

Spanish

8th Grade

Prepared by:

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Superintendent of Schools:

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Approved by the Midland Park Board of Education

August 23, 2022

Born on Date August 22, 2022

TITLE

Course Description:

Spanish 8 is a continuation of the study of the Spanish language and culture. The students will gain specific knowledge and skills within certain language contexts practiced throughout the year. They will develop cultural and esthetic appreciation of the Spanish- speaking world related to the course's governing themes. 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 Spanish 7. In Spanish 8 students will use technology to enhance their language learning. They will make linguistic and cultural comparisons and will engage in more extensive reading and writing. Connections to other disciplines are addressed through theme pages in the text, readings and project assignments.

Course Sequence:

Unit 1: 5A: Una fiesta de cumpleaños: 22 days

Unit 2: 5B: Vamos a un restaurant: 23 days

Unit 3: 6A: En mi dormitorio: 24 days

Unit 4: 6B: ¿Como es tu casa?: 19 days

Unit 5: 7A: ¿Cuanto cuesta?: 23 days

Unit 6: 7B: Que regalo!: 24 days

Unit 7: 8A: De vacaciones: 25 days

Prerequisite: 7th Grade Spanish

Content Area: Spanish
Unit Title: 5a: Una fiesta de cumpleaños
Grade Level: 8 th Grade

Core Ideas: In this unit students will focus on family relationships and celebrations. Students will listen to descriptions of family members and family relationships. They will describe their own family members. Also, students will learn about family celebrations in the Spanish speaking world and compare them to their own.

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSLs)

7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPERS. 1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS. 2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS. 5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self disclosure.

9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
Computer Science and Design Thinking	
8.1.8.CS.1	Recommend improvements to computing devices in order to improve the ways users interact with the devices.
8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.	
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
Interdisciplinary Connection	
Language Arts	
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Unit Essential Question(s):	
Unit Enduring Understandings:	

<p>How do you describe your family?</p> <p>How do you describe your family relationships?</p> <p>What are some characteristics of your family members? How do you tell someone's age?</p> <p>What is a Quinceanera?</p> <p>How is it celebrated?</p> <p>What is papel picado? How is this craft used in celebrations? How do you conjugate the verb tener? How is it used? How do you use possessive adjectives?</p> <p>What are some other important celebrations in the Spanish speaking world?</p>	<p>Family relationships contribute to one's personal development.</p> <p>There are holidays celebrated in Spanish-speaking countries that are different from what we celebrate in the United States.</p> <p>Holidays celebrated in different countries are a part of one's culture.</p> <p>Knowing about other holidays celebrated in the Spanish speaking world allows us to be more accepting and understanding of people.</p>
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Formative Assessments:

- Do Now
- Observation of oral discourse
- Listening activities
- Questioning
- Thumbs up/down activities
- Quizzes
- Guided practice activities
- Entry tickets
- Exit tickets
- Homework

Summative/Benchmark Assessment(s):

- Chapter test
- Oral presentation
- Writing assignment

Alternative Assessments: <ul style="list-style-type: none">• Projects• Skits			
Resources/Materials: Pearson <i>Autentico Level I</i> Teacher resources Pearson Realize Online TPR Storytelling Cultural videos Cultural readings from text and other sources Supplemental handouts		Key Vocabulary: <ul style="list-style-type: none">• Family members and pets• Telling ages• Party decorations• Celebration activities	
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Vocabulario: 5a Una fiesta de cumpleaños	Students will be able to... <ul style="list-style-type: none">• Listen to and read about families, parties and celebrations• Write and talk about family members and celebrations• Exchange information while discussing your family and family activities with a classmate	<ul style="list-style-type: none">• Pronunciation and Listening activities• Tri fold• Quizlet games• Kahoot• Videohistoria: Los quince años• Reading activity: El papel picado• Writing activity• Partner activity: Mi Familia• Exit ticket• Homework	7 days (ongoing)

