



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Spanish

Grade 8

Prepared by:
Magdalene Ptak

Superintendent of Schools:
Marie C. Cirasella, Ed.D.

Director of Curriculum, Instruction, & Assessment:
June Chang

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June 17, 2014

Spanish Grade 8

Course Description:

Spanish 8 is a continuation of the study of the Spanish language and culture at a novice-high level according to the ACTFL standards. The students will gain specific knowledge and skills within certain language context in order to communicate in real life situations. They will develop cultural and esthetic appreciation of the Spanish-speaking world related to the themes for the year.

This course provides students with the interpersonal, interpretive, and presentational oral and written skills they need to create language for communication at a slightly higher level than in Spanish 7.

In Spanish 8 students will listen to and respond to authentic Spanish conversations made by native speakers through the use of technology. Students will use linguistic and cultural comparisons throughout the year. They will engage in more extensive writing and reading assignments. Connections to other disciplines are addressed through theme pages, readings, and project assignments.

Suggested Course Sequence:

Unit 6: El bienestar: 8 weeks

Unit 7: De vacaciones: 8 weeks

Unit 8: En tu tiempo libre: 8 weeks

Unit 9: ¡Vamos de compras!: 8 weeks

Unit 10: En avión: 8 weeks

Pre-requisite: Spanish 7

Unit Overview

Content Area: Spanish 8

Unit Title: Unit 1 - Capítulo 6: El Bienestar

Target Course/Grade Level: 8th Grade Spanish

Unit Summary: In this chapter, students will describe people’s personalities, conditions and emotions, explain minor illnesses, and talk about a doctor’s appointment. Students will also learn about the picaresque novel through the chapters cultural readings. To do this, students will learn the different uses of ser and estar and use indirect object pronouns.

21st century themes: Creativity and Innovation. Communication Literacy. Critical thinking and problem solving. Communication and Collaboration. Information Literacy. Life and Career Skills. Global Awareness. Cross-Cultural Skills.

Learning Targets

Standards

7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

CPI# Cumulative Progress Indicator (CPI)

7.1.NM.A.1 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.NM.A.3 Discuss people, places, objects, and daily activities based on oral or written descriptions.

7.1.NM.C.1 Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.

7.1.NM.C.2 Use language creatively in writing to respond to a variety of oral or visual prompts.

7.2.NM.C.1 Present the results of research showing the extent of diversity in products and practices that exist within the target language/culture(s).

Unit Essential Questions

- How does one describe a person’s personality, conditions, or emotions?
- How does one explain a minor illness?
- How does one talk about a doctor’s appointment?
- How does one talk about a literary genre-the picaresque novel?
- How does one know when to use the verb ser and the verb estar?
- How does one use indirect object appropriately?

Unit Enduring Understandings:

- By focusing on the universal themes of health and human emotions, this chapter invites students to compare important aspects of their everyday lives with those of Spanish speakers.
- Humans are more or less the same all over the world and warns them to beware of making generalizations based on stereotypes, thus challenging them to think more deeply about cultural differences and similarities.

Unit Learning Targets

Students will...

- Describe people’s personality, conditions, and emotions
- Explain minor illnesses
- Talk about a doctor’s appointment
- Learn about the picaresque novel
- Distinguish between the appropriate use of ser and estar
- Use indirect object pronouns correctly

Evidence of Learning

Summative Assessment (10 days)

Listening activities	Oral Presentations
Speaking activities	Partner Skit
Authentic reading assignments	Group Project
Vocabulary quizzes	Individual Project
Chapter test	Writing assignment
Reading assignment	Explanation of photographs from chapter
Creating a comic strip based on chapter theme	

Equipment Needed: Cd player/Language lab, Interwrite board, Elmo, Computers

Teacher Resources: Textbook: ¡Así se dice! & Audio and Video Program. Vocabulary transparencies. Power point presentations. YouTube and other cultural video(s) clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, novel, magazines). Health related advertisements/informative materials.

