

Westbrook Public Schools
Spanish Curriculum
Grade 8

Unit: Review/ Repaso	Anticipated Length: 6 weeks
<p>Standards: <i>In at least one language other than English, students will:</i></p> <p>Communication</p> <ol style="list-style-type: none"> 1. engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions all topics learned in seventh grade. 2. understand and interpret spoken and written language on all topics learned in seventh grade. 3. present information, concepts and ideas to listeners or readers on all topics learned in seventh grade. <p>Cultures</p> <ol style="list-style-type: none"> 4. demonstrate an understanding of the products, practices and perspectives of the cultures studied, and use their cultural knowledge for interpersonal, interpretive and presentational communication about Mexico, Puerto Rico and parts of the USA that speak Spanish. <p>Connections</p> <ol style="list-style-type: none"> 5. reinforce and expand their knowledge of other areas of study through the world language, and vice versa by connecting History, Language Arts, Music, French, and Art. 6. acquire and use information from a variety of sources only available in the world language to talk about Mexico, Puerto Rico and parts of the USA that speak Spanish. <p>Comparisons</p> <ol style="list-style-type: none"> 7. demonstrate literacy and an understanding of the nature of language through comparisons across languages by comparing all regions and countries that speak Spanish. 8. demonstrate an understanding of the concept of culture through comparisons across cultures by comparing the USA with parts of the World that speak Spanish. <p>Communities</p> <ol style="list-style-type: none"> 9. use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation by using their Spanish when appropriate and when vacationing in Spanish speaking regions. 	
<p>Knowledge: <i>Students will know/understand:</i></p> <ul style="list-style-type: none"> • Family • SER- to be in the present tense • Likes and dislikes • Clothing • Tener – to have in the present tense • Possession • IR- the verb to go in the present tense • Plans and obligations • Present tense of ~AR verbs • Adjectives • Estar- the verb TO BE • Classroom objects and classes 	<p>Skills: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Describe people in their family • Conjugate the verb SER (to be) in the present tense • Describe clothing • Conjugate and write sentences with the verb Tener (to have) in the present tense • Say what belongs to them and others • Make plans and discuss obligations • Use the verb Estar (to be) in sentences and conjugate • Ask questions

<ul style="list-style-type: none"> • Interrogative words • Adverbs • Food • Sequence of events • México • La Quinceañera 	<ul style="list-style-type: none"> • Say how often they do something • Order food • Compare Quinceañera celebration to a sweet sixteen • Say events in the order they happen • Compare and contrast the school system in Mexico and The United States
<p>Essential Questions:</p> <ul style="list-style-type: none"> • 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 use my understanding of culture to communicate and function appropriately in another culture? • What is culture? • How do I demonstrate an understanding of the similarities, differences and interactions across languages? • How can the study of a World Language enhance your knowledge of other disciplines? • 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? • What are the similarities and differences between this language and my own language? • Why is it important to communicate in another language? • How do I use my knowledge of language and culture to enrich my life and broaden my opportunities? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • How do I conjugate the verb SER- to be, ESTAR-to be and IR- to go in the present tense? • How do I conjugate regular ~AR verbs in the present tense and sequence the events? • How do I express in Spanish how often I do something? • How do I express possession in Spanish? • How do I ask questions using interrogatives? • What are the differences and similarities between schools in Mexico and the U.S.? • What do you like to eat? • How do I describe people, places and things in Spanish?
<p>Possible Assessments:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher Created Tests <input checked="" type="checkbox"/> Unit Tests <input checked="" type="checkbox"/> Quizzes <input type="checkbox"/> Others 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Presentations <input checked="" type="checkbox"/> Group Projects
<p>Benchmark Assessment:</p> <p>Unit test, which includes reading, listening, speaking and writing comprehension exercises.</p>	

Performance Task:	<input type="checkbox"/> Required	<input type="checkbox"/> Optional
Goal: Role: Audience: Situation: Product, Performance, Purpose: Standards for Success:		
Assessment Techniques: Teacher created criteria Rubrics Department rubrics.		
Technology Integration: Website; Videos; CDs; SMART Board		
Resources/Materials: <ul style="list-style-type: none"> • Texts: En Español • Internet Sites: www.classzone.com • Videos/DVD (Multimedia): En Contexto and En Vivo CDs and videos • Speakers: • Other: 		
Sample Lessons/Learning Activities: Bingo, music, Paired/group work for dialogues, jeopardy review for tests, book activities.		

