



PISCATAWAY TOWNSHIP SCHOOLS

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Spanish 8 Pathways

Content Area: World Language

Grade Span: 8

Revised by: Jeffrey Celebre

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K-8 Supervisor of Science, World Language,
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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	Family and Birthday Celebrations	30 days
Unit 2	Restaurant Ordering and Etiquette	30 Days
Unit 3	Home Life	30 days
Unit 4	What is Your House Like?	30 days
Unit 5	Shopping and Clothing	30 days
Unit 6	What a gift!	30 days
Resources		
<p>Core Text: Readlidades</p>		

UNIT 1: Family and Birthday Celebrations

Summary and Rationale	
<p>This unit's focus is to further develop vocabulary and communication skills related to celebrations and celebratory traditions. Students will develop the skills to describe family members. Students will use vocabulary to describe birthdays and celebrations. Additionally, students will be able to compare and contrast various cultural perspectives on these same topics.</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.

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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

- Cultural perspectives on the use of last names.
- The importance of celebrations and their connection to family traditions

Unit Essential Questions

- How do cultures celebrate events?
- How do family celebrations in Spanish-speaking countries compare with those in your family?

Objectives

Students will know:

- Family members
- The verb “tener”
- Possessive adjectives (singular & plural)
- Activities that take place at parties (ex. to decorate, to prepare, to dance, to listen)
- Party supplies
- Adjectives (i.e. physical descriptions and personality characters)
- Singular and plural indirect object pronouns with gustar and encantar.
- Important artists and their work: Garza, Goya, Rivera

Students will be able to:

- Describe their family members (i.e. movie, Powerpoint, Keynote, video)
- Discuss celebrations and parties. (Design an invitation to a family celebration)
- Describe the paintings of Carmen Lomas Garza.
- Make papel picado.
- Ask and tell ages. (# 30-100)
- Compare and contrast cultural perspectives on family and celebrations.
- Express possession

Resources

Core Text: Realidades A – “5A”

UNIT 2: Restaurant Ordering and Etiquette

Summary and Rationale	
<p>In this unit, students will develop the skills necessary to communicate inside of a restaurant. They will engage in dialogue focused on both describing and ordering food with regards to etiquette in different cultural regions. Through these dialogues, students will also be able to ask questions and build their strength in using certain key verbs in the target language.</p>	
Recommended Pacing	
30 days	
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Instructional Focus

Unit Enduring Understandings

- Cultural perspectives on restaurant etiquette and ordering.
- The dynamics of extended family in Spanish-speaking countries.

Unit Essential Questions

- How does restaurant etiquette in Spanish 'speaking countries differ from that of the U.S?
- What are the relationships between immediate and extended family across cultures?

Objectives

Students will know:

- Descriptions (ex: people, food)
- Table settings
- Restaurant etiquette and vocabulary
- Expressions for feelings and needs. (ex: sleepy, warm)
- The verbs ser and estar (describing a state of being and location)
- The verbs venir and traer

Students will be able to:

- Discuss family celebrations. (Interpret the artwork of Carmen Lomas Garza)
- Act out a restaurant scene.
- Order a meal in a restaurant.
- Distinguish between the use the verbs ser and estar using the artwork of Carmen Lomas Garza. (Carousel activity)
- Ask politely to have something brought to you. (Role-play a restaurant scene)
- Compare and contrast cultural perspectives on family celebrations.
- Write a review of their favorite restaurant.
- Read a menu and a recipe for Arroz con leche

Resources

Core Text: Realidades B – “5B”

UNIT 3: Home Life

Summary and Rationale	
In this unit, students will continue with vocabulary development related to housing in different countries, but will also extend into discussion of household chores and roles. Students will use content vocabulary to be able to describe furniture in different rooms of a house, focused specifically on bedrooms.	
Recommended Pacing	
30 days	
State Standards	
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Instructional Focus

Unit Enduring Understandings

- Different types of housing across cultures.
- The sharing of household chores.

Unit Essential Questions

- How does housing in Spanish-speaking countries differ from that of the U.S? How is it similar?
- How does Spanish architecture influence U.S. architecture?

