



## Curriculum for Spanish in Grade 8

### Mendham Township Middle School

#### Preliminary Lesson-Avancemos!

**Summary:** In this introductory lesson, students will review topics introduced in the 7<sup>th</sup> grade curriculum, including definite and indefinite articles, noun/adjective agreement, telling time, numbers preceding nouns, the contractions “del” and “al”, possessive adjectives, the date, making comparatives, and using the verbs “hacer” and “ir”. Culture will focus on Mexico’s Independence Day.

#### Outcomes Preliminary Lesson:

- Students will be able to correctly use the definite and indefinite articles before nouns
- Students will be able to form the correct noun/adjective agreement
- Students will be able to tell time and date
- Students will be able to use the correct ordinal numbers
- Students will be able to express where they are going to and coming from
- Students will be able to show possession through adjectives
- Students will be able to use the comparative of adjectives
- Students will be able to use the verb “hacer” in the present and the verb “ir” + a + infinitive to form the future.
- Students will be able to discuss the significance of Sept. 15-16 in the history of Mexico.

## Summative Assessment

### New Jersey Standards for the Novice- High Level

#### 7.1.A.: Interpretive Mode-

- Using electronic information / culturally authentic, recognize familiar words / phrases / main ideas – spoken or written.
- Comprehend brief oral exchanges on familiar topics such as weather.
- Identify familiar people, places, and objects based on oral and/or written descriptions.
- Identify daily practices of people in the target culture.
- Identify basic geographical features and some common landmarks in countries where the target language is spoken.

#### 7.1.B: Interpersonal Mode-

- Give and follow simple oral directions, commands and requests for participating in age-appropriate classroom activities.
- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- Exchange information using words, phrases, and short sentences practiced in class on familiar topics.
- Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally authentic selections.

#### 7.1.C: Presentational Mode-

- Copy/write words, phrases, or simple guided texts on familiar topics.
- Name and label tangible products and imitate practices from the target culture.
- Participate in age-appropriate activities related to special events celebrated in the target culture.

## **Unit 5: Avancemos**

**Summary:** In unit 5, students will review stem-changing verbs, location words, colors and clothing, and direct object pronouns. They will learn to describe household activities and furniture, use the verbs “ser” and “estar”, continue to use ordinal numbers, conjugate the verbs “dar, decir, poner, salir, traer, poner and venir, and form affirmative “tu” commands. The culture will focus on Ecuador and Panama.

### **Outcomes Unit 5**

- Students will be able to know when to use the verbs “ser” vs. “estar”.
- Students will be able to describe the rooms and furniture of a house.
- Students will be able to correctly conjugate more irregular verbs.
- Students will be able to replace nouns with direct object pronouns.
- Students will be able to give affirmative commands in the familiar “tu” form.
- Students will be able to ask and answer questions concerning location.
- Students will be able to locate, give cultural descriptions of holidays, and identify geographical highlights of Ecuador and Panama.
- Students will be able to recognize ordinal numbers.
- Students will be able to indicate the order of things.
- Students will be able to use “acabar de” + infinitive to indicate what just happened in the past.

### **Summative Assessment**

Summative Assessment

### **New Jersey Standards for the Novice-High level**

#### **1. Interpretive mode-**

- Using electronic information / culturally authentic, recognize familiar words / phrases / main ideas – spoken or written. **7.1.A.1**
- Demonstrate comprehension of simple oral directions, commands and requests through appropriate physical response. **7.1.A.2.**
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. **7.1.A.3.**
- Identify familiar people, places and objects based on oral and /or simple written descriptions. **7.1.A.4.**
- Comprehend short conversations and brief written messages on familiar topics. **7.1.A.5.**
- Connect the learning of the target language to information studied in other core content areas. **7.1.A.7.**
- Compare daily practices of people in the target culture(s) with their own. **7.1.A.3.**
- Identify aspects of culture presented in photographs, plays, or films. **7.1.A.4.**
- Demonstrate comprehension of the main idea, and identify the principal characters in readings from age appropriate, culturally authentic selections. **7.1.A.2**

## **2. *Interpersonal mode-***

- Use digital tools to exchange basic information on topics related to self and targeted themes. **7.1.B.1**
- Give and follow a series of oral directions, commands, and requests for participating in age appropriate classroom and cultural activities. **7.1.B.2.**
- Imitate appropriate gestures and intonation and common idiomatic expressions of the target culture during daily interactions. **7.1.B.3.**
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences. **7.1.B.4.**