Westbrook Public Schools
Spanish Curriculum
Grade 8

Unit: In The Park/En el Parque	Anticipated Length: 5 weeks
<p>Standards: <i>In at least one language other than English, students will:</i></p> <p>Communication</p> <ol style="list-style-type: none"> 1. engage in conversation and correspondence, provide and obtain information, express feeling and exchange opinions about activities that one can do in the park. 2. understand and interpret spoken and written language about activities that one can do in the park. 3. present information, concepts and ideas to listeners or readers about activities that one can do in the park. <p>Cultures</p> <ol style="list-style-type: none"> 4. demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication about Puerto Rico and Mexico. <p>Connections</p> <ol style="list-style-type: none"> 5. reinforce and expand their knowledge of other areas of study through the world language, and vice versa by talking about different types of weather in each season in the USA, Mexico and Puerto Rico. <p>Comparisons</p> <ol style="list-style-type: none"> 7. demonstrate literacy and an understanding of the nature of language through comparisons across languages by comparing Mexico and Puerto Rico. 8. demonstrate an understanding of the concept of the culture through comparisons across cultures by comparing Mexico and Puerto Rico. <p>Communities</p> <ol style="list-style-type: none"> 9. use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation by using everyday expressions that you would use in the city. 	
<p>Knowledge: <i>Students will know/understand:</i></p> <ul style="list-style-type: none"> • Acabar de- to have just done something • Venir- to come in the present tense. • Jugar- to play in the present tense. • Stem changing verbs E-> IE • Sports • Direct object pronouns • Expressions with TENER • Present progressive tense • Weather/Seasons • Decir-to say in the present tense • Prepositional phrases • The city vocabulary 	<p>Skills: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Use and conjugate the verb acabar de • Conjugate the verbs venire and jugar in the present tense • Recognize and conjugate E-> IE verbs • Use sports vocabulary in sentences • Answer questions using direct object pronouns • Use expressions with TENER in sentences • Compare and contrast Puerto Rico and Mexico • Describe weather and seasons

<ul style="list-style-type: none"> • Puerto Rico • Oaxaca, Mexico • Affirmative Tú commands • Shopping vocabulary • Directions and instructions • Shopping and purchases 	<ul style="list-style-type: none"> • Conjugate the verb Decir and use it in sentences in the present tense • Describe the weather in each season • Use the present progressive tense and compare it to present tense • Use prepositional phrases to state location of people, places, or things in the city • Tell someone to do something using command forms • Give people directions and state instructions • Make purchases in Spanish • Ask how much an item is and bargain in the market
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I use another language to communicate with others? (Interpersonal Mode) • How do I understand what others are trying to communicate in another language? (Interpretive Mode) • How do I use my understanding of culture to communicate and function appropriately in another culture? • What is culture? • How do I demonstrate an understanding of the similarities, differences and interactions across languages? • How can the study of a World Language enhance your knowledge of other disciplines? • 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?(Interdisciplinary Mode) • What are the similarities and differences between this language and my own language? • Why is it important to communicate in another language • How do I use my knowledge of language and culture to enrich my life and broaden my opportunities? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • How do I say I just completed an action using acabar de? • How do I conjugate the verb venire (to come) and jugar (to play) in the present tense? • Are you able to tell the difference between an E-> I and an O->UE stem changing verb? • What sports do you like to play? Can you describe them and use the correct form of jugar? • What is a direct object pronoun and can you use it correctly in a sentence? • Can you identify and use the correct Tener expression in a sentence? • What is the difference between the present tense and the present progressive tense? • How do you form the present progressive tense? • Can you describe the weather in each season? • Can you conjugate the verb Decir (to say) and use it correctly in a sentence? • Can you use a prepositional phrase to where someone or something is located? • Can you compare and contrast the cultural differences between Puerto Rico and Mexico?
<p>Possible Assessments:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher Created Tests <input checked="" type="checkbox"/> Unit Tests <input checked="" type="checkbox"/> Quizzes <input type="checkbox"/> Others 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Presentations <input checked="" type="checkbox"/> Group Projects <input checked="" type="checkbox"/> Writing and acting out dialogues.

