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# **MIDDLETOWN TOWNSHIP PUBLIC SCHOOLS**

## **Eighth Grade Accelerated Spanish - Grade (8) Full-Year (Taught Every Day)**

Written April 2023 - June 2023  
Adopted by the Board of Education on July 26, 2023

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### **Middletown Township Board of Education**

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**MIDDLETOWN TOWNSHIP BOARD OF EDUCATION  
EQUAL OPPORTUNITY POLICIES**

The Middletown Township Board of Education affirms its responsibilities to ensure all students in the public schools of this township equal educational opportunity regardless of race, color, creed, religion, sex, ancestry, national origin or social or economic status. Lack of English language skills will not be a deterrent to admission to any program. No otherwise qualified handicapped individuals shall solely by reason of their handicap be denied the benefits of or subjected to discrimination in any activity.

The school system's Affirmative Action Plans for School/Classroom Practices are on file in the Superintendent's office.

**AFFIRMATIVE ACTION GRIEVANCE PROCEDURE**

The Board of Education has established a procedure for staff, students or parents on a student's behalf to follow in filing a complaint dealing with alleged violation, misinterpretation or inequitable application of the policies and practices of the school district relative to provisions of Federal and State anti-discrimination legislation. Details of the grievance procedures are included in the school district's policy manual under Policy #2260.

The Building Principal or designee serves as the first step of this grievance procedure.

The District Affirmative Action Officer is:

Patrick Rinella, Assistant Superintendent for Human Resources  
Middletown Township Board of Education  
August T. Miner Administrative Offices  
834 Leonardville Road, 2<sup>nd</sup> Floor  
Middletown, New Jersey 07737  
(732) 671-3850

The District 504 Compliance Officer is:

Michele Tiedemann, District Director of Special Education  
Middletown Township Board of Education

August T. Miner Administrative Offices  
834 Leonardville Road, 2<sup>nd</sup> Floor  
Middletown, New Jersey 07737  
(732) 671-3850

# Middletown Township Public Schools - 8th Grade Accelerated Spanish Curriculum

## DISTRICT PHILOSOPHY OF INSTRUCTION

In order to prepare our students for the ever-increasing demand for a literate, technology-oriented workforce, Middletown Township Public School District embraces an instructional philosophy that is student-centered, inquiry-based, and that differentiates instruction based on student's individual abilities.

Teachers, as facilitators of lifelong learning, challenge students by providing an environment in which the students become active participants engaged in working together on projects and in solving problems that involve or simulate authentic data and events.

Students learn to value a variety of different approaches and are taught to take responsibility for their own meaningful learning as they become more adept at communicating their reasoning and in asking questions to help clarify their thinking and that of their classmates.

## WORLD LANGUAGE PHILOSOPHY

The study of a second language leads to communication, the use of critical thinking skills, and an understanding of other cultures. Through the study of world languages, students learn to communicate beyond their native language in order to actively participate in the global community. This communication involves the incorporation of the interpretive, presentational, and interpersonal modes. While studying world languages, students become familiar with products and practices that assist them in developing an understanding of the perspectives of other cultures. Students are provided with an opportunity to consistently utilize critical thinking skills, thus, enhancing their abilities to analyze, compare and contrast, synthesize, improvise, and examine cultures through a language and a perspective other than their own. Utilizing a student-centered, differentiated approach to learning, students participate in activities such as role-playing, conversations, etc.

## INTRODUCTION

The goal of the New Jersey Student Learning Standards is to provide consistent standards and prepare students for college and careers, so that when they graduate they will have met benchmarks that will allow them to succeed in college or the 21st century workforce regardless of where in the state they have lived. The curriculum is aligned to the New Jersey World Language Student Learning Standards, including Structure, Practices, and Resources developed by the New Jersey Department of Education to guide districts as they design curriculum that will support the work of teachers and promote student achievement. This course is designed to effectively teach the Spanish 1 and Spanish 2 curriculum to the Eighth grade students who are a part of the accelerated program for World Languages. *Students will be prepared to enter Spanish III successfully as freshman in high school.*

## Middletown Township Public Schools - 8th Grade Accelerated Spanish Curriculum

New Jersey Student Learning Standards	21st Century Themes
<a href="#">New Jersey Student Learning Standards (NJSLs) HomePage</a> <a href="#">New Jersey Student Learning Standards for World Language (2020)</a>	<a href="#">NJDOE 21<sup>st</sup> Century Life and Careers Themes</a> <a href="#">Career Readiness, Life Literacies, and Key Skills</a> <a href="#">NJSLs Career Readiness</a>

### ADOPTED TEXTBOOK/PROGRAM and RESOURCES

A class set of the following textbook is available for use in this course in addition to access to the e-book for each student:

*Marr, Ann, et al. EntreCulturas 1. Wayside Publishing, 2019.*

Teachers also have access to the corresponding Teacher 3 Print and Digital Package.

A class set of the following text should be available for this course:

*Entre Culturas 2*, 2017, Carrion, Paulina, Cory, Megan, and Schwenkler, Catherine; Wayside Publishing, ISBN # 978-1-942400-61-5 (hardcover)

In addition, each student should have access to the online e-book, “Digital Student FlexText + Explorer”.

Teachers should have access to the corresponding “Digital Teacher Package (Teacher FlexText® + Student FlexText® + Explorer)”.

