



**DERBY**  
**PUBLIC SCHOOLS**

## Spanish (Grade 8)

### Derby's Instructional Core Beliefs

Derby Public Schools believes that an assured curriculum outlines what students will know and be able to do as a result of their experiences in our classrooms. Teachers continue to develop effective ways to implement the “what” of the curriculum with "how," which can be more effective for student learning. They engage in meaningful learning experiences to develop knowledge, skills and love of learning.

- *The curriculum is built on a series of learning progressions.*
- *The curriculum allows for connections to expectations for the Portrait of the Graduate*
- *The district's model for High-Quality Instruction involves equitable access to well planned tasks that grow relationships, risk taking and agency for learning in all students. Learning is developed through all of us and is cultivated through personalized actionable feedback, a growth mindset, and developmental relationships among all learners.*
- *Assessment is a co-created process in a learning environment that enables participants to understand how learners are thinking, what they know, and what skills need to be developed and refined.*


**Derby's Vision of MEL**

**Derby's Portrait of the Graduate**

**[References](#)**



**DERBY**  
**PUBLIC SCHOOLS**

<b>Content Area: World Language</b>		<b>Course: Spanish Grade 8</b>	<b>Grade Level: Grade 8</b>
 <b>World Language</b>		<b>Vision of the Graduate</b> <ul style="list-style-type: none"> <li>• The Citizen</li> <li>• The Critical Thinker</li> <li>• The Communicator</li> <li>• The Problem Solver</li> <li>• The Collaborator</li> </ul>	
<b>Unit Titles</b>		<b>Length of Unit</b>	
• Review and Reconnect		• 2 weeks	
• Past Tense - Preterite		• 4-5 weeks	
• Health and Wellness		• 4-5 weeks	
• Technology and Social Media		• 4-5 weeks	
• Environment and Sustainability		• 4-5 weeks	
• Future Tense and Career Exploration		• 4-5 weeks	
• Hispanic Arts and Literature		• 4-5 weeks	



## Course Overview

### Course Overview

This 38-week Spanish course for 8th-grade students builds upon the foundations established in Spanish Grades 6 and 7. It aims to significantly advance students' communication skills in Spanish, focusing on more complex vocabulary, advanced grammar structures, and deeper cultural understanding.

The course emphasizes practical language use in various contexts, encouraging students to express themselves more fluently and confidently in Spanish. Students will continue to improve their listening, speaking, reading, and writing skills while developing a more nuanced appreciation for Hispanic cultures. By the end of this course, students should be prepared for high school level Spanish studies.

By the end of this course, students should be able to:

1. Communicate in Spanish with increased confidence and fluency on a variety of topics
2. Understand and use past, present, and future tenses in appropriate contexts
3. Comprehend and analyze authentic Spanish-language materials, including literature and media
4. Demonstrate a nuanced understanding of Hispanic cultures and their diversity
5. Apply their Spanish language skills to real-world situations and potential future career paths

<b>Unit Title</b>	Review and Reconnect	<b>Length of Unit</b>	2 weeks
-------------------	----------------------	-----------------------	---------

<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How can we build upon our existing Spanish knowledge to communicate more effectively?</li> <li>• What strategies can we use to maintain and improve our Spanish skills?</li> </ul>
<b>Focus Standards*</b>	<p><b>Connecticut Standards</b></p> <ul style="list-style-type: none"> <li>• WL.1.1: Engage in conversations to express complex needs, emotions, and opinions</li> <li>• WL.2.1: Demonstrate comprehension of more complex spoken language and conversations</li> </ul> <p><b>Common Core Standards</b></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.SL.8.1: Engage effectively in a range of collaborative discussions</li> <li>• CCSS.ELA-LITERACY.L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> </ul>
<b>Concepts and Strands (Big Ideas)</b>	<ul style="list-style-type: none"> <li>• Integrated Language Skills</li> <li>• Self-Assessment and Goal Setting</li> </ul>
<b>Key Vocabulary</b>	<p>Review of Grade 6 and 7 vocabulary</p> <p>Language learning strategy terms (inmersión, práctica, repetición)</p>

<b>Unit Title</b>	Review and Expand	<b>Length of Unit</b>	4-6 weeks
-------------------	-------------------	-----------------------	-----------

