

Moonachie School District World Languages Curriculum: Grade 8

New Jersey Student Learning Standards for World Languages

Born On: September 29, 2015

Re-Adopted: January 2, 2019

The following maps outline the NJSLs for grade eight World Languages. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

Assessments:

Teacher observation
Oral presentations
Quizzes
Tests
Homework
Individual projects
Graded oral classwork
Notebook check

Resources:

Como te Va?- Power Point and text
Corresponding workbooks
Teacher tools supplemental materials that correspond to text
Sing, Laugh, Dance and Eat tacos CD's 1,2,3
Canten Navidad CD and coordinating booklets
Vocabulary Bingo games on various topics
Brain Quest Spanish edition
La Carrera de los Reyes Magos board game
Donde esta Pablo? Board game
Teacher made visuals
Palabras interrogativas DVD
Spain-Beyond Our Borders in English DVD
Scholastic Magazine articles
Spanish/English Dictionaries
Complete Spanish teacher's Handbook
Spanish is Fun Books 1 & 2
A variety of fiction and nonfiction books
I PAD Apps

Libritos(small) 40 non fiction books on various topics
Disney books for children in Spanish

References:

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9pdf>

Websites:

www.Quia

Power Points that accompany text

www.quizlet.com

<https://www.youtube.com>

www.spanishspanish.com

www.srwooly.com

spanish.glencoe

Curriculum Details
World Language - 8th Grade

Core Program	Como Te Va? - McGraw Hill
Interdisciplinary Connections	<p>ELA RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>SOCIAL STUDIES 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation. 6.1.12.D.13.c Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.</p>
Career Ready Practices	<p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>
21st Century Themes & Skills (by the end of 8th grade)	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career
Technology Standards	8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.
Proficiency Assessment	Mid Level Novice High Assessment (June)

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Research Activities with cross curricular themes ● Use advanced supplementary/reading materials ● Use of authentic resources to promote a deeper understanding of culture ● Conduct research and provide presentation of cultural topics 	<ul style="list-style-type: none"> ● Read aloud ● Build background knowledge ● Picture Associations ● Partner Work ● Use of Bilingual Dictionary 	<ul style="list-style-type: none"> ● Extended time ● Modified assignments ● Small group, alternate location ● Modeling ● Read aloud ● Build background knowledge ● Oral/visual reminders ● Peer assistance ● Pre-teach vocabulary ● Picture associations with vocab ● Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> ● Tier II and Tier III intervention ● Morning tutoring ● After school program ● Parental contact

**World Languages Curriculum
Grade 8
Repaso A,B,C**

Standard

WL.7.1.NM.A - [*Strand*] - Interpretive Mode

Strand: WL.7.1.NM.A.L – Linguistic –

Standards: WL.7.1.NM.A.L.1 - [*Content Statement*] - The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Essential Question(s):

How does one describe people?

How does one talk about the courses one studies in school?

How does one talk about school activities?

How does one obtain and provide information while shopping for clothing and school supplies?

How does one describe one's home?

Vocabulary: adjectives, school related words, clothing, parts of the house

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>Standards: WL.7.1.NM.A.L.1 - [<i>Content Statement</i>] - The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Talk people, objects, and activities in daily life based on oral or written descriptions ● -Describe in writing using a guided format people and things from the home school environment ● -Identify people, places, objects, and activities in daily life based on oral or written descriptions 	<ul style="list-style-type: none"> ● Anticipatory sets to establish background knowledge. ● Whole group discussion to discuss broad concepts. ● Small group and individual instruction to help students hone their oral vocabulary skills. ● Independent work time to reinforce content and skills. ● Pair work for conversational practice. ● Closing activity to analyze student understanding of content and skills. 	<ul style="list-style-type: none"> ● Describe one's family and common activities within the home. ● Describe their favorite class in writing. ● Listen to other students' descriptions and be able to identify what is being spoken about. ● Make a shopping list of clothes needed for school. ● Use a picture prompt of a family scene in a living room or a family shopping

			in a market. Describe one of those scenes.
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Standard

WL.7.1.NM.A - [*Strand*] - Interpretive Mode
Strand: WL.7.1.NM.A.C - Cultural

<p>Standards:</p> <p>WL.7.1.NM.A.C.1 - [<i>Content Statement</i>] - 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 understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p> <p>WL.7.1.NM.A.C.4 - [<i>Content Statement</i>] - 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>WL.7.1.NM.A.1 - [<i>Cumulative Progress Indicator</i>] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>WL.7.1.NM.A.2 - [<i>Cumulative Progress Indicator</i>] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>WL.7.1.NM.A.4 - [<i>Cumulative Progress Indicator</i>] - Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>

<p>Essential Question(s):</p> <p>How does one describe people?</p> <p>How does one talk about the courses one studies in school?</p> <p>How does one talk about school activities?</p> <p>How does one obtain and provide information while shopping for clothing and school supplies?</p> <p>How does one describe one’s home?</p>
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Vocabulary: adjectives, school related words, clothing, parts of the house