### District Approved Resources to Support Curriculum & Instruction

The district provides subscriptions to the following resources:

- ABC-Clio Research Database for the 3 MS and 2 HS (includes World Geog)
- BrainPop & BrainPop Jr. (K-8)
- EdPuzzle, Inc. Blended Learning Platform (K-12)
- Gale/Cengage Learning database (HSS/HSN)
- Ithaka - JSTOR (for all 3 MS and 2 HS)
- Pear Deck - Premium Access (District)
- Discovery Ed Plus K-12 (plus Mystery Science K-5)
- World Book Subscription K-12
- TypingPal District Enrollment 5,000-14,999
- Write Reader
- Tynker - to support Digital Literacy curriculum and 2020 Computer Science Standards
- Quizziz
- UWorld for AP Classes

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### **REGARDING RESOURCES PLEASE NOTE:**

The use of online resources embedded in the curriculum will be limited to those “District Resources” listed above - should a teacher elect to present other online resources in their *lesson plans*, they must review the resource to determine that it is appropriate for student access. Links to these resources must be included in lesson plans that are provided to administrators. Please note, many resources may not be appropriate due to online “click-bait” advertising and/or links within links to other sites beyond our control. Many free resources also change content, graphics, and advertisements on a frequent basis. It will be necessary to re-check a site to ensure that it remains appropriate.

There may also be district purchased subscriptions that are aligned to *specific content* that may be used to support and enhance the curriculum. They should be reviewed by teachers and added to lesson plans when appropriate.

An exception to the above will apply to any online resources that are part of a BOE approved eBook Subscription and publisher provided additional resources.

Please note if links to YouTube videos are selected as appropriate and relevant resources to support and enhance student learning outcomes - these resources must be reviewed prior to using them with students. Specific YouTube links must be included in the lesson plans that are submitted to administrators for review in advance.

*The additional resources below, that have been suggested by the curriculum committee are subject to the terms provided above:*

www.flipgrid.com    www.youtube.com    www.gimkit.com    www.quia.com  
www.tierramerica.com    www.el-mundo.es    www.google.es    www.kahoot.com  
www.cnn.com/espanol    www.quizlet.com    www.quizzizz.com  
www.zambombazo.com    www.studyspanish.com    [www.conjuguemos.com](http://www.conjuguemos.com)

### **Recommended Time Frame and Sequence**

<b><u>Unit Focus</u></b>	<b><u>Suggested Time Frame</u></b>
Unit 1 - La comida es Cultura - Unidad 4 from Entreculturas I Unit 2 - El Tiempo libre y las fiestas - Unidad 5 from Entreculturas I	September - November First MP (20 blocks)
Unit 3 - El mundo en el que Vivo - Unidad 6 from Entreculturas 1 Unit 4 - La cultura de una familia- Unidad 2 from Entreculturas 2	November - January Second MP (20 blocks)
Unit 5 - Un mundo hecho por comunidades - Unidad 3 from Entreculturas 2	January- March/April Third MP (20 blocks)
Unit 6 - En la cocina de mi abuela - Unidad 4 from Entreculturas 2	April- June Fourth MP (20 blocks)

## Middletown Township Public Schools - 8th Grade Accelerated Spanish Curriculum

Unit 1 -La comida es cultura (Unit 4 from Entreculturas 1)	Duration
<b>Summary:</b> Share preferences, opinions, and habits about food choices and food purchases. Interpret photographs, videos, ads, blogs, and menus to understand food traditions. Recognize how traditions relating to meals and food reflect identity and how sharing in the food of another culture opens doors to intercultural communication.	MS 10 Blocks

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Actively thinking about what I already know helps me better understand spoken language.</li> <li>● When listening, watching the speaker closely or examining other visual clues help me to understand more details.</li> <li>● When reading, looking at pictures, charts, titles and other visual cues will help me to better understand a new language.</li> <li>● Language empowers people to shape the world through the expression of information, opinions, and ideas.</li> <li>● To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.</li> <li>● The way I choose to organize and present my ideas helps my audience better understand what I am trying to say.</li> </ul>	<ul style="list-style-type: none"> <li>● What are some iconic foods from the Spanish-speaking world?</li> <li>● How do food products and food practices shape our cultural identity?</li> <li>● How can exploring new foods lead me to new intercultural experiences?</li> </ul>

NJSLs for Unit
<ul style="list-style-type: none"> <li>● 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</li> <li>● 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>● 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>● 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written description.</li> <li>● 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>● 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.</li> <li>● 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.</li> <li>● 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.</li> <li>● 7.1. NM.B.4 Ask &amp; respond to simple questions, make requests, &amp; express preferences using memorized words &amp; phrases.</li> </ul>



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- 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.
- 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.

### **Interdisciplinary Connections**

NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

### **Career Readiness, Life Literacies, and Key Skills**

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

### **Technology Integration**

Through the activities and assessments described, students will:

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

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

### **Career Education**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

### **Design Standards**

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Student Learning Outcomes	Student Learning Activities and Assessments Aligned to Student Learning Outcome(s)	Suggested Materials & Resources
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## Middletown Township Public Schools - 8th Grade Accelerated Spanish Curriculum

