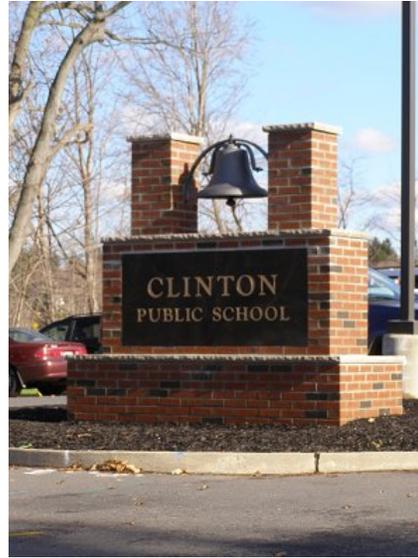


Clinton-Glen Gardner School District



Curriculum Management System

World Language: Spanish

Grade: 8

August 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015
Revised: August 15, 2015**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

ADMINISTRATION

Dr. Seth Cohen, Superintendent/Principal
Mrs. Lisa J. Craft, Business Administrator
Mrs. Jacqueline Turner, Assistant Principal
Mrs. Jenine Kastner, Supervisor of Special Services

BOARD OF EDUCATION

Mr. Robert Moul, President
Mr. Brendan McIsaac, Vice President
Mr. Charles Sampson
Mr. Craig Sowell

Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writers' Names: Jennifer Russo
Kari Gursky

21st Century Life And Careers Integration: Jessica Latanzio Crespo
Barbara Shaffer

Clinton-Glen Gardner School District

Mission

The mission of Clinton Public School is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

With new technologies evolving at a rapid rate, today's students are part of a dynamic and interconnected global society centered on the creation and communication of knowledge and ideas across geographical, cultural and linguistic borders. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes to successfully interface with those across the globe.

The study of another language and culture enables individuals to communicate in an appropriate way with people from diverse cultures. An education in world languages fosters the development of students who:

- Communicate in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibit attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Value language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

World Language: Spanish

Scope and Sequence

Grade 8	
<p>Topic: ¿Quién es?</p> <p>I. Students will present a description of a famous person of Hispanic heritage using past vocabulary and grammatical structures. They will present it to the class in the form of a guessing game. They will review:</p> <ol style="list-style-type: none"> Forms of ser Descriptive words for personality and physical characteristics Adjective agreement Age Likes/dislikes Present tense verb forms 	<p>Topic: ¿Cómo te preparas para la escuela?</p> <p>II. Students will be able to describe their daily routines and chores</p> <ol style="list-style-type: none"> Use the reflexive forms of common verbs related to grooming Identify nouns related to personal hygiene and parts of the body Use familiar commands in the affirmative and negative forms Discuss some cultural differences as they pertain to daily routines, such as number of bathrooms in a house, water conservation practices, etc.
<p>Topic: Los quehaceres de la casa</p> <p>III. Students will be able to identify the rooms of a house and discuss the chores the members of their family are responsible for</p> <ol style="list-style-type: none"> Name the rooms of a house and necessary chores Use the verb deber to discuss what someone should do Use the present progressive of regular -ar, -er, and -ir verbs to state what someone is doing right now Understand how to add -mente to an adjective to form an adverb Create a floor plan of their own house or an ideal house and consider possible differences with homes in parts of the Spanish speaking world 	<p>Topic: ¿Qué hiciste durante el fin de semana?</p> <p>IV. Students will be able to talk about past activities using the preterite tense</p> <ol style="list-style-type: none"> Preterite forms of regular verbs ir, ser and hacer Review of verbs referring to common leisure time activities
<p>21st Century Skills (the ones that apply are in bold):</p> <ol style="list-style-type: none"> Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology 	<p>21st Century Themes (the ones that apply are in bold):</p> <ol style="list-style-type: none"> Global Awareness Financial, Economic, Business & Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy
<p>Differentiation: Refer to CPS 6-8 Differentiation Tool Kit</p>	
<p>Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units</p>	

