

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

GRADE 8 SPANISH

BOARD OF EDUCATION APPROVED 03/10/2009

GRADE 8 SPANISH

Statement of Purpose

The goal of our World Language Department is to encourage an understanding of and an interest in other cultures through the study of another language and to develop skills that allow for communication in a target language. In 8th grade Spanish, students will continue to develop basic language skills and an awareness of the products, practices, and perspectives of the Hispanic and Spanish culture.

Audience

Grade 8 students

Prerequisite

Grade 7 Spanish

Design and Description

This year-long course is an introductory course that reinforces, refines and expands concepts taught in previous grades. It provides a basic foundation in Spanish through reading, writing, listening and speaking. The emphasis is on acquiring basic grammatical structures, vocabulary and idioms to further communicate in Spanish. Students are also exposed to the geography and culture of Spanish-speaking countries.

Course Objectives

Students will be able to:

- describe a home and its contents.
- plan a celebration.
- compare and contrast celebrations in Ecuador and in their own country.
- talk about sports.
- discuss whom and what they know.
- talk about what physically hurts.
- talk about what happened in the past.
- compare and contrast popular outdoor activities in the Dominican Republic and the U.S..
- talk about technology and cybercafés.
- talk about what happened in the past.
- talk about indefinite or negative situations.
- compare and contrast typical music and art forms in Argentina and the United States.
- to say where they went, how it was, and what they did.
- make a phone call and extend an invitation.
- list words and expressions related to making phone calls.
- identify various factors that have influenced Argentine food.
- discuss their daily routines and grooming.
- state what they and others are currently doing.
- tell what they are able to do on vacation in Costa Rica.
- buy specific souvenirs and gifts for others at open air markets.
- talk about vacation activities.

Skill Objectives

Students will:

Grade 8 Spanish

- identify rooms of a home.
- identify furniture and items found in a home.
- utilize ordinal numbers.
- differentiate the uses of ser and estar.
- create a graphic organizer comparing housing in Ecuador and the U.S..
- identify words related to planning a celebration.
- generate a list of chores.
- conjugate the verbs dar, decir, poner, salir, traer, and venir in the present tense.
- give affirmative tú commands.
- use acabar de and infinitive to indicate activities that have just happened.
- describe a celebration in Ecuador.
- identify words used to talk about sports.
- conjugate the verb jugar in the present tense.
- conjugate the verb saber in the present tense.
- conjugate the verb conocer in the present tense.
- differentiate the uses of saber and conocer.
- utilize the personal a correctly.
- list some sports played in the Dominican Republic.
- generate a list of words related to health.
- identify body parts.
- name some outdoor activities.
- conjugate the verb doler in the present tense.
- conjugate the regular –ar verbs in the preterite tense.
- conjugate the preterite regular verbs that end in –car, -gar, and –zar.
- create a graphic organizer comparing popular outdoor activities in the Dominican Republic and the U.S.
- generate a list of vocabulary related to technology.
- utilize affirmative and negative words appropriately.
- conjugate regular -er verbs in the preterite.
- conjugate regular –ir verbs in the preterite.
- identify music and art forms in Argentina.
- define cybercafé.
- identify attractions.
- generate a list of words used to extend an invitation.
- list words and expressions related to making phone calls.
- conjugate ser in the preterit.
- conjugate ir in the preterit.
- conjugate hacer in the preterit.
- utilize the correct pronouns after a preposition.
- identify traditional Argentine food.
- identify words related to daily routines and grooming.
- identify words related to travel and transportation.
- utilize reflexive verbs.
- form and use the present progressive.
- recognize popular sites to visit in Costa Rica.
- name vacation activities.

- list Vocabulary related to buying souvenirs.
- utilize indirect object pronouns.
- select and use the appropriate demonstrative adjectives.

World Language Standards

Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.

Students will give and follow directions in order to travel from one location to another and ask questions for clarification.

Students will work in groups to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to improve their communication in the target language.

Communication (Interpretive Mode)

In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.

