Spanish Grade 7-8

For interventions for curriculum and instruction: Diverse learners: please see Appendix A & B

For 21st Century Themes, Skills and Standards for each unit please access Genesis Lesson Planner

For Technology Integration and Standards please access Genesis Lesson Planner
Grade 7

Unit 1:

<table>
<thead>
<tr>
<th>Content Area: World Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course &amp; Grade Level:</strong> Spanish-Beginning (7/8--1), Grade 7-8</td>
</tr>
</tbody>
</table>

**Summary and Rationale**

The theme of the first unit of the year focuses on making new friends. Students write pen pal letters to students in a Spanish-speaking country and/or to peers at another middle school in the United States. They introduce themselves talking about school experiences, their families, and interests. The vocabulary and language functions introduced at the elementary level are re-entered and expanded as formal reading and writing in Spanish are introduced.

**Recommended Pacing**

40 days

**State Standards**

**Standard 7.1** 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.

<table>
<thead>
<tr>
<th>CPI #</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPI #7.1 A</td>
<td>Cumulative Progress Indicator (CPI)</td>
</tr>
<tr>
<td><strong>Strand A</strong></td>
<td><strong>Interpretive Mode</strong></td>
</tr>
<tr>
<td>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</td>
<td>Supports Anchor Standards 1, 2, &amp; 3 NJSLS-ELA Reading.</td>
</tr>
<tr>
<td>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</td>
<td>Anchor Standard 1 NJSLS-ELA Reading.</td>
</tr>
<tr>
<td>Recognize a few common gestures and cultural practices associated with the target culture(s).</td>
<td>Anchor Standard 6 NJSLS-ELA Writing and Anchor Standard 1 NJSLS-ELA Speaking &amp; Listening.</td>
</tr>
</tbody>
</table>
### CPI #7.1 A

**Cumulative Progress Indicator (CPI)**

**Strand A**  Communication Mode

**Identify familiar people, places, and objects based on simple oral and/or written descriptions.**

**This CPI supports Anchor Standards 1, 2, & 3 NJSLS-ELA Reading.**

**Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.**

**This CPI supports Anchor Standards 1, 2, & 3 NJSLS-ELA Reading.**

---

### CPI #7.1 B

**Cumulative Progress Indicator (CPI)**

**Strand B**  Interpersonal Mode

**Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.**

**Anchor Standard 6 NJSLS-ELA Writing and Anchor Standard 1 NJSLS-ELA Speaking & Listening.**

**Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.**

**Anchor Standard 1 NJSLS-ELA Reading.**

**Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.**

**Anchor Standard 1 NJSLS-ELA Speaking & Listening.**

**Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.**

**Anchor Standard 1 NJSLS-ELA Speaking & Listening.**

---

### CPI #7.1 C

**Cumulative Progress Indicator (CPI)**

**Strand C**  Presentational Mode

**7.1.NM.C.1**  Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

**This CPI supports Anchor Standards 4, 5, & 6 NJSLS-ELA Writing and Anchor Standard 4 NJSLS-ELA Speaking & Listening.**

**7.1.NM.C.2**  Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**7.1.NM.C.3**  Copy/write words, phrases, or simple guided texts on familiar topics.

**Present information from age- and level-appropriate, culturally authentic materials orally or in writing.**

**Anchor Standard 4 NJSLS-ELA Writing and Anchor Standard 4 NJSLS-ELA Speaking & Listening.**

**Name and label tangible cultural products and imitate cultural practices from the target culture(s).**

---

### Instructional Focus

**Unit Enduring Understandings:**

Students will understand that asking and answering questions is essential when meeting and getting to know new people.

Students will understand that school experiences vary between cultures and reflect cultural perspectives.
### Essential Question(s):
- Who am I and how can I get to know you?
- How are my experiences at school similar experiences yet different than my Spanish-speaking pen pal?