Gramatica: The verb tener	Students will be able to... <ul style="list-style-type: none"> • Talk about what people have and have to do • Interview a classmate and write a description of a classmates family and their ages • Read about, identify, and describe the ages of members of the Spanish royal family 	<ul style="list-style-type: none"> • Do now • GramActiva video • Guided practice worksheets • Listening activity • Writing activity • Entrevista: Partner activity • Project: Invitation to a party • Oral report • Reading: La familia de Carlos IV • Exit slips • Homework 	8 days
Gramatica: Possessive Adjectives	Students will be able to... <ul style="list-style-type: none"> • Identify to whom something belongs • Read and write about family relationships • Read and listen to description of a birthday card • Survey and interview classmates to write about birthday celebrations 	<ul style="list-style-type: none"> • Partner activity: Heroe o Heroína • Juego • Listening activity: Feliz cumpleaños • Entrevista • Cultural reading • Review games • Practice test • Chapter test 	8 days

Teacher Notes:

Additional Resources:

Quinceanera movie

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
Rephrase questions, directions, and explanations Additional handouts, charts, organizers Repetition and review of previously learned material	Assign a buddy, same language or English speaking Rephrase questions, directions, and explanations	Provide additional assignments and activities (higher level learning) Consult with parents and guidance to accommodate students' interests in completing	Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS procedures and action plans	Follow 504 plans accommodations and modifications Consult with 504 team and Guidance Counselors

Allow extended time to answer questions and complete assignments	Allow extended time on assignments, quizzes, tests	tasks at their level of engagement		Rephrase questions, directions and explanations when necessary
Consult with case managers				
Follow IEP accommodations/modifications				

Content Area: Spanish	
Unit Title: 5b: Vamos a un restaurante	
Grade Level: 8th Grade	
Core Ideas: In this unit students will focus on restaurant meals and service. Students will talk about table settings and meal customs in Spanish-speaking cultures. Students will read about restaurant reviews. Also, students will understand cultural perspectives on meals and mealtime in the Spanish-speaking world.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLS)	
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS. 1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS. 2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS. 3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
Career Readiness, Life Literacies, and Key Skills	
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

Computer Science and Design Thinking	
8.1.8.CS.1	Recommend improvements to computing devices in order to improve the ways users interact with the devices.
8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
Interdisciplinary Connection	
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<div> <div> Unit Essential Question(s): How do you describe restaurant meals and service? How do you write about plans for a celebration? What are meal times like in Spanish-speaking countries? How do you exchange information while describing physical features of family members? How do you conjugate the verb venir? </div> <div> Unit Enduring Understandings: Restaurants in different countries offer different meal options. Mealtimes in Spanish-speaking countries are different from mealtimes in the United States. Food is symbolic to people of their cultural heritage and varies according to their socioeconomic status, geography, and tastes. </div> </div>	

What are the uses of the verbs ser and estar?	
What are some popular Spanish foods?	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Now • Observation of oral discourse • Listening activities • Questioning • Thumbs up/down activities • Quizzes • Guided practice activities • Entry tickets • Exit tickets • Homework <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Chapter test • Oral presentation • Writing assignment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Skits 	
<p>Resources/Materials:</p> <p>Pearson <i>Autentico Level 1</i> Teacher resources</p> <p>Pearson Realize Online</p> <p>TPR Storytelling</p> <p>Cultural videos</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Describing people and things • Food and table settings • Eating out • Expressing needs

