



# West Windsor-Plainsboro Regional School District

## Spanish Grade 8

**Unit 1: Conoces bien tu pasado  
(How well do you know your past?)**

**Content Area: World Language**

**Course & Grade Level: Spanish, Grade 8**

**Summary and Rationale**

Students begin the year by reflecting on their past activities during the summer. Then they examine their childhoods, looking back at what they used to do and used to like and dislike. They talk about their family members and old friends with whom they interacted. They consider the role that their childhood experiences play in their lives as teenagers and how these experiences compare to the experiences of Spanish-speaking peers.

**Recommended Pacing**

65 days

**New Jersey Student Learning Standards for World Language**

**Standard: Standards for Interpretive Mode**

**Intermediate Low** learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.

**Standard: Standards for Interpersonal Mode**

**Intermediate Low** learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

**Standard: Standards for Presentational Mode**

**Intermediate Low** learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

**New Jersey Student Learning Standards for English Language Arts  
Companion Standards**

**Standard: Key Ideas and Details**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RL.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.
RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Standard: Craft and structure**

NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**Standard: Integration of knowledge and ideas**

NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills**

**Standard: Global and Cultural Awareness**

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
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.AP.6	Refine a solution that meets users' needs by incorporating feedback from team members and users
<b>Interdisciplinary Standards (Social Studies)</b>	
<b>Standard: Civics, Government, and Human Rights: Democratic Principles</b>	
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
<b>Standard: Civics, Government, and Human Rights: Processes, Rules and Laws</b>	
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Students will understand that memories and experiences from their past play a role in shaping their character and individuality.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>What's the story of your childhood? How does it impact the person you are today?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>How to use the imperfect tense to describe how people used to be</li> <li>How to use the imperfect tense to describe what people used to do</li> <li>How to use the preterit tense to explain what someone did</li> <li>How to use ser to describe how people used to be</li> <li>The names of typical childhood games and activities in their own and in the target language culture</li> <li>How to use gustar to express what they used to like/dislike</li> <li>How to use haber to express what there used to be</li> <li>How to organize a story so that it is meaningful and interesting to listeners/readers.</li> <li>How to implement specific comprehension strategies such as making inferences based on background knowledge, identifying cognates and word families, skimming and scanning for the main ideas</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify and describe how people used to be in the past (physically, personality)</li> <li>Identify and describe the activities people used to do in the past</li> <li>Explain their preferences and likes/dislikes from their childhoods</li> <li>Narrate personal experiences and talk about how they used to spend time</li> <li>Ask for and give information about themselves and others in the past</li> <li>Compare and contrast information about families, childhood, daily routines, and other activities.</li> <li>Explain how they used to spend a typical day when they were children.</li> <li>Retell a story about a young boy who visits his grandmother on vacation</li> <li>Describe the biography of a famous, influential Hispanic</li> </ul>	
<b>Evidence of Learning</b>	

**Assessment:** Students will be assessed in the three modes of communication- Interpersonal, Interpretative, and Presentational. Student progress will be measured using both formative and common summative assessments, and will be graded using ACTFL proficiency rubrics.

Common assessments 1.1; 1.2; 1.3

### Resources

**Core Resources:**

- Book: Los Discos de Mi Abuela by Eric Velasquez
- Book: ¡Azúcar! by Ivar Da Coll
- Song: La Vida es un Carnaval by Celia Cruz
- Website: [BK Nelson Spanish language and culture](#)
- Family tree of ancient royal family of Spain
- Okapi magazines
- MaryGlasgow video clips
- Magazines: Que Tal/Ahora/El Sol

**Unit 2: El Mundo Hispanohablante  
(The Spanish-speaking world)**

**Content Area: World Language**

**Course & Grade Level: Spanish, Grade 8**

**Summary and Rationale**

Through an exploration of famous Hispanics, students gain insight into the Spanish-speaking world and its culture. While doing so, they interpret authentic texts, have conversations about Hispanics who have made contributions to the world, and present information about the impact of Hispanics in the United States and abroad.