### Objectives
**Students will know:**
- To introduce themselves by annunciating proper greetings and their names.
- Simple introductions
- Formulaic questions/answers using numbers from one thru one hundred
- Time of the day expressed using a clock in reference to daily routine/activities in and out of school
- Names of courses, teachers' titles
- Formulaic questions/answers using body parts
- Gustar, encantar, chocar to express likes and dislikes as re-entry
- Describe and compare parts of the classroom using typical school supply
- Basic classroom/school commands

**Students will be able to:** Using the 3 modes of communication
- Introduce people and respond in a culturally appropriate way to an introduction
- Create a daily schedule and telling time using numbers from one thru one hundred by specifying routines and extra-curricular activities
- Introduce people and respond in a culturally appropriate way to an introduction
- Formulaic questions/answers for names, age, physical descriptions using body parts
- Talk about their likes and dislikes regarding school activities (curricular, extracurricular) and hobbies
- Describe and compare parts of the school building, classes, personnel, and typical school schedules
- Follow and give directions around the school building
Resources

**Suggested Resources:**

- Flash Cards related to numbers
  - Los saludos: [www.youtube.com/watch?v=m6MqMC7H11](https://www.youtube.com/watch?v=m6MqMC7H11)
  - Los numeros: [www.youtube.com/watch?v=7VbPiUSXzL1](https://www.youtube.com/watch?v=7VbPiUSXzL1)
  - Book Realidades 1. Los numeros. pages 6-8: [www.youtube.com/watch?v=4i973mOKteU](https://www.youtube.com/watch?v=4i973mOKteU)
  - M gusta o no me gusta: [www.youtube.com/watch?v=4i973mOKTeU](https://www.youtube.com/watch?v=4i973mOKTeU)
  - Cuantos anos tienes: [www.youtube.com/watch?v=jfpFDOS39yU](https://www.youtube.com/watch?v=jfpFDOS39yU)
  - Quizlet
  - Kahoot it

---

**Unit 2: La ropa para comprar**

Please note: CPI alignment to the NJSLS are the same as in the previous unit.

**Content Area: World Language**

---

**Course & Grade Level: Grade 7th**

**Summary and Rationale**

Clothing is an important part of a teenager’s life. As they learn the names of clothing items and how to describe them in Spanish, they will examine how the clothing people choose to wear reflects their personalities and lifestyles. They will compare how they dress to the clothing worn by French teenagers.
### Recommended Pacing

30 days

---

### State Standards

**Standard 7.1** 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.

<table>
<thead>
<tr>
<th>CPI #</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CPI #7.1 A</strong></td>
<td>Strand A <strong>Interpretive Mode</strong></td>
</tr>
<tr>
<td>7.1.NM.A.1</td>
<td>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</td>
</tr>
<tr>
<td>7.1.NM.A.2</td>
<td>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</td>
</tr>
<tr>
<td>7.1.NM.A.3</td>
<td>Recognize a few common gestures and cultural practices associated with the target culture(s).</td>
</tr>
<tr>
<td>7.1.NM.A.4</td>
<td>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
</tr>
<tr>
<td>7.1.NM.A.5</td>
<td>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</td>
</tr>
</tbody>
</table>

| CPI #7.1 B | Strand B **Interpersonal Mode** |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |

| CPI #7.1 C | Strand C **Presentational Mode** |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

---

**Instructional Focus**
**Unit Enduring Understandings:**
- Clothes we wear reflect our personality and send a message to others about our values and lifestyles
- Fashion, although influenced by culture, has many similarities throughout the world

**Unit Essentials Questions**
- How does where and how I choose to spend my time reflect who I am?
- Are teenagers the same world-wide? If so, how? If not, why not?
- How do I make myself understood in an unfamiliar situation?

**Objectives**

**Students will know:**
- The different “looks” that are popular in the Spanish and American cultures
- Vocabulary expressions and functions for buying and selling
- How to discuss preference and opinion in regards to fashion and style
- The demonstrative adjective este, esos, aquellos, aqui, alli.
- The different types of stores/vendors that sell clothing in Spanish
- How to form questions using the interrogative adjectives como, que, cual, quién

**Students will be able to:** Using the 3 modes of communication
- Answer direct questions using appropriate subject and verb agreement as they interact with teacher and classmates in informal discussions, role play situations and during brainstorming sessions
- Calculate the exchange between dollar and Euros
- Simulate “purchasing” clothing and accessories using culturally appropriate expressions and gestures
- Create a clothing catalog to highlight school clothing styles in the U.S. and in Spanish
- Give their opinion about clothing using a variety of descriptive adjectives and compare expressions
- Participate in a fashion show that highlights their personal style
- Search online and in Spanish magazines for information on current styles worn by Spanish teenagers
## Resources

**Suggested Resources:**

Suggested reading about the evolution of mens clothing: [http://www.elcorteingles.com](http://www.elcorteingles.com)

Quizlet

Flash cards related to cloths


Kahoot it

[http://www.kiabi.com](http://www.kiabi.com)

[www.galerieslafayette.com](http://www.galerieslafayette.com) Large department store webpage

Book Realidades 1. The food pages 128-135

[www.3suisse.fr](http://www.3suisse.fr) Popular clothing company

---

## Unit 3: in the city

Please note: CPI alignment to the NJSLSS are the same as in the previous unit.