Benchmark Assessment:	
Unit test, which includes reading, listening, speaking and writing comprehension exercises.	
Performance Task: The Weather Forecast	<input type="checkbox"/> Required <input checked="" type="checkbox"/> Optional
<p>Goal: To give a correct weather forecast in Spanish using targeted vocabulary.</p> <p>Role: Meteorologist</p> <p>Audience: People watching the news that day on television.</p> <p>Situation: The student is to write a weather forecast for the weather that day. They are to use the weather expressions and vocabulary learned in this unit.</p> <p>Product, Performance, Purpose: You can record this and play it for the class on the television, or do it as a live presentation with props in front of an audience.</p> <p>Standards for Success: Performance rubric.</p> <p>You are a meteorologist from a news channel of your choice. You can be from any Spanish speaking country, in any region. You will need to research their stations and the names of some popular meteorologists for that area. You will then present your forecast to the class prerecorded on TV or live in front of your classmates.</p>	
Assessment Techniques:	
<p>Teacher created criteria Department rubrics Rubrics</p>	
Technology Integration: Website; DVD; Video production equipment; SMART board	
Resources/Materials:	
<ul style="list-style-type: none"> • Texts: En Español • Internet Sites: www.classzone.com • Videos/DVD (Multimedia): En Contexto and En Vivo CDs and videos • Speakers: • Other: 	
Sample Lessons/Learning Activities:	
Bingo, tic-tac-toe games, jeopardy review, writing assignments, weather project.	

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Grade 8

Unit: At The Market/Al Mercado	Anticipated Length: 5 weeks
<p>Standards: <i>In at least one language other than English, students will:</i></p> <p>Communication</p> <ol style="list-style-type: none"> 1. engage in conversation and correspondence, provide and obtain information, express feeling and exchange opinions about the market. 2. understand and interpret spoken and written language about the market. 3. present information, concepts and ideas to listeners or readers about the market. <p>Cultures</p> <ol style="list-style-type: none"> 4. demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication about how to bargain in a market in Mexico. <p>Connections</p> <ol style="list-style-type: none"> 5. reinforce and expand their knowledge of other areas of study through the world language, and vice versa by being able to do math to make purchases in the market. <p>Comparisons</p> <ol style="list-style-type: none"> 6. demonstrate literacy and an understanding of the nature of language through comparisons across languages by comparing different ways to shop. 7. demonstrate an understanding of the concept of the culture through comparisons across cultures by comparing markets here to markets in Mexico. <p>Communities</p> <ol style="list-style-type: none"> 9. use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation by using their Spanish to make purchases in a market if they ever travel to a Spanish speaking region. 	
<p>Knowledge: <i>Students will know/understand:</i></p> <ul style="list-style-type: none"> • Stem changing verbs: E→ I and O→ UE in the present tense • Indirect object pronouns • El Mercado (the market) vocabulary • Restaurant vocabulary • Gustar (To be pleasing to someone) (To like) • Affirmative and negative words • Monte Albán: ruinas misteriosas (culture) • Food vocabulary • IR (To go) in the past (Review of present also) • The suffix ísimo(a) (For example very tall.) 	<p>Skills: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Conjugate stem changing verbs: O→UE and E→I • Compare and contrast stem changing verbs • Use indirect object pronouns correctly when answering teacher’s question and in sentences • Compare and contrast the differences between direct and indirect object pronouns • Write a dialogue using vocabulary from the market • Write a skit using restaurant and food vocabulary