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>Standards:</p> <p>WL.7.1.NM.A.C.1 - [<i>Content Statement</i>] - Personal identity is developed through experiences that occur within one’s family, one’s</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Read material about home and school life and answer questions • Listen to someone speaking about home and school life activities 	<ul style="list-style-type: none"> • Anticipatory sets to establish background knowledge. • Whole group discussion to discuss broad concepts. • Small group and individual instruction to help students hone their oral vocabulary skills. 	<ul style="list-style-type: none"> • You are spending the summer with a family in Venezuela. Tell them all you can about your Spanish class and your

<p>community, and the culture at large. (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> <p>WL.7.1.NM.A.C.4 - [Content Statement] - 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>WL.7.1.NM.A.1 - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p>	<p>and respond appropriately to demonstrate understanding.</p>	<ul style="list-style-type: none"> ● Independent work time to reinforce content and skills. ● Pair work ● Closing activity to analyze student understanding of content and skills. 	<p>Spanish teacher. Then reverse roles.</p> <p>(En Venezuela)</p> <ul style="list-style-type: none"> ● (Cursos)- You are speaking with an exchange student from Peru. Ask about his school, schedule, and classes. ● (Mis Clases)- Answer questions in the text about different classes in school.
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<p>WL.7.1.NM.A.2 - [<i>Cumulative Progress Indicator</i>] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>WL.7.1.NM.A.4 - [<i>Cumulative Progress Indicator</i>] - Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>			
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Standard

WL.7.1.NM.B - [*Strand*] - Interpersonal Mode

Strand: WL.7.1.NM.B.L - Linguistic

Standards:

WL.7.1.NM.B.L.1 - [*Content Statement*] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

WL.7.1.NM.B.L.1.a - Respond to learned questions.

WL.7.1.NM.B.L.1.b - Ask memorized questions.

WL.7.1.NM.B.L.1.d - Describe people, places, and things.

Essential Question(s):

How does one describe people?

How does one talk about the courses one studies in school?

How does one talk about school activities?

How does one obtain and provide information while shopping for clothing and school supplies?

How does one describe one's home?

Vocabulary: adjectives, school related words, clothing, parts of the house

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>Standards: WL.7.1.NM.B.L.1.a - Respond to learned questions. WL.7.1.NM.B.L.1.b - Ask memorized questions. WL.7.1.NM.B.L.1.d - Describe people, places, and things.</p>	<p>Students will:</p> <ul style="list-style-type: none">• Talk about schools, families, living space and shopping.• Describe classes, family, clothing, and school supplies	<ul style="list-style-type: none">• Anticipatory sets to establish background knowledge.• Whole group discussion to discuss broad concepts.• Small group and individual instruction to help students hone their oral vocabulary skills.• Independent work time to reinforce content and skills.• Pair work• Closing activity to analyze student understanding of content and skills.	<ul style="list-style-type: none">• Role play an interview between two young people- one of whom is from Caracas. The questions asked are about family, home, and school.• (En el Café)-Working in groups of three or four, students will recreate being in a café after school where they talk about teachers, friends, home etc.

Standard

WL.7.1.NM.B - [*Strand*] - Interpersonal Mode

Strand: WL.7.1.NM.B.C - Cultural

Standards:

WL.7.1.NM.B.C.4 - [*Content Statement*] - 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.)

WL.7.1.NM.B.C.6 - [*Content Statement*] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)

WL.7.1.NM.B.1 - [*Cumulative Progress Indicator*] - Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.

WL.7.1.NM.B.2 - [*Cumulative Progress Indicator*] - Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.

WL.7.1.NM.B.3 - [*Cumulative Progress Indicator*] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.

WL.7.1.NM.B.4 - [*Cumulative Progress Indicator*] - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

WL.7.1.NM.B.5 - [*Cumulative Progress Indicator*] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Essential Question(s):

What is a big Spanish- speaking city like?

How is a large Spanish -speaking city different from where I live?

Vocabulary: places in the city, geography terms, river, mountains

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
Standards: WL.7.1.NM.B.C.4 - [<i>Content Statement</i>] - Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development	Students will: <ul style="list-style-type: none">Describe in basic terms using photographs as prompts a city like Caracas.Compare that large Spanish speaking city to the place where I live using a T-chart.	<ul style="list-style-type: none">Anticipatory sets to establish background knowledge.Whole group discussion to discuss broad concepts.Small group and individual instruction to help students hone their oral vocabulary skills.Independent work time to reinforce content and skills.	<ul style="list-style-type: none">Using photos from text and Google Images of a large city, students describe in basic terms what the place is like.Create a T-chart in which they compare Moonachie to the large Spanish speaking city.

