggested Technological Innovations/ Use:**

Visit websites  
Use computers, chrome books, and/or iPads  
Web quests

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

**Standards 1, 2, & 3 CCSS-ELA Reading.**

**Standard 4, 5, & 6 CCSS-ELA Writing**

**Standard 1 & 4 CCSS-ELA Speaking & Listening.**

**Technology Themes:**

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

**8.2 Technology Education, Engineering, and Design** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

**21st Century Themes:**

**9.1 Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problemsolving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work

## Unit 2: Home, Sweet, Home

**Summary of the Unit:** Students use the target language in the three modes of communication to explore how homes in the home and target culture are similar and different. They compare the distribution of household chores in the home culture with that of the target culture(s). (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

**Interpretive:** They interpret authentic written and video/audio texts such as news-clips, real estate advertisements, and short video clips that focus on home tours, descriptions of items in a home, and division of household responsibilities.

**Interpersonal:** They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to their homes, common household items, furniture and chores.

**Presentational:** They use lists, chunks of language and memorized phrases to describe the rooms and items in homes and to talk about chores in the home and target cultures.

**Enduring Understanding:** Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding include, but are not limited to: home life, places in the community, activities within the community, and travel.)

### Essential Questions:

Do your types of chores differ from those in Hispanic countries?

How does one use the present-tense to speak in Spanish?

### Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Students are given 10 squares of paper on which to write chores related to the home. Students are grouped in pairs and are instructed to place their squares in a stack with those of their partners. Working in pairs, students draw a card, read the activity aloud, and place it in a separate stack according to who will be assigned to do that chore: el padre, la madre, el hermano, la hermana. Then each team member takes the cards from one of the family member stacks and plays one of the above roles. For example: *Yo soy la madre. Yo preparo la cena.* When this is complete, Students will create a chore chart for the family. Swap your chore chart with another team and compare/contrast them.

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Common Household Chores, Products and practices related to household chores	3 days (review from 7 <sup>th</sup> grade), 4 days of the new material.	1. Identify cultural products and practices related to chores.  2. Discuss the chores that need to be done.	1. Recognizing the similarities and differences of both the American and Hispanic homes, students will identify chores that can be done.  2. On graph paper list 2 chores that need to be done for each day.  3. Chart the results on a main schedule board.  4. Using the main chart, students will utilize expression “tener que” to state on what day a certain core needs to be completed. With a partner, students will model the expression “tengo que” with the chore on their individualized schedule.	-Create a “commercial” for an authentic product from the target language culture. This product should be a product that is used to do a household chore. Tell why this product should be used.	7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.4
Questions related to distribution of household chores	4 days	3. Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of chores performed in the target culture(s).	1. Using the main chart, students will utilize expression “tener que” to state on what day a certain core needs to be completed.  2. With a partner, students will model the expression “tengo que” with the chore on their individualized schedule.	- Provide students with a culturally authentic text about chores in the target language culture. Provide questions for comprehension.	7.1.NM.C.4

**Suggested Modifications for Special Education Students:**

Repeat, Clarify and Modify directions when necessary.  
Allow for additional time when needed.  
Refocus to task.  
Use visual clues.  
Demonstrate tasks.  
Break assignments down.  
Preferential Seating.  
Allow for breaks when needed.  
Use verbal praise.

**Suggested Technological Innovations/ Use:**

Visit websites  
Use computers, chrome books, and/or iPads  
Web quests

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

**Standards 1, 2, & 3 CCSS-ELA Reading.**  
**Standard 4, 5, & 6 CCSS-ELA Writing**  
**Standard 1 & 4 CCSS-ELA Speaking & Listening.**

**Technology Themes:**

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  
**8.2 Technology Education, Engineering, and Design** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

**21st Century Themes:**

**9.1 Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.  
**9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.  
**9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work.

### Unit 3: Food, Glorious, Food

**Summary of the Unit:** Students use the target language in the three modes of communication to explore cultural products and practices related to food in the home and target cultures. They compare eating habits of teenagers in the home and target cultures. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

**Interpretive:** They interpret age- and level-appropriate authentic written and video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.

**Interpersonal:** They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions and express preferences related to food preferences, products and practices.

**Presentational:**

They use lists, chunks of language, and memorized phrases to compare food preferences, products and practices in the home and target cultures.

**Enduring Understanding:** Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding include, but are not limited to: home life, places in the community, activities within the community, and travel.)

**Essential Questions:**

How do I communicate what I want to eat in Spanish?

How do I ask questions about menu items in Spanish?

**Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.**

Unless you want to eat the same thing every day while you are in Spain during your class trip, you will need to be able to communicate with waiters in Spanish. You will need to be able to communicate what you want to eat with the waiter. Since you don't want to feel awkward, you and two classmates practice in class. Imagine that you and a friend are in a sidewalk café in Madrid. In groups of three, prepare a skit in which two of you will order "*el almuerzo*". The third person will play the role of the waiter. Be sure to include the following required elements:

Culturally appropriate greetings and "table" conversation. Conversations could be about family, friends, etc.

Basic description of what is on the menu by the waiter; basic questions about the menu by the diners

Culturally appropriate requests for the bill. Read an authentic sample exchange between a waiter and two customers ordering lunch in order to prepare your skit.