## **3. *Presentational Mode-***

- Create a multi-media-rich presentation using basic target language words and sentences. (shared virtually) **7.1.C.1.**
- Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role plays, using familiar vocabulary in a guided format. **7.1.C.2.**
- Describe in writing using a guided format people and things from the home/school environment. **7.1.C.3.**
- Tell or retell stories using a guided format from age appropriate, culturally authentic selections orally or in writing. **7.1.C.4.**
- Tell or write about products of the target culture and simulate common cultural practices. **7.1. C.5.**
- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own. **7.2.C.2**

- Describe and reproduce expressive products of the target culture(s). **7.2.C.3**
- Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. **7.2.C.**

## **Unit 6 – Avancemos**

**Summary:** In Unit 6, students will review numbers from 200-1000, form the comparatives of adjectives, tell time, express likes and dislikes, and use stem-changing verbs. They will learn the verbs “jugar, saber, and conocer” in the present tense and “ar” verbs in the preterite tense. They will talk about sports, staying healthy and the parts of the body. The cultural focus will be on the Dominican Republic.

### **Outcomes Unit 6**

- Students will be able to use the verb “jugar” with various sports and activities.
- Students will be able to distinguish the difference between “saber” and “conocer”.
- Students will be able to identify the parts of the body.
- Students will be able to form the preterite tense of regular and irregular “ar” verbs.
- Students will be able to locate and discuss sports and life in the Dominican Republic.
- Students will be able to form the preterite tense of verbs ending in – car – zar – gar.
- Students will be able to use the personal “a” with living direct objects.
- Students will be able to use the verb “doler” to indicate body parts that are hurting.
- Students will be able to use vocabulary to express ways to remain healthy.

### **New Jersey Standards for the Novice-High level**

#### **1. *Interpretive mode-***

- Using electronic information / culturally authentic, recognize familiar words / phrases / main ideas – spoken or written. **7.1.A.1**
- Compare daily practices of people in the target culture(s) with their own. **7.1.A.2.**

- Identify aspects of culture presented in photographs, plays, or films. **7.1.A.4**
- Identify common tangible and intangible cultural products of the target culture(s). **7.1.A.5**

## 2. *Interpersonal mode-*

- Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations. **7.1.B.2.**
- Participate in a variety of oral and/or written activities after listening to and/or reading age appropriate, culturally authentic selections. **7.1.B.3.**

## 3. *Presentational Mode-*

- Create a multi-media-rich presentation using basic target language words and sentences. (shared virtually) **7.1.C.1**
- Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role plays, using familiar vocabulary in a guided format. **7.1.C.2.**
- Describe in writing using a guided format people and things from the home/school environment. **7.1.C.3.**
- Tell or retell stories using a guided format from age appropriate, culturally authentic selections orally or in writing. **7.1.C.5.**
- Tell or write about products of the target culture and simulate common cultural practices. **7.1. C.5.**
- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own. **7.1.C.2**
- Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. **7.1.C.4**
- 

## **Unit 7: Avancemos**

**Summary:** In Unit 7, students will review the affirmative “tu” commands, telling time, food and beverages, noun/adjective agreement, places around town, stem-changing verbs in the present, and the preterite of “ar” verbs. They will learn how to send e-mails and make phone calls. They will identify places of interest and tell when events occur. They will learn the preterite tense of “er” and “ir” verbs, as well as the irregular verbs “ir, ser and hacer”. They will learn additional negative words, such as “no one” and “nothing”, and how to use the correct pronouns after prepositions. The culture will focus on the food, museums, beaches and “slang” expressions in Argentina.

## Outcomes Unit 7

- Students will be able to send e-mails and make phone calls in the target language.
- Students will be able to discuss when events occur in various places of interest.
- Students will be able to use affirmative and negative words correctly.
- Students will learn the preterite tense of regular “er” and “ir” verbs, and the irregular preterites of “ir, ser and hacer”.
- Students will learn to use the correct pronouns following a preposition.
- Students will explore the geography, food and culture of Argentina.
- Students will be able to talk about technology.
- Students will be able to talk about a series of events in the preterite tense.