<p>of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <p>WL.7.1.NM.B.C.6 - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</p> <p>WL.7.1.NM.B.1 - [Cumulative Progress Indicator] - Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.</p> <p>WL.7.1.NM.B.2 - [Cumulative Progress Indicator] - Give and</p>		<ul style="list-style-type: none"> ● Closing activity to analyze student understanding of content and skills. 	
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<p>follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.</p> <p>WL.7.1.NM.B.3 - [<i>Cumulative Progress Indicator</i>] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.</p> <p>WL.7.1.NM.B.4 - [<i>Cumulative Progress Indicator</i>] - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>WL.7.1.NM.B.5 - [<i>Cumulative Progress Indicator</i>] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p>			
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Standard

WL.7.1.NM.C - [*Strand*] - Presentational Mode

Strand: WL.7.1.NM.C.L - Linguistic

Standards:

WL.7.1.NM.C.L.1 - [*Content Statement*] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

WL.7.1.NM.C.L.1.a - Make lists.

WL.7.1.NM.C.L.1.b - State needs and preferences.

WL.7.1.NM.C.L.1.c - Describe people, places, and things.

Essential Question(s):

How does one prepare for a shopping trip when school begins?

How does one describe a person, a place, or important objects in their community?

Vocabulary: adjectives, school related words, clothing, parts of the house

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>Standards: WL.7.1.NM.C.L.1 - [<i>Content Statement</i>] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: WL.7.1.NM.C.L.1.a - Make lists. WL.7.1.NM.C.L.1.b - State needs and preferences. WL.7.1.NM.C.L.1.c - Describe people, places, and things.</p>	<p>Students will:</p> <ul style="list-style-type: none">• Make a shopping list for school, clothing and supplies.• State what they need to begin a school year.• Describe people, places, and things orally and in writing.	<ul style="list-style-type: none">• Anticipatory sets to establish background knowledge.• Whole group discussion to discuss broad concepts.• Small group and individual instruction to help students hone their oral vocabulary skills.• Independent work time to reinforce content and skills.• Closing activity to analyze student understanding of content and skills.	<ul style="list-style-type: none">• Make a shopping list.• State orally what they need to purchase in the beginning of the school year.• Describe two different apartments on the same floor of an apartment building by looking at the floor plans.

Standard

WL.7.1.NM.C - [*Strand*] - Presentational Mode

Strand: WL.7.1.NM.C.C – Cultural

Standards:

WL.7.1.NM.C.C.2 - [*Content Statement*] - Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

WL.7.1.NM.C.C.4 - [*Content Statement*] - 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.)

WL.7.1.NM.C.1 - [*Cumulative Progress Indicator*] - 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.

WL.7.1.NM.C.2 - [*Cumulative Progress Indicator*] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

WL.7.1.NM.C.3 - [*Cumulative Progress Indicator*] - Copy/write words, phrases, or simple guided texts on familiar topics.

WL.7.1.NM.C.4 - [*Cumulative Progress Indicator*] - Present information from age - and level - appropriate, culturally authentic materials orally or in writing.

WL.7.1.NM.C.5 - [*Cumulative Progress Indicator*] - Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Essential Question(s):

How does one describe family in poetry?

How does one describe their ideal living space?

How is the layout of apartment buildings in Spanish speaking countries the same or different to those in the US?

Vocabulary: family, home

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
Standards: WL.7.1.NM.C.C.2 - [<i>Content Statement</i>] - Observing and participating in culturally authentic activities contribute to familiarization with cultural	Students will: <ul style="list-style-type: none">• Memorize a poem about their family.• Write a description of their ideal living space.• Understand the difference between how the floors of multi-level	<ul style="list-style-type: none">• Anticipatory sets to establish background knowledge.• Whole group discussion to discuss broad concepts.• Small group and individual instruction to help students hone their oral vocabulary skills.	<ul style="list-style-type: none">• Recite the memorized poem.• Write a description of their ideal living space and read it to the class.• As part of class discussion, students

<p>products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</p> <p>WL.7.1.NM.C.C.4 - <i>[Content Statement]</i> - 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>WL.7.1.NM.C.C.7 - <i>[Content Statement]</i> - 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. (Content that assists in the development of this</p>	<p>buildings are labeled between the US and Spanish speaking countries.</p>	<ul style="list-style-type: none"> ● Independent work time to reinforce content and skills. ● Closing activity to analyze student understanding of content and skills. 	<p>understand how multi-level floors in a building are labeled.(la planta baja)</p>
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<p>understanding should include, but is not limited to: all content areas and popular culture.)</p> <p>WL.7.1.NM.C.1 - [Cumulative Progress Indicator] - 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> <p>WL.7.1.NM.C.2 - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>WL.7.1.NM.C.3 - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.7.1.NM.C.5 - [Cumulative Progress Indicator] - Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>			
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**World Language Curriculum-
Grade 8 Los Deportes
Unit 1**