<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Key vocabulary and grammar concepts from Grades 6 and 7</li> <li>• Various strategies for effective language learning</li> <li>• Their personal strengths and areas for improvement in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate about familiar topics using skills from previous years</li> <li>• Set personal language learning goals for the year</li> <li>• Use various strategies to enhance their Spanish learning</li> </ul>

<b>Assessments:</b>	<p>Diagnostic test covering major concepts from Grades 6 and 7</p> <p>Oral presentation: Students share their summer experiences or a topic of interest</p> <p>Written assignment: Students create a language learning plan for the year</p>
<b>Teacher Resources:</b>	<p><a href="#">Spanish Review Activities for Middle School</a></p> <p><a href="#">Language Learning Strategies Video</a></p> <p><a href="#">Self-Assessment Tools for Language Learners</a></p>

<b>Unit Title</b>	Past Tense - Preterite	<b>Length of Unit</b>	4-5 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do we talk about past events in Spanish?</li> <li>• How does the use of the preterite tense differ from English past tense?</li> </ul>		
<b>Focus Standards*</b>	<p><b>Connecticut Standards</b></p> <ul style="list-style-type: none"> <li>• WL.1.2: Narrate events that occurred in the past</li> <li>• WL.3.1: Understand the main idea and supporting details of narratives or stories</li> </ul> <p><b>Common Core Standards</b></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.W.8.3: Write narratives to develop real or imagined experiences or events</li> <li>• CCSS.ELA-LITERACY.L.8.1.B: Form and use verbs in the active and passive voice</li> </ul>		
<b>Concepts and Strands (Big Ideas)</b>	<ul style="list-style-type: none"> <li>• Grammar (Preterite Tense)</li> <li>• Narrative Writing</li> </ul>		
<b>Key Vocabulary</b>	<p>Regular preterite verb endings (-ar, -er, -ir verbs)</p> <p>Time expressions for the past (ayer, la semana pasada, el año pasado)</p> <p>Common irregular verbs in the preterite (ir, ser, hacer, tener)</p>		

<b>Unit Title</b>	Past Tense - Preterite	<b>Length of Unit</b>	4-5 weeks
-------------------	------------------------	-----------------------	-----------

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• How to form the preterite tense for regular verbs</li> <li>• Common irregular verbs in the preterite</li> <li>• When to use the preterite tense</li> </ul>	<ul style="list-style-type: none"> <li>• Conjugate regular and common irregular verbs in the preterite tense</li> <li>• Narrate a simple story in the past tense</li> <li>• Describe a past event or experience</li> </ul>

<b>Assessments:</b>	<p>Written quiz on preterite conjugations</p> <p>Oral presentation: Students share a memorable past experience</p> <p>Written assignment: Students write a short story in the past tense</p>
<b>Teacher Resources:</b>	<p><a href="#">Preterite Tense Lesson Plans</a></p> <p><a href="#">Interactive Preterite Practice</a></p> <p><a href="#">Past Tense Stories in Spanish</a></p>

<b>Unit Title</b>	Health and Wellness	<b>Length of Unit</b>	4-5 weeks
-------------------	---------------------	-----------------------	-----------

<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do we discuss health and wellness in Spanish?</li> <li>• How do health practices differ between our culture and those of Spanish-speaking countries?</li> </ul>
<b>Focus Standards*</b>	<p><b>Connecticut Standards</b></p> <ul style="list-style-type: none"> <li>• WL.1.3: Exchange information about health and wellness practices</li> <li>• WL.4.1: Identify and discuss health-related cultural practices in target language regions</li> </ul> <p><b>Common Core Standards</b></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.RI.8.7: Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea</li> <li>• CCSS.ELA-LITERACY.SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details</li> </ul>
<b>Concepts and Strands (Big Ideas)</b>	<ul style="list-style-type: none"> <li>• Vocabulary Development</li> <li>• Cultural Comparisons</li> </ul>
<b>Key Vocabulary</b>	<p>Body parts (el cuerpo, la cabeza, el estómago, los músculos)</p> <p>Common illnesses and symptoms (la gripe, el dolor de cabeza, la fiebre)</p> <p>Health and wellness activities (hacer ejercicio, comer sano, dormir bien)</p>