**Content Area: World Language**

---

**Course & Grade Level: Grade 7th**

**Summary and Rationale**

Students continue to explore the similarities and differences between their lives and their Spanish speaking counterparts in order to gain an understanding of the perspectives of the Spanish people. In this unit, they will focus on life in Spanish, American, and major Spanishphone cities. Students will become aware of how location impacts a person’s lifestyle and daily choices.
### Recommended Pacing

30 days

#### State Standards

**Standard 7.1** 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.

<table>
<thead>
<tr>
<th>CPI #</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CPI #7.1 A</strong></td>
<td><strong>Cumulative Progress Indicator (CPI)</strong></td>
</tr>
<tr>
<td><strong>Strand A</strong></td>
<td><strong>Interpretive Mode</strong></td>
</tr>
<tr>
<td>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</td>
<td></td>
</tr>
<tr>
<td>Recognize a few common gestures and cultural practices associated with the target culture(s).</td>
<td></td>
</tr>
<tr>
<td>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</td>
<td></td>
</tr>
</tbody>
</table>

| **CPI #7.1 B** | **Cumulative Progress Indicator (CPI)** |
| **Strand B** | **Interpersonal Mode** |
| Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. |
| Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 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 or on topics studied in other content areas. |

| **CPI #7.1 C** | **Cumulative Progress Indicator (CPI)** |
| **Strand C** | **Presentational Mode** |
| 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Name and label tangible cultural products and imitate cultural practices from the target culture(s).

### Instructional Focus

**Unit Enduring Understandings:**
- Lifestyle choices may have an effect on where a person lives.
- Opportunities have the potential to frame a person’s life choices and determine his/her future. Opportunities may vary although there are many similarities between life in the Spanish speaking countries and life in the United States.
- Leisure time activities and pursuits reflect individual personalities and lifestyles.
- Cities and rural areas (architecture, services, stores, and recreational facilities) reflect people culture and their lifestyle.

### Objectives

**Students will know:**
- The names of various locations in a town and their function.
- The names of people who works in a town including civil servants and shopkeepers as well as what functions they perform.
- Vocabulary expressions for giving and asking for directions.
- The names of various transportation options and the cultural differences between transportation options/choice in the city.
- The forms of the following verbs in the present tense: to go, to live, travel, love, visit,
- Transition words for giving direction and/or narrating a travel plan: after, first, finally.
- The command forms of selected verbs: to go, to turn, to cross, continuing.

**Students will be able to:** Using the 3 modes:
- Describe where they live and their neighborhood in a conversation with a friend.
- Give/Ask for directions using commands and prepositions.
- Plan a trip around town.
- Persuade others (via and oral or visual campaign) to visit their hometown
- Interpret a map and help a friend navigate their way around town
- Describe an apartment building
- Express where they want to go in town and how they want to spend their free time and money
- Compare and contrast their lives with the lives of Spanish speaking teenagers
- Compare the US and Spanish transportations
- Take part in role playing discussions

**Resources**

**Suggested Resources:**
Classzone.com  
NY Metro Website www.NYc.directions.com  
www.bing.com?videos?search?q=las+direcciones+en+espanol+para+middle+school&view  
Quizlet  
www.youtube.com/watch?v=S19Gd3j4__cc  
Kahoot it  
https://ar.pinterest.com/deborahtwietmey/direcciones/flash cards  
www.youtube.com/watch?v=RBBPffA3YLA

**Unit 4: (Healthy Living)**
Please note: CPI alignment to the NJSLS are the same as in the previous unit.

Content Area: World Language

Course & Grade Level: Grade 7th

Summary and Rationale
Developing awareness of healthy lifestyle and practices is a critical factor in preparing today's youth for living well in the 21st century. By grounding a study of healthy living in a cross-cultural comparison each student will learn to critically reflect upon his/her own healthy lifestyle as an American and compare this with another culture. Each student will gain insight into the products, practices and perspectives of others. Students will reflect upon personal habits and examine American, French views on healthy living. In addition, students will examine food allergies to understand the impact these have on youth today.

Recommended Pacing
30 days

State Standards
Standard 7.1 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.

