

**Quinton Township School District  
Spanish  
8th Grade**

**Pacing Chart/Curriculum MAP**

**Technology Careers Interdisciplinary Studies**

<b>Marking Period:</b>	1-2	<b>Unit Title:</b>	Unit 5: La corrida de toros	<b>Pacing:</b>	18 days
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**Unit Summary:** Students will learn about bullfighting and to express opinions.

**Objectives:**

- SW learn to identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- SW learn to communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- SW learn to present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
- SW learn to make comparisons between products and practices to help me understand perspectives.
- SW learn to interact at a survival level in some familiar everyday contexts.
- SW learn core vocabulary:
  - su hermano va a - his/her brother goes to

- tiene una novia - s/he has a girlfriend
- está enojado - s/he is feeling angry
  
- SW learn to effectively use Google applications and other websites to complete assignments.

TECH.8.1.5.A.CS1 - [Content Statement] - Understand and use technology systems

TECH.8.1.5.A.CS2 - [Content Statement] - Select and use applications effectively and productively.

**Essential Questions:**

- What cultural traditions do I practice?
- What is or is not permissible in the pursuit of artistic expression?
- How do I value animals?

**Common Core State Standards/Learning Targets:**

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

TECH.8.1.5.A.CS1 - [Content Statement] - Understand and use technology systems

TECH.8.1.5.A.CS2 - [Content Statement] - Select and use applications effectively and productively.

*CRP.K-12.CRPI.1 - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.*


<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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- Listening: Listen to teacher during PQA and TPRS®, Listening to story retells, Listening to teacher read slideshows, Listening to ClipChats, Listening to songs
- Reading: Reading class story, reading informational texts, reading song lyrics, reading text on images from protests, reading tweets
- Writing : Parallel story, opinion about bullfighting
- Speaking: One word responses during storyasking (yes/no, either/or), Retelling sentences from the class story

- **Martina Bex Unit 5 Overview:**

[https://docs.google.com/document/d/16NA3USq6eTwO1\\_e83ZW6kxOTdU2E1qu4GmxbXUCT-eU/edit](https://docs.google.com/document/d/16NA3USq6eTwO1_e83ZW6kxOTdU2E1qu4GmxbXUCT-eU/edit)

- **Martina Bex Unit 5 Resources:**

[https://drive.google.com/drive/folders/15N2pvnL0FnCOnn5TkPymarSg38v5j\\_Hq](https://drive.google.com/drive/folders/15N2pvnL0FnCOnn5TkPymarSg38v5j_Hq)

- Song: Lo que yo no tengo, Me voy, or No tengo dinero
- Story: “Las novias de mi hermano”
- 9-frame storyboard
- Communicative Questions
- Parallel story writing
- Miguel y la bicicleta story

- Smart Board Applications
- Google Forms
- Slide Show Presentation

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● <b>Campanadas</b></li> <li>● <b>Student oral response</b></li> <li>● <b>Participation in Story Asking</b></li> <li>● <b>Worksheets</b></li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● LISTENING ASSESSMENT</li> <li>● <b>BENCHMARK:</b> READING ASSESSMENT</li> <li>● WRITING ASSESSMENT</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● LISTENING ASSESSMENT - Listen to a story in Spanish and respond to comprehension questions</li> <li>● READING ASSESSMENT - Read a story in Spanish and respond to comprehension questions</li> <li>● WRITING ASSESSMENT - Describe each frame of a three-frame storyboard</li> </ul>