<b>Unit Title</b>	Health and Wellness	<b>Length of Unit</b>	4-5 weeks
-------------------	---------------------	-----------------------	-----------

<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Vocabulary related to body parts and common health issues</li> <li>• Expressions for describing symptoms and giving health advice</li> <li>• Cultural differences in health practices in Spanish-speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>• Describe physical symptoms and common illnesses in Spanish</li> <li>• Give and receive basic health advice</li> <li>• Compare health and wellness practices across cultures</li> </ul>

<b>Assessments:</b>	<p>Role-play: Students act out a doctor's appointment scenario</p> <p>Written assignment: Create a health and wellness brochure in Spanish</p> <p>Oral presentation: Students present on a traditional remedy or health practice from a Spanish-speaking country</p>
<b>Teacher Resources:</b>	<p><a href="#">Health and Wellness Vocabulary Flashcards</a></p> <p><a href="#">Spanish Medical Terms Video Lesson</a></p> <p><a href="#">Article on Traditional Medicine in Latin America</a></p>

<b>Unit Title</b>	Technology and Social Media	<b>Length of Unit</b>	4-5 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do we discuss technology and social media in Spanish?</li> <li>• How does technology use differ among Spanish-speaking countries and our own?</li> </ul>		
<b>Focus Standards*</b>	<p><b>Connecticut Standards</b></p> <ul style="list-style-type: none"> <li>• WL.1.4: Engage in conversations about technology and its impact on daily life</li> <li>• WL.5.1: Identify the impact of technology on cultural products and practices</li> </ul> <p><b>Common Core Standards</b></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others</li> <li>• CCSS.ELA-LITERACY.SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest</li> </ul>		
<b>Concepts and Strands (Big Ideas)</b>	<ul style="list-style-type: none"> <li>• Digital Literacy</li> <li>• Cultural Perspectives</li> </ul>		
<b>Key Vocabulary</b>	<p>Technology devices (el teléfono inteligente, la tableta, el ordenador)</p> <p>Social media terms (las redes sociales, publicar, compartir, seguir)</p> <p>Internet-related verbs (navegar, descargar, subir, buscar)</p>		

<b>Unit Title</b>	Technology and Social Media	<b>Length of Unit</b>	4-5 weeks
-------------------	-----------------------------	-----------------------	-----------

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Vocabulary related to technology and social media</li> <li>• How to discuss the advantages and disadvantages of technology</li> <li>• Cultural differences in technology use across Spanish-speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their technology use and social media habits in Spanish</li> <li>• Discuss the impact of technology on daily life</li> <li>• Compare technology access and use in different Spanish-speaking countries</li> </ul>

<b>Assessments:</b>	<p>Digital project: Students create a Spanish language blog post or vlog</p> <p>Debate: Students discuss pros and cons of social media use in Spanish</p> <p>Written assignment: Students write an email in Spanish describing a tech problem</p>
<b>Teacher Resources:</b>	<p><a href="#">Technology Vocabulary in Spanish</a></p> <p><a href="#">Social Media Terms in Spanish Infographic</a></p> <p><a href="#">Article on Internet Access in Latin America</a></p>

<b>Unit Title</b>	Past Tense - Imperfect	<b>Length of Unit</b>	4-5 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do we describe ongoing or habitual actions in the past?</li> <li>• When do we use the imperfect tense versus the preterite tense?</li> </ul>		
<b>Focus Standards*</b>	<p><b>Connecticut Standards</b></p> <ul style="list-style-type: none"> <li>• WL.1.5: Describe past conditions and habitual actions</li> <li>• WL.3.2: Understand the use of different past tenses in narratives</li> </ul> <p><b>Common Core Standards</b></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.W.8.3.D: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</li> <li>• CCSS.ELA-LITERACY.L.8.1.B: Form and use verbs in the active and passive voice</li> </ul>		
<b>Concepts and Strands (Big Ideas)</b>	<ul style="list-style-type: none"> <li>• Grammar (Imperfect Tense)</li> <li>• Descriptive Writing</li> </ul>		
<b>Key Vocabulary</b>	<p>Imperfect tense verb endings</p> <p>Time expressions for habitual past (todos los días, cada verano, de niño/a)</p> <p>Verbs commonly used in the imperfect (ser, ir, tener, estar)</p>		