<p>1. Share preferences, opinions and habits about food choices and food purchases.</p> <p>2. Interpret photographs, videos, ads, blogs and menus to understand food traditions.</p> <p>3. Create and present a series of menu items based on your food preferences and food traditions from a Spanish-speaking country.</p> <p>4. Recognize how traditions relating to meals and food reflect identity and how sharing in the food of another culture opens doors to intercultural communication.</p>	<ul style="list-style-type: none"> <li>● Watch videos and work with a partner to answer questions.</li> <li>● Write and perform a scenario where one student is the vendor and the other is the customer in el Mercado de la Merced.</li> <li>● Work with a partner to decide what ingredients you want to make a salad.</li> <li>● Interview a partner about what foods they prefer and write their answers.</li> <li>● Create a menu for a Spanish restaurant with authentic food and price of the country in which it is located.</li> <li>● Watch an interview with twins from Mexico and say if the statements are true or false on page 220.</li> <li>● Read the poem by Maria Lupe on pg. 216 and co-construct the uses of gustar with the class.</li> <li>● Read and discuss the information about street vendors in Mexico on page 222.</li> <li>● Watch the Video blog about dishes from Spain and compare and contrast Spanish and Mexican cuisine.</li> <li>● Write an email to a friend describing a dish you ate in a Mexican restaurant.</li> <li>● Compare and contrast meals and meal times in the United States and Spain.</li> <li>● Compare and contrast fast food in the United States and Spanish speaking countries.</li> <li>● Prepare a scenario in which some students are customers in a restaurant in a Spanish speaking country and others are waiters.</li> <li>● Prepare an authentic dish from a Spanish speaking country.</li> </ul> <p>Sample assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> <li>● Cooperative Learning Groups</li> <li>● Daily oral participation</li> <li>● Teacher observation</li> <li>● Exit ticket</li> <li>● Quizzes</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>● Unit project</li> <li>● Unit test</li> </ul> <p>Benchmark:</p> <ul style="list-style-type: none"> <li>● Skills (Speaking/Writing)/Culture Assessment</li> </ul>	<p>Entreculturas I Unit 4- pgs. 196-247</p> <ul style="list-style-type: none"> <li>● EntreCulturas Unit 4,</li> <li>● Flex Text</li> <li>● EntreCulturas Unit 4,</li> <li>● Online resources:</li> <li>● Comparaciones <ul style="list-style-type: none"> <li>o Comunica</li> <li>o Video Blog</li> <li>o Observa 1, 2, 3</li> <li>o Sintesis</li> <li>o En Camino</li> </ul> </li> <li>● Explora</li> </ul>
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Middletown Township Public Schools - **8th Grade Accelerated Spanish Curriculum**

	Alternative: <ul style="list-style-type: none"><li>• Skits</li><li>• Short projects</li></ul>	
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## Middletown Township Public Schools - 8th Grade Accelerated Spanish Curriculum

Unit 2 - El tiempo libre y las fiestas (Unit 5 from Entreculturas 1)	Duration
<b>Summary:</b> In this unit, students will learn about what typical Dominican teenagers do for fun, during the week and on the weekends. They will learn to talk about leisure activities they enjoy doing. They will also be able to make plans with friends using the ir + a + infinitive grammatical structure. Students will also be able to talk about activities they have already done using the preterit tense.	MS 10 Blocks

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Actively thinking about what I already know helps me better understand spoken language.</li> <li>● When listening, watching the speaker closely or examining other visual clues help me to understand more details.</li> <li>● When reading, looking at pictures, charts, titles and other visual cues will help me to better understand a new language.</li> <li>● Language empowers people to shape the world through the expression of information, opinions, and ideas.</li> <li>● To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.</li> <li>● The way I choose to organize and present my ideas helps my audience better understand what I am trying to say.</li> </ul>	<ul style="list-style-type: none"> <li>● What are some of my favorite things to do?</li> <li>● What are some leisure activities that define me and members of my community?</li> <li>● How do leisure activities in other communities differ from those I own?</li> <li>● What are some popular celebrations and what are their origins?</li> <li>● How are celebrations alike and different from culture to culture?</li> </ul>

NJSLS for Unit
<ul style="list-style-type: none"> <li>● 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</li> <li>● 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>● 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written description.</li> <li>● 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>● 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.</li> <li>● 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.</li> <li>● 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</li> </ul>

## Middletown Township Public Schools - 8th Grade Accelerated Spanish Curriculum

- 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.
- 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.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.

### Interdisciplinary Connections

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

### Career Readiness, Life Literacies, and Key Skills

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

### Technology Integration

Through the activities and assessments described, students will:

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

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

### Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

### Design Standards

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Student Learning Outcomes	Student Learning Activities and Assessments Aligned to Student Learning Outcome(s)	Suggested Materials & Resources
1. Formulate sentences in which the express preferences for leisure activities. 2. Synthesize simple social plans.	<ul style="list-style-type: none"> <li>● Listen to the video blog "Durante mi tiempo libre" and create a summary of the things she does and does not do. Then create a Venn Diagram comparing yourself to her.</li> <li>● Create a scrapbook consisting of pictures that demonstrate how you celebrate important dates.</li> </ul>	<ul style="list-style-type: none"> <li>● Entre Culturas 1 Unit 5: pg 248-301</li> <li>● Entre Culturas 1 Unit 5- FlexText</li> <li>● Entre Culturas 1 Unit 5 - Online Resources:</li> </ul>

