

Spanish  
Grade  
8A

June

2015

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The eighth A grade Spanish course is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language CCCS Standard 7.1.

**Fair Lawn  
Public Schools**

**Fair Lawn, NJ**  
**Fair Lawn School District**

**Committee Credits**  
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## Spanish 8A

### I. Course Synopsis

The Spanish 8A curriculum involves placing the students in meaningful, realistic situations where they must use their language skills for authentic communication purposes. All aspects of language acquisition are stressed including written, oral, reading and auditory skills. Students are given the opportunity to take risks in the target language in simulated, yet practical situations. Cultural practices and products from people of different parts of the target-speaking world are incorporated routinely so that students may develop a sense of cultural plurality and thereby prepare themselves to become citizens of a global society.

### II. Philosophy & Rationale

#### A. Modes of Communication:

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three

communicative modes that place primary emphasis on the context and purpose of communication. The three modes are:

**The interpretive mode:** Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to listen “between the lines.”

**The interpersonal mode:** Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.

**The presentational mode:** Students present through oral and/or written communications information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this “one to many” mode of communication are making a presentation to a group or writing an article for the school newspaper.

#### B. “Can Do” statements

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies

- self-assessing
- providing evidence
- reflecting before setting new goals

### C. Proficiency vs. Performance

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students' learning in terms of *proficiency* rather than performance. Language proficiency refers to a student's ability to communicate spontaneously in a language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency.

### D. Integrated Performance Assessment

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics to show expectations.

## III. Scope & Sequence

There are four thematic units (Units 1-4); the goal is to study each unit within one marking period. Vocabulary, Language Functions, and Culture are embedded in each unit.

**Unit 1: Travel and Transportation (8-10 weeks):**  
How does traveling enhance my knowledge of the world surrounding us?

**Unit 2: Music (8-10 weeks)**  
How does music enrich my understanding of different cultures?

**Unit 3: Food (8-10 weeks):**  
How does food identify with cultural and family traditions?

**Unit 4: Art (8-10 weeks):**  
How can art retell the story of real life experiences and differences within cultures?

#### **IV. Unit Descriptions**

##### **Unit 1: Travel and Transportation**

**Enduring Understanding:**

The study of a World Language focuses on not only the *language*, but also the world and culture of the people who use it. A country's geographical features and historical events help to shape its culture and travel. We can take a step closer to understanding a different culture by learning a language and exploring the geography and transportation of that place.

**Essential Questions:**

1. What do I need to know about the different modes of transportation?
2. How does travel make an impact on the way we see the world?

**Can Do Statements:**

- I can ask for information about schedules.
- I can use travel vocabulary with appropriate situations.
- I can demonstrate how to purchase a ticket.
- I can state transportation.
- I can recommend a mode of transportation.
- I can tell time using the military format.
- I can categorize clothing according to the destination.

- I can use a passport appropriately.
- I can ask for directions in the target language.

**Language Functions:**

- Transportation vocabulary
- Clothing vocabulary
- Weather vocabulary
- Geography vocabulary
- The verbs: *ir/viajar/volar*
- Interrogative: *¿Dónde?*

**Benchmark Assessments/Suggested Activities:**

- Create a passport
- Skits: Going to the airport, train station, Bus Terminal, Boat Docks
- Quiz on the verbs *ir/viajar/volar*
- Project: Organize a trip to a Hispanic country
- Project: Make a travel brochure
- Pack a suitcase
- Quiz on transportation vocabulary
- Charades
- Pictionary
- Fly swatter game

- SymTalk
- Bingo
- Quia.com

## **Unit 2: Music**

### **Enduring Understanding:**

Music is a form in which cultures express traditions, society, and heritage. Exposure to different music allows us to become sensitive to other cultures.

### **Essential Questions:**

1. What are the different types of music that shape the Hispanic culture?
2. How does Hispanic pop music influence the American adolescent?

### **Can Do Statements:**

- I can identify different types of Hispanic music.