Cultural readings from text and other sources	
Supplemental handouts	

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Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Vocabulario: 5b Vamos a un restaurante	Students will be able to... <ul style="list-style-type: none"> • Read, listen to, and understand information about descriptions of family members and other people, restaurant vocabulary, table settings • Listen to and write descriptions of people • Read and understand a conversation in a restaurant • Explain what you like to order in a restaurant • Play a guessing game about table settings • Write recommendations based on a restaurant review 	<ul style="list-style-type: none"> • Pronunciation and Listening activities • Tri fold • Quizlet games • Kahoot • Videohistoria: Fiesta en el restaurante • Partner activity: Que te gusta pedir? • Exit ticket • Homework 	6 days (ongoing)
Gramatica: The verb venir	Students will be able to... <ul style="list-style-type: none"> • Read about and discuss celebrations and preparations • Listen to a description of a family 	<ul style="list-style-type: none"> • Do now • GramActiva video • Guided practice worksheets • Listening activity • Writing activity • Exit slips • Homework 	8 days
Gramatica: The verbs ser and estar	Students will be able to... <ul style="list-style-type: none"> • Discuss and describe people and foods • Read an interview and a recipe • Exchange information while ordering and discussing food in a restaurant 	<ul style="list-style-type: none"> • Charts and uses of verbs • GramActiva video • Guided practice sheets • Speaking activity • Organizer • Project: Un restaurant muy bueno • Cultural reading 	9 days

		<ul style="list-style-type: none"> • Review games • Practice test • Chapter test 	
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Teacher Notes:				
Additional Resources: Youtube videos on popular Spanish foods				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	505Students
Rephrase questions, directions, and explanations Additional handouts, charts, organizers Repetition and review of previously learned material Allow extended time to answer questions and complete assignments Consult with case managers Follow IEP accommodations/modifications	Assign a buddy, same language or English speaking Rephrase questions, directions, and explanations Allow extended time on assignments, quizzes, tests	Provide additional assignments and activities (higher level learning) Consult with parents and guidance to accommodate students' interests in completing tasks at their level of engagement	Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS procedures and action plans	Follow 504 plans accommodations and modifications Consult with 504 team and Guidance Counselors Rephrase questions, directions and explanations when necessary

Content Area: Spanish
Unit Title: 6a: En mi dormitorio
Grade Level: 8th Grade
Core Ideas: In this unit students will focus on things and items in the bedroom. Students will listen to and read descriptions of bedrooms. They will write their own descriptions of their own bedrooms and describe the color and location of things in it. Also, they will learn how to make comparisons of various items and will learn more stem changing verbs.

Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLs)	
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures visuals.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
Career Readiness, Life Literacies, and Key Skills	
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self disclosure.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
Computer Science and Design Thinking	
8.1.8.CS.1	Recommend improvements to computing devices in order to improve the ways users interact with the devices.
8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.

8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
Interdisciplinary Connection	
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<p>Unit Essential Question(s):</p> <p>How do you describe your bedroom?</p> <p>What are some items found in your bedroom and what color are they?</p> <p>How do you describe the location of items in your bedroom?</p> <p>How do you compare your bedroom with a classmate bedroom?</p> <p>What are homes and apartments like in the Spanish-speaking world?</p> <p>What is a luminaria? What is the history and significance of this tradition?</p> <p>How do you make comparisons?</p> <p>What are some new stem-changing verbs?</p>	<p>Unit Enduring Understandings:</p> <p>In every family, household chores and responsibilities are divided differently.</p> <p>People in different parts of the world live in different types of homes.</p>

Formative Assessments:

- Do Now
- Observation of oral discourse
- Listening activities
- Questioning
- Thumbs up/down activities
- Quizzes
- Guided practice activities
- Entry tickets
- Exit tickets
- Homework

Summative/Benchmark Assessment(s):

- Chapter test
- Oral presentation
- Writing assignment

Alternative Assessments:

- Projects
- Skits

Resources/Materials:

Pearson *Autentico Level 1* Teacher resources

Pearson Realize Online

TPR Storytelling

Cultural videos

Cultural readings from text and other sources

Supplemental handouts

Key Vocabulary:

- Bedroom items
- Electronic equipment
- Colors
- Describing, comparing, and contrasting