## Middletown Township Public Schools - 8th Grade Accelerated Spanish Curriculum

<p>3. Interpret and explain authentic print and multimedia material about the Dominican celebration of Carnaval.</p> <p>4. Identify and explain the mutual influences between the Dominican Republic and the U.S., including sports and music.</p> <p>5. Summarize the ways in which they celebrate important dates.</p> <p>6. Compare and contrast the ways in which members of the Spanish-speaking world celebrate important dates</p>	<ul style="list-style-type: none"> <li>● Create an interview with 10 questions to ask classmates about how they spend their free time. Use the information to synthesize a report comparing three different classmates.</li> <li>● Write a postcard to a friend in the Dominican Republic telling them about how you are going to spend a vacation week in their country. Research some popular things to do there, and mention that you want to do them in your card.</li> <li>● Compile a list of at least 10 celebrations that take place in the Dominican Republic with a partner. Prepare a skit in which you discuss the ones that you want to attend and those that you don't.</li> <li>● Write a letter to a friend in a Spanish-speaking country inviting them to your birthday party. Tell them about the differences in how you celebrate birthdays in your country.</li> <li>● Create a timeline of a vacation week from your past. Discuss what you did during at least seven days of the vacation.</li> <li>● Create an interview regarding your classmates' most recent birthday. Conduct the interviews and then report back about 3 students.</li> <li>● Create a video blog that informs parents of three annual events that take place in your school.</li> <li>● Prepare an all inclusive travel package to attend the Carnaval in the Dominican Republic. Provide your audience with a description of what to expect during this event.</li> </ul> <p>Sample assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> <li>● Cooperative Learning Groups</li> <li>● Daily oral participation</li> <li>● Teacher observation</li> <li>● Exit ticket</li> <li>● Quizzes</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>● Unit project</li> <li>● Unit test</li> </ul> <p>Benchmark:</p>	<ul style="list-style-type: none"> <li>○ Comparaciones</li> <li>○ Comunica</li> <li>○ Video Blog</li> <li>○ Observa 1, 2, 3</li> <li>○ Sintesis</li> <li>○ En Camino</li> <li>○ Explora</li> </ul>
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Middletown Township Public Schools - **8th Grade Accelerated Spanish Curriculum**

	<ul style="list-style-type: none"><li>● Skills (Speaking/Writing)/Culture Assessment</li></ul> <p>Alternative:</p> <ul style="list-style-type: none"><li>● Skits</li><li>● Short projects</li></ul>	
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## Middletown Township Public Schools - 8th Grade Accelerated Spanish Curriculum

Unit 3 -El Mundo en el que vivo - Unidad 6 from Entreculturas I	Duration
<b>Summary:</b> Students exchange and synthesize information regarding weather opinions and weather conditions in the target language. Students will discuss weather conditions and climate and how the geography of a variety of Spanish- speaking countries affects its climate. Students will accept and decline invitations to a given country and use the form “ <i>Me gustaria</i> ” properly in speech and writing. Students will also use new expressions with <i>tener, estar, and hacer</i> to describe weather.	MS: 10 blocks

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Actively thinking about what I already know helps me better understand spoken language.</li> <li>● When listening, watching the speaker closely or examining other visual clues help me to understand more details.</li> <li>● When reading, looking at pictures, charts, titles and other visual cues will help me to better understand a new language.</li> <li>● Language empowers people to shape the world through the expression of information, opinions, and ideas.</li> <li>● To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.</li> <li>● The way I choose to organize and present my ideas helps my audience better understand what I am trying to say.</li> </ul>	<ul style="list-style-type: none"> <li>● How do the culture, climate, and the people around us affect how we live, work, and play?</li> <li>● What makes a place unique?</li> <li>● How do my surroundings shape my identity?</li> </ul>

NJSLS for Unit
<p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written description.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>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.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>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.</p> <p>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.</p>



## Middletown Township Public Schools - 8th Grade Accelerated Spanish Curriculum

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

### Interdisciplinary Connections

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

### Career Readiness, Life Literacies, and Key Skills

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).

### Technology Integration

Through the activities and assessments described, students will:

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

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

### Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

### Design Standards

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Student Learning Outcomes	Student Learning Activities and Assessments Aligned to Student Learning Outcome(s)	Suggested Materials & Resources
<p>OBJECTIVES:</p> <p>1. Analyze the weather and formulate opinions regarding weather conditions.</p> <p>2. Compile information regarding the weather and natural surroundings of a variety of countries where Spanish is spoken to exchange and present information about them.</p>	<ul style="list-style-type: none"> <li>• Watch a video blog about the climate in Bogota, Colombia. Decide if the statements on page 209 are true or false.</li> <li>• Ask students about the climate in New Jersey and compare and contrast to that of Bogota, Colombia.</li> <li>• Students will create a weather map of a chosen Spanish speaking country and will discuss the weather there with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>• EntreCulturas Unit 6: pgs.302-353</li> <li>• EntreCulturas Unit 6-</li> <li>• FlexText</li> <li>• EntreCulturas Unit 6 -</li> <li>• Online Resources:</li> <li>• Comparaciones</li> <li>• Comunica</li> <li>• Video Blog</li> </ul>