Students will work individually to collect data on familiar topics from various print, digital and electronic resources.

Students will begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.

Communication (Presentational Mode)

In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.

Students will prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives.

Students will summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in the target language.

Students will prepare a diary of their daily activities and those of their families and friends in the target language.

Cultures

In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.

Students will identify authentic products, such as those found in the target culture's homes and communities, and discuss their significance.

Students will participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.

Students will use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction.

Connections (Interdisciplinary Mode)

In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.

Students will use new information and critical thinking gained through world language study to expand their personal knowledge.

Connections (Intradisciplinary Mode)

In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.

Students will use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base.

Comparisons Among Languages

In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

Students will use oral and written language to relate their own experiences and construct their own stories.

Comparisons Among Cultures

In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Students will compare and contrast art forms, such as music and songs across cultures.

Students will solicit their peers' opinions on aspects of culture through face-to-face contact or written exchanges and compare this information with how their peers in the target culture(s) view the same topic.

Students will use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

Communities

In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Students will use various media from the target language and culture for entertainment.

Information and Technology Standards (to be added)

Essential Questions

- How do I use another language to communicate with others?
- How do I understand what others are trying to communicate in another language?
- How do I present information, concepts, and ideas in another language in a way that is understood?
- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice-versa?
- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?
- How do I demonstrate an understanding of the similarities, differences, and interactions across languages?
- How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?
- How do I understand what others are trying to communicate in another language?

Focus Questions

- How do I describe different types of housing?
- What do I do to plan a celebration?
- What are some celebrations in Ecuador?
- How do I talk about sports?
- How do I talk about people and things I know?
- How do I talk about what hurts?
- How do I talk about what happened in the past?
- What are some popular outdoor activities in the Dominican Republic?
- How do I talk about technology?
- How do I talk about what happened in the past?
- What are some typical music and art forms in Argentina?
- How do I talk about and describe where I go on the weekend?
- How do I talk on the phone?
- What is Argentine food like?
- How do I talk about my daily routines?
- What can I do in Costa Rica?
- How do I discuss what I am currently doing?
- What can I do on vacation?
- How do I talk about giving and receiving souvenirs?

UNITS of STUDY

Unit 1: Where We Live

World Language Standards

Connections (Intradisciplinary Mode)

In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.

Students will use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base.

Comparisons Among Cultures

In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Students will use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

Essential Questions

- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Focus Question

- How do I describe different types of housing?

Core Topics

Vocabulary

- housing
- furniture and items found in the home
- ordinal numbers first through tenth

Grammar

- uses of ser and estar
- how to use ordinal numbers

Culture

- housing in Ecuador

Unit Objective

Students will be able to:

- describe a home and its contents.

Skill Objectives

Students will:

- identify rooms of a home.
- identify furniture and items found in a home.

- utilize ordinal numbers.
- differentiate the uses of ser and estar.
- create a graphic organizer comparing housing in Ecuador and the U.S..

Sample Assessment

“Selling a home in Ecuador” Students will pretend to be a real estate agent. They must present a home in Ecuador.

Pacing

4 weeks

Unit 2: Planning a Celebration

World Language Standards

Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will give and follow directions in order to travel from one location to another and ask questions for clarification.

Students will work in groups to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to improve their communication in the target language.

Communities

In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Students will exchange information about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs and distance learning.

Essential Questions

- How do I use another language to communicate with others?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Focus Questions

- What do I do to plan a celebration?
- What are some celebrations in Ecuador?

Core Topics

Vocabulary

- Words related to a celebration
- Chores

Grammar

- Dar in the present tense
- Decir
- Poner
- Salir
- Traer
- Venir
- Regular and irregular affirmative tú commands
- Acabar de + infinitive to indicate that something has just happened

Culture

- Celebrations in Ecuador

Unit Objectives

Students will be able to:

- plan a celebration.
- compare and contrast celebrations in Ecuador and in their own country.

