

**WARREN TOWNSHIP SCHOOLS**  
**WORLD LANGUAGE - SPANISH**  
**Grade 8**

**Theme 5: Mi familia (My Family)**

**Essential Question: What is the Spanish culture? How does one communicate about one’s family in Spanish? How does one communicate about festivities in Spanish?**

NJCCCS	OBJECTIVES	RESOURCES	ASSESSMENTS
<b>CPI</b>	Learner will be able to:		
7.NH.B.1-6 7.NH.B.1-6,C.1-4,6 7.NH.A.1,3 7.NH.A.1,3,4,5 7.NH.A.1,3,4,5 7.NH.A.1-5,8,B.1-6,C.1-4,6 7.NH.A.1,2,3 7.NH.A.1-5,8,B.1-6,C.1-4,6 7.NH.B.2,4,6,C.1,3,4 7.NH.A.1-5,8 7.NH.C.1,3,4 7.NH.A.3,B.2-6,C.1-4,6 7.NH.A.3-5,8 7.NH.A.3-5,8,B.2-4	<b>5A: Una fiesta de cumpleaños</b>  Talk about celebrations and parties, ask and tell ages, express possession, describe your family Understand cultural perspectives on family and celebrations Discuss the important artists and their works: Carmen Lomas Garza, Diego Rivera, Francisco de Goya Discuss Spain’s royal family Hispanic names and naming conventions Celebration traditions	<u><b>Realidades:</b></u> Pages 220a-245  <u><b>Teacher’s Resource Book (Temas 5-9):</b></u> Pages 1-28  <b>Select from other Resources:</b> Audio Program CD, Resource Book, Audio Script, Workbooks, Video Program, Internet Resources, Situation Cards, TPR storytelling book, Art and Chapter Transparencies, Mind Point Quiz show and Teacher Created Materials, Games, Worksheets, Activities	<ul style="list-style-type: none"> <li>• Vocab. Questions and Answers-Interpersonal</li> <li>• Role Play-Interpersonal/Presentational</li> <li>• Flash Cards-Interpretive</li> <li>• Workbook practice-Interpretive</li> <li>• Class work/Homework Exercises-Interpretive</li> <li>• Quizzes/Tests-all modes</li> <li>• TPR-Interpretive</li> <li>• Pair Work activities-Interpersonal</li> <li>• Talk about family, celebrations, school activities and personal heroes-Interpersonal/Presentational</li> <li>• GramActiva Video-Interpretive</li> <li>• Performance based speaking-Presentational</li> <li>• Oral presentation on exchange host family using visuals-Presentational</li> <li>• Internet self-test- Interpretive</li> <li>• Videomisterio (view and discuss the mystery plot) Interpretive/Interpersonal</li> </ul>

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**WORLD LANGUAGE - SPANISH**  
**Grade 8**

**Theme 5: Mi familia (My Family)**

**Essential Question: What is the Spanish culture? How does one communicate about one's family in Spanish?**

**How does one communicate about festivities in Spanish?**

NJCCCS	OBJECTIVES	RESOURCES	ASSESSMENTS
<b>CPI</b>	Learner will be able to:		
7.NH.A.1-5,8,B.1-6,C.1-4,6 7.NH.B.1-6,C.1-4,6 7.NH.A.1,3 7.NH.A.1,3,4,5 7.NH.A.1,3,4,5 7.NH.A.1-5,8,B.1-6,C.1-4,6 7.NH.A.1-5,8,B.1-6,C.1-4,6 7.NH.A.1,2,3 7.NH.C.1,3,4,6 7.NH.C.1,3,4,6 7.NH.A.1-5,8 7.NH.C.1-4,6 7.NH.A.2-5,8,C.1-4,6 7.NH.A.3-5,8 7.NH.A.3-5,8,B.2,3,4	<p><b>5B: ¡Vamos a un restaurante!</b></p> <p>Talk about family celebrations, describe family members and friends, ask politely to have something brought to you, order a meal in a restaurant</p> <p>Understanding cultural perspectives of close knit families</p> <p>Discuss etiquette for summoning a server, mealtime customs of sobremesa, communal function of plazas, arroz con leche, Santa Fe</p>	<p><b><u>Realidades:</u></b> Pages 246a-269</p> <p><b><u>Teacher's Resource Book (Temas 5-9):</u></b> Pages 30-54</p> <p><b>Select from other resources:</b> Audio Program CD, Resource Book, Audio Script, Workbooks, Video Program, Internet Resources, Situation Cards, TPR storytelling book, Art and Chapter Transparencies, Mind Point Quiz show and Teacher Created Materials, Games, Worksheets, Activities</p>	<ul style="list-style-type: none"> <li>• Describe family members and others-all modes</li> <li>• Role Play-Interpersonal/Presentational</li> <li>• Flash Cards-Interpretive</li> <li>• Workbook practice-Interpretive</li> <li>• Class work/Homework Exercises-Interpretive/Interpersonal</li> <li>• Pair Work activities-Interpersonal</li> <li>• Quizzes and Tests-all modes</li> <li>• TPR and songs-Interpretive</li> <li>• Present information about food, beverages and Santa Fe-Presentational</li> <li>• Present a skit server/customer-Presentational</li> <li>• GramActiva Video-Interpretive</li> <li>• Written and oral presentation, a review of favorite restaurant-Presentational</li> <li>• Theme Project (family tree)-Interpretive/Presentational</li> <li>• Internet self-test-Interpretive</li> <li>• Videomisterio (view and discuss the mystery plot) Interpretive/Interpersonal</li> </ul>