Standard

WL.7.1.NM.A - [*Strand*] - Interpretive Mode

Strand: WL.7.1.NM.A.L – Linguistic –

Standards: WL.7.1.NM.A.L.1 - [<i>Content Statement</i>] - The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.			
Essential Questions: How does one express ideas about sports? How does one describe beginning to, wanting to, and preferring to do certain activities? How does one express interest, likes, and what bores you?			
Vocabulary: sports related terms ,empezar, querer, and preferir, interesar, aburrir, and gustar, jugar			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
Standards: WL.7.1.NM.A.L.1 - [<i>Content Statement</i>] - The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.	Students will: <ul style="list-style-type: none"> Recognize and spell words related to sports. 	<ul style="list-style-type: none"> Anticipatory set to establish background knowledge. Whole group discussion to discuss broad concepts. Small group and individual practice to help students hone their oral vocabulary skills. Pair work Independent work time to reinforce content and skills in writing Online vocabulary practice through www. quizlet. com Closing activity to analyze student understanding of content and skills. 	<ul style="list-style-type: none"> Label pictures with sports vocabulary Students demonstrate understanding on paper of spoken sentences referring to sports. Answer questions in Spanish about sports

Standard

WL.7.1.NM.A - [*Strand*] - Interpretive Mode

Strand: WL.7.1.NM.A.C - Cultural

Standards:

WL.7.1.NM.A.C.1 - [*Content Statement*] - 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 understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

WL.7.1.NM.A.C.2 - [*Content Statement*] - Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

WL.7.1.NM.A.C.4 - [*Content Statement*] - 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.)

WL.7.1.NM.A.C.7 - [*Content Statement*] - 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. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

WL.7.1.NM.A.1 - [*Cumulative Progress Indicator*] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

WL.7.1.NM.A.2 - [*Cumulative Progress Indicator*] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

WL.7.1.NM.A.3 - [*Cumulative Progress Indicator*] - Recognize a few common gestures and cultural practices associated with the target culture(s)

WL.7.1.NM.A.4 - [*Cumulative Progress Indicator*] - Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WL.7.1.NM.A.5 - [*Cumulative Progress Indicator*] - Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.

Essential Question(s):

How does one describe one's likes, dislikes and sports activities?

How does one cheer at a soccer game?

Who are some prominent athletes in the Spanish -speaking world?

Vocabulary: sports related terms ,empezar, querer, and preferir, interesar, aburrir, and gustar, jugar

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
Standards: WL.7.1.NM.A.C.1 - [<i>Content Statement</i>] -	Students will:	<ul style="list-style-type: none">Anticipatory set to establish background knowledge.	<ul style="list-style-type: none">Textbook pair activitiesPractice jugar and various other stem-changing

<p>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 understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p> <p>WL.7.1.NM.A.C.2 - [Content Statement] - Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</p> <p>WL.7.1.NM.A.C.4 - [Content Statement] - Many products and practices related to home and community are shared across cultures; others are culture -</p>	<ul style="list-style-type: none"> ● Discuss and write about likes and dislikes relating to sports ● Use the verb jugar to describe what sports they and others play ● Learn a simple soccer cheer ● Discuss the level of popularity of soccer, baseball, and basketball in the Spanish speaking world. ● Read about the human body in Spanish ● Research online stats about a prominent athlete from the Spanish speaking world 	<ul style="list-style-type: none"> ● Whole group discussion to discuss broad concepts. ● Small group and individual practice to help students hone their oral vocabulary skills. ● Pair work ● Independent work time to reinforce content and skills. ● Closing activity to analyze student understanding of content and skills. 	<p>verbs in text activities to describe preferences, wants, abilities etc.</p> <ul style="list-style-type: none"> ● Chant a simple soccer cheer ● Discuss the popularity of three sports. ● Answer questions about a science related reading. ● Research online stats about a prominent athlete and create a chart ● Read authentic materials in text related to athletics and answer questions orally or in writing. ● Follow basic instructions in Spanish in class
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<p>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>WL.7.1.NM.A.C.7 - [<i>Content Statement</i>] - 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. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p> <p>WL.7.1.NM.A.1 - [<i>Cumulative Progress Indicator</i>] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p>			
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WL.7.1.NM.A.2 -

[Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

WL.7.1.NM.A.3 -

[Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s)

WL.7.1.NM.A.4 -

[Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WL.7.1.NM.A.5 -

[Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.

Standard

WL.7.1.NM.B - [Strand] - Interpersonal Mode

Strand: WL.7.1.NM.B.L - Linguistic

Standards:

WL.7.1.NM.B.L.1 - [Content Statement] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

WL.7.1.NM.B.L.1.a - Respond to learned questions.

WL.7.1.NM.B.L.1.b - Ask memorized questions.

WL.7.1.NM.B.L.1.c - State needs and preferences.

WL.7.1.NM.B.L.1.d - Describe people, places, and things.

Essential Questions:

How does one discuss sports in Spanish?

How does one express ideas about their wants, likes, dislikes and preferences?