- I can Learn basic steps to current Hispanic dances.
- I can recognize different instruments in Hispanic music.
- I can link different instruments with certain Hispanic music.
- I can recognize different Hispanic musical artists.
- I can distinguish origins of different types of Hispanic music.

**Language Functions:**

- Vocabulary for instruments
- Different types of genre
- Artists
- Adjectives
- Definite articles
- Review of Hispanic countries
- Types of dances
- The verbs: *bailar*, *escuchar*
- Interrogative word: ¿*Qué?*

**Benchmark Assessments:**

- Guess the type of music (game)
- Listening quiz on types of instruments
- Listening assessment on different types of music genres
- Different dance instruction
- Name the artist
- K-W-L chart
- Venn Diagram
- Project: Research a famous Hispanic Artist
- Show and Tell (instruments)
- YouTube music videos
- Pandora (demonstrate different music artists)
- SymTalk
- Bingo
- Authentic reading material on Hispanic music

**Unit 3: Food (8-10 weeks):****Enduring Understanding:**

What we choose to eat has an impact on our lives. The food choices that we make everyday affect how we feel physically and emotionally. Understanding what healthy choices are can help us live a healthy life style.

**Essential Questions:**

1. Which everyday foods make up my diet?
2. What foods keep me healthy?

**Can Do Statements:**

- I can identify basic foods.
- I can categorize foods by their groupings.
- I can express my preferences for foods.
- I can associate foods with holidays.

- I can describe a balanced meal.
- I can express hunger and thirst.
- I can use the verb “*gustar*” with the food.
- I can ask my fellow classmates their food preferences.

### Language Functions:

- Food vocabulary
- Beverages vocabulary
- Food categories
- The verbs: “*tener hambre*” and “*tener sed*”
- The statement, “*Buen provecho*”
- Review of the interrogative: ¿*Qué?*?
- Review of the verb, “*Gustar*”

### Benchmark Assessments/Suggested Activities

- Plan a healthy meal
- Quiz on food vocabulary
- Quiz on beverage vocabulary

- Student oral assessment
- Project: Create a menu
- Skit: Restaurant
- Compose a grocery list
- SymTalk
- Flyswatter game
- SmartBoard interactive activity
- Scattegories
- Research and compare dining customs in Spanish speaking countries
- Pictionary
- Bingo
- The Magic Bag

#### **Unit 4: Art**

##### **Enduring Understanding:**

Art is a form in which cultures express traditions, societies and heritage. Exposure to different arts allows us to become sensitive to other cultures.

**Essential Questions:**

- How have Hispanics influenced art history?
- Which Hispanic artist can I relate to the most?

**Can-Do Statements:**

- I can use adjectives to describe art pieces.
- I can appreciate Hispanic Art.
- I can recognize different pieces of art.
- I can connect artists with their countries of origin.
- I can connect the style of the piece of art with the artist.

**Language Functions:**

- Famous Hispanic artists
- Geographic vocabulary
- The verb: *"dibujar"*
- Basic colors
- Basic adjectives

**Benchmark Assessments/activities:**

- Project: Presentation of their favorite Hispanic artist
- Quiz Hispanic artists
- Quiz on the connection of artists with their famous pieces of art
- Create a picture using Picasso's cubism technique
- YouTube videos
- SymTalk cards
- Review of the prior vocabulary using the verb "*dibujar*"

**V. Core Instructional Materials:**

Suggested materials that teachers use are, but are not limited to:

- authentic readings found online
- authentic readings found in newspapers, magazines
- culturally/linguistically appropriate videos found on websites such as [www.youtube.com](http://www.youtube.com), [www.teachertube.com](http://www.teachertube.com), [www.senorwooly.com](http://www.senorwooly.com), <https://www.youtube.com/user/papitus>
- online game resources found on websites such as [www.quia.com](http://www.quia.com), [www.quizlet.com](http://www.quizlet.com), [www.spanishspanish.com](http://www.spanishspanish.com)
- Our WL teacher website
- Realidades (Textbook)
- Ven Conmigo (Textbook)