**WARREN TOWNSHIP SCHOOLS**  
**WORLD LANGUAGE - SPANISH**  
**Grade 8**

**Theme 6: En casa (At Home)**

**Essential Question: What is the Spanish Culture? How does one communicate about one's home and bedroom in Spanish?**

NJCCCS	OBJECTIVES	RESOURCES	ASSESSMENTS
CPI#	Learner will be able to:		
7.NH.B.1-6 7.NH.B.1-6,C.1-4,6 7.NH.A.1,3 7.NH.A.1,3,4,5 7.NH.A.1,3,4,5 7.NH.A.1-5,8,B.1-6,C.1-4,6 7.NH.A.1,2,3 7.NH.A.1-5,8,B.1-6,C.1-4,6 7.NH.B.2,4,6,C.1,3,4 7.NH.A.1-5,8 7.NH.C.1,3,4 7.NH.A.3,B.2-6,C.1-4,6 7.NH.A.3-5,8 7.NH.A.3-5,8,B.2-4 9.1.8.D.5	<p><b>6A: En mi dormitorio</b></p> <p>Talk about your bedroom            Describe bedroom items and electronic equipment            Make comparisons            Understand cultural perspectives on homes            Discuss the Latin Grammy awards, la siesta, the luminarias of Santa Fe            Discuss Salvador Dalí and his painting            Identify: the influence of Spanish-style architecture in the US; pros and cons of the global technological community            Discuss a well-known Mexican riddle, a Spanish trabalenguas, colors and symbols from Spanish-speaking countries' flags</p> <p>Justify the need for greater cross-cultural understanding due to globalization</p>	<p><b>Realidades:</b> Pages 270a-295</p> <p><b>Teacher's Resource Book, (Temas 5-9):</b> Pages 56-83</p> <p><b>Select from other resources:</b> Audio Program CD, Resource Book, Audio Script, Workbooks, Video Program, Internet Resources, Situation Cards, TPR Storytelling book, Art and Chapter Transparencies, Mind Point Quiz Show and Teacher Created Materials</p>	<ul style="list-style-type: none"> <li>• Vocabulary Questions and Answers - Interpersonal</li> <li>• Role Play - Interpersonal/Presentational</li> <li>• Flash Cards - Interpretive</li> <li>• Class work/ Homework exercises -Interpretive</li> <li>• Workbook practice - Interpretive</li> <li>• Quizzes and tests - All modes</li> <li>• TPR - Interpretive</li> <li>• Pair work activities – All modes</li> <li>• Talk about bedroom and home furnishings/arrangement, lifestyle and entertainment preferences, home electronics, colors and color association, flag colors and symbolism, the importance of sleep – Interpersonal, Presentational</li> <li>• GramActiva Video – Interpretive (Half-year benchmark)</li> <li>• Performance based speaking - /Presentational</li> <li>• Oral presentation on how one's bedroom reflects one's personality using a visual - Presentational</li> <li>• Internet self-test - Interpretive</li> <li>• View a video mystery series and discuss the plot - Interpretive/Interpersonal</li> </ul>