Pacing / Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 8 World Language	Topic: ¿Quién es?	
		Goal 1: The student will be able to describe a person of Hispanic heritage using past vocabulary and grammatical structures.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
September through October / about 22 classes	<p>1.1. Use all present indicative forms of the verb ser. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.3)</p> <p>1.2. Describe people using adjectives referring to physical characteristics and personality. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.3)</p> <p>1.3. Use proper adjective agreement. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.3)</p> <p>1.4. State a person's age. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.3)</p> <p>1.5. State a person's likes and dislikes. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.3)</p> <p>1.6. Use the present tense of regular</p>	<p>Essential Questions: Can I use my knowledge of Spanish to describe a person clearly enough that other people can infer from my description the person I am describing? Can I use my knowledge to describe myself and my peers, including physical traits, personality, likes/dislikes, age and activities?</p> <p>Conceptual Understandings: Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics and geography.) Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this</p>	<p>Learning Activities: Verb drills Dice and verb puzzles to practice forms Paired dialogs Guessing games Written self descriptions and presentation Workbook activities Listening comprehension activities using audio and/or video recording of native speakers Reading comprehension activities (Interdisciplinary) Written correspondence with a peer from a Spanish speaking country, or a Spanish student in the U.S. using digital resources such as ePals (Interdisciplinary)</p> <p>Assessment Models: Can the student describe a person using the verb ser and adjectives of personality and physical characteristics using proper verb forms and adjective agreement? Can the student describe a person's activities using the present indicative form of regular verbs? Can the student state a person's age using the structure tener + años? Can the student describe a person's likes and dislikes using the verb gustar and indirect object pronouns?</p>

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 World Language	Topic: ¿Quién es?	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 1: The student will be able to describe a person of Hispanic heritage using past vocabulary and grammatical structures.	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	verbs. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.3)	understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)	Can the student present the results of his/her research in written and oral form? Additional Resources: Text Book: <u>En Español</u> (McDougal Little, 2004) (assorted activities and materials that support objectives) Associated workbooks and supplemental materials.
	1.7. Present their description in the form of a guessing game. (7.1.IL.C.2)		
	1.8. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)		
	1.9. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)		
	1.10. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)		
	1.11. Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)		

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 World Language	Topic: ¿Quién es?	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 1: The student will be able to describe a person of Hispanic heritage using past vocabulary and grammatical structures.	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	1.12. Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding. (9.1.8.D.4) 1.13. Justify the need for greater cross-cultural understanding due to globalization. (9.1.8.D.5) 1.14. Determine the undesired consequences of unethical uses of media. (9.1.8.E.4) 1.15. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1) 1.16. Relate the use of new technologies at home, in the workplace, and in other settings to incidences of ethical and/or unethical behavior. (9.1.8.F.3)	Essential Questions, Conceptual Understandings	

Pacing / Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 8 World Language	Topic: ¿Cómo te preparas para la escuela?	
		Goal 2: The student will be able to describe their daily routines and chores.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
November through January / about 22 classes	<p>2.1. Use the reflexive forms of common verbs related to grooming. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3)</p> <p>2.2. Identify nouns related to personal hygiene and parts of the body. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3)</p> <p>2.3. Use familiar commands in the affirmative and negative forms. (7.1.IL.A.2, 7.1.IL.B.2)</p> <p>2.4. Discuss some cultural differences as they pertain to daily routines, such as number of bathrooms in a house, water conservation practices, etc. (7.1.IL.C.5)</p> <p>2.5. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving</p>	<p>Essential Questions: ¿Cómo te preparas para la escuela? ¿A qué hora te levantas por la mañana? ¿Con qué frecuencia se cepilla los dientes tu hermano? ¿Cómo son diferentes las rutinas diarias en otros países?</p> <p>Conceptual Understandings: Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities</p>	<p>Learning Activities: Verb drills Paired activities Charades Cooperative learning groups - create and act out routines for class Create commercials and/or written advertisements for grooming products (Interdisciplinary) Group/pair activities using commands Listening comprehension activities using audio and/or video recording of native speakers Reading comprehension activities (Interdisciplinary) Continued written correspondence with peer in Spanish (Interdisciplinary)</p> <p>Assessment Models: Can the student correctly discuss daily routines using reflexive verbs in oral and written form? Can the student give and follow commands in oral and written form? Does the student recognize cultural differences in hygiene and personal grooming?</p> <p>Additional Resources: Essential grooming tools and manipulatives Clothing</p>

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 World Language	Topic: ¿Cómo te preparas para la escuela?		
		Goal 2: The student will be able to describe their daily routines and chores.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	skills. (9.1.8.A.1) 2.6. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1) 2.7. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3) 2.8. Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3) 2.9. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)	and common health conditions/problems and remedies.)	Text Book: <u>En Español</u> (McDougal Little, 2004) Unidad 5, Etapa 1 Associated workbooks and supplemental materials.	