	<ul style="list-style-type: none"> • Compare and contrast affirmative and negative words, and use them correctly in sentences • Identify typical foods of the Spanish culture • Read a passage about Monte Albán • Discover the importance of Monte Albán in Mexico • Use the suffix –ísimo(a) with adjectives to express very..... 		
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I use another language to communicate with others? (Interpersonal Mode) • How do I understand what others are trying to communicate in another language? (Interpretive Mode) • How do I use my understanding of culture to communicate and function appropriately in another culture? • What is culture? • How do I demonstrate an understanding of the similarities, differences and interactions across languages? • How can the study of a World Language enhance your knowledge of other disciplines? • 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? (Interdisciplinary Mode) • What are the similarities and differences between this language and my own language? • Why is it important to communicate in another language • How do I use my knowledge of language and culture to enrich my life and broaden my opportunities? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • How you conjugate and tell the difference between E→ I and O→UE verbs? • How do you use indirect object pronouns and how do they differ from direct object pronouns? • Can you use indirect object pronouns properly in a sentence? • How do you bargain in a market in Mexico? • How do you order food and request the check? • How do you say where you went using the verb IR (To go) in the past tense? • Is the tip already included in the check Mexico? • How much does one typically leave for a tip in a Mexican restaurant? • How do you use the suffix –ísimo(a) to express extremes? • How will you be able to determine when to use an affirmative word or a negative word in a sentence? • What are some typical Mexican dishes? • Why is Monte Albán important and where is it specifically? • What is the definition of affirmative and negative words and what are they in Spanish? 		
<p>Possible Assessments:</p> <table border="0"> <tr> <td data-bbox="186 1690 462 1816"> <input checked="" type="checkbox"/> Teacher Created Tests <input checked="" type="checkbox"/> Unit Tests <input checked="" type="checkbox"/> Quizzes <input type="checkbox"/> Others </td> <td data-bbox="776 1682 1266 1806"> <input checked="" type="checkbox"/> Student Presentations <input checked="" type="checkbox"/> Group Projects <input checked="" type="checkbox"/> Writing and acting out dialogues in pairs. <input checked="" type="checkbox"/> Writing and acting act skits in a restaurant </td> </tr> </table>		<input checked="" type="checkbox"/> Teacher Created Tests <input checked="" type="checkbox"/> Unit Tests <input checked="" type="checkbox"/> Quizzes <input type="checkbox"/> Others	<input checked="" type="checkbox"/> Student Presentations <input checked="" type="checkbox"/> Group Projects <input checked="" type="checkbox"/> Writing and acting out dialogues in pairs. <input checked="" type="checkbox"/> Writing and acting act skits in a restaurant
<input checked="" type="checkbox"/> Teacher Created Tests <input checked="" type="checkbox"/> Unit Tests <input checked="" type="checkbox"/> Quizzes <input type="checkbox"/> Others	<input checked="" type="checkbox"/> Student Presentations <input checked="" type="checkbox"/> Group Projects <input checked="" type="checkbox"/> Writing and acting out dialogues in pairs. <input checked="" type="checkbox"/> Writing and acting act skits in a restaurant		

Benchmark Assessment:	
Unit test which includes reading, listening, speaking and writing comprehension exercises.	
Performance Task: In The Restaurant	<input type="checkbox"/> Required <input checked="" type="checkbox"/> Optional
<p>Goal: To write a skit using restaurant, and food vocabulary in groups of two or three.</p> <p>Role: One student is the waiter and the second and /or third is/are the customer(s).</p> <p>Audience: Other customers and waiters in the restaurant.</p> <p>Situation: The student is to create a restaurant scene in the classroom. One student is the waiter and the others are customers. They are to order food, comment on how it is, and ask the waiter questions about the check and tip.</p> <p>Product, Performance, Purpose: This is a presentation done in class using props and using vocabulary learned in this unit. If students prefer, this skit can be recorded in advance and shown to the class on television.</p> <p>Standards for Success: Performance rubric.</p> <p>You are the waiter or the customer in a restaurant. You can be from any part of Mexico. You need to incorporate some typical Mexican dishes on the menu. You will then present your skit to the class prerecorded on TV or live in front of your classmates.</p>	
Assessment Techniques:	
<p>Teacher created criteria</p> <p>Rubrics</p> <p>Department rubrics.</p>	
Technology Integration: Website; DVDs; Video recording; SMART board	
Resources/Materials:	
<ul style="list-style-type: none"> • Texts: En Español • Internet Sites: www.classzone.com • Videos/DVD (Multimedia): En Contexto and En Vivo CDs and videos • Speakers: • Other: 	
Sample Lessons/Learning Activities:	
Bingo, market skits, tic-tac-toe game, jeopardy review, book activities, SMART board activities.	