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<p>3. Interpret a variety of culturally authentic materials regarding popular attractions in a variety of countries where Spanish is spoken and explain that information.</p> <p>4. Identify some unique geographical features of an area and explain how they have shaped and defined the culture of that community.</p>	<ul style="list-style-type: none"> <li>● Use Google Tour Guide to create a tour of several countries and use pictures to show the weather in those countries. Include captions to describe the weather.</li> <li>● Make a list of activities that can be done in certain types of weather.</li> <li>● Information gap activity wherein each partner has a different weather picture and must describe their partner's weather. The partner will write what is said.</li> <li>● Research the geographical landmarks of a given Spanish-speaking country and prepare a pamphlet to prepare future visitors for their excursion.</li> <li>● Imagine you are traveling in a given Spanish-speaking country. Write a letter home to describe the geographical profile and weather of that area.</li> <li>● Watch the video blog from page 339 and listen to what clothes she wears in which weather. Discuss and describe what clothes would be worn in different weather in different climates.</li> </ul> <p>Sample assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> <li>● Cooperative Learning Groups</li> <li>● Daily oral participation</li> <li>● Teacher observation</li> <li>● Exit ticket</li> <li>● Quizzes</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>● Unit project</li> <li>● Unit test</li> </ul> <p>Benchmark:</p> <ul style="list-style-type: none"> <li>● Skills (Speaking/Writing)/Culture Assessment</li> </ul> <p>Alternative:</p> <ul style="list-style-type: none"> <li>● Skits</li> <li>● Short projects</li> <li>● Climate discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Observa 1, 2, 3</li> <li>● Síntesis</li> <li>● En Camino</li> <li>● Explora</li> </ul>
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## Middletown Township Public Schools - 8th Grade Accelerated Spanish Curriculum

Unit 4 -La cultura de una familia - Unidad 2 Entreculturas II	Duration
<b>Summary:</b> Students exchange and compare information regarding family members, routines, and responsibilities in the target language. They reflect on what family means to them and predict what their family and home will be like in the future using the simple future. In discussing what happened in the past, students practice using irregular preterite verbs. Students will discover the migration patterns of monarch butterflies from the United States to Mexico.	MS: 10 blocks

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• Activating previously acquired language helps to acquire new language to provide more detailed descriptions of family members.</li> <li>• Utilizing a variety of resources, including conversations with people from older generations, can enlighten us to cultural changes that have occurred throughout the years.</li> <li>• Using body language and voice inflection can help us communicate clearly with further detail.</li> <li>• The Monarch butterfly migration to Mexico has an environmental as well as a cultural impact to the people of Mexico.</li> </ul>	<ul style="list-style-type: none"> <li>• How do we describe a family structure using the target language?</li> <li>• How can we discuss cultural changes through the generations in the target language?</li> <li>• How do we describe our homes with those of speakers from the target culture using the target language?</li> <li>• How do we explain the migration of various species of wildlife in Mexico?</li> </ul>

NJSLs for Unit
<p>Linguistic Content Standards:</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written description.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask &amp; respond to simple questions, make requests, &amp; express preferences using memorized words &amp; phrases.</p> <p>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.</p> <p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation.</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p><b>Interdisciplinary Connections</b></p> <p>NJLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings</p>

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NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

### **Career Readiness, Life Literacies, and Key Skills**

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

### **Technology Integration**

Through the activities and assessments described, students will:

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

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

### **Career Education**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

### **Design Standards**

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Student Learning Outcomes	Student Learning Activities and Assessments Aligned to Student Learning Outcome(s)	Suggested Materials & Resources
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## Middletown Township Public Schools - 8th Grade Accelerated Spanish Curriculum

<ol style="list-style-type: none"> <li>1. Explain family relationships using appropriate Spanish vocabulary.</li> <li>2. Make comparisons with the use of “tanto/a/s... como.”</li> <li>3. Discuss daily experiences using the preterite.</li> <li>4. Develop sentences discussing future events using “ir a + infinitive.”</li> <li>5. Make superlative comparisons with the use of “el más” and “el menos”.</li> <li>6. Explain their daily routines in the target language incorporating the use of reflexive verbs.</li> <li>7. Justify their preferences regarding various activities including hosting guests, doing chores, and spending time with family and friends.</li> <li>8. Relate a past experience to their classmates using the preterite tense properly.</li> <li>9. Describe past events using irregular preterite; including -car, -gar, -zar. Also irregular preterite: andar, estar, tener, poner, poder, venir, traer, decir. Irregular preterite: dormir, pedir, and servir.</li> <li>10. Describe patterns of migratory animals specific to Spanish speaking countries.</li> </ol>	<ul style="list-style-type: none"> <li>● Create and present a Google Slide presentation sharing information about their family members.</li> <li>● Create a family tree using their own family or celebrities.</li> <li>● Converse about what they did over the weekend to practice preterite.</li> <li>● Create a timeline of a typical daily routine.</li> <li>● Interview fellow students regarding a typical weekday and a typical weekend day.</li> <li>● Students view the movie <i>Coco</i> and compare and contrast Miguel’s family’s culture and values with their own.</li> <li>● Using the imperfect tense, students summarize the lives and past activities of characters in <i>Coco</i>.</li> <li>● Create a multimedia presentation of a typical day in the life of a chosen celebrity to practice the use of reflexive verbs.</li> <li>● Listen to multimedia presentations and restate what they heard from their peers using the preterite tense.</li> <li>● Pet Photo Contest using comparatives and superlatives.</li> <li>● Students summarize their best or worst school day using the preterite tense.</li> <li>● Students create and sing verb songs to memorize irregular preterite stems.</li> <li>● Use padlet.com to post, react, and reflect on the family relationships in their classroom.</li> <li>● Students will create migration maps to track the Monarch butterfly migration.</li> <li>● Students will create a poster of the life cycle of a Monarch butterfly in Spanish.</li> <li>● Create an advertisement for a whale watching tour in Northern Mexico using information gathered from an article regarding whale migrations.</li> </ul> <p>Sample assessments</p>	<ul style="list-style-type: none"> <li>● <i>EntreCulturas</i> 2: Unidad 2 p. 61-115</li> <li>● <i>EntreCulturas</i> 2: Unidad 2 - Learning Site</li> <li>● Encuentro intercultural: México con Nayeli</li> <li>● Comunica y Explora A: Cada familia se ve diferente</li> <li>● En camino A: El mejor estudiante de intercambio para tu familia</li> <li>● Comunica y Explora B: Cada familia funciona de manera diferente</li> <li>● En camino B: ¿Cómo eran las familias antes, cómo son ahora?</li> <li>● Vive entre culturas: Una escuela ideal</li> <li>● <i>Coco</i> movie</li> <li>● Google Survey</li> <li>● <a href="http://www.padlet.com">www.padlet.com</a></li> <li>● <a href="https://www.youtube.com/watch?v=gHYUjQZhtSk">https://www.youtube.com/watch?v=gHYUjQZhtSk</a> - video on unequal comparisons</li> <li>● <a href="https://www.youtube.com/watch?v=iMaWF2bdJzk">https://www.youtube.com/watch?v=iMaWF2bdJzk</a> - video equal comparisons</li> <li>● <a href="https://www.youtube.com/watch?v=X9r6l_Ql38A">https://www.youtube.com/watch?v=X9r6l_Ql38A</a> - Powtoon video on comparisons.</li> <li>● <a href="https://edpuzzle.com/media/5deaa33e63ca9340a4373bef">https://edpuzzle.com/media/5deaa33e63ca9340a4373bef</a> EdPuzzle video that provides descriptions of family relations and poses several comprehension questions.</li> <li>● <a href="https://www.youtube.com/watch?v=AN8-pNnvJ5s">https://www.youtube.com/watch?v=AN8-pNnvJ5s</a> video on Monarch butterfly migration</li> <li>● Las mariposas vienen de visita- Rachael Emery</li> <li>● <a href="https://edpuzzle.com/media/5da609bf4c12854124574190">https://edpuzzle.com/media/5da609bf4c12854124574190</a></li> <li>● <a href="https://www.mexicodesconocido.com.mx/donde-ver-ballenas-baja-california-sur.html">https://www.mexicodesconocido.com.mx/donde-ver-ballenas-baja-california-sur.html</a> - article describing the gray whale migration along Mexico’s northern coast</li> </ul>
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## Middletown Township Public Schools - 8th Grade Accelerated Spanish Curriculum