Formative Assessments

- Observation of oral discourse
- Discussions
- Questioning
- Do now/exit slips
- Conversation between patient and doctor
- Foldables: Study guide
- Thumbs up/down activities
- Whiteboard activities
- Communicative activities
- Dice Game
- Soccer ball toss
- Sentence strips

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
	Describe peoples personality, conditions, and emotions	On-going throughout the chapter
2	Explain minor illnesses	5 class days
3	Talk about a doctor's appointment	5 class days
4	Learn about the picaresque novel	6 class days
5	Ser vs. Estar	9 class days
6	Indirect Object Pronouns	6 class days
7	Developing reading comprehension skills	3 days
8	Chapter review	3 days
9	Chapter 6 Tests	3 days
10	Cumulative Review	2 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Quia Interactive Online Student Edition found at quia.com

[iickPass glencoe.com](http://iickPass.glencoe.com)

StudentWorks Plus

Other websites for Spanish vocabulary & grammar practice:

studyspanish.com

learnspanish.com

conjuguemos.com

Unit Overview
Content Area: Spanish 8

Unit Title: Unit 2 - Capítulo 7: De Vacaciones

Target Course/Grade Level: 8th Grade

Unit Summary: In this chapter, students will learn to talk about summer and winter weather and activities both in the U.S. and in Spanish-speaking countries. They will discuss vacations they took in the past. To do this, students will learn the preterite tense of regular –ar verbs and ir and ser; as well as direct object pronouns.

21st century themes: Creativity and Innovation. Communication Literacy. Critical thinking and problem solving. Communication and Collaboration. Information Literacy. Life and Career Skills. Global Awareness. Cross-Cultural Skills.

Learning Targets
Standards

7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

CPI#	Cumulative Progress Indicator (CPI)
7.1.NM.A.3	Discuss people, places, objects, and daily activities based on oral or written descriptions.
7.1.NM.A.4	Comprehend conversations and written information on a variety of topics.
7.1.NM.B.6	Identify professions and careers that require proficiency in a language other than English.
7.1.NM.C.1	Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
7.1.NM.C.2	Use language creatively in writing to respond to a variety of oral or visual prompts
7.2.NM.A.2	Investigate how geography and climate influence the lives of people in the target culture(s) country(ies).
7.2.NM.A.3	Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).

Unit Essential Questions

- How does one discuss summer and winter resorts in Spanish-speaking countries?
- How does one talk about summer and winter weather and activities?
- How does one explain past activities?
- How does one use direct object pronouns correctly?

Unit Enduring Understandings:

- The concept of travel connotes different meaning to people according to their needs, likes, resources, and experiences.
- Travel provides opportunities to gain new insights about self and the world.
- The study of world language enables individuals to participate in multiple communities and enriches in their experiences.

Unit Learning Targets
Students will...

- Talk about summer and winter weather and activities.
- Discuss summer and winter resorts in Spanish-speaking countries.
- Use preterite tense of regular –ar verbs.
- Use preterite tense of ir and ser.
- Use direct object pronouns correctly.

Evidence of Learning
Summative Assessment (10 days)

Listening activities	Brochure
Speaking activities	Map tourist locations for summer/winter activities
Authentic reading assignments	Reading assignments
Vocabulary quizzes	Writing assignments
Chapter test	Individual project
Oral presentations	Group project
Partner Skits	

Equipment Needed: Cd player/Language lab, Interwrite board, Elmo, Computers

Teacher Resources: Textbook: ¡Así se dice! & Audio and Video Program. Vocabulary transparencies. Power point presentations. YouTube and other cultural video(s) clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, novel, magazines). Travel advertisements.