<b>Unit Title</b>	Past Tense - Imperfect	<b>Length of Unit</b>	4-5 weeks
-------------------	------------------------	-----------------------	-----------

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• How to form the imperfect tense for regular and irregular verbs</li> <li>• When to use the imperfect tense vs. the preterite tense</li> <li>• How to describe habitual actions and ongoing states in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Conjugate verbs in the imperfect tense</li> <li>• Describe what things were like in the past</li> <li>• Narrate a story using both preterite and imperfect tenses appropriately</li> </ul>

<b>Assessments:</b>	<p>Written quiz on imperfect conjugations and usage</p> <p>Oral presentation: Students describe their childhood or a past vacation</p> <p>Written assignment: Students write a story contrasting preterite and imperfect uses</p>
<b>Teacher Resources:</b>	<p><a href="#">Imperfect Tense Lesson Plans</a></p> <p><a href="#">Interactive Imperfect vs. Preterite Practice</a></p> <p><a href="#">Past Tense Stories for Reading Comprehension</a></p>

<b>Unit Title</b>	Environment and Sustainability	<b>Length of Unit</b>	4-5 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do we discuss environmental issues and sustainability in Spanish?</li> <li>• What are some environmental challenges and solutions in Spanish-speaking countries?</li> </ul>		
<b>Focus Standards*</b>	<p><b>Connecticut Standards</b></p> <ul style="list-style-type: none"> <li>• WL.1.6: Exchange information about environmental issues and sustainable practices</li> <li>• WL.4.2: Recognize and understand the significance of environmental practices in Spanish-speaking communities</li> </ul> <p><b>Common Core Standards</b></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient</li> <li>• CCSS.ELA-LITERACY.W.8.1: Write arguments to support claims with clear reasons and relevant evidence</li> </ul>		
<b>Concepts and Strands (Big Ideas)</b>	<ul style="list-style-type: none"> <li>• Environmental Vocabulary</li> <li>• Persuasive Speaking and Writing</li> </ul>		
<b>Key Vocabulary</b>	<p>Environmental terms (el medio ambiente, la contaminación, el reciclaje)</p> <p>Natural resources (el agua, los bosques, la energía renovable)</p> <p>Eco-friendly actions (ahorrar energía, reducir, reutilizar)</p>		

<b>Unit Title</b>	Environment and Sustainability	<b>Length of Unit</b>	4-5 weeks
-------------------	--------------------------------	-----------------------	-----------

<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Vocabulary related to environmental issues and sustainability</li> <li>• How to express opinions about environmental topics</li> <li>• Environmental challenges and initiatives in Spanish-speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss environmental problems and possible solutions in Spanish</li> <li>• Describe eco-friendly practices and their importance</li> <li>• Compare environmental issues in their community with those in Spanish-speaking countries</li> </ul>

<b>Assessments:</b>	<p>Debate: Students discuss environmental issues and solutions in Spanish</p> <p>Written assignment: Students create a persuasive essay or letter about an environmental topic</p> <p>Group project: Students design and present an eco-friendly initiative for their school or community</p>
<b>Teacher Resources:</b>	<p><a href="#">Environmental Vocabulary in Spanish</a></p> <p><a href="#">Environmental Issues in Latin America Video</a></p> <p><a href="#">Eco-Schools Program in Spanish-Speaking Countries</a></p>

<b>Unit Title</b>	Future Tense and Career Exploration	<b>Length of Unit</b>	4-5 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do we express future plans and aspirations in Spanish?</li> <li>• What career opportunities exist for Spanish speakers in various fields?</li> </ul>		
<b>Focus Standards*</b>	<p><b>Connecticut Standards</b></p> <ul style="list-style-type: none"> <li>• WL.1.7: Discuss future plans and career aspirations</li> <li>• WL.5.2: Identify career paths where language skills are valuable</li> </ul> <p><b>Common Core Standards</b></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.W.8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</li> <li>• CCSS.ELA-LITERACY.SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details</li> </ul>		
<b>Concepts and Strands (Big Ideas)</b>	<ul style="list-style-type: none"> <li>• Grammar (Future Tense)</li> <li>• Career Exploration</li> </ul>		
<b>Key Vocabulary</b>	<p>Future tense verb endings and irregular stems</p> <p>Career-related terms (la profesión, el trabajo, el/la empleado/a)</p> <p>Job sectors (la medicina, los negocios, la tecnología, las artes)</p>		