Vocabulary: sports related terms ,empezar, querer, and preferir, interesar, aburrir, and gustar, jugar, Athletics

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>Standards: WL.7.1.NM.B.L.1 - [Content Statement] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: WL.7.1.NM.B.L.1.a - Respond to learned questions. WL.7.1.NM.B.L.1.b - Ask memorized questions. WL.7.1.NM.B.L.1.c - State needs and preferences.</p>	<p>Students will:</p> <ul style="list-style-type: none">• Discuss sports on a basic level.• Answer questions about sports, their likes, dislikes, and preferences• Describe sporting equipment, and competitions on a basic level.	<ul style="list-style-type: none">• Anticipatory set to establish background knowledge.• Whole group discussion to discuss broad concepts.• Small group and individual instruction to help students hone their oral vocabulary skills.• Pair work• Independent work time to reinforce content and skills.• Closing activity to analyze student understanding of content and skills.	<ul style="list-style-type: none">• Talk about sports using various textbook activities as prompts• Answer questions about sports, their likes. dislikes and preferences.• Tell a classmate about a game, or sporting equipment required for a game.

WL.7.1.NM.B.L.1.d -
Describe people, places,
and things.

Standard

WL.7.1.NM.B - [*Strand*] - Interpersonal Mode

Strand: WL.7.1.NM.B.C - Cultural

Standards:

WL.7.1.NM.B.C.1 - [*Content Statement*] - 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 understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

WL.7.1.NM.B.C.2 - [*Content Statement*] - Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

WL.7.1.NM.B.C.4 - [*Content Statement*] - 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.)

WL.7.1.NM.B.C.6 - [*Content Statement*] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)

WL.7.1.NM.B.C.7 - [*Content Statement*] - 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. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture).

WL.7.1.NM.B.2 - [*Cumulative Progress Indicator*] - Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.

WL.7.1.NM.B.3 - [*Cumulative Progress Indicator*] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.

WL.7.1.NM.B.4 - [*Cumulative Progress Indicator*] - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

WL.7.1.NM.B.5 - [*Cumulative Progress Indicator*] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Essential Question(s):

How does one talk about one's sport preferences?

How does one describe a prominent athlete?

What is a sport that is unique to the Spanish -speaking world? (Jai alai)

What are the sports preferences of the class?

How does one describe a popular athlete?

Vocabulary: sports related terms ,empezar, querer, and preferir, interesar, aburrir, and gustar, jugar, Athletics			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>Standards: WL.7.1.NM.B.C.1 - <i>[Content Statement]</i> - 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 understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) WL.7.1.NM.B.C.3 - <i>[Content Statement]</i> - Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.) WL.7.1.NM.B.C.4 - <i>[Content Statement]</i> - Many products and practices related to home and community are</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Talk to each other about their likes, dislikes and preferences regarding sports. ● Talk or write about how a certain sport is played on a basic level. ● Talk to a classmate about a prominent athlete. ● View a video and discuss the sport of jai alai. ● State in Spanish which of the three popular sports they prefer. 	<ul style="list-style-type: none"> ● Anticipatory set to establish background knowledge. ● Whole group discussion to discuss broad concepts. ● Small group and individual instruction to help students hone their oral vocabulary skills. ● Pair work ● Independent work time to reinforce content and skills. ● Closing activity to analyze student understanding of content and skills. 	<ul style="list-style-type: none"> ● Textbook activities ● Take notes on video and share their notes with the class. ● Create a table with the class’s sports preferences based on what students say in a class poll. ● Follow simple oral and written directions in basic Spanish as part of the class routine.

<p>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>WL.7.1.NM.B.C.6 - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</p> <p>WL.7.1.NM.B.C.7 - [Content Statement] - Learning about age - and developmentally appropriate content that is of high interest to students and has a direct</p>			
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<p>connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture).</p> <p>WL.7.1.NM.B.2 - [Cumulative Progress Indicator] - Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.</p> <p>WL.7.1.NM.B.3 - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.</p> <p>WL.7.1.NM.B.4 - [Cumulative Progress Indicator] - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>			
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WL.7.1.NM.B.5 -

[Cumulative Progress Indicator] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

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Standard

WL.7.1.NM.C - [*Strand*] - Presentational Mode

Strand: WL.7.1.NM.C.L - Linguistic

Standards:

WL.7.1.NM.C.L.1 - [*Content Statement*] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

WL.7.1.NM.C.L.1.a - Make lists.

WL.7.1.NM.C.L.1.b - State needs and preferences.

WL.7.1.NM.C.L.1.c - Describe people, places, and things.

Essential Question(s):

How does one describe what equipment is necessary for playing a particular sport?

How does one state which sport one prefers?

How does one describe a prominent athlete?

Vocabulary: sports related terms ,empezar, querer, and preferir, interesar, aburrir, and gustar, jugar, Athletics

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
Standards: WL.7.1.NM.C.L.1 - [<i>Content Statement</i>] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: WL.7.1.NM.C.L.1.a - Make lists. WL.7.1.NM.C.L.1.b - State needs and preferences.	Students will: <ul style="list-style-type: none">• Use sports related vocabulary to describe what is necessary to play a sport.• Tell the class their sports preferences as part of a class poll.• Describe a prominent athlete to the class after preparing a stat sheet about that athlete.	<ul style="list-style-type: none">• Anticipatory sets to establish background knowledge.• Whole group discussion to discuss broad concepts.• Small group and individual instruction to help students hone their oral vocabulary skills• Independent work time to reinforce content and skills.• Present to the class personal ideas• Closing activity to analyze student understanding of content and skills.	<ul style="list-style-type: none">• Create a list of required equipment for a sport.• Students' sports preferences are recorded on a table.• Present to the class data about an athlete.

