

<b>Select a Course:</b>	Spanish Grade 8
<b>Teacher:</b>	CORE Spanish Grade 8
<b>Course:</b>	Spanish Grade 8
<b>Year:</b>	2016-17
<b>Months:</b>	- All -

August	<b>Comida</b>				
September	<b>La Comida</b>				
	<p><b>Enduring Understandings</b> ✕</p> <p> Understanding other cultures creates cultural sensitivity and acceptance.</p> <p>Food as an integral part of our society and culture.</p> <p>In today's multi-cultural society all people enjoy meals from different parts of the world.</p> <p>Food is a basic human need.</p> <p>We need the right amount of good food to keep our bodies healthy so we are able to perform our best.</p>	<p><b>Essential Questions</b> ✕</p> <p> How does food relate to culture?</p> <p> How does where I live affect my health or perception of a healthy lifestyle?</p> <p> How do foods (ie. the tomato, potato, chocolate and corn) influence culture in Spanish- speaking countries? In the United States? Outside the United States?</p> <p>What would our world be like without these foods?</p>	<p><b>Standards</b> ✕</p>	<p><b>Knowledge &amp; Skills</b> ✕</p> <p> Commenting on food and describing it</p> <p> Ordering food in a restaurant/ taking orders</p> <p> Telling how you feel</p> <p> Giving (healthy) advice</p>	<p><b>Academic Language</b> ✕</p> <p> Meals</p> <p> Food</p> <p> Stem changing verbs (pedir, servir, preferir, poder, and probar)</p> <p> Informal affirmative commands</p> <p> Direct Object Pronouns</p> <p> Estar, ser, sentirse, and tener</p>
	<p><b>Enduring Understandings</b> ✕</p> <p> Understanding other cultures creates cultural sensitivity and acceptance.</p> <p>Food is an integral part of our society and culture.</p> <p>In today's multi-cultural society all people enjoy meals from different parts of the world.</p> <p>Food is a basic human need.</p> <p>We need the right amount of good food to keep our bodies healthy so we are able to perform our best.</p>	<p><b>Essential Questions</b> ✕</p> <p> Why is traditional food important to a county?</p> <p> How does traditional food in my culture compare to traditional foods in other cultures?</p> <p> What is it like to go to a restaurant in a Spanish-speaking country?</p> <p>What do I need to know to feel confident when I talk to the</p>	<p><b>Standards</b> ✕</p> <p>30.A.4 - Identify typical diet, nutrition, and physical fitness concerns of peers in an area where the target language is spoken.</p> <p>29.E.2 - Identify major ethnic groups in the country(ies) where the target language is spoken.</p> <p>28.D.1 - Write a developmentally appropriate paper (e.g., report, composition, letter, journal) about a familiar topic using specific guidelines.</p> <p>28.D.2 - Use preparation and presentation aids (e.g., dictionaries, notes, visuals) to facilitate oral or written presentations.</p> <p>28.D.3 - Create a short, simple original</p>	<p><b>Knowledge &amp; Skills</b> ✕</p> <p> Ordering in a restaurant</p> <p> Express preference about foods</p> <p> Describe foods and meals verbally and in writing</p> <p> Understand a recipe</p> <p> Tell someone they are familiar with what to do</p>	<p><b>Academic Language</b> ✕</p> <p> Direct Object Pronouns</p> <p> Ser and Estar</p> <p> Affirmative informal commands</p>

		waiter?	story or poem based upon a model (e.g., fable, fairy tale, haiku, graphic poem, anagram).	Understand and use direct object pronouns	
October	<b>Day of the Dead</b>				
	<b>Enduring Understandings</b> ✕	<b>Essential Questions</b> ✕	<b>Standards</b>	<b>Knowledge &amp; Skills</b> ✕	<b>Academic Language</b> ✕
	All cultures are unique in how they remember their dead.  What we celebrate is dependent on environmental, societal, and cultural norms.  What is a celebration?  What do you celebrate with your family?  What do you (your family) do when a loved one passes away? How do you feel?  Why is it important to remember the dead?  Can death be celebrated?	How is death honored and celebrated on Dia de los Muertos?	28.C.1 - Follow simple written classroom instructions.  28.C.3 - Infer meaning of unfamiliar vocabulary using contextual clues.  29.A.1 - Demonstrate culturally authentic activities (e.g., sing a song, play a game, prepare a food) following simple target language instructions.  28.D.2 - Present a simple age- and stage-appropriate report on a familiar topic.  28.D.3 - Use known vocabulary and grammatical structures to write and present a simple production or media presentation (e.g., skit, commercial, ad, song).  29.A.1 - Demonstrate a wider range of culturally authentic activities following target language instructions.	Creating an ofrenda	See project guidelines sheet under "Assessments"
November	<b>Continue Food Unit and Preview Healthy Body Unit</b>				
	<b>Enduring Understandings</b> ✕	<b>Essential Questions</b> ✕	<b>Standards</b>	<b>Knowledge &amp; Skills</b> ✕	<b>Academic Language</b> ✕
			28.C.1 - Demonstrate comprehension of the main message of a variety of written materials with the help of available resources (e.g., dictionary, thesaurus, software, Internet, e-mail).  29.D.1 - Use acquired language to identify some historical events, concepts, and trends.  30.B.2 - Describe the activities of a specific career in which the target language can be used.	Daily routines with times Giving advice Describing how people feel Giving opinions Explaining relationships- who knows who Describing what is happening at the time	Reflexive verbs Telling time Direct Object Pronouns Estar Continue commands with direct object pronouns and reflexives Negative Commands pensar que and pensar with infinitives conocer comparisons and superlatives