	<p>Formative:</p> <ul style="list-style-type: none"><li>● Cooperative Learning Groups</li><li>● Daily oral participation</li><li>● Teacher observation</li><li>● Exit ticket</li><li>● Quizzes</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>● Unit project</li><li>● Unit test</li></ul> <p>Benchmark:</p> <ul style="list-style-type: none"><li>● Skills (Speaking/Writing)/Culture Assessment</li></ul> <p>Alternative:</p> <ul style="list-style-type: none"><li>● Skits</li><li>● Short projects</li></ul>	
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## Middletown Township Public Schools - 8th Grade Accelerated Spanish Curriculum

<b>Unit 5 -Un mundo hecho por comunidades - Unidad 3 Entreculturas II</b>	<b>Duration</b>
<b>Summary:</b> Students analyze Hispanic communities, common activities, and modes of transportation and talk about them in the target language. They distinguish between the verbs saber and conocer to talk about what or who they know. In discussing ongoing or recurrent actions in the past, they practice using the imperfect verb tense. Students discuss human impact on the environment and analyze how our actions in the United States affect people and ecosystems around the world.	20 Blocks

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• When listening, watching the speaker closely or examining other visual clues helps language learners to understand more details.</li> <li>• The way you choose to organize and present ideas helps your audience better understand what you are trying to say.</li> <li>• Activating prior knowledge helps me to provide more detailed stories.</li> <li>• The choices we consistently make create a chain effect that impact the environment and living conditions for people and animals around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• How do we explain the layout, services, and transportation available within a community using the target language?</li> <li>• How can we interpret and provide instructions to navigate ourselves around a familiar or unfamiliar community using the target language?</li> <li>• What can we tell people about our past experiences within our communities using the past tense?</li> <li>• How do our actions and choices affect people and the environment around the world?</li> </ul>

<b>NJSLS for Unit</b>
<p>Linguistic Content Standards:</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written description.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.4 Ask &amp; respond to simple questions, make requests, &amp; express preferences using memorized words &amp; phrases.</p> <p>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.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>

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### Interdisciplinary Connections

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Career Readiness, Life Literacies, and Key Skills

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

### Technology Integration

Through the activities and assessments described, students will:

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

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

### Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

### Design Standards

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

Student Learning Outcomes	Student Learning Activities and Assessments Aligned to Student Learning Outcome(s)	Suggested Materials & Resources
1. Explain the layout, services, and transportation of a community using level-appropriate vocabulary in the target language.	<ul style="list-style-type: none"> <li>• Find a student in the classroom &amp; have students use proper direction vocabulary to help that student navigate to a specific location in the room.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EntreCulturas 2</i>: Unidad 3 p.116-169</li> <li>• <i>EntreCulturas 2</i>: Unidad 3 - Learning Site</li> <li>• Encuentro intercultural: Nicaragua con Nema</li> <li>• Comunica y Explora A: Navegando y conociendo nuestras comunidades</li> </ul>