Formative Assessments

- Observation of oral discourse
- Discussions
- Questioning
- Do now/exit slips
- Thumbs up/down activities
- Whiteboard activities
- Communicative activities
- Dice Game
- Soccer ball toss

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Talk about summer and winter weather and activities	On-going throughout the chapter
2	Discuss summer and winter resorts in Spanish-speaking countries	On-going throughout the chapter
3	Use preterite tense of regular –ar verbs	10 class days
4	Use preterite tense of ir and ser	5 class days
5	Use direct object pronouns correctly	7 class days
6	Brochure	5 class days
7	Developing reading comprehension skills	3 days
8	Chapter review	3 days
9	Chapter 7 Tests	3 days
10	Cumulative Review	2 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Quia Interactive Online Student Edition found at quia.com

[iickPass glencoe.com](http://iickPass.glencoe.com)

[studentWorks Plus](#)

Other websites for Spanish vocabulary & grammar practice:

studyspanish.com

learns spanish.com

conjuguemos.com

Unit Overview

Content Area: Spanish 8

Unit Title: Unit 3 - Capítulo 8: En tu tiempo libre

Target Course/Grade Level: 8th Grade

Unit Summary: In this chapter, students will be introduced to some cultural events they can enjoy with their classmates, friends, or family members during their free time. They will learn language they need to talk about a party, a concert, a film, or a visit to the museum. They will continue to learn to express past events with the Preterite of –er and –ir verbs. The preterite of –ar verbs will be re-introduced in a functional way with the activities of the chapter. They will also learn affirmative and negative expressions.

21st century themes: Creativity and Innovation. Communication Literacy. Critical thinking and problem solving. Communication and Collaboration. Information Literacy. Life and Career Skills. Global Awareness. Cross-Cultural Skills.

Learning Targets

Standards

7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

CPI# Cumulative Progress Indicator (CPI)

7.1.NM.A.3 Discuss people, places, objects, and daily activities based on oral or written descriptions.

7.1.NM.A.4 Comprehend conversations and written information on a variety of topics.

7.1.NM.B.2 Use appropriate gestures, intonation and common idiomatic expressions of the target language.

1.NM.B.4 Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.

7.1.NM.C.2 Use language creatively in writing to respond to a variety of oral or visual prompts

7.2.NM.A.3 Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).

7.2.NM.C.2 Prepare an analysis showing how expressive products or innovations of the target culture(s) influence the global community.

Unit Essential Questions

- How does one talk about a birthday party?
- How does one discuss concerts, movies, and museums?
- How does one discuss Hispanic art and music?
- How does one talk about past events using the preterite of –ar, -er, and –ir verbs?
- How does one use the verbs oír and ir in the preterite?
- How does one use affirmative and negative words appropriately in the target language?
- Who are some famous artists and musicians in the Spanish-speaking world?

Unit Enduring Understandings:

- Entertainment like attending concerts, going to a museum and other cultural events play a valuable role in leisure time, as well as in teaching about a people’s culture.

Unit Learning Targets

Students will...

- Talk about a birthday party
- Discuss concerts, movies and museums
- Discuss Hispanic art and music
- Discuss architecture

- Use preterite of -er and -ir verbs correctly
- Use the verbs oír and leer in the preterite correctly
- Use affirmative and negative words correctly

Evidence of Learning

Summative Assessment (10 days)

Listening activities	Music video
Speaking activities	Reading assignment
Authentic reading assignments	Writing assignment
Vocabulary quizzes	Individual project
Chapter test	Group project
Oral presentations	
Partner Activity	
Description of different styles of art work in Spanish-speaking world	

Equipment Needed: Cd player/Language lab, Interwrite board, Elmo, Computers

Teacher Resources: Textbook: ¡Así se dice! & Audio and Video Program. Vocabulary transparencies. Power point presentations. YouTube and other cultural video(s) clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, novel, magazines). Travel advertisements.