Skill Objectives

Students will:

- identify words related to planning a celebration.
- generate a list of chores.
- conjugate the verbs dar, decir, poner, salir, traer, and venir in the present tense.
- give affirmative tú commands.
- use acabar de and infinitive to indicate activities that have just happened.
- describe a celebration in Ecuador.

Sample Assessment

“Plan a Party!” Students will create invitations, list chores that must occur to prepare for the party, and plan the food and entertainment.

Pacing

4 weeks

Unit 3: Sports

World Language Standards

Communication (Interpretive Mode)

In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.

Students will work individually to collect data on familiar topics from various print, digital and electronic resources.

Cultures

In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.

Students will participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.

Connections (Interdisciplinary Mode)

In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.

Students will use new information and critical thinking gained through world language study to expand their personal knowledge.

Essential Questions

- How do I understand what others are trying to communicate in another language?
- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?

Focus Questions

- How do I talk about sports?
- How do I talk about people and things I know?

Core Topics

Vocabulary

- Words related to sports

Grammar

- The stem changing verb jugar
- Saber versus conocer
- The personal a

Culture

- Sports in the Dominican Republic

Unit Objectives

Students will be able to:

- talk about sports.
- discuss whom and what they know.

Skill Objectives

Students will:

- identify words used to talk about sports.
- conjugate the verb jugar in the present tense.
- conjugate the verb saber in the present tense.
- conjugate the verb conocer in the present tense.
- differentiate the uses of saber and conocer.
- utilize the personal a correctly.
- list some sports played in the Dominican Republic.

Sample Assessment

“Famous Athletes” Students will give an oral presentation as a famous Latino/ Spanish athlete

Pacing

4 weeks

Unit 4: Staying Healthy

World Language Standards

Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.

Communication (Presentational Mode)

In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.

Students will prepare a diary of their daily activities and those of their families and friends in the target language.

Essential Questions

- How do I use another language to communicate with others?
- How do I present information, concepts, and ideas in another language in a way that is understood?

Focus Questions

- How do I talk about what hurts?
- How do I talk about what happened in the past?
- What are some popular outdoor activities in the Dominican Republic?

Core Topics

Vocabulary

- Words related to health
- Body parts
- Some outdoor activities

Grammar

- The verb *doler*
- Preterite of regular -ar verbs
- Preterite of regular verbs that end in -car, -gar, -zar

Culture

- Outdoor activities in the Dominican Republic

Unit Objectives

Students will be able to:

- talk about what physically hurts.
- talk about what happened in the past.
- compare and contrast popular outdoor activities in the Dominican Republic and the U.S..

Skill Objectives

Students will:

- generate a list of words related to health.

- identify body parts.
- name some outdoor activities.
- conjugate the verb *doler* in the present tense.
- conjugate the regular –ar verbs in the preterit tense.
- conjugate the preterit regular verbs that end in –car,-gar, and –zar.
- create a graphic organizer comparing popular outdoor activities in the Dominican Republic and the U.S..

Sample Assessment

Scrapbook - Design a page for a scrapbook describing what you did last summer. Include visuals and a written description.

Pacing

4 weeks

Unit 5: Technology

World Language Standards

Comparisons Among Cultures

In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Students will compare and contrast art forms, such as music and songs across cultures.

Communities

In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Students will use various media from the target language and culture for entertainment.

Essential Questions

- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Focus Questions

- How do I talk about technology?
- How do I talk about what happened in the past?
- What are some typical music and art forms in Argentina?

Core Topics

Vocabulary

- Technology

Grammar

- Preterite of regular –er verbs
- Preterite of regular –ir verbs
- Affirmative and negative words

Culture

- Music and art forms in Argentina
- Cybercafés

Unit Objectives

Students will be able to:

- talk about technology and cybercafés.
- talk about what happened in the past.
- talk about indefinite or negative situations.
- compare and contrast typical music and art forms in Argentina and the United States.

Skill Objectives

Students will:

- generate a list of Vocabulary related to Technology.

- utilize affirmative and negative words appropriately.
- conjugate regular -er verbs in the preterite.
- conjugate regular -ir verbs in the preterite.
- identify music and art forms in Argentina.
- define cybercafé.