Objectives

Students will know:

- Bedroom items
- Electronic equipment
- Adjectives (i.e. for description, for comparison and contrast)
- Prepositions for the location of bedroom items.
- Stem Changing Verbs (i.e. to sleep, to be able to)
- The comparatives (i.e. taller than, older than, younger than)
- Superlatives

Students will be able to:

- Describe their bedroom, the furniture, and electronic equipment.
- Make comparisons
- Compare and contrast bedrooms around the world. (i.e. 20th century bedrooms in Spain)
- Discuss sleep patterns
- Write an essay using both the comparatives and the superlatives.
- Read a letter and response in an advice column.
- Give advice to another student.
- Talk about how a person’s bedroom reflects his or her personality. (Leer, jugar videojuegos, soy deportista, artística, etc.)

Resources

Core Text: Realidades A – “6A”

UNIT 4: What is Your House Like?

Summary and Rationale	
This unit's focus is to further develop vocabulary related to rooms in a house. Students will use vocabulary to compare houses among different individuals. Additionally, students will be able to compare and contrast various cultural perspectives on these same topics.	
Recommended Pacing	
30 days	
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Instructional Focus

Unit Enduring Understandings

- Different types of housing across cultures.
- The sharing of household chores.
- Influence of Spanish-style architecture.
- Meanings associated with specific colors in different cultures.

Unit Essential Questions

- How does housing in Spanish-speaking countries differ from that of the U.S.? How is it similar?
- How does Spanish architecture influence U.S. architecture?

Objectives

Students will know:

- Rooms in a house
- Household items
- Household chores
- Adjectives (ex: for description, for comparison and contrast)
- Commands
- Present progressive
- Cultural perspectives on homes in Spanish speaking countries.

Students will be able to:

- Identify rooms in a house
- Describe their ideal house, the furniture, and electronic equipment.
- Name household chores
- Make comparisons.
- Talk about where someone lives.
- Explain what someone is doing now. (present progressive)
- Analyze and compare cultural perspectives on homes (architecture and patios in Spain, the Caribbean, and the Americas).
- Read a real estate advertisement
- Use affirmative commands
- Create and present a flyer to sell their dream house

Resources

Core Text: Realidades B – “6B”

UNIT 5: Shopping and Clothing

Summary and Rationale	
In this unit, students will develop the skills necessary to communicate while shopping. They will build vocabulary related to clothing, shopping, and prices. Through dialogues, students will also be able to learn about cultural perspectives on clothing and shopping.	
Recommended Pacing	
30 days	
State Standards	
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Instructional Focus

Unit Enduring Understandings

- Appropriate dress for varying occasions across different cultures.
- The importance of shopping venues and markets.

Unit Essential Questions

- How does appropriateness of dress differ across culture?
- What is the influence of Spanish-speaking countries on fashion and festivals?

Objectives

Students will know:

- Clothing and shopping items
- Numbers 200-1000
- Stem Changing Verbs (ex: to think, to prefer, to want)
- Euro currency
- Noun and adjective agreement
- Demonstrative adjectives
- Idiomatic expressions for shopping.

Students will be able to:

- Create a skit about clothes, shopping, and prices.
- Describe their plans and what they would wear.
- Express what they want and what they prefer.
- Identify clothing items using demonstrative adjectives.
- Compare and contrast cultural perspectives on shopping.
- Use the web to shop for clothing items.

Resources

Core Text: Realidades A – “7A”

UNIT 6: What a Gift!

Summary and Rationale	
<p>In this unit, students will continue develop vocabulary related to gift giving and shops in different countries. Students will use content vocabulary to be able to describe different places where they might shop and also act out scenarios in which they are purchasing items.</p>	
Recommended Pacing	
30 days	
State Standards	
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Instructional Focus

Unit Enduring Understandings

- Cultural perspectives on gift giving and appropriateness of gifts.
- The variety of shops available in Spanish-speaking countries.

Unit Essential Questions

- How do shopping practices differ across cultures?
- What is proper etiquette in giving and receiving gifts?

Objectives

Students will know:

- Places to shop
- Gift items and accessories
- Expressions for buying and selling
- Direct Object Pronouns
- Past Tense of Verbs ending in AR
- Verbs ending in –car, -zar, -gar
- Adjectives to talk about buying or selling

Students will be able to:

- Identify and compare various stores found in Spanish speaking countries.
- Use direct object pronouns.
- Explain what happened in the past.
- Role play a scene about buying gifts.
- Compare cultural perspectives on where you go shopping.
- Write a letter to a relative about a gift

Resources

Core Text: Realidades B – “7B”