<table>
<thead>
<tr>
<th>CPI #</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPI #7.1 A</td>
<td>Cumulative Progress Indicator (CPI)</td>
</tr>
<tr>
<td><strong>Strand A</strong> Interpretive Mode</td>
<td></td>
</tr>
<tr>
<td>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</td>
<td></td>
</tr>
<tr>
<td>Recognize a few common gestures and cultural practices associated with the target culture(s).</td>
<td></td>
</tr>
<tr>
<td>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CPI #7.1 B</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand B</strong> Interpersonal Mode</td>
<td></td>
</tr>
<tr>
<td>Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</td>
<td></td>
</tr>
<tr>
<td>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</td>
<td></td>
</tr>
<tr>
<td>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</td>
<td></td>
</tr>
<tr>
<td>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</td>
<td></td>
</tr>
<tr>
<td>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CPI #7.1 C</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand C</strong> Presentational Mode</td>
<td></td>
</tr>
<tr>
<td>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</td>
<td></td>
</tr>
<tr>
<td>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</td>
<td></td>
</tr>
<tr>
<td>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</td>
<td></td>
</tr>
<tr>
<td>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</td>
<td></td>
</tr>
<tr>
<td>Name and label tangible cultural products and imitate cultural practices from the target culture(s).</td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Focus**

**Unit Enduring Understandings:**

- Food is often connected to culture and what we eat and prepare at home reflects our origins.
- Where we live and work can have an effect on our overall diet and health.
- A healthy diet should be the choice for everyone but it may be different from one person to another, but there are guidelines that have a positive effect on our lives.
- Proper nutrition at any age, especially when young, provides the building blocks for a strong and healthy core.
- Meal-time customs vary widely among cultures and reflect perspectives of people.

**Objectives**

**Students will know:**
- Culturally appropriate greetings
- The categories of the most updated food pyramid and items associated with each one
- Aller in the past tense related to going to restaurants
- Expression to politely order food from a market vendor or in a restaurant
- Vocabulary related to food, drink and nutrition
- Expression of quantity
- Command forms of thematic verbs related to preparation of recipes
- The cultural differences between a typical grocery store in US and one in their town
- Name and description of sports and physical fitness activities
- Expressions for making suggestions and giving advice

**Students will be able to: Using the 3 modes of communication**
- Identify popular foods and drinks and the different parts of the food pyramid
- Describe their favorite restaurants
- Understand and interpret written and spoken language about various ways of staying healthy
- Exchange information about ways to stay healthy and provide advice to peers
- Discuss their eating schedules and meal preferences with peers and with the school nurse
- Express preference and support why they prefer certain foods
- Compare and contrast US and American restaurants
- Design a healthy school lunch menu that incorporates every food group for each day of the week
- Formulate questions and answers used to gather information about eating habits of peers, family, friends
- Ask and answers questions regarding food or menu options in a restaurant
- Enact scenarios involving injuries and remedies
- Suggest remedies and give advice for injuries and other health conditions
- Use communication strategies (use gestures, asking for repetition) to be able to negotiate meaning
- Transfer the knowledge gained in the discussion of healthy eating to express and describe their personal views on what they need and want to eat on a daily basis
- Compare and contrast cultural products, practices and perspectives related to healthy living

**Resources**

**Core Text:**

**Suggested Resources:**
Flash Cards for:
- Food
- Drink
Book Realidades 1. pages 126-133
- Food Pyramid
- Quantities
- Plastic foods and drinkS.
https://www.bing.com/images/search?q=food+pyramid+middle+school+in+spanish&qpt=
Unit 1: the house

Please note: CPI alignment to the NJSLS Anchor Standards are the same as in the previous grade level.

Content Area: World Language

Course & Grade Level: Spanish, Grade 8

Summary and Rationale

At the beginning of the year, students revisit the theme of school life in order to surface prior learning and set a context for the year-long course of study. They examine their feelings about school; they investigate similarities and differences between their experiences in the United States and those of Spanish students around the world. This learning enhances their understanding of cultural practices of Spanish teenagers.

Recommended Pacing

40 days

State Standards

Standard 7.1 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.

CPI # Cumulative Progress Indicator (CPI)
CPI #7.1 A Cumulative Progress Indicator (CPI) Strand A Interpretive Mode

Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

Identify some common gestures and cultural practices associated with the target culture(s).

Identify people, places, and objects and activities in daily life based on oral and/or written descriptions.

State comprehension of short conversations and brief written messages on familiar
identify the main idea and other significant ideas in readings from age-and level appropriate, culturally authentic materials.