December	<b>High School Placement Exam</b>				
	<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Standards</b>	<b>Knowledge &amp; Skills</b>	<b>Academic Language</b>
		<ul style="list-style-type: none"> <li>How can I demonstrate my understanding of vocabulary and grammar from 7th grade to early 8th?</li> </ul>		<ul style="list-style-type: none"> <li>7th &amp; 8th Grammar + Vocabulary</li> </ul>	
	<b>El Cuerpo- Body Parts</b>				
	<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Standards</b>	<b>Knowledge &amp; Skills</b>	<b>Academic Language</b>
		<ul style="list-style-type: none"> <li>How does health relate to a persons envornment?</li> </ul>	28.B.4 - Demonstrate comprehension of gestures and body language often used in everyday interaction in the target language culture.  28.D.2 - Present a simple age- and stage-appropriate report on a familiar topic.	<ul style="list-style-type: none"> <li>Identify body parts</li> <li>Explain what hurts</li> </ul>	<ul style="list-style-type: none"> <li>Body parts</li> <li>Doler</li> </ul>
January	<b>Niños de la Calle and Daily Routines</b>				
	<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Standards</b>	<b>Knowledge &amp; Skills</b>	<b>Academic Language</b>
	<ul style="list-style-type: none"> <li>Daily routines can say a lot about your personality.</li> <li>Daily routines are impacted by cultural definitions of wellness as well as access to resources.</li> </ul>	<ul style="list-style-type: none"> <li>How do daily routines change around the world?</li> <li>How does poverty affect someone's daily routine and health?</li> <li>How and why would a child end up working/living on the streets?</li> </ul>	28.C.2 - Summarize a simple passage.  28.D.2 - Present a simple age- and stage-appropriate report on a familiar topic.  30.B.1 - Describe activities and characteristics of selected occupations and work places.	<ul style="list-style-type: none"> <li>Describe their own daily routines</li> <li>Understand someone else's daily routine</li> </ul>	<ul style="list-style-type: none"> <li>Reflexive verbs</li> <li>Kids in the street vs. kids of the street</li> </ul>
February	<b>Esperanza</b>				
	<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Standards</b>	<b>Knowledge &amp; Skills</b>	<b>Academic Language</b>
	<ul style="list-style-type: none"> <li>People move to new lands for many reasons.</li> <li>Many factors influence where immigrants will live in the new lands.</li> <li>Immigrants face challenges in their new surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>Why do people leave their homeland and move to new places?</li> <li>Why is it important to study other cultures?</li> <li>Is America still a land of opportunity for</li> </ul>	28.A.1 - Demonstrate understanding (e.g., retell, dramatize, illustrate) of narratives, conversations, and aural presentations using available resources.  28.B.3 - Read aloud in the target language using correct pronunciation, intonation, and inflection.  28.C.1 - Explain the main message of a variety of written materials with the help	<ul style="list-style-type: none"> <li>Preterite Verbs</li> <li>Immigration terms</li> </ul>	<ul style="list-style-type: none"> <li>La Inmigración</li> <li>La Emigración</li> <li>La Patrulla Fronteraza</li> <li>La Migra</li> <li>La Amnestía</li> </ul>