**WARREN TOWNSHIP SCHOOLS  
WORLD LANGUAGE - SPANISH**

**Grade 8**

**Theme 6: En casa (At Home)**

**Essential Question: What is the Spanish Culture? How does one communicate about their homes in Spanish?**

NJCCCS	OBJECTIVES	RESOURCES	ASSESSMENTS
CPI#	Learner will be able to:		
7.NH.A.1-5,8,B.1-6,C.1-4,6  7.NH.B.1-6,C.1-4,6  7.NH.A.1,3 7.NH.A.1,3,4,5 7.NH.A.1,3,4,5  7.NH.A.1-5,8,B.1-6,C.1-4,6 7.NH.A.1-5,8,B.1-6,C.1-4,6 7.NH.A.1,2,3 7.NH.C.1,3,4,6  7.NH.C.1,3,4,6  7.NH.A.1-5,8 7.NH.C.1-4,6  7.NH.A.2-5,8,C.1-4,6  7.NH.A.3-5,8 7.NH.A.3-5,8,B.2,3,4	<p><b>6B: ¿Cómo es tu casa?</b></p> <p>Identify rooms in a house Name household chores Tell where you live</p> <p>Understand cultural perspectives on different types of housing Describe and compare: crafts from different regions, architectural design such as patios ad how they promote privacy Compare versions of “Cinderella” tales</p>	<p><b><u>Realidades:</u></b> Pages 296a-319</p> <p><b><u>Teacher’s Resource Book, (Temas 5-9):</u></b> Pages 84-109</p> <p><b>Select from other resources:</b> Audio Program CD, Resource Book, Audio Script, Workbooks, Video Program, Internet Resources, Situation Cards, TPR Storytelling book, Art and Chapter Transparencies, Mind Point Quiz Show and Teacher Created Materials</p>	<ul style="list-style-type: none"> <li>• Vocabulary Questions and Answers – Interpersonal, Presentational</li> <li>• Role Play - Interpersonal/Presentational</li> <li>• Flash Cards - Interpretive</li> <li>• Class work/ Homework exercises -Interpretive</li> <li>• Workbook practice - Interpretive</li> <li>• Quizzes and tests - All modes</li> <li>• TPR - Interpretive</li> <li>• Pair work activities - All modes</li> <li>• Talk about the locations of rooms in house, furniture, household chores, give advice to another person - Interpersonal</li> <li>• GramActiva Video - Interpretive</li> <li>• Performance based speaking - Presentational</li> <li>• Oral presentation of an advertisement to sell a house or apartment - Presentational</li> <li>• Internet self-test - Interpretive</li> <li>• Theme Project: La casa de mis sueños p.270a- All modes</li> <li>• View a video mystery series and discuss the plot</li> </ul>

**WARREN TOWNSHIP SCHOOLS**  
**WORLD LANGUAGE – SPANISH**  
**Grade 8**

**THEME 7: De Compras (Shopping)**

**Essential Question: What is the Spanish culture? How does one communicate about one’s clothing, shopping, prices and gift-giving?**

NJCCCS	OBJECTIVES	RESOURCES	ASSESSMENTS
CPI #	Learner will be able to:		
7.NH.B.1-6 7.NH.B.1-6,C.1-4,6 7.NH.A.1,3 7.NH.A.1,3,4,5 7.NH.A.1,3,4,5 7.NH.A.1-5,8,B.1-6,C.1-4,6 7.NH.A.1,2,3 7.NH.A.1-5,8,B.1-6,C.1-4,6 7.NH.B.2,4,6,C.1,3,4 7.NH.A.1-5,8 7.NH.C.1,3,4 7.NH.A.3,B.2-6,C.1-4,6 7.NH.A.3-5,8 7.NH.A.3-5,8,B.2-4	<b>7A: ¿Cuánto cuesta?</b>  Talk about clothes, shopping and prices. Talk about what you want and what you prefer and to be able to point out specific items.  Discuss important artists and their work. Joan Miro, Fernando Botero and Carolina Herrera. Understand cultural perspectives on clothing, crafts, and shopping in Spanish-speaking countries. Compare and contrast currency used in Spanish-speaking countries	<u><b>Realidades</b></u> : Pages 154a-183  <u><b>Teacher’s Resource Book (Temas 5-9)</b></u> : Pages 111-139  <b>Select from other Resources:</b> Audio Program CD, Resource Book, Audio script, Workbooks, Video program, Internet Resources, Situation Cards, TPR Storytelling book, Art and Chapter Transparencies, Mind Point Quiz show CD, Games and Teacher Created Materials.	<ul style="list-style-type: none"> <li>• Vocab. Questions and Answers-Interpersonal</li> <li>• Role Play -Interpersonal/Presentational</li> <li>• Flash Cards-Interpretive</li> <li>• Class work/Homework Exercises – Interpretive</li> <li>• Workbook practice-Interpretive</li> <li>• Quizzes/Tests-all modes</li> <li>• TPR and songs-Interpretive</li> <li>• Pair Work activities-all modes</li> <li>• Talk about shopping and clothes-preferences and plans; traditional clothing of Panamá - Interpersonal</li> <li>• GramActiva Video-Interpretive</li> <li>• Performance based speaking-Presentational</li> <li>• Oral presentation of a fashion show- Presentational</li> <li>• Internet self –test – Interpretive</li> <li>• Videomisterio (discussion of mystery plot)– Interpretive/Interpersonal</li> </ul>