Pacing / Suggested days of Instruction	Curriculum Management System	Topic: Los quehaceres de la casa	
	Subject/Grade Level: Grade 8 World Language	Goal 3: The student will be able to identify the rooms of a house and discuss the chores the members of their family are responsible for.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
February through April / about 23 classes	<p>3.1. Name the rooms of a house and necessary chores. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3)</p> <p>3.2. Use the verb deber to discuss what someone should do. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3)</p> <p>3.3. Use the present progressive of regular -ar, -er and -ir verbs to state what someone is doing now. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3)</p> <p>3.4. Understand how to add -mente to an adjective to form an adverb. (7.1.IL.A.8)</p> <p>3.5. Create a floor plan of their own house or an ideal house and consider the possible differences with homes in parts of the Spanish-speaking world.</p>	<p>Essential Questions: ¿Cómo es tu casa? ¿Qué debes hacer para limpiar la casa? ¿Cuál es la diferencia entre la casa y el hogar? ¿Cómo es diferente tu casa de la casa de _____ en _____ país ? ¿Qué partes de la casa son necesidades y qué son preferencias culturales o personales?</p> <p>Conceptual Understandings: Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this</p>	<p>Learning Activities: Students will create a floor plan for a house, complete with labels in Spanish. They will write a description of the house and either present it in Spanish to the class or record it on video for later viewing. (Interdisciplinary) Vocabulary games Guessing games Verb drills and mechanical practice Partner activities, both oral and written Listening comprehension activities using audio and/or video recording of native speakers Reading comprehension activities (Interdisciplinary) Continued written correspondence with peer in Spanish (Interdisciplinary)</p> <p>Assessment Models: Can the student describe a home in oral and written form? Can the student describe activities that take place in different rooms of the house? Can the student describe activities that are going on right now using the present progressive? Can the student analyze cultural differences in the way people live in different parts of the world?</p> <p>Additional Resources: Text Book: <i>En Español</i> (McDougal Little, 2004)</p>

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 World Language	Topic: Los quehaceres de la casa	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 3: The student will be able to identify the rooms of a house and discuss the chores the members of their family are responsible for.	
		Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	(7.1.IL.C.2, 7.1.IL.C.5) 3.6. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1) 3.7. Design and implement a project management plan using one or more problem-solving strategies. (9.1.8.A.4) 3.8. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1) 3.9. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3) 3.10. Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3) 3.11. Demonstrate how productivity	understanding should include, but are not limited to: history, science, economics and geography.)	Unidad 5, Etapa 2 Associated workbooks and supplemental materials.

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 World Language	Topic: Los quehaceres de la casa	
		Goal 3: The student will be able to identify the rooms of a house and discuss the chores the members of their family are responsible for.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)		

Pacing / Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 8 World Language	Topic: ¿Qué hiciste durante el fin de semana?	
		Goal 4: The student will be able to talk about past activities using the preterite tense.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
April through June / about 23 classes	<p>4.1. Use the preterite forms of regular verbs + ir, ser and hacer to describe past activities. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3)</p> <p>4.2. Use previously learned verbs referring to common leisure time activities. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3)</p> <p>4.3. Participate in an unscripted conversation about what he or she did over the weekend, as well as ask appropriate questions of his or her partner. (7.1.IL.B.4, 7.1.IL.B.5)</p> <p>4.4. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>4.5. Determine an individual's responsibility for personal actions</p>	<p>Essential Questions: ¿Qué hiciste durante el fin de semana? Can I describe past events and activities using the preterite tense? Can I speak and write about past activities and events that are of high interest? Can I participate in unscripted conversations about past activities, asking and answering questions in Spanish?</p> <p>Conceptual Understandings: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics and geography.) The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules and travel.) Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.</p>	<p>Learning Activities: Verb drills and games Partner activities and conversations Unscripted conversations Listening comprehension activities using audio and/or video recording of native speakers Reading comprehension activities (Interdisciplinary) Continued written correspondence with peer in Spanish (Interdisciplinary)</p> <p>Assessment Models: Can the student describe past events using the preterite tense of familiar regular verbs, as well as ir, ser and hacer? Can the student narrate past activities in written and oral form? Can the student participate in unscripted conversations about past activities?</p> <p>Additional Resources: Text Book: <u>En Español</u> (McDougal Little, 2004) Unidad 5, Etapa 3 Associated workbooks and supplemental materials.</p>

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 World Language	Topic: ¿Qué hiciste durante el fin de semana?		
		Goal 4: The student will be able to talk about past activities using the preterite tense.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	<p>and contributions to group activities. (9.1.8.C.1)</p> <p>4.6. Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>4.7. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>	<p>(Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p>		