WL.7.1.NM.C.L.1.c -
Describe people, places,
and things.

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Standard

WL.7.1.NM.C - [*Strand*] - Presentational Mode

Strand: WL.7.1.NM.C.C – Cultural

Standards:

WL.7.1.NM.C.C.7 - [*Content Statement*] - 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. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

WL.7.1.NM.C.1 - [*Cumulative Progress Indicator*] - 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.

WL.7.1.NM.C.2 - [*Cumulative Progress Indicator*] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

WL.7.1.NM.C.3 - [*Cumulative Progress Indicator*] - Copy/write words, phrases, or simple guided texts on familiar topics.

WL.7.1.NM.C.4 - [*Cumulative Progress Indicator*] - Present information from age - and level - appropriate, culturally authentic materials orally or in writing.

WL.7.1.NM.C.5 - [*Cumulative Progress Indicator*] - Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Essential Question(s):

How does one describe a prominent athlete from the Spanish- speaking world?

Vocabulary: sports related terms ,empezar, querer, and preferir, interesar, aburrir, and gustar, jugar, Athletics

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>Standards: WL.7.1.NM.C.C.7 - <i>[Content Statement]</i> - 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. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.) WL.7.1.NM.C.1 - <i>[Cumulative Progress Indicator]</i> - 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. WL.7.1.NM.C.2 - <i>[Cumulative Progress Indicator]</i> - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Prepare notes in the form of a stat sheet about a prominent athlete. ● Tell the class about their chosen athlete. 	<ul style="list-style-type: none"> ● Anticipatory set to establish background knowledge. ● Whole group discussion to discuss broad concepts. ● Small group and individual instruction to help students hone their oral vocabulary skills. ● Independent work time to reinforce content and skills. ● Closing activity to analyze student understanding of content and skills. 	<ul style="list-style-type: none"> ● Present to the class information about an athlete from the Spanish speaking world. ● Follow basic instructions in Spanish as part of classroom routine.

WL.7.1.NM.C.3 -

[*Cumulative Progress Indicator*] - Copy/write words, phrases, or simple guided texts on familiar topics.

WL.7.1.NM.C.4 -

[*Cumulative Progress Indicator*] - Present information from age - and level - appropriate, culturally authentic materials orally or in writing.

WL.7.1.NM.C.5 -

[*Cumulative Progress Indicator*] - Name and label tangible cultural products and imitate cultural practices from the target culture(s).

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**World Languages Curriculum:
Grade 8- (La Salud)-
Unit 2**

Standard

WL.7.1.NM.A - [*Strand*] - Interpretive Mode

Strand: WL.7.1.NM.A.L – Linguistic –

Standards: WL.7.1.NM.A.L.1 - [*Content Statement*] - The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Essential Question(s):

- How does one explain a minor illness to a doctor?
- How does one describe feelings and conditions?
- How does one tell where things are and where there from?

Vocabulary: ser, estar, emotions, health related terms, adjectives that describe personality and appearance

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>Standards: WL.7.1.NM.A.L.1 - [<i>Content Statement</i>] - The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	<p>Students will:</p> <ul style="list-style-type: none"> -connect the learning of the target language to information studied in other core content areas such as use of numbers ● identify people, places, objects, and activities in daily life based on oral or written descriptions ● Explain minor illnesses ● Describe feelings ● Describe locations and origins of people and things. 	<ul style="list-style-type: none"> ● Anticipatory sets to establish background knowledge. ● Whole group discussion to discuss broad concepts. ● Small group and individual instruction to help students hone their oral vocabulary skills. ● Independent work time to reinforce content and skills. ● Pair Work ● Closing activity to analyze student understanding of content and skills. 	<ul style="list-style-type: none"> ● Play Health Charades ● Play a differentiation game for each of the following topics: caracteristica o condicion, origen o colocacion.

Standard

WL.7.1.NM.A - [*Strand*] - Interpretive Mode

Strand: WL.7.1.NM.A.C - Cultural

Standards:

WL.7.1.NM.A.C.1 - [*Content Statement*] - 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 understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

WL.7.1.NM.A.C.3 - [*Content Statement*] - Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

WL.7.1.NM.A.C.4 - [*Content Statement*] - 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.)

WL.7.1.NM.A.C.7 - [*Content Statement*] - 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. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

WL.7.1.NM.A.1 - [*Cumulative Progress Indicator*] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

WL.7.1.NM.A.2 - [*Cumulative Progress Indicator*] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

WL.7.1.NM.A.3 - [*Cumulative Progress Indicator*] - Recognize a few common gestures and cultural practices associated with the target culture(s)

WL.7.1.NM.A.4 - [*Cumulative Progress Indicator*] - Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WL.7.1.NM.A.5 - [*Cumulative Progress Indicator*] - Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.