### CPI #7.1 B  Cumulative Progress Indicator (CPI)  
**Strand B**  Interpersonal Mode

- Give and follow a series of oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target culture(s)/language during daily interactions.
- Ask and respond to questions, make requests, and express preferences in various social situations.
- Converse on a variety of familiar topics and/or topics studied in other content areas.

### CPI #7.1 C  Cumulative Progress Indicator (CPI)  
**Strand C**  Presentational Mode

- Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- Describe in writing people and things from the home and school environment.
- Tell or retell stories from age-and level-appropriate, culturally authentic materials orally or in writing.
- Write about cultural products associated with the target culture(s) and simulate common cultural practices.

### Instructional Focus

#### Unit Enduring Understandings:
Students will understand that:
- The cultural and academic differences between American schools and those in Spanishophone countries reflect more than a difference in course work and daily schedules. These differences paint of the French people and their mores.
- A person’s personality and experiences have an impact on daily routine and on levels of stress concerning school.
- Individuals have control over their school experiences. Personal choices, attitudes, and actions strongly influence academic and social successes and failures.

#### Objectives
Students will know:
- Culturally appropriate greetings
- What they need for daily success in Spanish class
- Reflexive verbs in the singular form to describe their morning routines
- Expressions to describe their peers and teachers
- Vocabulary related to goal setting
- Expression of feelings and emotions
- Comparative expressions and structures

**Students will be able to: Using the 3 modes of communication**

- Create an electronic presentation advertising the unique qualities of their school
- Critique courses based on interests and future plans
- Compare morning routines and how they get ready for school each day with peers
- “Publish” a new article or a video clip announcing the opening of an ideal school for teenagers; describe the courses, schedule, extra-curricular activities; supplies needed; clothing worn and students
- Compare and contrast two different schools—one from a Spanish speaking country and the other from the United States
- Formulate questions and answers to gather information about their classmates
- Interview classmates and teacher in order to get to know the people in the class
- Compare and contrast Spanish students’ experience in school with their own through an email exchange or by researching French schools and their offerings

---

**Resources**

**Suggested Resources:**

Flash Cards for:
- Emotions
- Reflexive verbs
- Necessary classroom objects and supplies
- Worksheets on daily routines and emotions
- Plastic flyswatters for games
- Markers & crayons
- Sentences strips to cue students for the proper reflexive pronoun
- Digital Voice Recorders for interpersonal task and assessments
- Book Realidades 1. pages 60-53
Unit 2: Comparison of Two Environments

Please note: CPI alignment to the NJSLS are the same as in the previous unit.

Content Area: World Language

Course & Grade Level: Spanish, Grade 8

Summary and Rationale

Students consider some of the ecological issues facing the world in the 21st century. They pay particular attention to the Francophone world and compare the issues in those locations with problems in the United States and their towns and homes. After reading, discussing and writing about problems, they suggest possible solution to land, air water pollution.

Recommended Pacing

30 days

State Standards

Standard 7.1 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.

CPI # Cumulative Progress Indicator (CPI)

CPI #7.1 A Cumulative Progress Indicator (CPI)

Strand A Interpretive Mode

Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

Identify some common gestures and cultural practices associated with the target culture(s).

Identify people, places, and objects and activities in daily life based on oral and/or written descriptions.

Illustrate comprehension of short conversations and brief written messages on familiar
Identify the main idea and other significant ideas in readings from age-and level appropriate, culturally authentic materials.

**CPI #7.1 B  Cumulative Progress Indicator (CPI)**

**Strand B  Interpersonal Mode**

- Give and follow a series of oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target culture(s)/language during daily interactions.
- Ask and respond to questions, make requests, and express preferences in various social situations.
- Converse on a variety of familiar topics and/or topics studied in other content areas.

**CPI #7.1 C  Cumulative Progress Indicator (CPI)**

**Strand C  Presentational Mode**

- Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- Describe in writing people and things from the home and school environment.
- Tell or retell stories from age-and level-appropriate, culturally authentic materials orally or in writing.
- Tell or write about cultural products associated with the target culture(s) and simulate common cultural practices.

**Instructional Focus**

**Unit Enduring Understandings:**
Students will understand that
- People actions are changing the world and environment in which they live and the environment is changing their actions.
- There are many problems with today’s ecology and everyone contributes to these situations.
- A person’s daily diet and activities can positively or negatively affect his/her life.