## Middletown Township Public Schools - 8th Grade Accelerated Spanish Curriculum

<ol style="list-style-type: none"> <li>2. Interpret and provide directions to get around a community using informal commands in the target language.</li> <li>3. Narrate past experiences using the imperfect tense in the target language.</li> <li>4. Analyze and interpret the rules for using the verbs saber and conocer.</li> <li>5. Evaluate how geographical location impacts culture.</li> </ol>	<ul style="list-style-type: none"> <li>● Create a scavenger hunt to find locations and services throughout a virtual community or mock community within their immediate surroundings.</li> <li>● Research the environmental impact of single use materials. Use the imperfect to discuss how ongoing actions created current effects.</li> <li>● Discuss locations of Hispanic countries on a world map.</li> <li>● Create a 3-D replica of a town and be able to give directions to various stores and places within the community.</li> <li>● Teachers and students can walk through hallways of school using direction words/commands to describe locations in the school.</li> <li>● Teacher discusses memorable events from their childhood while students scan for gist and look for additional details.</li> <li>● Create a presentation about favorite childhood pastimes.</li> <li>● Create personal narratives of their past experiences within their community.</li> <li>● Play two truths and one lie discussing aspects of their past experiences.</li> <li>● Create one slide for a class prezi about themselves depicting what they “know” how to do, using various forms of saber and conocer.</li> <li>● Practice directional works using maps of Hispanic countries, communities, galleries, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● En camino A: Una visita a Granada</li> <li>● Comunica y Explora B: Celebrando y mejorando nuestras comunidades</li> <li>● En camino B: Las celebraciones comunitarias</li> <li>● Vive entre culturas: El mundo de un voluntario</li> <li>● <a href="https://www.senorjordan.com/tag/imperfect/">https://www.senorjordan.com/tag/imperfect/</a> -link to multiple videos on the imperfect</li> <li>● Maps of Hispanic countries, communities, galleries, etc. such as:</li> <li>● <a href="https://www.milenio.com/politica/comunidad/cdmx-calles-del-centro-historico-y-que-venden">https://www.milenio.com/politica/comunidad/cdmx-calles-del-centro-historico-y-que-venden</a></li> <li>● <a href="https://www.fluentu.com/blog/spanish/directions-in-spanish/">https://www.fluentu.com/blog/spanish/directions-in-spanish/</a> a website that explains how to form commands and provides several practice opportunities</li> <li>● <a href="https://www.youtube.com/watch?v=wjfmjR-D_5I">https://www.youtube.com/watch?v=wjfmjR-D_5I</a> - video showing an indigenous community in Perú</li> <li>● <a href="https://www.youtube.com/watch?v=N4_eQSNX3HI">https://www.youtube.com/watch?v=N4_eQSNX3HI</a> - video with vocabulary pertaining to community</li> <li>● <a href="https://quizlet.com/381734830/modos-de-transporte-flash-cards/">https://quizlet.com/381734830/modos-de-transporte-flash-cards/</a> - flash cards to help with vocabulary development</li> <li>● <a href="https://personal.colby.edu/~bknelson/SLC/saber_conocer.html">https://personal.colby.edu/~bknelson/SLC/saber_conocer.html</a> - link to practice saber vs. conocer</li> </ul>
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## Middletown Township Public Schools - 8th Grade Accelerated Spanish Curriculum

	<ul style="list-style-type: none"> <li>● Create a guide to the public transportation system of a city of their choice and give advice on how to get to select destinations.</li> <li>● Discuss various careers in the community and what someone who does those careers must know and be familiar with to practice saber &amp; conocer.</li> <li>● Have students follow up the community careers activity by discussing which of the necessary skills they already have, and if they would be interested in those careers.</li> </ul> <p>Sample assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> <li>● Cooperative Learning Groups</li> <li>● Daily oral participation</li> <li>● Teacher observation</li> <li>● Exit ticket</li> <li>● Quizzes</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>● Unit project</li> <li>● Unit test</li> </ul> <p>Benchmark:</p> <ul style="list-style-type: none"> <li>● Skills (Speaking/Writing)/Culture Assessment</li> </ul> <p>Alternative:</p> <ul style="list-style-type: none"> <li>● Skits</li> <li>● Short projects</li> </ul>	
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## Middletown Township Public Schools - 8th Grade Accelerated Spanish Curriculum

Unit 6-En la cocina de mi abuela (Unidad 4-Entreculturas II)	Duration
<b>Summary:</b> Students analyze the cultural impact of food and its role in Hispanic traditions and households. They evaluate the link between food and health and describe health ailments. They analyze the uses and differences between the verbs ser and estar. Students compare food and cultural traditions using comparisons and superlatives. They use direct and indirect object pronouns in sentences and questions. Students analyze and discuss the impact of food choices on the environment.	MS: 20 blocks

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Traditional Hispanic foods function as an expression of cultural identity.</li> <li>Lifestyle, common cultural foods, and eating practices affect the health of an individual and a society.</li> <li>When listening, watching the speaker closely or examining other visual clues help language learners to understand more details.</li> <li>Food choices affect the environment on a variety of levels including packaging, distance traveled, and farming methods.</li> <li>Choosing to buy specific foods creates a demand for the same product to be reproduced, ultimately affecting the environment whether positively or negatively.</li> </ul>	<ul style="list-style-type: none"> <li>How does food connect cultures, communities, and families?</li> <li>How do culture and food play a role in personal and public health?</li> <li>How can one pull from context to understand new vocabulary and grammar?</li> <li>How do we affect the environment by the food we choose to consume?</li> </ul>

NJSLS for Unit
<p>Linguistic Content Standards:</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.</p> <p>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.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries</p> <p><b>Interdisciplinary Connections</b></p>