**Differentiation**

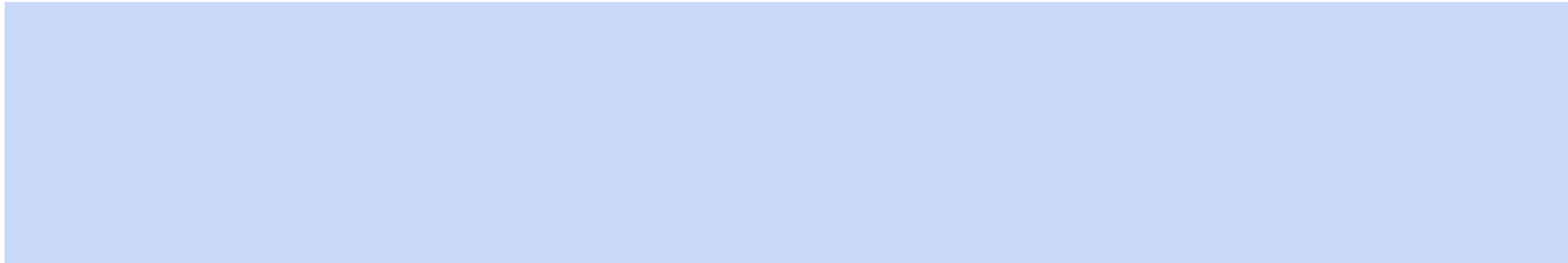
<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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- **Modify and accommodate as listed in student's IEP or 504 plan**
- **Utilize effective amount of wait time**
- **Hold high expectations**
- **Communicate directions clearly and concisely and repeat, reword, modify as necessary.**
- **Utilize open-ended questioning techniques**
- **Utilize scaffolding to support instruction.**
- **Chunk tasks into smaller components**
- **Provide step by step instructions**
- **Model and use visuals as often as possible**
- **Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices..**
- **Create modified assessments.**
- **Provide individualized assistance as necessary.**
- **Utilize assistive technology as appropriate.**
- **Provide meaningful feedback and utilize teachable moments.**
- **Utilize graphic organizers**
- **Utilize manipulatives as necessary.**
- **Utilize auditory reminders as deemed necessary.**
- **Provide breaks to allow for refocusing as necessary.**
- **Establish a consistent and daily routine.**

- **RTI**
- **Speech/Language Therapy**
- **Hold high expectations**
- **Learn/Utilize/Display some words in the students' native language**
- **Utilize formative assessments to drive instruction**
- **Translate printed communications for parents in native language**
- **Hold conferences with translator present**
- **Utilize additional NJDOE resources/recommendations**
- **Review Special Education listing for additional recommendations**
- **Establish a consistent and daily routine**

- **Provide after school tutoring services**
- **Basic Skills Instruction**
- **Hold high expectations**
- **Hold parent conferences fall and spring**
- **Make modifications to instructional plans based on I and RS Plan.**
- **Develop a record system to encourage good behavior and completion of work.**
- **Establish a consistent and daily routine.**

- **Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.**
- **Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.**
- **Encourage exposure to, selection and use of appropriate and specialized resources.**
- **Promote self-initiated and self-directed learning and growth.**
- **Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.**



<b>Marking Period:</b>	3	<b>Unit Title:</b>	Unit 6: Siéntate	<b>Pacing:</b>	4 days
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**Unit Summary:** Students will learn to talk about the body, as well as give and follow commands.

**Objectives:**

- SW learn to talk about the body.
- SW learn to give commands.
- SW learn to follow commands.
- SW learn core vocabulary:
  - se sienta - s/he sits (him/herself) down
  - se levanta - s/he gets up (raises him/herself up)
  - le grita - s/he shouts at him/her
- SW learn to effectively use Google applications and other websites to complete assignments.



**Essential Questions:**

- How do I respond to authority?
- What kinds of instructions do I follow and what kinds do I ignore?

**Common Core State Standards/Learning Targets:**

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- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

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TECH.8.1.5.A.CS2 - [Content Statement] - Select and use applications effectively and productively.

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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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- Campanada (correct errors)
- Introduce vocabulary w/sentence slides
- Teach “Cabeza hombros rodilla y pie”
- TPR body parts
- Sing song
- 1st person descriptions
- PQA
- Campanada: generate vocabulary for TPR
- Fill in collective vocabulary form
- TPR
- Campanada: complete the sentence
- TPRS: ¡Siéntate!
- Play 2 Truths and a Lie
- Campanada: translation
- Read “El profesor sustituto”
- Horizontal conjugation

- **Martina Bex Unit 6 Overview:**

<https://docs.google.com/document/d/1NLJhVg9D8p82t2GTnaWkiPieF1y1NTjUXba343YTKgg/edit>

- **Martina Bex Unit 6 Resources:**

<https://drive.google.com/drive/folders/1yihSToNaNTDl09zDelA0HKn1XyTsEMqQ>

- **Campanada (correct errors)**
- **Vocabulary w/sentence slides**
- **Song: “Cabeza hombros rodilla y pie”**
- **1st person descriptions**
- **Personal Questions and Answers**
- **Campanada: generate vocabulary for TPR**
- **Fill in collective vocabulary form**
- **Campanada: complete the sentence**

- Smart Board Applications
- Google Forms
- Slide Show Presentation

		<ul style="list-style-type: none"> <li>● <b>Game: 2 Truths and a Lie</b></li> <li>● <b>Campanada: translation</b></li> <li>● <b>Story: “El profesor sustituto”</b></li> <li>● <b>Horizontal conjugation</b></li> </ul>	
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
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- **Google Forms**

## **Differentiation**

**Special Education**

**ELL**

**At Risk**

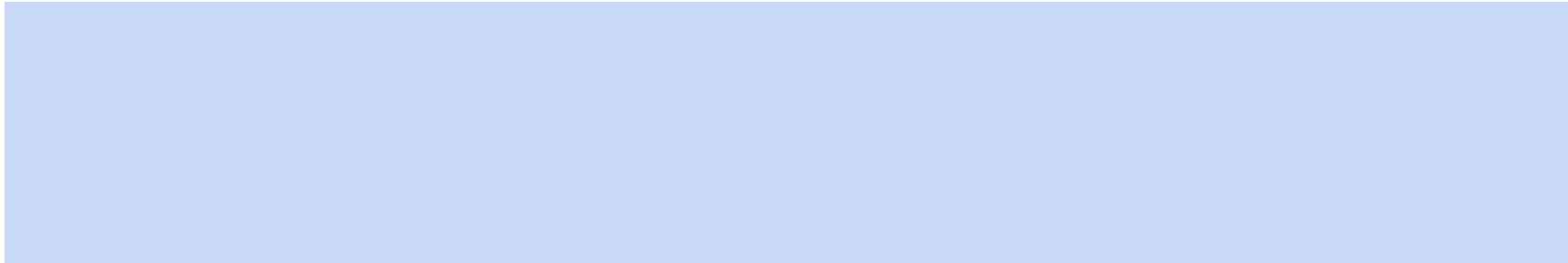
**Gifted and Talented**

- **Modify and accommodate as listed in student's IEP or 504 plan**
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<b>Marking Period:</b>	3-4	<b>Unit Title:</b>	Unit 7:	<b>Pacing:</b>	14 days
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**Unit Summary:** Students will learn to express need/ask for help, offer help, talk about what is nice and learn about the Castells of Tarragona.

**Objectives:**

- SW learn to identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- SW learn to communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- SW learn to present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
- SW learn to make comparisons between products and practices to help me understand perspectives.
- SW learn to interact at a survival level in some familiar everyday contexts.
- SW learn core vocabulary:
  - tienes que you have to
  - le ayuda s/he helps him/her

- no puede (hacer) s/he can't (do/make)
- simpático nice
- SW learn to effectively use Google applications and other websites to complete assignments.

**Essential Questions:**

- How do I help others in my family, my school, my community, and my world?
- How can I make a difference in my family, my school, my community, and my world?
- What risks do I take in my day to day life?

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<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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- Campanada: Error correction
- Introduce new vocab
  - link meaning to L1
  - translate practice sentences
  - PQA
- Introduce song “Yo no te puedo olvidar”
  - band biography
  - CLOZE lyrics
- Campanada: discussion questions
  - ¿Cuál es simpático? situational discussion
  - Campanada: Famous towers
  - Slideshow reading: famous towers
  - Castells reading Level 1
  - Watch Casteller video
  - MovieTalk Casteller
  - Campanada: Castell recall
  - Castells reading Level 2
  - Watch Enxaneta video
  - Tower building competition
  - Castells role discussion
  - Castells Level 3 reading
  - Watch news broadcast and complete transcript

- **Martina Bex Unit 7 Overview:**  
[https://docs.google.com/document/d/1R\\_sPLkf\\_28t5wSxpkkxv8smcfiYcsCat3IXEI-a3P4\\_M/edit](https://docs.google.com/document/d/1R_sPLkf_28t5wSxpkkxv8smcfiYcsCat3IXEI-a3P4_M/edit)

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<https://drive.google.com/drive/folders/1dxJk8Lw6x76o3SjBB3kvO-WwE2h18Lgw>

- Unit 7 Slideshow
- Unit 7 Lesson Plans
- Campanadas
- Picture Dictionary template
- CLOZE lyrics sheet
- Castells embedded reading
- playing cards or Dixie cups
- Worksheets

- Smart Board Applications
- Google Forms
- Slide Show Presentation

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Formative Assessment Plan	Summative Assessment Plan
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**Differentiation**

Special Education                      ELL                      At Risk                      Gifted and Talented



- **Modify and accommodate as listed in student's IEP or 504 plan**
- **Utilize effective amount of wait time**
- **Hold high expectations**
- **Communicate directions clearly and concisely and repeat, reword, modify as necessary.**
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