<b>Unit Title</b>	Future Tense and Career Exploration	<b>Length of Unit</b>	4-5 weeks
-------------------	-------------------------------------	-----------------------	-----------

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• How to form and use the future tense</li> <li>• Vocabulary related to careers and workplaces</li> <li>• The value of Spanish language skills in various career paths</li> </ul>	<ul style="list-style-type: none"> <li>• Express future plans and predictions using the future tense</li> <li>• Discuss career aspirations and job requirements in Spanish</li> <li>• Research and present information about careers that value Spanish skills</li> </ul>

<b>Assessments:</b>	<p>Written quiz on future tense conjugations and usage</p> <p>Oral presentation: Students describe their future career goals</p> <p>Research project: Students investigate and present on careers that use Spanish</p>
<b>Teacher Resources:</b>	<p><a href="#">Future Tense Lesson Plans</a></p> <p><a href="#">Career Vocabulary in Spanish</a></p> <p><a href="#">Video on Careers Using Spanish</a></p>

<b>Unit Title</b>	Hispanic Arts and Literature	<b>Length of Unit</b>	4-5 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do arts and literature reflect Hispanic cultures?</li> <li>• How can we appreciate and analyze Spanish-language art and literature?</li> </ul>		
<b>Focus Standards*</b>	<p><b>Connecticut Standards</b></p> <ul style="list-style-type: none"> <li>• WL.2.2: Comprehend the main idea and supporting details of authentic written and spoken texts</li> <li>• WL.5.3: Analyze and reflect on cultural perspectives as expressed through the arts and literature</li> </ul> <p><b>Common Core Standards</b></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot</li> <li>• CCSS.ELA-LITERACY.W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research</li> </ul>		
<b>Concepts and Strands (Big Ideas)</b>	<ul style="list-style-type: none"> <li>• Cultural Appreciation</li> <li>• Literary Analysis</li> </ul>		
<b>Key Vocabulary</b>	<p>Art terms (la pintura, el/la artista, el estilo, la obra)</p> <p>Literary terms (el cuento, la poesía, el/la autor/a, el tema)</p> <p>Cultural movements (el surrealismo, el realismo mágico, el modernismo)</p>		

<b>Unit Title</b>	Hispanic Arts and Literature	<b>Length of Unit</b>	4-5 weeks
-------------------	------------------------------	-----------------------	-----------

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Key vocabulary related to art and literature</li> <li>• Names of famous Hispanic artists and authors</li> <li>• Characteristics of major Hispanic artistic and literary movements</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and analyze a work of art or literature in simple Spanish</li> <li>• Discuss themes and styles in Hispanic arts and literature</li> <li>• Relate artistic expressions to cultural and historical contexts</li> </ul>

<b>Assessments:</b>	<p>Written analysis: Students write about a Hispanic artwork or short story</p> <p>Creative project: Students create an artwork or write a short story inspired by Hispanic artists/authors</p> <p>Oral presentation: Students present on a Hispanic artist or author of their choice</p>
<b>Teacher Resources:</b>	<p><a href="#">Famous Hispanic Artists Lesson Plans</a></p> <p><a href="#">Short Stories in Spanish for Beginners</a></p> <p><a href="#">Virtual Tour of Famous Latin American Art Museums</a></p>

## References

Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center),

About the Standards. (2021.). Retrieved from <https://www.thecorestandards.org/about-the-standards/>

CSDE, (1998.). Connecticut's Common Core of Learning, Retrieved from

<https://portal.ct.gov/-/media/sde/world-languages/ccclwl.pdf>

CSDE, Connecticut's Common Core State Standards Library. <https://portal.ct.gov/sde/ct-core-standards/ccss-overview>