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**WORLD LANGUAGE – SPANISH**  
**Grade 8**

**THEME 7: De Compras (Shopping)**

**Essential Question: What is the Spanish culture? How does one communicate about one’s clothing, shopping, prices and gift-giving?**

NJCCCS	OBJECTIVES	RESOURCES	ASSESSMENTS
CPI #	Learner will be able to:		
7.NH.A.1-5,8,B.1-6,C.1-4,6  7.NH.B.1-6,C.1-4,6  7.NH.A.1,3 7.NH.A.1,3,4,5 7.NH.A.1,3,4,5  7.NH.A.1-5,8,B.1-6,C.1-4,6 7.NH.A.1-5,8,B.1-6,C.1-4,6 7.NH.A.1,2,3 7.NH.C.1,3,4,6  7.NH.C.1,3,4,6  7.NH.A.1-5,8 7.NH.C.1-4,6  7.NH.A.2-5,8,C.1-4,6  7.NH.A.3-5,8 7.NH.A.3-5,8,B.2,3,4	<p><b>7B: ¡Qué Regalo!</b></p> <p>Talk about buying gifts, what happened in the past, use of direct object pronouns and understanding cultural perspectives on gift-giving.</p> <p>Explain contrast of specialty shops and malls.            Discuss the Zapotec Guelaguetza festival.            Explain using “tutear” to invite informal address.</p>	<p><b>Realidades:</b> Pages 344a-371</p> <p><b>Teacher’s Resource Book (Temas 5-9):</b> Pages 140-163</p> <p><b>Select from other Resources:</b>            Audio Program CD, Resource Book, Audio script, Workbooks, Video program, Internet Resources, Situation Cards, TPR Storytelling book, Art and Chapter Transparencies, Mind Point Quiz show CD, Games and Teacher Created Materials.</p>	<ul style="list-style-type: none"> <li>• Vocab. Questions and Answers-Interpersonal</li> <li>• Role Play -Interpersonal/Presentational</li> <li>• Flash Cards-Interpretive</li> <li>• Class work/Homework Exercises – Interpretive</li> <li>• Workbook practice-Interpretive</li> <li>• Quizzes/Tests-all modes</li> <li>• TPR and songs-Interpretive</li> <li>• Pair Work activities-all modes</li> <li>• Talk about shopping, gifts, stores, malls, leisure activities, work, historical events and dates, and U.S. Hispanic commercial centers - Interpersonal</li> <li>• GramActiva Video-Interpretive</li> <li>• Performance based speaking-Presentational</li> <li>• Oral presentation of a fashion show- Presentational</li> <li>• Internet self –test – Interpretive</li> <li>• Videomisterio (discussion of mystery plot)– Interpretive/Interpersonal</li> </ul>

**WARREN TOWNSHIP SCHOOLS  
WORLD LANGUAGE - SPANISH**

**Grade 8**

**Theme 8: Experiencias (Experiences)**

**Essential Questions: What is the Spanish culture? How does one communicate about vacations in Spanish? How does one communicate about volunteer work to help the environment in Spanish?**

