



PISCATAWAY TOWNSHIP SCHOOLS

Dr. Frank Ranelli
Superintendent of Schools

Dr. William Baskerville
Assistant Superintendent for
Curriculum and Instruction

Spanish 8

Content Area: World Language

Grade Span: 8

Revised by: Jeffrey Celebre

Presented by: Jeffrey Celebre
K-8 Supervisor of Science, World Language,
and Engineering

Approval date: August 12, 2021

Members of the Board of Education

Shelia Hobson – Board President

Kimberly Lane – Vice President

Shantell Cherry

Jeffrey Fields, Sr.

Ralph Johnson

Calvin Laughlin

Nitang Patel

Zoe Scotto

Brenda Smith

Piscataway Township Schools

1515 Stelton Road

Piscataway, NJ 08854-1332

732 572-2289, ext. 2561

Fax 732 572-1540

www.piscatawayschools.org

COURSE OVERVIEW

Description		
<p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. This course is taught at a Novice-Mid level in which students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.</p>		
Goals		
<p>Interpretive Mode: Novice-Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Interpersonal Mode: Novice-Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p> <p>Presentational Mode: Novice-Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p> <p>Intercultural Statements:</p> <ul style="list-style-type: none"> • Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. • Learners recognize and identify a few typical practices of the target culture. 		
Scope and Sequence		
Unit	Topic	Length
Unit 1	Healthy Eating Habits	30 Days
Unit 2	Locations	30 Days
Unit 3	Accepting/Declining Invitations	30 Days
Resources		
<p>Core Text: Readlidades</p>		

UNIT 1: Healthy Eating Habits

Summary and Rationale	
<p>This unit's focus is to further develop vocabulary and communication skills related to food. Students will develop the skills to describe and recommend foods as well as to discuss healthy foods. Students will use vocabulary to describe both people and foods. Additionally, students will be able to compare and contrast various cultural perspectives on diet and health.</p>	
Recommended Pacing	
30 days	
State Standards	
<p>Interpretive Mode: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	
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.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
<p>Interpersonal Mode: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	
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.
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.
<p>Presentational Mode: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Instructional Focus

Unit Enduring Understandings

- Practices considered being healthy vary by culture.
- Good health and well-being are dependent on a variety of factors.

Unit Essential Questions

- What is healthy living?
- Is healthy living a universal concept? Why? Why not?
- How do diet and fitness relate to health?

Objectives

Students will know:

- Foods and food groups (food pyramid)
- Idiomatic expressions (ex: I am hungry. I am thirsty.)
- Plurals of Adjectives
- Verbs related to health and giving descriptions

Students will be able to:

- Recommend and describe foods and beverages for dinner.
- Describe how people and things are like.
- Explain the importance of healthy food and exercise choices.
- Compare and contrast cultural perspectives on diet and health (diabetes, vegetarian diet, allergies to food).

Resources

Core Text: Realidades B – “3B”

UNIT 2: Locations

Summary and Rationale	
<p>In this unit, students will develop the skills necessary to communicate locations in their community. They will engage in dialogue focused on where they are going and with whom. Through these dialogues, students will also be able to ask questions and discuss the locations of various leisure activities they engage in; as well as studying the leisure activities in different cultures.</p>	
Recommended Pacing	
30 days	
State Standards	
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Instructional Focus

Unit Enduring Understandings

- Cultural perspectives differ regarding leisure activities.
- Locations and activities vary depending on the environment (ex: city vs. rural, climate)
- The influence of the Spanish history and architecture in the United States.

Unit Essential Questions

- Where do people go to gather with others? How does this compare across cultures?
- How can I formulate questions in a way that engages conversation?

Objectives

Students will know:

- Locations in the community
- Leisure activities
- Interrogatives
- Expressions of frequency (ex: generally)
- The verb “Ir” (to go)

Students will be able to:

- Illustrate and identify locations in your community
- State where you go and with whom
- Ask questions
- Discuss leisure activities.
- Give examples of cultural leisure activities and compare with their own

Resources

Core Text: Realidades A – “4A”

UNIT 3: Accepting/Declining Invitations

Summary and Rationale	
In this unit, students will continue with vocabulary development related to leisure activities, but will expand on the application to engage in dialogue related to extending, accepting, and declining invitations. Students will use knowledge of time to discuss when events are happening.	
Recommended Pacing	
30 days	
State Standards	
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Instructional Focus

Unit Enduring Understandings

- That cultural perspective differs regarding extracurricular activities.
- The importance of sports as a reflection of culture.

Unit Essential Questions

- How can I use culturally appropriate vocabulary and idiomatic expressions to engage others in conversation in the target language?
- How do you appropriately accept or decline an invitation?

Objectives

Students will know:

- Leisure activities
- Sports
- Feelings
- Expressions to accept or decline an invitation
- Expressions to indicate time and time of day
- The verb “jugar” (to play)

Students will be able to:

- Talk about activities outside of school
- Extend, accept, and decline invitations
- Relay when an event happens
- Compare and contrast cultural perspectives on after-school activities

Resources

Core Text: Realidades B – “4B”