

Unit 1: Para Empezar
8th Grade Spanish
 12 Class Meetings

Updated 2/2026

Essential Questions

- How do I use Spanish to greet others and talk about the calendar and weather?
- What can Spanish teach me about people and daily life in the Spanish-speaking world?

Enduring Understandings with Unit Goals

EU 1

- Language enables meaningful communication: Using greetings, calendar terms, and weather expressions allows us to interact effectively in real-life situations.

EU 2

- Culture shapes language use: How people greet each other, discuss time, and describe the weather reflects cultural norms and daily life in Spanish-speaking communities

Standards

Connecticut World Language Curriculum Framework

COMMUNICATION

- **Standard 1.1:** Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.
- **Standard 1.2:** Students will understand and interpret spoken and written language on a variety of topics.
- **Standard 1.3:** Students will present information, concepts, and ideas to listeners or readers on a variety of topics.

CULTURES

- **Standard 2.1:** Students will demonstrate an understanding of the traditions, products, and perspective of the culture studied.

CONNECTIONS

- **Standard 3.1:** Students will reinforce and expand the knowledge of other areas of study through the world language.
- **Standard 3.2:** Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

COMPARISONS

- **Standard 4.1:** Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

- **Standard 5.1:** Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment, and active participation.

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ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. En la Escuela
 - Greet people at different times of the day
 - Introduce yourself to others
 - Respond to classroom directions
 - Begin using numbers
 - Tell time
 - Identify parts of the body

2. En la Clase
 - Talk about things in the classroom
 - Ask questions about new words and phrases
 - Use the Spanish Alphabet to spell words
 - Talk about things related to the calendar
 - Learn about the Aztec Calendar

3. El Tiempo
 - Describe weather conditions
 - Identify the seasons
 - Compare weather in the Northern and Southern Hemispheres

Interdisciplinary Connections

- English – cognates, words with Latin routes, structure and function of language
- Math- numbers, graphs, analyzing data, formulas
- Social Studies: geography, history of Spain and Arabic countries
- Art: music, dance, interpreting art, differentiating art styles
- ESL: Reading, writing, recognizing cognates

Target Vocabulary:

Saludos, numeros, el reloj, que hora es, dia, mes, ano, calendario, el tiempo, las temporadas, los objetos de la clase, frases utiles, pedir ayuda, cuantos, cuantas

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Daily Learning Objectives

Students will be able to...

- Translate and apply unit 1.1 vocabulary
- Identify and apply personal pronouns to express introductions and greetings
- Students will analyze weather conditions in various places around the world and compare patterns across regions.
- Students will define infinitive verbs in Spanish and apply them correctly in sentences to express actions, intentions, or plans.
- Students will analyze personal preferences and construct sentences in Spanish to express their likes and dislikes and ask others about theirs.
- Students will analyze classroom vocabulary in Spanish and classify items into categories (e.g., supplies, furniture, people) to demonstrate understanding of their meanings and uses.
- Students will apply -ar, -er verb conjugation rules to construct sentences in Spanish that express their likes and hobbies.
- Students will collect data by interviewing themselves about hobbies, analyze their responses, and construct a graph in Spanish to represent the frequency of likes and preferences. **
- Students will analyze cultural dances from Latin America and evaluate their significance to the communities, explaining how these dances reflect cultural perspectives and traditions.
- Students will organize and deliver an oral presentation in Spanish in which they introduce themselves, express their likes and dislikes, and describe their favorite cultural dance from Latin America, using appropriate vocabulary and complete sentences. **

Instructional Strategies/Differentiated Instruction

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- Do Now
- Binder checks
- Think-Pair-Share
- Graphic Organizers
- Role-Playing / Simulations
- Think-Alouds / Modeling
- Choice Boards / Learning Menus
- Jigsaw / Collaborative Learning
- Interactive Technology
- Differentiation: Provide extra practice or challenges through adaptive digital tools
- Sentence Frames / Starters
- Peer Review / Feedback
- Choice of Output Modality
- Homework
- Visual aids
- Color coding

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Assessments
<p>FORMATIVE ASSESSMENTS:</p> <ul style="list-style-type: none"> • TWPS • Homework • Do now • Guided Classwork with skills practice • Think-Write-Pair-Share (TWPS) • Warm-ups / Exit Slip • Binder checks • Observations • Self-assessments • Class participation • Oral presentations <p>SUMMATIVE ASSESSMENTS:</p> <ul style="list-style-type: none"> • Quiz- EU 1 • Quiz- EU 2 • Unit Task-

Unit Mi Task
<p>Unit Task Name: “Mi Vida y mis Ritmos”</p> <p>In this task, students will demonstrate understanding of how language enables meaningful communication (EU 1) and how culture shapes language use (EU 2). Students will interview themselves and classmates to gather information about greetings, likes and dislikes, hobbies, and favorite Latin American cultural dances. Students will then analyze the data collected and create a graph in Spanish to visually represent class preferences, using complete sentences and vocabulary learned in the unit.</p> <p>Finally, students will design a multimedia presentation in Spanish in which they introduce themselves, share their likes and dislikes, describe a favorite hobby, and explain their favorite cultural dance from Latin America. They may include images, videos, audio, or other creative elements to enhance their presentation, demonstrating effective communication in Spanish and an understanding of cultural practices (EU 1 & EU 2).</p>

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Unit Resources

- *Realidades, Prentice Hall*
- *Google*
- *Google Slides*
- *Google Classroom*
- *Laptops*
- *Airtame*
- [Www.studyspanish.com](http://www.studyspanish.com)
- Youtube.com
- www.rae.com
- www.wordreference.com
- www.learningspanishlanguage.com