<p> Conflicts can arise over immigration, and sometimes there is no one correct answer.</p> <p> Immigrants maintain old tradition and develop new traditions.</p> <p> Immigrants make contributions to their new culture.</p>	<p>immigrants?</p> <p>- What influences where immigrants live?</p> <p>- Why might citizens have different viewpoints on immigration?</p>	<p>of available resources.</p> <p>28.D.2 - Prepare a written or audio-visual presentation (e.g., information exchange with peers using available resources) on a topic of interest in daily life.</p> <p>30.A.3 - Cite examples of selected physical and geological features, vegetation, or animal life indigenous to areas where the target language is spoken.</p>	<p>- La Frontera</p> <p>- El Sindicato</p>
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<p>March</p>	<p> <b>Ir de compras</b></p>			
<p><b>Enduring Understandings</b> ✕</p> <p> Members of culture may make assumptions about other cultures based on their own attitudes, values, and beliefs.</p> <p>Learning a different language or culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</p>	<p><b>Essential Questions</b> ✕</p> <p> How is clothing influenced by a person's collective background and individual identity?</p> <p>What do clothing costs and styles reflect about the culture of a country?</p> <p>What does clothing say about a person's personality, profession, and the weather?</p> <p> How do shopping practices in Spanish speaking countries compare to ours?</p> <p>What influence does the U.S. have on Spanish speaking countries' buying habits?</p> <p>How does the availability of credit or lack thereof impact a countries' economy?</p>	<p><b>Standards</b> ✕</p> <p>28.D.1 - Compose a simple report about family members, friends, objects, or common school and home activities using appropriate punctuation and capitalization.</p> <p>28.D.3 - Give a short presentation supported by visuals regarding family members, friends, objects, or common school and home activities.</p> <p>28.D.4 - Use learned material to write or present original dialogues.</p> <p>29.A.2 - Role-play simple situations that demonstrate knowledge of activities popular in target language cultures (e.g., home and school activities, holiday customs).</p>	<p><b>Knowledge &amp; Skills</b> ✕</p> <p> Narrate a simple event in the past.</p> <p> Ask how much something costs</p> <p> Express the price of an object</p> <p> Give an opinion about how clothing looks or fits</p> <p> Identifying types of stores</p>	<p><b>Academic Language</b> ✕</p> <p> Numbers 1-1000</p> <p> Names of currencies</p> <p>Llevar</p> <p>Superlatives</p> <p>Costar</p> <p> Compare clothing</p> <p> Identify different articles of clothing</p> <p> Demonstrative adjectives</p> <p> Types of stores (either Tienda de... or actual words)</p>

<p>April</p>	<p> <b>Los Días Festivos</b></p>			
<p><b>Enduring Understandings</b> ✕</p> <p> - Although reasons may be different, all communities and cultures have celebrations.</p> <p>- Celebrations are influenced by different cultural, religious beliefs.</p>	<p><b>Essential Questions</b> ✕</p> <p> - Why do people celebrate?</p> <p>- How are celebrations important to people and culture?</p>	<p><b>Standards</b> ✕</p>	<p><b>Knowledge &amp; Skills</b> ✕</p> <p> Preterite tense to talk about past events</p> <p> Present Progressive to talk about events happening now</p>	<p><b>Academic Language</b> ✕</p> <p> Pretérito</p> <p> Presente Progresivo</p>

				<p> Using personal "a" when direct object is a person</p> <p> Recognizing verbs that change meaning from present tense to preterite tense</p>
May	<p> <b>Traveling &amp; Final Exam</b></p>			
	<p><b>Enduring Understandings</b> ✕</p>	<p><b>Essential Questions</b> ✕</p>	<p><b>Standards</b> ✕</p>	<p><b>Knowledge &amp; Skills</b> ✕</p>
	<p> The concept of travel connotes different meaning to people according to their needs, resources, and experiences.</p> <p>Travel provides opportunities to gain new insight about self and the world.</p> <p>Knowledge of different forms of transportation provides richer experiences while visiting unfamiliar places.</p> <p>The study of world language enables individuals to participate in multiple communities and enriches their experiences.</p>	<p> How are my travel needs similar to and different from those from other cultures?</p> <p>What information do I need to know in order to plan a trip to a foreign country?</p> <p>What is my definition of a vacation and how does that differ from someone's from another culture?</p> <p>How do I describe and use different forms of transportation to get around?</p> <p>What information do I need to plan a vacation in a foreign country?</p>	<p>28.B.2 - Respond spontaneously with simple answers to questions using acquired language.</p> <p>28.B.3 - Produce age- and stage-appropriate pronunciation, inflection, and intonation patterns.</p> <p>28.C.3 - Infer meaning of unfamiliar vocabulary using contextual clues.</p> <p>29.A.1 - Demonstrate culturally authentic activities (e.g., sing a song, play a game, prepare a food) following simple target language instructions.</p> <p>29.A.2 - Role-play simple situations that demonstrate knowledge of activities popular in target language cultures (e.g., home and school activities, holiday customs).</p> <p>29.E.1 - Use maps, digital images, graphs, or other geographical representations to describe and discuss the geographical environment (e.g., a scarcity of water, the ocean warming the coast, sites of interest, the best routes to use) of an area where the target language is spoken.</p> <p>30.A.3 - Identify some physical and geological features, vegetation, or animal life indigenous to an area where the target language is spoken.</p>	<p> Describe events in the past</p> <p> Navigate an airport/trip</p> <p> Researching skills</p>
June	<p><b>Enduring Understandings</b> ✕</p>	<p><b>Essential Questions</b> ✕</p>	<p><b>Standards</b> ✕</p>	<p><b>Knowledge &amp; Skills</b> ✕</p>
July	<p><b>Enduring Understandings</b> ✕</p>	<p><b>Essential Questions</b> ✕</p>	<p><b>Standards</b> ✕</p>	<p><b>Knowledge &amp; Skills</b> ✕</p>