Formative Assessments

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|---|---|
| <ul style="list-style-type: none"> • Observation of oral discourse • Discussions • Questioning • Do now/exit slips • Descriptions of art work from text • Virtual tour of museums | <ul style="list-style-type: none"> • Thumbs up/down activities • Whiteboard activities • Communicative activities • Dice Game • Soccer ball toss • Songs of different styles of music in Spanish-speaking world |
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Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Talk about birthday parties	On-going throughout the chapter
2	Discuss concerts, movies, and museums	On-going throughout the chapter
3	Discuss Hispanic Art and Music	10 class days
4	Use preterite tense of er and ir verbs	5 class days
5	Verbs oír and leer	4 class days
6	Affirmative and Negative words	6 class days
7	Developing reading comprehension skills	3 days
8	Chapter review	2 days
9	Chapter 8 Tests: Reading and Writing Tests Speaking test	3 days
10	Cumulative Review	2 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Quia Interactive Online Student Edition found at quia.com

QuickPass glencoe.com

StudentWorks Plus

Virtual tours of museums

Other websites for Spanish vocabulary & grammar practice:

studyspanish.com

learnspanish.com

conjuguemos.com

Unit Overview
Content Area: Spanish 8

Unit Title: Unit 4 - Capítulo 9: Vamos de compras

Target Course/Grade Level: 8th Grade

Unit Summary: In this chapter, students will be able to discuss clothing and talk about buying clothes and food. They will also compare shopping in Spanish-speaking countries with shopping in the United States. In order to do this, students will use numbers, the present tense of saber and conocer, the comparative and superlative forms, and demonstrative adjectives and pronouns.

21st century themes: Creativity and Innovation. Communication Literacy. Critical thinking and problem solving. Communication and Collaboration. Information Literacy. Life and Career Skills. Global Awareness. Cross-Cultural Skills.

Learning Targets
Standards

7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

CPI#	Cumulative Progress Indicator (CPI)
7.1.NM.A.3	Discuss people, places, objects, and daily activities based on oral or written descriptions.
7.1.NM.A.4	Comprehend conversations and written information on a variety of topics.
7.1.NM.B.1	Give and follow a series of oral and written directions, commands, and requests for participating in age appropriate classroom and cultural activities.
1.NM.C.4	Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.
7.2.NM.A.1	Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.
7.2.NM.A.4	Examine tangible products of the target culture(s) and begin to infer why people produce and use them.

Unit Essential Questions

- How does one talk about buying clothes?
- How does one talk about buying foods?
- How does one discuss similarities and differences between shopping in the United States and shopping in Spanish-speaking countries?
- How does one buy food in a Spanish-speaking market place?
- How does one use numbers over 100?
- How does one use the present tense of verbs saber and conocer correctly?
- How does one use the superlative and the comparatives correctly?
- How does one use demonstrative adjectives and pronouns in target language?

Unit Enduring Understandings:

- People shop out of necessity and for fun, whether it be for food, clothing or for gifts.
- Food is symbolic to people of their cultural heritage and varies according to their socioeconomic status, geography, and tastes.

Unit Learning Targets
Students will...

- Talk about buying clothes and foods
- Compare shopping in Spanish-speaking countries with shopping in the United States
- Use more numbers
- Use present tense of saber and conocer

- Use comparatives and superlatives
- Use demonstrative adjectives and pronouns

Evidence of Learning

Formative Assessment (10 days)

Listening activities	Group Project
Speaking activities	Individual Project
Authentic reading assignments	Writing assignment
Vocabulary quizzes	Reading assignment
Chapter test	Partner Skit: En el mercado
Oral presentations	
Illustrated two-page advertising flyer for an Hispanic clothing or grocery store	

Equipment Needed: Cd player/Language lab, Interwrite board, Elmo, Computers

Teacher Resources: Textbook: ¡Así se dice! & Audio and Video Program. Vocabulary transparencies. Power point presentations. YouTube and other cultural video(s) clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, novel, magazines). Travel advertisements.