NJCCCS CPI #	OBJECTIVES	RESOURCES	ASSESSMENTS
	Learner will be able to:		
7.NH.B.1-6  7.NH.B.1-6,C.1-4,6  7.NH.A.1,3 7.NH.A.1,3,4,5 7.NH.A.1,3,4,5  7.NH.A.1-5,8,B.1-6,C.1-4,6 7.NH.A.1,2,3 7.NH.A.1-5,8,B.1-6,C.1-4,6 7.NH.B.2,4,6,C.1,3,4  7.NH.A.1-5,8 7.NH.C.1,3,4  7.NH.A.3,B.2-6,C.1-4,6  7.NH.A.3-5,8 7.NH.A.3-5,8,B.2-4	<b>8A: De vacaciones</b>  Talk about things to do on vacation Describe places to visit while on vacation Talk about events in the past Understand cultural perspectives on travel and vacations Discuss El Yunque en Puerto Rico The metro in Mexico City Patagonia in South America	<u><b>Realidades:</b></u> Pages 372a-397  <u><b>Teacher's Resource Book (Temas 5-9):</b></u> Pages 165-191  <b>Select from other Resources:</b> Audio Program CD, Resource Book, Audio Script, Workbooks, Video Program, Internet Resources, Situation Cards, TPR storytelling book, Art and Chapter Transparencies, Mind Point Quiz show and Teacher Created Materials, Games, Worksheets, Activities	<ul style="list-style-type: none"> <li>• Vocab. Questions and Answers- Interpersonal</li> <li>• Role Play Interpersonal/Presentational</li> <li>• Flash Cards-Interpretive</li> <li>• Class work/Homework Exercises – Interpretive</li> <li>• Workbook practice-Interpretive</li> <li>• Quizzes/Tests-all modes</li> <li>• TPR and songs-Interpretive</li> <li>• Pair Work activities-all modes</li> <li>• Talk about travel and vacation activities, a scuba diving school, leisure activities, work and chores; historical events and dates; local attractions of their community (End-of-year benchmark)</li> <li>• GramActiva Video-Interpretive</li> <li>• Performance based speaking- Interpersonal/Presentational</li> <li>• Oral presentation on trip using visuals- Presentational</li> <li>• Internet self –test – Interpretive</li> <li>• Videomisterio (discussion of mystery plot)– Interpretive/Interpersonal</li> </ul>

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WORLD LANGUAGE - SPANISH**

**Grade 8**

**Theme 8: Experiencias (Experiences)**

**Essential Questions: What is the Spanish culture? How does one communicate about vacations in Spanish? How does one communicate about volunteer work to help the environment in Spanish?**

NJCCCS	OBJECTIVES	RESOURCES	ASSESSMENTS
CPI #	Learner will be able to:		
7.NH.A.1-5,8,B.1-6,C.1-4,6 7.NH.B.1-6,C.1-4,6 7.NH.A.1,3 7.NH.A.1,3,4,5 7.NH.A.1,3,4,5 7.NH.A.1-5,8,B.1-6,C.1-4,6 7.NH.A.1-5,8,B.1-6,C.1-4,6 7.NH.A.1,2,3 7.NH.C.1,3,4,6 7.NH.C.1,3,4,6 7.NH.A.1-5,8 7.NH.C.1-4,6 7.NH.A.2-5,8,C.1-4,6 7.NH.A.3-5,8 7.NH.A.3-5,8,B.2,3,4 9.1.8.D.5	<p><b>8B: Ayudando en la comunidad</b></p> <p>Discuss volunteer work and ways to protect the environment            To talk about what people say            To talk about what people did for others            Understanding cultural perspectives on volunteer work and ways to protect the environment            Discuss the importance of the Peace Corps;            the recycle chain; the Red Cross; UNICEF;            el Hospital de la Caridad in Sevilla, Spain; the Tinglar turtles; AmeriCorps; Habitat for Humanity</p> <p>Justify the need for greater cross-cultural understanding due to globalization</p>	<p><b>Realidades:</b> Pages 398-423</p> <p><b>Teacher's Resource Book (Temas 5-9):</b> Pages 192-215</p> <p><b>Select from other Resources:</b>            Audio Program CD, Resource Book, Audio Script, Workbooks, Video Program, Internet Resources, Situation Cards, TPR storytelling book, Art and Chapter Transparencies, Mind Point Quiz show and Teacher Created Materials, Games, Worksheets, Activities</p>	<ul style="list-style-type: none"> <li>• Vocabulary Questions and Answers- Interpersonal</li> <li>• Role Play- Interpersonal/Presentational</li> <li>• Flash Cards-Interpretive</li> <li>• Class work/Homework Exercises Interpretive/Interpersonal</li> <li>• Workbook practice – Interpretive</li> <li>• Quizzes/Tests- all modes</li> <li>• TPR and songs –Interpretive</li> <li>• Pair Work activities-Interpersonal</li> <li>• Talk about volunteer work; community service; recycling and conservation; gifts and gift-giving; past activities in which people engaged; prestigious awards people have received</li> <li>• GramActiva Video- Interpersonal</li> <li>• Performance based speaking- Interpersonal/Presentational</li> <li>• Theme Project (present information about a volunteer vacation they took)- Interpretive/Presentational</li> <li>• Internet self-test – Interpretive</li> <li>• Videomisterio (discussion of mystery plot) Interpretive/Interpersonal</li> </ul>