**Recommended Pacing**

60 days

**New Jersey Student Learning Standards for World Language**

**Standard: Standards for Interpretive Mode**

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7.1.IL.IPERS. 5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
<b>Standard: Standards for Presentational Mode</b>	
<b>Intermediate Low</b> learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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7.1.IL.PRSN T.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSN T.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSN T.4:	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The life of well-known Hispanics can serve as a window to the Spanish speaking world.</li> <li>● Hispanics have succeeded in the fields of sports, art, science, music, literature, etc.</li> <li>● The Hispanic culture is very apparent in the United States. American culture is very apparent in Latin America.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How does where you live affect who you are and what you do?</li> <li>● Is the world a different place when you examine it through the works of famous Hispanics? Why? How?</li> <li>● What contributions have Hispanics made in the world? Are they valued by society? Why or why not?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Geographical terms including cardinal points, land formations, and prepositions of location</li> <li>● How to use se puede to state what one can do in a location based on its geography and topography</li> <li>● Expanded descriptive expressions of people, places and things</li> <li>● The effect of cultural stereotypes</li> <li>● How to use "me siento;," "estoy ...," "me hace sentir..." to express feelings</li> <li>● How to use (Me molesta/me fascina/Me parece pesado/Me cae bien o mal/Me fastidia/Me inspira/Me interesa/No me importa/ Me da igual) to express opinion</li> <li>● How to use para mí, en mi opinión, pienso que, creo que when stating opinions</li> <li>● How to use estoy de acuerdo/no estoy de acuerdo to express agreement and disagreement</li> <li>● How to use expressions of opinion, feelings/emotions to react to art and music</li> <li>● The names and accomplishments of some Hispanics who have made significant contributions to the world</li> <li>● How to use question words to formulate questions</li> <li>● How to use sequencing and transitional words to connect ideas, sentences and paragraphs</li> <li>● How to implement specific comprehension strategies such as making inferences based on background knowledge, identifying cognates and word families, skimming and scanning for the main ideas</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Identify and describe the location of Spanish-speaking countries and places of interest using cardinal points</li> <li>● Describe the topography of the Spanish-speaking world</li> <li>● Express what one can do in a Spanish-speaking country based on its geography and topography</li> </ul>	

- Comment on geography and its effects on people
- Compare Spanish-speaking countries
- Identify and express personal information (ie, name, age, place of origin, nationality, interests)
- Describe personal attributes of individuals (physical and personality traits, family life, professions, accomplishments and contributions)
- Describe the effects of cultural stereotypes
- Express agreement and disagreement
- Express opinions (art, music, famous Hispanics)
- Express feelings and emotions
- Explain why they admire a person and how that impacts them
- Compare and contrast characteristics of people and their accomplishments
- Ask and answer questions about places, people, music, and art
- Describe the life, achievements and contributions of famous, influential Hispanics

#### **Evidence of Learning**

**Assessment:** Students will be assessed in the three modes of communication- Interpersonal, Interpretative, and Presentational. Student progress will be measured using both formative and common summative assessments, and will be graded using ACTFL proficiency rubrics.

Common assessments 2.1; 2.2; 2.3

#### **Resources**

**Core resources:**

- maps of the world
- online geography quiz games
- Website: [Chile.travel](http://Chile.travel)
- Website: [BK Nelson Spanish language and culture](http://BK Nelson Spanish language and culture)
- Samples of Hispanic genres of music
- Samples of Hispanic art and architecture
- Website: virtual tour of La Sagrada Familia cathedral (Barcelona) <https://sagradafamilia.org/en/virtual-tour>
- Okapi magazines
- MaryGlasgow video clips
- Magazines: Que Tal/Ahora/El Sol

**Unit 3: EL MEDIO AMBIENTE  
(THE ENVIRONMENT)**

**Content Area: World Language**

**Course & Grade Level: Spanish, Grade 8**

**Summary and Rationale**

To expand students' understanding of environmental concerns, they explore problems that exist in the Spanish-speaking world. After examining threats to land, air, and water, they consider steps that people might take to mitigate the issues. Finally, they compare environmental threats that they face in the United States with those in Spanish-speaking areas of the world.

**Recommended Pacing**

30 days

**New Jersey Student Learning Standards for World Language**

**Standard: Standards for Interpretive Mode**

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7.1.IL.IPRET. 2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET. 3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET. 4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET. 5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET. 6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