**Resources:**

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<p>Culturally authentic gestures and practices associated with eating</p> <p>Structures necessary to order and pay for food (e.g. I would like, please bring me, I need, do you have)</p>	<p>9 days</p>	<p>1. Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu.</p>	<p>1. Select from a reading selection the polite requests used in a restaurant.</p> <p>2. Role-play a restaurant scene with a waiter and several diners in a group, calculating the costs in the monetary unit of a selected Hispanic country.</p> <p>3. What do you think famous people order when they travel to restaurants around the world? Would Jennifer Lawrence prefer a chicken salad or a hamburger? Would George Clooney eat ice cream or strawberries for dessert? The teacher selects magazine pictures of famous people from popular magazine such as People magazine. As an alternative, students could bring in pictures of their favorite singers or actors. On the back of each picture, the teacher writes the name of a food. For example, George Clooney’s picture may have the word “helado (ice cream)” written on the back of it. As the teacher holds up the famous people pictures, students guess what the person wants to order. For example, e.g., “<i>Pienso que George Clooney quiere un bocadillo de queso.</i>” or “<i>Pienso que George Clooney quiere unas fresas.</i>” Teacher says “<i>Si/No</i>” to each guess. Allow a limited number of guesses or set a time limit.</p>	<p>-Teacher distributes menus to students and asks them to imagine that they are in a restaurant. It helps if the room is arranged to look like a restaurant on the day of the activity. With the teacher playing the role of the waiter, each student orders a complete meal from the menu and something to drink. Students are encouraged to ask about any of the dishes listed and to use polite expressions when requesting silverware, napkins, water, etc.</p>	<p>7.1.NM.B.4</p>

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		1. Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu.	4. Students sit in a circle as one person starts a chain sentence by saying “Yo voy a tomar...”, and an item of his/her choice from the menu used in the previous activity. For example, he/she might say, “Yo voy a tomar sopa de verduras.” Working clockwise, the next person repeats this and then adds an item, e.g., “Yo voy a tomar sopa de verduras y una ensalada mixta.” This continues round the group with everyone adding item. The person who ends with the very long sentence starts the next round.		7.1.NM.B.4
Structures associated with extending, accepting, and refusing an invitation to lunch or dinner.  Currency from target culture and conversion to American equivalent	5 days	2. Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials.  3. Convert money in the target language.	1. Have a “phone conversation” with a classmate ask him/her to go to lunch/dinner with you. Your classmate will accept the invitation or refuse. When the teacher says switch, students will rotate to the next person and either refuse or accept that student’s invitation.  2. Introduce different currencies from the target culture (euros, pesos, etc)  3. Give students an authentic two authentic Spanish menu. Students should answer questions about the menu prices and decide which restaurant is “barato” and which is “caro”	- Have students visit <a href="http://www.xe.com/">http://www.xe.com/</a> to view currency exchange rates and learn more about the Euro. Have students complete conversions from different authentic restaurant receipts from Spain.	7.1.NM.C.4 7.1.NM.C.5

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**Standard 4 & 6 CCSS-ELA Writing**

**Standard 1 & 4 CCSS-ELA Speaking & Listening.**

2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.

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**9.1 Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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**9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work.

## Unit 4: Celebrations

**Summary of the Unit:** Students use the target language in the three modes of communication to explore how members of the target culture celebrate important life events. They compare celebrations in the home and target culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

**Interpretive:** They interpret authentic written and video/audio texts related to celebrations (invitations, posters, radio/television/newspaper advertisements).

**Interpersonal:** They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to celebrations in the home and target cultures.

**Presentational:** They use lists, chunks of language, and memorized phrases to compare celebrations in the home and target culture.

**Enduring Understanding:** Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) Custom and tradition vary within a culture, as well as between cultures.

### Essential Questions:

How do I write an invitation in Spanish?

How do I accept or refuse an invitation in Spanish?

### Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

You and your friends are planning a celebration. Create a multimedia rich presentation describing a home or target language celebration. Include items you will need for this celebration, a sample invitation, and roles/responsibilities for each person in the group, activities that will take place at the celebration, etc. Be ready to present to the class. At the end of each presentation, each student will write an acceptance or refusal to one of the celebrations presented. Read about festivals or celebrations using technological materials to gather information about different practices.

### Resources:

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<p>Activities associated with planning, attending, and participating in celebrations/Structures associated with extending, accepting, and refusing an invitation</p>	<p>10 days</p>	<ol style="list-style-type: none"> <li>1. Use structures to extend, accept, and refuse an invitation in the target language.</li> <li>2. Apply the structures used to plan and participate in celebrations.</li> <li>3. Use formal and informal commands in the target language.</li> </ol>	<ol style="list-style-type: none"> <li>1. In groups of 3-4, make a list of items you need for planning a birthday party including food. What activities will you have planned? Share with another group</li> <li>2. Brainstorm with a group to determine ten jobs that are going on to prepare for an imaginary birthday party. Assign the jobs to students in the group.</li> <li>3. Identify and rate the order of importance of the party preparations that are presented in a classroom resource.</li> <li>4. Summarize orally the information found on a written invitation from a classroom resource.</li> <li>5. Compose a response to an invitation that explains the reasons for declining the invitation.</li> <li>6. Create an invitation to a Hispanic celebration and exchange it among the class; the recipient will accept in writing.</li> </ol>	<p>-Leave a note for your party planner. The note should tell her exactly what to do to prepare your home for a birthday party you are having for your best friend.</p>	<p>7.1.NM.C.1 7.1.NM.C.3</p>



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<p>Compare and Contrast celebrations in the home and target Culture</p>		<p>4. Identify similarities and differences for celebrations in the home and target culture.</p>	<p>1. Go to the website <a href="http://carmenlomasgarza.com">http://carmenlomasgarza.com</a>. Have students look at the painting by Carmen Lomas Garza entitled "Barbacoa para cumpleaños". In pairs, have the students create a Venn diagram noting what they observe in the Hispanic celebration in one circle, what they would observe in an American celebration in the other circle and then noting the similarities in the space where the two circles of the Venn diagram intersect. Then have pairs share and discuss their findings. Use several examples for a general class discussion.</p>	<p>-Completed Venn diagram.</p>	<p>7.1.NM.C.2 7.1.NM.C.5</p>
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