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete

Vocabulario: 6a En mi dormitorio	Students will be able to... <ul style="list-style-type: none"> • Read, listen to and understand information bedroom items and colors and electronic equipment • Listen to a description of a room and label a room diagram • Draw and describe your own room • Exchange information while describing rooms and playing a game 	<ul style="list-style-type: none"> • Pronunciation and Listening activities • Tri fold • Quizlet games • Kahoot • Videohistoria: En mi dormitorio • Juego • Draw and label your own bedroom • Writing: Description of room • Partner activity • Exit ticket 	6 days (ongoing)
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		<ul style="list-style-type: none"> • Homework 	
Gramatica: Making comparisons	Students will be able to... <ul style="list-style-type: none"> • Listen to a description of 2 different rooms • Write about, discuss, and compare different music • Exchange information while comparing opinions with a classmate 	<ul style="list-style-type: none"> • Do now • GramActiva video • Guided practice worksheets • Listening activity: Dos dormitorios • Writing activity • Partner activity: Viva la muisic • Reading: El mundo hispano • Quiz • Exit slips • Homework 	7 days
Gramatica: The superlative	Students will be able to... <ul style="list-style-type: none"> • Discuss and write about the best and the worst • Exchange information about bedrooms and colors • Compare technology use in Spain to your class • Identify flags from the Spanish-speaking world and design your own flags 	<ul style="list-style-type: none"> • Partner activity • Speaking activity: Las Banderas • Reading: Cataluna y la tecnologia • Project: Flag • Cultural reading • Review games 	4 days
Gramatica: Stem-changing verbs poder y dormir	Students will be able to.... <ul style="list-style-type: none"> • Listen to, write, and discuss rules • Read, write, and talk about sleep habits • Describe objects to play a guessing game 	<ul style="list-style-type: none"> • Do now • Listening activity • Reading: La siesta • Dice game • Partner activity • Guessing game • Practice test • Chapter test 	7 days
Teacher Notes:			
Additional Resources:			

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	506Students
Rephrase questions, directions, and explanations	Assign a buddy, same language or English speaking	Provide additional assignments and activities (higher level learning)	Provide extended time to complete tasks	Follow 504 plans accommodations and modifications

<p>Additional handouts, charts, organizers</p> <p>Repetition and review of previously learned material</p> <p>Allow extended time to answer questions and complete assignments</p> <p>Consult with case managers</p> <p>Follow IEP accommodations/modifications</p>	<p>Rephrase questions, directions, and explanations</p> <p>Allow extended time on assignments, quizzes, tests</p>	<p>Consult with parents and guidance to accommodate students' interests in completing tasks at their level of engagement</p>	<p>Consult with Guidance Counselors and follow I&RS procedures and action plans</p>	<p>Consult with 504 team and Guidance Counselors</p> <p>Rephrase questions, directions and explanations when necessary</p>
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Content Area: Spanish

Unit Title: 6b: Como es tu casa?

Grade Level: 8th Grade

Core Ideas: In this unit students will focus on describing the location of things in a house. Students will listen to conversations about chores and read housing ads. They will write a description of a house or apartment. Also, students will explain how houses in the Spanish-speaking world compare to those in the United States.

Standards (Content and Technology):

CPI#: Statement:

Performance Expectations (NJSLs)

7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.4 Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5 Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6 Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.4 Explore the role of creativity and innovation in career pathways and industries.

9.4.8.CT.2 Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.DC.6 Analyze online information to distinguish whether it is helpful or harmful to reputation.

Content Area: Spanish

Unit Title: 6b: Como es tu casa?

Grade Level: 8th Grade

Core Ideas: In this unit students will focus on describing the location of things in a house. Students will listen to conversations about chores and read housing ads. They will write a description of a house or apartment. Also, students will explain how houses in the Spanish-speaking world compare to those in the United States.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLs)	
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
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Career Readiness, Life Literacies, and Key Skills	
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
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9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
Computer Science and Design Thinking	
8.1.8.CS.1	Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.		
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.		
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)			
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.		
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.		
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.		
Interdisciplinary Connection			
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.		
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
<table border="1"> <tr> <td> Unit Essential Question(s): How do you talk about chores around the house? </td> <td> Unit Enduring Understandings: People in different parts of the world live in different types of homes. </td> </tr> </table>		Unit Essential Question(s): How do you talk about chores around the house?	Unit Enduring Understandings: People in different parts of the world live in different types of homes.
Unit Essential Question(s): How do you talk about chores around the house?	Unit Enduring Understandings: People in different parts of the world live in different types of homes.		

<p>How do you write a description about a house/apartment and the location of items found there?</p> <p>How do you exchange information while giving advice to a classmate?</p> <p>How do you explain how houses in the Spanish-speaking world compare to those in the United States?</p> <p>How do you form affirmative tu commands?</p> <p>What is the present progressive and how is it formed?</p>	

Formative Assessments:

- Do Now
- Observation of oral discourse
- Listening activities
- Questioning
- Thumbs up/down activities
- Quizzes
- Guided practice activities
- Entry tickets
- Exit tickets
- Homework

Summative/Benchmark Assessment(s):

- Chapter test
- Oral presentation
- Writing assignment

Alternative Assessments:

- Projects
- Skits

Resources/Materials:

Pearson *Autentico Level 1* Teacher resources

Pearson Realize Online

TPR Storytelling

Cultural videos

Cultural readings from text and other sources

Supplemental handouts

Key Vocabulary:

- Houses and apartments
- Rooms and furniture
- Household chores

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Vocabulario: 6b Como es tu casa?	Students will be able to... <ul style="list-style-type: none"> • Read, listen to, and understand information about rooms in a house, household chores, and how to tell someone to do something • Listen to and write descriptions of a house • Write about and discuss furniture and chores • Exchange information about homes 	<ul style="list-style-type: none"> • Listen and pronunciation activities • Tri fold • Videohistoria: La casa del verano • Quizlet • Quizlet LIVE • Partner activities • Listening activity: Logico o Illogico • Written assignment: House description 	6 days (ongoing)
Gramatica: Affirmative tu commands	Students will be able to... <ul style="list-style-type: none"> • Listen to, follow, and write instructions and recommendations • Read and respond to a letter and a survey 	<ul style="list-style-type: none"> • Do now • GramActiva video • Guided practice worksheets • Listening activity • Game: Simon dice • Writing assignment • Reading • Exit slips 	4 days

	<ul style="list-style-type: none"> • Explain what has to be done around the house 	<ul style="list-style-type: none"> • Homework 	
Gramatica: The Present Progressive tense	Students will be able to... <ul style="list-style-type: none"> • Listen to a conversation about chores • Talk and write about what people are doing • Read and respond to a housing ad and a survey 	<ul style="list-style-type: none"> • Listening activity • Partner activity: Un momento, por favor • Dice game • Writing activity • Survey • Cultural reading: Cantaclara • Review games • Practice test • Chapter test 	9 days

Teacher Notes:

Additional Resources:

Quinceanera movie

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	507Students
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Rephrase questions, directions, and explanations	Assign a buddy, same language or English speaking	Provide additional assignments and activities (higher level learning)	Provide extended time to complete tasks	Follow 504 plans accommodations and modifications
Additional handouts, charts, organizers	Rephrase questions, directions, and explanations	Consult with parents and guidance to accommodate students' interests in completing tasks at their level of engagement	Consult with Guidance Counselors and follow I&RS procedures and action plans	Consult with 504 team and Guidance Counselors
Repetition and review of previously learned material	Allow extended time on assignments, quizzes, tests			Rephrase questions, directions and explanations when necessary
Allow extended time to answer questions and complete assignments				
Consult with case managers				

Follow IEP accommodations/modifications				
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Content Area: Spanish	
Unit Title: 7a: Cuanto cuesta?	
Grade Level: 8th Grade	
Core Ideas: In this unit students will focus on clothes and shopping. They will be able to have a conversation on and read about shopping. Students will talk and write about plans and gifts. Also, students will compare the significance of crafts and clothing in Panama and the United States.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLs)	
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.

Computer Science and Design Thinking

8.1.8.CS.1	Recommend improvements to computing devices in order to improve the ways users interact with the devices.
8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connection

RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Unit Essential Question(s): How do you talk about shopping and clothes? What is the difference between a supermarket and an open-air market? What are some traditional clothing of Panama? How do you exchange information about purchasing an item of clothing? What is the role of molas in the Kuna culture?		Unit Enduring Understandings: The ability to shop is a universal need.
How does one compare the significance of crafts and clothing in Panama and the United States? How are stem-changing verbs conjugated in the Present Tense? What are demonstrative adjectives?		