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7.1.IL.IPERS. 3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.IPERS. 4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS. 5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS. 6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
<b>Standard: Standards for Presentational Mode</b>	
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IL.PRSN T.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSN T.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSN T.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSN T.4:	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSN T.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Engaging in conversations and discussions about wildlife, specifically the endangered species, recycling, and saving energy is crucial to protect our environment.</li> <li>Every individual can and should contribute to the protection of our natural resources and a safe environment.</li> <li>Geography, economics, and cultural perspectives and practices affect how different countries respond to environmental concerns and to the preservation of natural resources.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>Do humans change the environment or does the environment change humans?</li> <li>How do the choices we make concerning the environment reflect our culture and lifestyle?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>How to identify and describe environmental issues and problems in the environment</li> <li>Names of endangered species</li> <li>How to describe the consequences of environmental problems</li> <li>How to make suggestions for solutions to the problems in the environment</li> <li>How to use the nosotros command form in order to state what we must do to protect the environment</li> <li>How to express opinions about the problems in the environment</li> <li>The efforts that organizations take to help solve global environmental issues</li> <li>How to implement specific comprehension strategies such as making inferences based on background knowledge, identifying cognates and word families, skimming and scanning for the main ideas</li> </ul>	
<b>Students will be able to:</b>	

- Describe some customs and practices of conservation around the world.
- Describe actions that people undertake to preserve or destroy the environment
- Ask and answer questions about environmental issues that exist in the United States and in the Spanish-speaking world.
- Express opinions about the issues.
- Compare and contrast concerns about different approaches in conserving the environment.
- Identify the main idea and most supporting details in authentic texts dealing with environmental issues.
- Give advice/suggestions about how to protect the environment.
- Make commands about what WE should do to protect the environment
- Express preferences
- Express opinions.

#### Evidence of Learning

**Assessment:** Students will be assessed in the three modes of communication- Interpersonal, Interpretative, and Presentational. Student progress will be measured using both formative and common summative assessments, and will be graded using ACTFL proficiency rubrics.

Common assessments 3.1; 3.2; 3.3

#### Resources

**Core resources:**

- Clipart of environmental problems
- Clipart of endangered species
- Okapi magazines
- MaryGlasgow video clips
- Magazines: Que Tal/Ahora/El Sol
- Song by Mexican Band Maná: [¿Dónde Jugarán Los Niños?](#)
- Website: [Selva Negra](#)
- Website: [BK Nelson Spanish language and culture](#)
- [¿Y tú qué opinas?](#) <https://www.youtube.com/watch?v=J9746TnCjoc>

**Unit 4: MI BOLA DE CRISTAL  
(MY FUTURE)**

**Content Area: World Language**

**Course & Grade Level: Spanish, Grade 8**

**Summary and Rationale**

As students approach middle school graduation, they not only reflect back on their childhood memories but also look ahead to their high school years and beyond. They examine people, events, and decisions that impact both their present and future lives. Further, they consider ways that knowing Spanish will enrich their lives and broaden their future opportunities.

**Recommended Pacing**

25 days

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7.1.IL.PRSN T.4:	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• People, events, and decisions that I make impact my present and future experiences.</li> <li>• Knowing Spanish will broaden my experiences and open doors to my future.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How will learning Spanish impact my future life?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>• How to explain why they have an opinion or preference</li> <li>• How to describe personality traits</li> <li>• How to express the future</li> <li>• How to express what they are going to do (Ir + a + infinitivo)</li> <li>• How to identify the classes and activities they will do in high school</li> <li>• How to identify and describe professions</li> <li>• How to describe the actions one does in certain professions</li> <li>• How to use the infinitive form as the subject of a sentence to express advice for success (Si quiero ser...tengo que/hay que.../Para ser...tengo que...)</li> <li>• How to make predictions about future professions</li> </ul>	
<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Describe in detail people, things, and events in their lives</li> <li>• Make predictions about their futures (immediate- in high school, distant- family, careers)</li> <li>• Express what they are going to do</li> <li>• Describe what one does in various professions</li> <li>• Give advice about what one should do to succeed (in high school, in college, in a profession)</li> <li>• Express opinions, preferences, likes/dislikes</li> </ul>	
<b>Evidence of Learning</b>	
<b>Assessment:</b> Students will be assessed in the three modes of communication- Interpersonal, Interpretative, and Presentational. Student progress will be measured using both formative and common summative assessments, and will be graded using ACTFL proficiency rubrics. Common assessments 4.1; 4.2; 4.3	
<b>Resources</b>	

**Core resources:**

- Clipart professions
- [Nuestro futuro](https://www.youtube.com/watch?v=am9jTBARa-o) <https://www.youtube.com/watch?v=am9jTBARa-o>
- Okapi magazines
- [La próxima semana](https://www.youtube.com/watch?v=c2qsXvJ28C4&t=37s) video from Video Ele <https://www.youtube.com/watch?v=c2qsXvJ28C4&t=37s>
- MaryGlasgow video clips
- Magazines: Que Tal/Ahora/El Sol