## Summative Assessment

### New Jersey Standards for the Novice-High level

#### 1. *Interpretive mode-*

- Using electronic information / culturally authentic, recognize familiar words / phrases / main ideas – spoken or written. **7.1.A.1**
- Demonstrate comprehension of simple oral directions, commands and requests through appropriate physical response. **7.1.A.2.**
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. **7.1.A.3.**
- Identify familiar people, places and objects based on oral and /or simple written descriptions. **7.1.A.4.**
- Comprehend short conversations and brief written messages on familiar topics. **7.1.A.5.**
- Connect the learning of the target language to information studied in other core content areas. **7.1.A.7.**
- Compare daily practices of people in the target culture(s) with their own. **7.1.A.3.**
- Identify aspects of culture presented in photographs, plays, or films. **7.1.A.4.**
- Demonstrate comprehension of the main idea, and identify the principal characters in readings from age appropriate, culturally authentic selections. **7.1.A.2**

## **2. *Interpersonal mode-***

- Use digital tools to exchange basic information on topics related to self and targeted themes. **7.1.B.1**
- Give and follow a series of oral directions, commands, and requests for participating in age appropriate classroom and cultural activities. **7.1.B.2.**
- Imitate appropriate gestures and intonation and common idiomatic expressions of the target culture during daily interactions. **7.1.B.3.**
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences. **7.1.B.4.**

## **3. *Presentational Mode-***

- Create a multi-media-rich presentation using basic target language words and sentences. (shared virtually) **7.1.C.1.**
- Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role plays, using familiar vocabulary in a guided format. **7.1.C.2.**
- Describe in writing using a guided format people and things from the home/school environment. **7.1.C.3.**
- Tell or retell stories using a guided format from age appropriate, culturally authentic selections orally or in writing. **7.1.C.4.**
- Tell or write about products of the target culture and simulate common cultural practices. **7.1. C.5.**
- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own. **7.2.C.2**
- Describe and reproduce expressive products of the target culture(s). **7.2.C.3**
- Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. **7.2.C.4**

## **Unit 8 – Avancemos**

**Summary:** In Unit 8, students will review the preterite tense of “hacer”, direct object pronouns, parts of the body, household chores and activities, telling time, family, numbers from 2-1000, classroom objects, and things they like to do. They will learn to talk about their daily routines, vacation plans and leisure activities. They will learn to use reflexive verbs and the present progressive verb tense. They will be introduced to indirect object pronouns and demonstrative adjectives. The cultural focus will be on Costa Rica and Uruguay, with their food, market places and vacation sites.



## **Outcomes Unit 8**

- Students will be able to daily routines, leisure activities and vacation plans.
- Students will be able to use reflexive verbs and the present progressive tense.
- Students will be able to use indirect object pronouns and demonstrative adjectives.
- Students will learn to appreciate the scenic beauty and culture of Costa Rica and Uruguay.
- Students will be able to talk about personal grooming using vocabulary of body parts.
- Students will be able use vocabulary to shop and bargain.
- Students will be able to discuss vacation activities.

## Summative Assessment

### **New Jersey Standards for the Novice-High level**

#### **1. *Interpretive mode-***

- Using electronic information / culturally authentic, recognize familiar words / phrases / main ideas – spoken or written. **7.1.A.1**
- Compare daily practices of people in the target culture(s) with their own. **7.1.A.2.**
- Identify aspects of culture presented in photographs, plays, or films. **7.1.A.4**
- Identify common tangible and intangible cultural products of the target culture(s). **7.1.A.5**

#### **2. *Interpersonal mode-***

- Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations. **7.1.B.2.**
- Participate in a variety of oral and/or written activities after listening to and/or reading age appropriate, culturally authentic selections. **7.1.B.3.**

#### **4. *Presentational Mode-***

- Create a multi-media-rich presentation using basic target language words and sentences. (shared virtually) **7.1.C.1**
- Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role plays, using familiar vocabulary in a guided format. **7.1.C.2.**
- Describe in writing using a guided format people and things from the home/school environment. **7.1.C.3.**
- Tell or retell stories using a guided format from age appropriate, culturally authentic selections orally or in writing. **7.1.C.5.**
- Tell or write about products of the target culture and simulate common cultural practices. **7.1. C.5.**
- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own. **7.1.C.2**
- Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. **7.1.C.4**