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NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### **Career Readiness, Life Literacies, and Key Skills**

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

### **Technology Integration**

Through the activities and assessments described, students will:

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

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

### **Career Education**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

### **Design Standards**

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

<b>Student Learning Outcomes</b>	<b>Student Learning Activities and Assessments Aligned to Student Learning Outcome(s)</b>	<b>Suggested Materials &amp; Resources</b>
<ol style="list-style-type: none"> <li>1. Create a menu in Spanish which incorporates authentic foods from Hispanic culture(s).</li> <li>2. Compare and contrast authentic foods in the US vs Hispanic countries.</li> <li>3. Compare and contrast the roles that food and</li> </ol>	<ul style="list-style-type: none"> <li>• Spanish based off a menu from an authentic restaurant (see suggested materials).</li> <li>• Host a poll amongst the class on favorite foods / authentic foods students would try, and rank them to practice using “tanto/a/s...como” and superlatives with “el más.”</li> <li>• Create a list of locally sourced foods in NJ and compare it with one for a Hispanic country of choice.</li> <li>• Create a list of favorite foods and find out how far they typically travel before getting to your plate. Use superlatives to discuss the distance traveled and the environmental impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Menu from Cuban Pete’s, La Tapatia, El Albariño, or other authentic menu of teacher/students’ choice</li> <li>• Create a Google form for poll of favorite foods</li> <li>• MyPlate or MyFitnessPal for tracking food log (could also be done by hand)</li> <li>• Google Slides for food log to include pictures and detailed Spanish descriptions</li> </ul>

## Middletown Township Public Schools - 8th Grade Accelerated Spanish Curriculum

<p>culture play in the health and lifestyle of people in the US vs Hispanic countries.</p> <p>4. Analyze the effect that food has on health, activity, lifestyle, and enjoyment.</p> <p>5. Construct questions and sentences with indirect and direct object pronouns.</p> <p>6. Demonstrate the ability to use the verbs ser and estar in the appropriate context.</p> <p>7. Discuss the environmental impact of individual food choices.</p>	<ul style="list-style-type: none"> <li>• Students create a food log and discuss their choices to practice comparisons/superlatives (the best tasting, the healthiest, the most unhealthy, the most common, etc.)</li> <li>• Discuss the healthiest, authentic dishes from various Hispanic countries/cultures.</li> <li>• Students expand upon the food log activity by discussing common eating patterns and foods throughout the class, and how this reflects on societal health, cultural practices and values.</li> <li>• Watch and discuss <i>El Gran Hotel</i> to discuss food and restaurant vocabulary and relevant grammar based on context.</li> <li>• Create a poster or slide show using the verbs ser and estar to distinguish characteristics of food vs. how something is/tastes.</li> <li>• Students create a restaurant / cooking skit incorporating relevant grammar and vocabulary.</li> <li>• Students create a special menu for the night and present them to their table of guests.</li> <li>• Students use superlative and comparative language structures to discuss food choices that are “good, better, best” and “bad, worse, worst” for the environment and their health.</li> <li>• Plan an authentic Hispanic dinner (or other meal) of at least 3 courses. Include various ingredients per course, and discuss the flavors of each (savory, sweet, spicy, salty).</li> <li>• Interdisciplinary opportunity for high school: Work with a Foods teacher and have students cook and discuss the parts of the meals</li> </ul> <p>Sample assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> <li>• Cooperative Learning Groups</li> <li>• Daily oral participation</li> <li>• Teacher observation</li> <li>• Exit ticket</li> <li>• Quizzes</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>• Unit project</li> <li>• Unit test</li> </ul>	<ul style="list-style-type: none"> <li>• Google slides to present authentic Hispanic meal</li> <li>• Student created videos demonstrating cooking authentic foods (extra credit possibility)</li> <li>• <i>El Gran Hotel</i> - authentic Spanish TV show available on Netflix</li> <li>• <i>EntreCulturas</i> 2: Unidad 4 p.170-223</li> <li>• <i>EntreCulturas</i> 2: Unidad 4 - Learning Site</li> <li>• Encuentro intercultural: Cuba con Mariela</li> <li>• Comunica y Explora A: Las recetas de la abuela</li> <li>• En camino A: Un blog de recetas interculturales</li> <li>• Comunica y Explora B: Recetas caseras para mantener la salud</li> <li>• En camino B: De visita en el policlínico</li> <li>• Vive entre culturas: Remedios caseros durante una visita</li> <li>• Video for students to reinforce direct object pronouns. <a href="https://study.com/academy/lesson/direct-object-pronouns-in-spanish.html">https://study.com/academy/lesson/direct-object-pronouns-in-spanish.html</a></li> </ul>
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## Middletown Township Public Schools - **8th Grade Accelerated Spanish Curriculum**

	<p>Benchmark:</p> <ul style="list-style-type: none"><li>● Skills (Speaking/Writing)/Culture Assessment</li></ul> <p>Alternative:</p> <ul style="list-style-type: none"><li>● Skits</li><li>● Short projects</li></ul>	
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## Middletown Township Public Schools - 8th Grade Accelerated Spanish Curriculum

### Modifications (ML, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

#### **ML**

- Use visuals
- Introduce key vocabulary before lesson
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments

#### **Supports for Students With IEPs:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or e-books
- Follow all IEP modifications

#### **At-Risk Students:**

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / anchor charts

#### **Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

#### **Supports for Students With 504 Plans:**

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed