

Eighth Grade World Language Curriculum Map 2022

| <b>Pacing Guide</b> | <b>Standard Code &amp; Indicator</b> | <b>Sample Learning Activities</b> | <b>Assessments</b> | <b>Additional Standards</b> |
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| <p>Unit 1<br/>(August-October)</p> <p>Greetings!</p> | <p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>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.</p> <p>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.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>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.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> | <p>- Introductions &amp; Greetings (cultural)</p> <p>- Classroom commands and phrases</p> <p>- Review the Spanish alphabet</p> <p>-Interrogatives</p> <p>- Identifying and Counting: Numbers 1-1,000</p> <p>- Using adjectives, describe self and others</p> <p>- Use <i>ser and estar</i> to describe what someone is like</p> <p>- Noun-adjective agreement</p> <p>-Pastimes and Leisure Activities</p> <p>Likes and Dislikes (physical and personality)</p> <p>-Using <i>gustar</i> to tell what you like/don't like to do</p> <p><b>Instructional Resources:</b><br/>Teacher Created<br/>Google Slides<br/>YouTube Videos</p> <p><b>Teacher Technology:</b><br/>Activ-Panel<br/>Promethean Board<br/><a href="#">Brain Pop Jr.</a><br/>YouTube Videos</p> <p><b>Student Technology</b><br/><a href="#">Kahoot!</a><br/><a href="#">Flip Grid</a></p> | <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>- Student Participation</li> <li>- Turn &amp; Talk</li> <li>- Class Discussions</li> <li>- Think-Pair-Share</li> <li>- Exit Tickets</li> <li>- Adjectives Quiz</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>- Classwork</li> <li>- Unit Test</li> <li>- Unit Dialogue</li> <li>- This is Me!</li> </ul> <p><b>Benchmark Assessment:</b><br/>BOY Benchmark</p> <p><a href="#">Accommodations and Modifications</a></p> | <p><b>Interdisciplinary Standard:Health 2.1.8.EH.2:</b><br/>Students will discuss the positive impact leisure activities can have on mental health.</p> <p><b>Technology Standards:</b><br/>8.2.8.ITH.1<br/>Explain how the development and use of technology influences culture.</p> |
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| <p>Unit 2<br/>(November-Mid January)</p> <p>All About Communities!</p> | <p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>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.</p> <p>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.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>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.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> | <p>Introductions &amp; Greetings (cultural)</p> <p>Calendars (days, months, weather, seasons)</p> <p>Telling time</p> <p>Reading and create:schedules/routines of activities</p> <p>Stating <i>at</i> what time you do an activity</p> <p>Unique schedule traditions in Spanish speaking countries</p> <p>Use <i>ser</i> to tell time and at what time</p> <p>Conjugate <i>ar</i> verbs associated with a teen schedule</p> <p><b>Instructional Resources:</b><br/>Teacher Created<br/>Google Slides<br/>YouTube Videos</p> <p><b>Teacher Technology:</b><br/>Activ-Panel<br/>Promethean Board<br/><a href="#">Brain Pop Jr.</a><br/>YouTube Videos</p> <p><b>Student Technology</b><br/><a href="#">Kahoot!</a><br/><a href="#">Flip Grid</a><br/><a href="#">Plickers</a><br/>Google Classroom</p> | <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>- Student Participation</li> <li>- Turn &amp; Talk</li> <li>- Class Discussions</li> <li>-Think-Pair-Share</li> <li>-Exit Tickets</li> <li>-Telling Time Quiz</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>-Classwork</li> <li>-Unit Test</li> <li>-Unit Dialogue</li> <li>-My Schedule</li> </ul> <p><a href="#">Accommodations and Modifications</a></p> | <p><b>Interdisciplinary Standard: Health 2.1.8.SSH.3</b> When creating scheduled, identify discuss social situations and the need for effective decision making</p> <p><b>Technology Standard: 8.2.8.ITH.1</b> Explain how the development and use of technology influences culture.</p> |
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| <p>Unit 3<br/>(Mid January -March)</p> | <p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>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.</p> <p>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.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>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.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> | <p>Introductions &amp; Greetings</p> <p>Calendars (days, months, weather, seasons)</p> <p>School subjects &amp; objects</p> <p>Identify School classes</p> <p>Identify occupations within the education industry</p> <p>Places within the school</p> <p>Identifying the time class starts</p> <p>School routines, classes etc. in Spanish speaking countries</p> <p>Use the verb <i>tener</i> and <i>ir</i>.</p> <p>Conjugate the verb <i>hay</i> to identify where things are in the classroom</p> <p>Use the verb <i>necesitar</i> to say what you need for a class</p> <p>Sequencing words (First, second, next etc.)</p> <p><b>Instructional Resources:</b><br/>Teacher Created<br/>Google Slides<br/>YouTube Videos</p> <p><b>Teacher Technology:</b><br/>Activ-Panel</p> | <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>- Student Participation</li> <li>- Turn &amp; Talk</li> <li>- Class Discussions</li> <li>-Think-Pair-Share</li> <li>-Exit Tickets</li> <li>-School Vocabulary Quiz</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>-Classwork</li> <li>-Unit Test</li> <li>-Unit Dialogue</li> <li>-My Day at School</li> </ul> <p><a href="#">Accommodations and Modifications</a></p> | <p><b>Interdisciplinary Standard</b><br/><b>W.8.2.C</b> Using transitions, write a comprehensive paragraph about school routines &amp; times.</p> <p><b>Technology Standard:</b><br/>8.2.8.ITH.1<br/>Explain how the development and use of technology influences culture.</p> |
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| <p>Unit 4<br/>(April-June)</p> | <p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>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.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>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.</p> <p>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.</p> | <p>Introductions &amp; Greetings</p> <p>Calendars (days, months, weather, seasons)</p> <p>Identify foods &amp; beverages</p> <p>Use adjectives to describe food</p> <p>Identify favorite foods, likes/dislikes</p> <p>Popular foods in Spanish speaking countries</p> <p>Identify occupations within the food industry</p> <p>Ordering food in a restaurant</p> <p>Definite/indefinite articles</p> <p>Use the verb <i>gustar</i> to express what foods you like and don't like</p> <p>Present tense of <i>comer</i> and <i>beber</i></p> <p><b>Instructional Resources:</b><br/>Teacher Created<br/>Google Slides<br/>YouTube Videos</p> <p><b>Teacher Technology:</b><br/>Activ-Panel<br/>Promethean Board<br/><a href="#">Brain Pop Jr.</a><br/>YouTube Videos</p> <p><b>Student Technology</b><br/><a href="#">Kahoot!</a><br/><a href="#">Flip Grid</a></p> | <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>- Student Participation</li> <li>- Turn &amp; Talk</li> <li>- Class Discussions</li> <li>-Think-Pair-Share</li> <li>-Exit Tickets</li> <li>-Types of Food Quiz</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>-Classwork</li> <li>-Unit Test</li> <li>-Unit Dialogue</li> <li>-Here's my Order!</li> </ul> <p><b>Benchmark Assessment:</b><br/>EOY Benchmark</p> <p><a href="#">Accommodations and Modifications</a></p> | <p><b>Interdisciplinary Standard Health 2.2.8.N.1:</b> Discuss food orders/preferences and their impact on one's health.</p> <p><b>Technology Standard:</b><br/>8.2.8.ITH.1<br/>Explain how the development and use of technology influences culture.</p> |
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**Alternate Assessments:** Ordering from a Menu Role Play; Creating an ideal school schedule, Activities/Projects, Worksheets

**21st Century Standards:** Communication, Collaboration and Social Skills

**21st Century Skills:** 9.2.8.B.4 & 9.1.8.B.6

**Career Ready Practices:** CRP 4, CRP 5 and CRP 6