Essential Question(s)

How does one explain a minor illness to a doctor?

How does one describe feelings and conditions?

How does one tell where things are and where there from?

Vocabulary: ser, estar, emotions, health related terms, adjectives that describe personality and appearance

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>Standards: WL.7.1.NM.A.C.1 - <i>[Content Statement]</i> - 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 understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p> <p>WL.7.1.NM.A.C.3 - <i>[Content Statement]</i> - Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</p> <p>WL.7.1.NM.A.C.4 - <i>[Content Statement]</i> - Many products and practices related to home and community are shared across cultures;</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Read and understand descriptions of people's appearance and personality ● Read and understand basic descriptions of locations of people and things ● Identify healthy and unhealthy foods ● Identify location of places ● Identify cognates used in the packaging of health related products 	<ul style="list-style-type: none"> ● Anticipatory sets to establish background knowledge. ● Whole group discussion to discuss broad concepts. ● Small group and individual instruction to help students hone their oral vocabulary skills. ● Independent work time to reinforce content and skills. ● Pair Work ● Closing activity to analyze student understanding of content and skills. 	<ul style="list-style-type: none"> ● Read descriptive passages in the text and answer questions about them ● Read basic descriptions of locations of things that have been written by the students ● Create a T- chart identifying some healthy and unhealthy foods ● Location of capital cities in the Spanish speaking world ● Play Spanish speaking countries Bingo ● Examine packaging of health related products via Google images and identify cognates

<p>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>WL.7.1.NM.A.C.7 - [<i>Content Statement</i>] - 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. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p> <p>WL.7.1.NM.A.1 - [<i>Cumulative Progress Indicator</i>] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p>			
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<p>WL.7.1.NM.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>WL.7.1.NM.A.3 - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s)</p> <p>WL.7.1.NM.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>WL.7.1.NM.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.</p>			
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Standard

WL.7.1.NM.B - [*Strand*] - Interpersonal Mode

Strand: WL.7.1.NM.B.L - Linguistic

Standards:

WL.7.1.NM.B.L.1 - [*Content Statement*] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

WL.7.1.NM.B.L.1.a - Respond to learned questions.

WL.7.1.NM.B.L.1.b - Ask memorized questions.

WL.7.1.NM.B.L.1.c - State needs and preferences.

WL.7.1.NM.B.L.1.d - Describe people, places, and things.

Essential Question(s):

How does one explain a minor illness to a doctor?

How does one describe feelings and conditions?

How does one tell where things are and where there from?

Vocabulary: ser, estar, emotions, health related terms, adjectives that describe personality and appearance

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>Standards: WL.7.1.NM.B.L.1 - [<i>Content Statement</i>] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: WL.7.1.NM.B.L.1.a - Respond to learned questions. WL.7.1.NM.B.L.1.b - Ask memorized questions.</p>	<p>Students will:</p> <ul style="list-style-type: none">• Ask and answer questions about physical and personality descriptions, physical conditions, emotions, origin and location of people and things• Tell a classmate a course of treatment for a minor illness	<ul style="list-style-type: none">• Anticipatory sets to establish background knowledge.• Whole group discussion to discuss broad concepts.• Small group and individual instruction to help students hone their oral vocabulary skills.• Independent work time to reinforce content and skills.• Pair Work• Closing activity to analyze student understanding of content and skills.	<ul style="list-style-type: none">• Textbook activities in a paired format• Tell a classmate a course of treatment for a minor illness

WL.7.1.NM.B.L.1.c -

State needs and preferences.

WL.7.1.NM.B.L.1.d -

Describe people, places, and things.

Standard

WL.7.1.NM.B - [*Strand*] - Interpersonal Mode

Strand: WL.7.1.NM.B.C - Cultural

Standards:

WL.7.1.NM.B.C.5 - [*Content Statement*] - What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)

WL.7.1.NM.B.C.7 - [*Content Statement*] - 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. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture).

WL.7.1.NM.B.1 - [*Cumulative Progress Indicator*] - Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.

WL.7.1.NM.B.2 - [*Cumulative Progress Indicator*] - Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.

WL.7.1.NM.B.3 - [*Cumulative Progress Indicator*] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.

WL.7.1.NM.B.4 - [*Cumulative Progress Indicator*] - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

WL.7.1.NM.B.5 - [*Cumulative Progress Indicator*] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Essential Question(s):

How does one talk about health related products?

Vocabulary: ser, estar, emotions, health related terms, adjectives that describe personality and appearance

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
Standards: WL.7.1.NM.B.C.5 - [<i>Content Statement</i>] - What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development	Students will: <ul style="list-style-type: none">Ask and answer questions related to health products	<ul style="list-style-type: none">Anticipatory sets to establish background knowledge.Whole group discussion to discuss broad concepts.Small group and individual instruction to help students hone their oral vocabulary skills.Pair Work	<ul style="list-style-type: none">Using digital or paper advertisements students talk about the cost of health related productsFollow basic instructions in Spanish in class

of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)

WL.7.1.NM.B.C.7 -

[*Content Statement*] -

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.

(Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture).

WL.7.1.NM.B.1 -

[*Cumulative Progress Indicator*] -

Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.

WL.7.1.NM.B.2 -

[*Cumulative Progress Indicator*] -

Give and follow simple oral and

- Closing activity to analyze student understanding of content and skills.

<p>written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.</p> <p>WL.7.1.NM.B.3 - <i>[Cumulative Progress Indicator]</i> - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.</p> <p>WL.7.1.NM.B.4 - <i>[Cumulative Progress Indicator]</i> - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>WL.7.1.NM.B.5 - <i>[Cumulative Progress Indicator]</i> - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p>			
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Standard

WL.7.1.NM.C - [*Strand*] - Presentational Mode

Strand: WL.7.1.NM.C.L - Linguistic

Standards:

WL.7.1.NM.C.L.1 - [*Content Statement*] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

WL.7.1.NM.C.L.1.a - Make lists.

WL.7.1.NM.C.L.1.b - State needs and preferences.

WL.7.1.NM.C.L.1.c - Describe people, places, and things.

Essential Question(s):

How does one describe oneself to another person?

Vocabulary: ser, estar, emotions, health related terms, adjectives that describe personality and appearance

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
Standards: WL.7.1.NM.C.L.1 - [<i>Content Statement</i>] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: WL.7.1.NM.C.L.1.a - Make lists. WL.7.1.NM.C.L.1.b - State needs and preferences. WL.7.1.NM.C.L.1.c - Describe people, places, and things.	Students will: <ul style="list-style-type: none">• Describe themselves using ser and estar correctly either orally or in writing• Talk about minor illnesses using appropriate vocabulary and phrases	<ul style="list-style-type: none">• Anticipatory sets to establish background knowledge.• Whole group discussion to discuss broad concepts.• Small group and individual instruction to help students hone their oral vocabulary skills.• Independent work time to reinforce content and skills.• Closing activity to analyze student understanding of content and skills.	<ul style="list-style-type: none">• Description guessing game, (students write descriptions of themselves. As they are read aloud the class attempts to guess to whom the description belongs).• Students will write an E-Mail to an e pal describing themselves using ser and estar correctly.• Role play doctor/patient scenarios• Role play customer/pharmacist

Standard

WL.7.1.NM.C - [*Strand*] - Presentational Mode

Strand: WL.7.1.NM.C.C – Cultural

Standards:

- WL.7.1.NM.C.C.1** - [*Content Statement*] - 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 understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
- WL.7.1.NM.C.C.3** - [*Content Statement*] - Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)
- WL.7.1.NM.C.1** - [*Cumulative Progress Indicator*] - 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.
- WL.7.1.NM.C.2** - [*Cumulative Progress Indicator*] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- WL.7.1.NM.C.3** - [*Cumulative Progress Indicator*] - Copy/write words, phrases, or simple guided texts on familiar topics.
- WL.7.1.NM.C.4** - [*Cumulative Progress Indicator*] - Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
- WL.7.1.NM.C.5** - [*Cumulative Progress Indicator*] - Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Essential Question(s):

- How is the word “ clinica” used in Spanish? To what does it refer?
How does one talk about nutrition in Spanish?

Vocabulary: ser, estar, emotions, health related terms, adjectives that describe personality and appearance

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
Standards: WL.7.1.NM.C.C.1 - [<i>Content Statement</i>] - Personal identity is developed through experiences that occur within one's family, one's community, and the	Students will: <ul style="list-style-type: none">• Read and talk about clinics and hospitals in the Spanish speaking world• Read about nutrition in Spanish and share	<ul style="list-style-type: none">• Anticipatory sets to establish background knowledge.• Whole group discussion to discuss broad concepts.• Small group and individual instruction to help students hone their oral vocabulary skills.	<ul style="list-style-type: none">• Complete a cultural reading on the differences between clinics in the Spanish speaking world in the US• Read nutrition information in Spanish and share important points with classmates

<p>culture at large. (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> <p>WL.7.1.NM.C.C.3 - <i>[Content Statement]</i> - Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</p> <p>WL.7.1.NM.C.1 - <i>[Cumulative Progress Indicator]</i> - 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> <p>WL.7.1.NM.C.2 - <i>[Cumulative Progress Indicator]</i> - Imitate, recite, and/or dramatize simple</p>	<p>information with the class</p>	<ul style="list-style-type: none"> ● Independent work time to reinforce content and skills. ● Closing activity to analyze student understanding of content and skills. 	
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<p>poetry, rhymes, songs, and skits.</p> <p>WL.7.1.NM.C.3 - [<i>Cumulative Progress Indicator</i>] - Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.7.1.NM.C.4 - [<i>Cumulative Progress Indicator</i>] - Present information from age - and level - appropriate, culturally authentic materials orally or in writing.</p> <p>WL.7.1.NM.C.5 - [<i>Cumulative Progress Indicator</i>] - Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>			
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