8th grade

Content Area: **Spanish**
Course(s): **Spanish, French**
Time Period: **Ongoing**
Length: **Ongoing**
Status: **Published**

Big Idea

Students will be submerged in a predominantly Spanish and French language environment.

Enduring Understanding

- It is important to speak another language in our society to understand other people in the US and throughout the world.
- It is important to make global connections to other cultures and understand and appreciate similarities and differences among cultures.

Essential Questions

- To be or not to be? That is the question.
- Are there different ways of addressing people in different speaking countries?
- How do you greet people?
- What is literacy?
- Are there different ways of using and forming parts of speech that do not coincide with L1?

Skills

- Use and respond to basic greetings
- Initiate question and answer dialogue or introductions
- Use and respond to leave taking expressions
- Identify additional letters of the Spanish alphabet and their sounds
- Recognize numbers up to 100 in written and spoken form; count numbers to 1000; use numbers to complete basic mathematical operations
- Know and identify the primary colors in writing and speaking. Understand their placement as an adjective in the Spanish language
- Use and recognize the vocabulary for the parts of the body and label them; use health related words.
- Use and identify immediate, and extended family members using the possessive my
- Identify house pets, farm, forest and jungle animals
- Use days and months in relation to the calendar.
- Read and write the date.
- Use present, past, and future tense of the verb to be.

- To express the days of the week.
- Respond to questions regarding birthday, and favorite day
- Know about cultural holidays and celebrations as they occur during the year
- Tell about their likes and dislikes regarding personal preferences to all vocabulary presented
- Recognize in spoken form the classroom items, in-school locations/rooms, and school personnel, and classroom commands
- Identify clothing items/seasonal attire
- Use the vocabulary for meals, food names, categorize vocabulary by the four food groups, and identify a table setting
- Identify the vocabulary for rooms in a house, home furnishings and describe them by color and size
- Identify familiar places in the community
- Tell time using hour, minute expressions and identify the time of day
- Identify different transportation vehicle vocabulary
- Identify various community occupations
- Learn about various Spanish speaking countries and their cultures
- Identify cardinal and intermediate directions. Geographical information
- Respond to basic classroom action words as commands or requests
- Understand the concept of noun gender

Standards

WL.7.1.NH.A.L.1	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:
WL.7.1.NH.B.L.1	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:
WL.7.1.NH.C.L.1	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:
WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.B.L.1	The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
WL.7.1.NM.C.L.1	The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

Assessments

Performance Tasks:
• Oral Recitation
• Songs
• Games
• Skits
• Internet sites

• Internet games
• Spanish/English dictionary
• Teacher created worksheets
• Completion of workbook pages
• Completion of textbook exercises
• Completion of graphic organizers
• TPR activities

Other Evidence:
• Observations
• Journals
• Class participation
• Teacher made quizzes
• Projects
• Class work
• Textbook quizzes and tests
• Smartboard presentations/activities

Self-Assessments using the four language domains:
• Listening
• Speaking
• Reading
• Writing

Resources/Instructional Materials

Various forms of world language media

- Teacher will assess students' prior knowledge through games, charades, Smartboard activities.
- Teacher will present the topic of each unit through visual and aural activities.
- Teacher will continually spiral and scaffold previous and present grammar and lexicon lessons.
- Lexicon and vocabulary will be presented and practiced utilizing the Smartboard, copies, and textbook exercises.
- Students will participate in skits that develop pronunciation, understanding, and independent use of the given skill(s).
- Students will complete projects that will engage them in various presentational exercises.
- Students will watch videos and YouTube clips to compare and contrast cultural experiences.
- Students will identify cognate vocabulary.
- Students will develop writing and speaking skills through use of the Comic Life program.
- Total Physical Response will be used to practice the meanings of verb and vocabulary.

Modifications

Individual accommodations:
• Additional support
• Adapting lessons to meet various learning styles

Integration of 21st Century Skills

Focus on the development of 21st Century Content Skills:

- Global awareness
- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to community explorations.

- Adult Connections - Projects connect students with the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.