Formative Assessments

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|-----------------------------------|-----------------------------|
| • Observation of oral discourse | • Thumbs up/down activities |
| • Discussions | • Whiteboard activities |
| • Questioning | • Communicative activities |
| • Do now/exit slips | • Dice Game |
| • Description of photos from text | • Soccer ball toss |
| • Battle ship game | • Charts saber vs. conocer |

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Talk about buying clothes and foods	On-going throughout the chapter
2	Compare shopping in Spanish-speaking countries with shopping in the United States	On-going throughout the chapter
3	Use more numbers	5 class days
4	Use present tense of saber and conocer	5 class days
5	Use comparatives and superlatives	5 class days
6	Use demonstrative adjectives and pronouns	8 class days
7	Developing reading comprehension skills	3 days
8	Chapter review	2 days
9	Chapter 9 Tests: Reading and Writing Tests Speaking test	3 days
10	Cumulative Review	2 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

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StudentWorks Plus

Other websites for Spanish vocabulary & grammar practice:

studyspanish.com

learnspanish.com

conjuguemos.com

Unit Overview

Content Area: Spanish 8

Unit Title: Unit 5 - Capítulo 10: En avión

Target Course/Grade Level: 8th Grade

Unit Summary: In this chapter, students will be able to talk about preparing for a trip and traveling by air. Students will also discuss air travel in South America. In doing this, students will use the present progressive tense and verbs that have g in the yo form of the present tense.

21st century themes: Creativity and Innovation. Communication Literacy. Critical thinking and problem solving. Communication and Collaboration. Information Literacy. Life and Career Skills. Global Awareness. Cross-Cultural Skills.

Learning Targets

Standards

7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

CPI#	Cumulative Progress Indicator (CPI)
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7.1.NM.A.1	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
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7.1.NM.B.2	Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
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1.NM.B.4	Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.
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7.2.NM.A.2	Investigate how geography and climate influence the lives of people in the target culture(s) country(ies).
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7.2.NM.A.3	Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives fo the target culture(s).
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7.2.NM.C.1	Present the results of research showing the extent of diversity in products and practices that exist within the target language/culture(s).
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Unit Essential Questions

- How does one talk about packing for a trip and getting to the airport?
- How does one tell what you do at the airport?
- How does one talk about being on an airplane?
- How are verbs that have –g in they yo form of the present tense formed?
- How do you use the present progressive tense correctly in the target language?

Unit Enduring Understandings:

- The concept of travel connotes different meaning to people according to their needs, resources, and experiences.
- Travel provides opportunities to gain new insight about self and the world.
- Knowledge of different forms of transportation provides richer experiences while visiting unfamiliar places.

Unit Learning Targets

Students will...

- Talk about packing for a trip and getting to the airport
- Tell what you do at the airport
- Talk about being on an airplane
- Discuss air travel in South America
- Use verbs that have –g in the yo form of present tense
- Use present progressive tense appropriately

Evidence of Learning

Summative Assessment (10 days)

Listening activities	Group projects
Speaking activities	Individual project
Authentic reading assignments	Writing assignment
Vocabulary quizzes	Reading assignment
Chapter test	Maps of Spanish-speaking countries in Latin America
Oral presentations	Partner Skits: En el aeropuerto

Equipment Needed: Cd player/Language lab, Interwrite board, Elmo, Computers

Teacher Resources: Textbook: ¡Así se dice! & Audio and Video Program. Vocabulary transparencies. Power point presentations. YouTube and other cultural video(s) clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, novel, magazines). Travel advertisements.

Formative Assessments

- Observation of oral discourse
- Discussions
- Questioning
- Do now/exit slips
- Description of photos from text
- Foldables: Study guide
- Thumbs up/down activities
- Whiteboard activities
- Communicative activities
- Dice Game
- Soccer ball toss
- Scavenger Hunt (Spanish-speaking countries)

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
	Talk about packing for a trip and getting to airport	On-going throughout the chapter
2	Tell what you do at airport	On-going throughout the chapter
3	Talk about being on an airplane	On-going throughout the chapter
4	Discuss air travel in South America.	4 class days
5	Use verbs that have –g in the yo form of the present tense	5 class days
6	Use present progressive tense	5 class days
7	Developing reading comprehension skills	3 days
8	Chapter review	2 days
9	Chapter 10 Tests: Reading and Writing Tests Speaking test	3 days
10	Cumulative Review	2 days

Teacher Notes:

Curriculum Development Resources

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Google maps