**Objectives**

Students will know:
- Information about parts of the Francophone world including location of these countries, languages spoken, and significant environmental problems.
- Facts about endangered species.
- Vocabulary related to the ecology, pollution, deforestation, global warming, and endangered animals.
- Descriptive adjectives.
• Expressions that denote feelings and emotions
• Relative pronouns qui and que
• Comparative and superlative expressions and uses
• Verbal expressions used to narrate about the theme
• Present and immediate future tenses of select verbs
• Command forms of verbs
• Expressions for making predictions and giving one’s opinion
• Toxic waste
• Green House Effect
• Urban waste
  Ozone Holes
  Recycle
• Global Warming
• Carbon Monoxide

**Students will be able to: Using the 3 Modes**
• Read and get the main idea and supporting details from an article on recycle
• Ask and answer questions about authentic Spanish texts dealing with ecological issues
• Use communication strategies (clarifications, gestures, asking for repetition) to negotiate meaning in conversation with classmates and the teacher
• Interview school personnel, families and friends concerning environmental issues, synthesize the information gathered to prepare a presentation on current ecological problem in school, at home and in the community
• Describe environmental conditions in their school, their state, country and in Spanishphone locations
• Give suggests to address problems that pollution and other environmental factors cause for animals the water supply, forest and climate
• Make predictions about future problems that people and animals will face in light of current environmental problems
**Resources**

**Suggested Resources:**
- Reading the article of Mexico city problems
- internet websites [www.greenhouseeffect.com](http://www.greenhouseeffect.com)
- quizlet [http://tri-recyclage.ecoemballages.sp/recycling](http://tri-recyclage.ecoemballages.sp/recycling)
- flash card related to recycle [http://www.animales en peligro.com](http://www.animales en peligro.com)
- [site for kids about animals: both endangered and wild](http://www.extintionanimals.com)

**Unit 3: To know, places**

**Please note: CPI alignment to the NJSLS are the same as in the previous unit.**

**Content Area:** World Language  
**Course & Grade Level:** Grade 8

**Summary and Rationale**
Students will re-examine leisure time activities and entertainments, their preference, and their attitudes as they consider how their life choices impact their overall and physical and mental well-being. Further, they will compare and contrast their lifestyle with those of French teenagers to gain a deeper understanding of the perspectives of the French people.

**Recommended Pacing**
40 days

**State Standards**

**Standard 7.1** 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.

<table>
<thead>
<tr>
<th>CPI #</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPI #7.1 A</td>
<td>Cumulative Progress Indicator (CPI)</td>
</tr>
<tr>
<td>Strand A</td>
<td>Interpretive Mode</td>
</tr>
</tbody>
</table>

### Instructional Focus

**Unit Enduring Understandings:**
Students will understand that
- Leisure activities can help or hinder a person’s well-being
- Leisure activities can cross cultures but, at the same time, reflect cultures.
- Leisure activities have been influenced by recent technology.

**Objectives**

**Students will know:**
The names of typical Spanish games
Where and how Spanish students spend their free time
The names and information about current Spanish musicians
The different components of cinema
The meaning and usage of the verbs to know
How to use direct object pronouns
Formation and use of passe compose

How to narrate a series of events in the past
Express to extend an invitation, expressions used when accepting/refusing invitations
where do you want to go?
Can you?
very nice Sr. to see this museum
would you like to go a cinema?
by all means
glad to meet you

**Students will be able to: Using the 3 modes**
- Describe and discuss various games and leisure time activities of Spanish and American teenagers
- Compare and contrast Spanish and American leisure activities
- Identify and discuss Spanish musical artists; express their preferences
- Identify different films by their genres
- Identify the films, actors etc. That they know using connaitre and direct object pronouns
- Analyze film plots
- Critique films and support their opinions with details
• Make plans with friends to attend a movie, concert, play, or sporting event (extend, accept, and turn down invitations)

• Hypothesize about possible ending of films

• Retell the plot of a film

Resources

Suggested Resources:

Interpretive piece of the Madrid museum “El Prado”.
Le box office: Web site for movie synopsis and descriptions
Various Spanish movies (DVD): Y tu Mamá también, Amores Perros, Biutiful, Diarios de Motocicleta, La Caza, Como agua por chocolate.
http://www.spanishmovies.com (to see current movie synapses)
http://www.the best spanishmovies.com/ (to view trailers)Top 10 best spanish movies of all time The local.
Astrapi: has various movie posters for recent films