Pacing Guide World Languages

Grade 6-8

Topic	Grade	Marking Period	Number of Days
Interpretive Mode of Communication	6-8	1-4	1x/week
Interpersonal Mode of Communication	6-8	1-4	1x/week
Presentational Mode of Communication	6-8	1-4	1x/week

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Standard: 7.1	**Content Topic:** Interpretive Mode of Communication

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
7.1NH.IPRET.1	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	Identify familiar words and phrases in culturally authentic materials related to targeted themes	Teacher will present the lesson via comprehensible input, often using gestures to reinforce specific phrases and vocabulary.
7.1.NH.IPRET.2	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes	Teacher will display written phrases from textbook on Smartboard while students follow along. Teacher will translate as needed.
7.1.NH.IPRET.3	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	Respond and act on a series of oral and written instructions, directions, and commands	Teacher will pantomime specific commands in the target language such as “open your books, stand up, sit down, etc.” Students will respond appropriately.
7.1.NH.IPRET.4	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	Recognize some common gestures and cultural practices associated with target culture(s)	Teacher will greet students in the target language using commonly used phrases such as “buenos dias, etc.” Upon exiting, teacher will use appropriate leave-takings and farewells in the target language.
7.1.NH.IPET.5	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	Identify some unique linguistic elements in the target culture	Teacher will display video in the target language related to topic. Teacher will pause to translate as well as call on students to translate, using context clues to solve.

7.1.NH.IPET.6	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	Interpret some common cultural practices associated with the target culture	Teacher will label a map of the Spanish speaking world including capitals of each country.
7.1.NL.IPET.7	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written	Students are given an index card with the name of a Spanish speaking country.They will then circulate around the room asking one another questions "De donde eres?" Students record the names of each student under the corresponding country.
7.1.NL.IPET.8	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change	Students write various sentences by using the verb "ser" (to be) in the first and third person singular form.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher Created Assessment Alternative Assessment Observation of accuracy in matching activities	Verbal and written assignments. Observation of appropriate response. Checklist of basic recognition of vocabulary.	Realidades series "En Espanol" textbook

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Google Classroom Quizlet Kahoot Gimkit	Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society (ELA) Learners recognize and identify a few typical practices of the target culture (SS

Grade: 6-8

Standard: 7.1	**Content Topic:** Interpersonal Mode of Communication

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectations	Practices / Skills & Lesson
7.1.NH.IPERS.1	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information	Teacher will display vocabulary on Quizlet, while students hear correct pronunciation as well as see the correct spelling.
7.1.NH.IPERS.2	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning	Ask and respond to questions on practiced topics and on information from other subjects	Using a blank list of Spanish vocabulary, students will work cooperatively or independently to identify as many words as they are able within a specific time frame.
7.1.NH.IPERS.3	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning	Make requests and express preferences in classroom settings and in various social situations	Students practice asking and answering simple questions via ball toss, circle responses, and structured partner Q&A activities.
7.1.NH.IPERS.4	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities	Students will create and string together statements either orally or in writing to make appropriate greetings for various people in both formal and informal situations.
7.1.NH.IPERS.5	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s) / language during daily interactions	Students will pass around a beach ball containing a different conversational question on each color. When each student catches the ball, he/she will ask the question, respond aloud with an appropriate response in Spanish.
7.1.NH.IPERS.6	Interpersonal communication between and among people is the exchange of information and the negotiation of	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change	On Smartboard, students will rearrange pieces of a question in proper grammatical order practicing both formal and informal sentence construction.

	meaning		

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher Created Assessment Alternative Assessment Observation of accuracy in matching activities	Verbal and written assignments. Observation of appropriate response. Checklist of basic recognition of vocabulary	Realidades series “En Espanol” textbook

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Classroom Quizlet Kahoot Gimkit	Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners’ own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society (ELA) Learners recognize and identify a few typical practices of the target culture (SS)

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Standard: 7.1	**Content Topic:** Presentational Mode of Communication

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
7.1.NH.PRSNT.1	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics	Recombine basic information at the phrase and sentence level related to everyday topics and themes	Students will practice and perform a dialogue in small groups using all unit vocabulary and conversation questions.
7.1.NH.PRSNT.2	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics	Create and present brief messages using familiar vocabulary orally or in writing	Teacher will hold up a name card and country of origin. Students will write down the correct pronoun “you” to use in each situation on their dry erase boards and hold it up.
7.1.NH.PRSNT.3	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics	Describe orally and in writing people and things from the home and school environment	Evaluate pertinent cultural information gathered from pictures (holidays, celebrations, etc.)
7.1.NH.PRSNT.4	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics	Tell or retell stories from age- and -level- appropriate, culturally authentic materials orally or in writing	In groups, students will read and analyze two examples of quinceanera invitations in Spanish and answer questions on a worksheet by determining the meaning of highly contextualized, level appropriate authentic cultural material.
7.1.NH.PRSNT.5	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics	When speaking and writing, use simple sentences and try to connect them with a few transition words	Teacher asks students a series of questions about their school related practices using the informal you endings of verbs as students answer the question in the yo form.

7.1.NH.PRSNT.6	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and / or different regions in the United States	Teacher will display a map of various Spanish speaking countries and discuss regional differences.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Vocabulary quizzes Grammar quizzes Collected and graded classwork assignments	Speaking/pronunciation rubric Unit tests	Realidades series "En Espanol" textbook

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Classroom Quizlet Kahoot Gimkit	Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society (ELA) Learners recognize and identify a few typical practices of the target culture (SS)

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G&T)
Visual aids Sentence Frames Modeling Anchor charts Modify rubric Teacher directed grouping	Pre-teach vocabulary Non-linguistic cues Sentence frames Visual aids Manipulatives Graphic organizers	Choice boards Independent study Comprehensible input translation of stories Learning stations

	Use of educational websites: www.khanacademy.org	

21st Century Education	Career Education
THEMES: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy SKILLS: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Possible Topics
Communities
Animals and their habitats
Technology
Geography
Climate
Fine and performing arts
Community life
Reasons for and patterns of animal migration
Changes to human life because of technology
Impact of geography on individuals
The outcomes of climate change on the target people
Reflection of a society in its fine and practical arts
Community life compared to life and citizenry in the US