Formative Assessments:

- Do Now
- Observation of oral discourse
- Listening activities
- Questioning
- Thumbs up/down activities
- Quizzes
- Guided practice activities
- Entry tickets
- Exit tickets
- Homework

Summative/Benchmark Assessment(s):

- Chapter test
- Oral presentation
- Writing assignment

Alternative Assessments:

- Projects
- Skits

Resources/Materials:

Pearson *Autentico Level 1* Teacher resources

Key Vocabulary:

- Shopping
- Clothing

Pearson Realize Online

TPR Storytelling

Cultural videos

Cultural readings from text and other sources

Supplemental handouts

• Prices

• Numbers

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Vocabulario: 7a Cuanto cuesta?	Students will be able to... <ul style="list-style-type: none"> • Read, listen to, and understand information about shopping for clothes, and plans, desires, and preferences • Listen to shoppers and clerks comment on clothes and prices • Talk and write about the clothes you wear and buy • Describe clothes in a painting • Discuss how clothes fit and how much they cost 	<ul style="list-style-type: none"> • Pronunciation and Listening activities • Tri fold • Quizlet games • Kahoot • Videohistoria: De compras • Listening: Que ropa llevan hoy? • Reading activity: Que ropa llevan en el cuadro • Juego (game) • Writing activity • Partner activity: Como me queda? • Exit ticket • Homework 	6 days (ongoing)
Gramatica: Stem-changing verbs	Students will be able to... <ul style="list-style-type: none"> • Listen to clothing choices and write about shopping plans • Exchange information while discussing what you and others plan and want to do 	<ul style="list-style-type: none"> • Do now • GramActiva video • Guided practice worksheets • Listening activity: Que prefieren llevar? • Writing activity: Que quieren comprar? • Partner activity • Exit slips • Homework 	8 days
Gramatica:	Students will be able to... <ul style="list-style-type: none"> • Point out items of clothing 	<ul style="list-style-type: none"> • Reading and writing: En la tienda de ropa • Skit 	9 days

Demonstrative adjectives	<ul style="list-style-type: none"> • Read and discuss a clothing ad • Exchange information while discussing prices and planning a fashion show 	<ul style="list-style-type: none"> • Juego • Guided practice • Video clip on Demonstratives • Conversacion • Cultural reading • Review games • Practice test • Chapter test 	
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Teacher Notes:

Additional Resources:

Markets in Spain (Rick Steve's video)

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	508Students
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Rephrase questions, directions, and explanations	Assign a buddy, same language or English speaking	Provide additional assignments and activities (higher level learning)	Provide extended time to complete tasks	Follow 504 plans accommodations and modifications
Additional handouts, charts, organizers	Rephrase questions, directions, and explanations	Consult with parents and guidance to accommodate students' interests in completing tasks at their level of engagement	Consult with Guidance Counselors and follow I&RS procedures and action plans	Consult with 504 team and Guidance Counselors
Repetition and review of previously learned material				Rephrase questions, directions and explanations when necessary
Allow extended time to answer questions and complete assignments	Allow extended time on assignments, quizzes, tests			
Consult with case managers				
Follow IEP accommodations/modifications				

Content Area: Spanish	
Unit Title: 7b Que regalo	
Grade Level: 8th Grade	
Core Ideas: In this unit students will focus on shopping. Students will listen, talk, and write about different stores and buying gifts. They will talk about items that they bought and how much things cost. Also, students will compare the significance of gifts in a Mexican festival and in holidays in the United States.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLs)	
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
Career Readiness, Life Literacies, and Key Skills	
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self disclosure.

9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Computer Science and Design Thinking	
8.1.8.CS.1	Recommend improvements to computing devices in order to improve the ways users interact with the devices.
8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.PRSNT.5	Present information from age- and level–appropriate, culturally authentic materials orally or in writing.
Interdisciplinary Connection	
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Unit Essential Question(s): How do you describe gifts and gift stores? How do you describe items that you bought and the prices of these items? How do you exchange information while comparing gifts and prices? How do you compare shopping malls in Chile and the United States? How are markets and supermarkets alike/different? What are markets and specialty stores like in the Spanish speaking world? How do you compare the significance of gifts in a Mexican festival and in holidays in the United States?		Unit Enduring Understandings: The ability to shop is a universal need. People shop out of necessity and for fun, whether it be for food, clothing or gifts.

Formative Assessments:

- Do Now
- Observation of oral discourse
- Listening activities
- Questioning
- Thumbs up/down activities
- Quizzes
- Guided practice activities
- Entry tickets
- Exit tickets
- Homework

Summative/Benchmark Assessment(s):

- Chapter test
- Oral presentation

- Writing assignment

Alternative Assessments:

- Projects
- Skits

Resources/Materials:

Pearson *Autentico Level 1* Teacher resources

Pearson Realize Online

TPR Storytelling

Cultural videos

Cultural readings from text and other sources

Supplemental handouts

Key Vocabulary:

- Stores and online shopping
- Gifts and clothing accessories
- Expressions to describe past events

**Lesson
Name/Topic**

Student Learning Objective(s)

Suggested Tasks/Activities:

**Day(s) to
Complete**

Vocabulario: 7b Que regalo	Students will be able to... <ul style="list-style-type: none"> • Read, listen to, and understand information about stores, shopping for gifts and accessories, and things done in the past • Listen to comments about stores and talk about where you shop • Write about and discuss stores, gifts and shopping trips 	<ul style="list-style-type: none"> • Pronunciation and Listening activities • Tri fold • Quizlet games • Kahoot • Videohistoria: En el rastro • Partner activity: Un buen regalo • Writing activity • Reading: ad on La joyeria • Exit ticket • Homework 	6 days (ongoing)
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	<ul style="list-style-type: none"> • Read and analyze an ad for a jewelry store • Exchange information about shopping malls and gifts 		
Gramatica: The Preterite of –ar verbs	Students will be able to... <ul style="list-style-type: none"> • Listen to a description of family activities • Write and talk about what you and others did • Interview a classmate about activities last week 	<ul style="list-style-type: none"> • Do now • GramActiva video • Guided practice worksheets • Listening activity • Organizer and Writing activity • Entrevista: Partner activity • Dice game • Juego • Exit slips • Homework 	8 days
Gramatica: The Preterite of verbs ending in – car, -gar, and -zar	Students will be able to... <ul style="list-style-type: none"> • Write and talk about what you and others did • Discuss gifts you bought • Read a timeline to write and talk about historical events 	<ul style="list-style-type: none"> • Juego: Seis • Dice game • Conjugation puzzles • Listening activity • Reading: Timeline 	6 days
Gramatica: Direct Object Pronouns	Students will be able to... <ul style="list-style-type: none"> • Write and talk about what people bought, where and when • Exchange information to guess who has different items • Role-play conversations about shopping 	<ul style="list-style-type: none"> • Sentence strips • Writing activity • Listening activity • Guessing game • Gramatica video and guided practice sheets • Review games • Practice test • Chapter test 	4 days
Teacher Notes:			

Additional Resources: La Boqueria video				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	509Students

Rephrase questions, directions, and explanations Additional handouts, charts, organizers Repetition and review of previously learned material Allow extended time to answer questions and complete assignments Consult with case managers Follow IEP accommodations/modifications	Assign a buddy, same language or English speaking Rephrase questions, directions, and explanations Allow extended time on assignments, quizzes, tests	Provide additional assignments and activities (higher level learning) Consult with parents and guidance to accommodate students’ interests in completing tasks at their level of engagement	Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS procedures and action plans	Follow 504 plans accommodations and modifications Consult with 504 team and Guidance Counselors Rephrase questions, directions and explanations when necessary
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