## VI. Assessments

### Formative Assessments

- Vocabulary Practice
- Exit Tickets
- Think, Pair, Share
- Speaking Practice
- Inside / Outside circle
- Deductive Reasoning Reading
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation
- Rough Drafts

### Summative Assessments

- Vocabulary Quizzes
- Integrated Performance Assessments
- Recorded Speaking
- Skit / Dialogue
- Presentational writing
- Projects
- Presentations

### VII. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students

<u>Accommodations</u>			
<u>Preferential seating</u>	<u>Repeating/ simplifying of directions</u>	<u>Ample use of visuals</u>	<u>Use of manipulatives</u>
<u>Strategic/flexible grouping and pairing</u>	<u>Clear visual, verbal and demonstrative modeling</u>	<u>Kinesthetic activities</u> <u>Rhythm, music, body movements</u>	<u>Use of graphic organizers</u>
<u>Ample wait time before calling on students</u>	<u>Think/Pair/Share</u>	<u>Teach vocab in context, and in small chunks</u>	<u>Frequent repetition</u>
<u>Student self-assessment, self-monitoring of progress</u>	<u>Have students set personal growth goals</u>	<u>Break down assignments into manageable parts/tasks</u>	<u>Learning centers or stations that address varied activities, skills, learning modalities</u>
<b>Speaking</b> <u>Provide:</u> <u>sentence starters</u>	<b>Groups/Pairs</b> <u>Teach:</u> <u>rules and expectations</u>	<b>Reading</b> <u>Use:</u> <u>peer tutoring</u>	<b>Writing</b>  <u>Shorten task</u>

<p><u>processing time</u>  <u>cues and prompts</u>  <u>embedded choices</u>  <u>practice time</u></p>	<p><u>skills of independence – bridging phrases.</u>  <u>disagreeing agreeably.</u>  <u>voice level</u>  <u>strategies for moving in and out of groups</u>  <u>signal for getting teacher’s attention</u>  <u>Allow:</u>  <u>Flexible grouping</u>  <u>Adequate/extra time</u>  <u>Assign group roles</u></p>	<p><u>label main ideas</u>  <u>label 5 W’s</u>  <u>visual imagery</u>  <u>graphic organizers</u>  <u>Allow:</u>  <u>Highlighting of key words/concepts</u>  <u>Silent pre-reading</u>  <u>Partner reading</u>  <u>Teach:</u>  <u>Pre-reading strategies</u>  <u>‘During’ reading strategies</u>  <u>Post-reading strategies</u></p>	<p><u>Require lists rather than sentences</u>  <u>Allow:</u>  <u>note-taking</u>  <u>visual representation of ideas</u>  <u>collaborative writing</u>  <u>Brainstorm word bank</u>  <u>Pre-writing with graphic organizers</u>  <u>Provide:</u>  <u>Model of writing</u>  <u>Structure for writing</u>  <u>Fill-in-blank form for note-taking</u></p>
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- *Common Core Curriculum Standards* (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NM.pdf>)

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.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

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.

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.

- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar
- 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.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

- *Technology standards* (<http://www.state.nj.us/education/cccs/2014/tech/>):

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software

8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- *Workplace readiness standards* (<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>):

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- *21<sup>st</sup> Century Content Standards* (<http://www.state.nj.us/education/cccs/standards/9/#91>):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

### **VIII. Interdisciplinary Connections and Alignment to Technology standards**

The following topics have connections to other content areas:

- Social Studies - Geography of Target Language Countries, Formation of surnames, Service Learning

6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- Math - Metric system, Celsius / Fahrenheit, 12 hours / 24 hour clock

CCSS.MATH.CONTENT.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs

CCSS.MATH.CONTENT.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

- English - Central Idea/Summarizing, Transition words, Sequencing of events

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Technology - *See above*
- 21st Century Life and Careers - *See above*