Sample Assessment

“Buenos Aires Webquest” Students will simulate a trip to Argentina and write a virtual postcard recounting what they saw and did.

Pacing

4 weeks

Unit 6: Weekend Attractions

World Language Standards

Comparisons Among Languages

In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

Students will use oral and written language to relate their own experiences and construct their own stories.

Comparisons Among Cultures

In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Students will solicit their peers' opinions on aspects of culture through face-to-face contact or written exchanges and compare this information with how their peers in the target culture(s) view the same topic.

Communities

In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Students will interact with members of the local community who are employed in a variety of professions to learn how they use the target language in their work.

Essential Questions

- How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?
- How do I demonstrate an understanding of the similarities, differences, and interactions across languages?

Focus Questions

- How do I talk about and describe where I go on the weekend?
- How do I talk on the phone?
- What is Argentine food like?

Core Topics

Vocabulary

- Attractions
- Extending invitations
- Making phone calls

Grammar

- The preterit of ser
- The preterit of ir
- The preterit of hacer

- Pronouns after prepositions

Unit Objectives

Students will be able to:

- to say where they went, how it was, and what they did.
- make a phone call and extend an invitation.
- list words and expressions related to making phone calls.
- identify various factors that have influenced Argentine food.

Skill Objectives

Students will:

- identify attractions.
- generate a list of words used to extend an invitation.
- list words and expressions related to making phone calls.
- conjugate ser in the preterit.
- conjugate ir in the preterit.
- conjugate hacer in the preterit.
- utilize the correct pronouns after a preposition.
- identify traditional Argentine food.

Sample Assessment

Journal entry - Students will write a journal entry about what they did the previous weekend. They will then use classzone.com to listen to and read about what Latin American children do in their free time. Students will then compare what the experiences are on a graphic organizer.

Pacing

4 weeks

Unit 7: Daily Routines

World Language Standards

Communication (Interpretive Mode)

In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.

Students will begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.

Communication (Presentational Mode)

In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.

Students will prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives.

Students will summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in the target language.

Essential Questions

- How do I understand what others are trying to communicate in another language?
- How do I present information, concepts and ideas in another language in a way that is understood?

Focus Questions

- How do I talk about my daily routines?
- What can I do in Costa Rica?
- How do I discuss what I am currently doing?

Core Topics

Vocabulary

- Daily routines and grooming
- Travel and transportation

Grammar

- Reflexive verbs
- Present progressive

Culture

- Vacation spots in Costa Rica

Unit Objectives

Students will be able to:

- discuss their daily routines and grooming.
- state what they and others are currently doing.
- tell what they are able to do on vacation in Costa Rica and how they got there.

Skill Objectives

Students will:

- identify words related to daily routines and grooming.
- identify words related to travel and transportation.
- utilize reflexive verbs.
- form and use the present progressive.
- recognize popular sites to visit in Costa Rica.

Sample Assessment

“Create a Story” – Students will write and illustrate a story using reflexive verbs

Pacing

4 weeks

Unit 8: On Vacation

World Language Standards

Cultures

In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.

Students will identify authentic products, such as those found in the target culture's homes and communities, and discuss their significance.

Students will use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction.

Essential Questions

- How do I use my understanding of culture to communicate and function appropriately in another culture?

Focus Question

- What can I do on vacation?
- How do I talk about giving and receiving souvenirs?

Core Topics

Vocabulary

- Vacation activities
- Buying souvenirs

Grammar

- Indirect object pronouns
- Demonstrative adjectives

Culture

- Open air markets

Unit Objectives

Students will be able to:

- buy specific souvenirs and gifts for others at open air markets.
- talk about vacation activities.

Skill Objectives

Students will:

- name vacation activities.
- list Vocabulary related to buying souvenirs.
- utilize indirect object pronouns.
- select and use the appropriate demonstrative adjectives.

Sample Assessment

Market skit – students will role play buying and selling souvenirs

Pacing

4 weeks