Westbrook Public Schools
Spanish Curriculum
Grade 8

Unit: Daily Routines/La Rutina Diaria	Anticipated Length: 4 weeks
<p>Standards: <i>In at least one language other than English, students will:</i></p> <p>Communication</p> <ol style="list-style-type: none"> 1. engage in conversation and correspondence, provide and obtain information, express feeling and exchange opinions about one’s daily routine. 2. understand and interpret spoken and written language about one’s daily routine. 3. present information, concepts and ideas to listeners or readers about one’s daily routine. <p>Cultures</p> <ol style="list-style-type: none"> 4. demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication by talking about the traditional tomato fight in Spain. <p>Connections</p> <ol style="list-style-type: none"> 5. reinforce and expand their knowledge of other areas of study through the world language, and vice versa by connecting the architecture of Barcelona to Art and History classes. <p>Comparisons</p> <ol style="list-style-type: none"> 7. demonstrate literacy and an understanding of the nature of language through comparisons across languages by comparing Barcelona to USA. 8. demonstrate an understanding of the concept of the culture through comparisons across cultures by comparing Spain to USA and other Spanish speaking regions. <p>Communities</p> <ol style="list-style-type: none"> 9. use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation by using their Spanish if they should travel to Spain. 	
<p>Knowledge: <i>Students will know/understand:</i></p> <ul style="list-style-type: none"> • Reflexive verbs • Daily routine vocabulary • Irregular affirmative tú commands • Negative tú commands • Correct pronoun placement with commands. • Barcelona, Spain • Items needed for grooming oneself in Spanish. • The tradition of the La Tomatina (Spanish tomato fight) 	<p>Skills: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Describe their daily routine using reflexive verbs and vocabulary • Talk about grooming • Tell others to do something and not to do something using tú commands • Conjugate reflexive verbs in the present tense • Explain the meaning of a reflexive verb • Identify Barcelona and its architecture • Name well-known people from Barcelona • Name regional foods from Barcelona • Use pronouns with command forms in a sentence correctly • Explain the reasons for the traditional tomato fight in Spain

	<ul style="list-style-type: none"> • State the specifics of the tomato fight in Spain
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I use another language to communicate with others? (Interpersonal Mode) • How do I understand what others are trying to communicate in another language? (Interpretive Mode) • How do I use my understanding of culture to communicate and function appropriately in another culture? • What is culture? • How do I demonstrate an understanding of the similarities, differences and interactions across languages? • How can the study of a World Language enhance your knowledge of other disciplines? • 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? (Interdisciplinary Mode) • What are the similarities and differences between this language and my own language? • Why is it important to communicate in another language? • How do I use my knowledge of language and culture to enrich my life and broaden my opportunities? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • How do you describe your daily routine using reflexive verbs in Spanish? • What are the items needed in Spanish to groom oneself? • How do you use irregular affirmative tú commands? • How do you use negative affirmative tú commands? • What is the correct pronoun placement with commands? • Where do the people of Buñol, Spain have this tomato fight? • What is the reason for this tradition? • How do you conjugate a reflexive verb? • How do you form affirmative and negative tú commands?
<p>Possible Assessments:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher Created Tests <input checked="" type="checkbox"/> Unit Tests <input checked="" type="checkbox"/> Quizzes <input type="checkbox"/> Others 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Presentations <input checked="" type="checkbox"/> Group Projects <input checked="" type="checkbox"/> Presentation of daily routine
<p>Benchmark Assessment:</p> <p>Unit test, which includes reading, listening, speaking and writing comprehension exercises.</p>	

Performance Task: My Daily Routine	<input type="checkbox"/> Required	<input checked="" type="checkbox"/> Optional
<p>Goal: To explain to your Spanish facebook friend what an American teen’s typical day looks like, using reflexive verbs and other vocabulary from this unit, and present it to the class using props. (Props are optional.)</p> <p>Role: A student describing his/her daily routine.</p> <p>Audience: Spanish facebook friend</p> <p>Situation: Your Spanish friend on facebook (who speaks limited English) is wondering what an American teen does during a typical day. You will write an email outlining your day.</p> <p>Product, Performance, Purpose: You will write a one page paper (email) outlining your daily routine using reflexive verbs and other vocabulary from this unit. You will read your email to the class using props to describe what you do on a daily basis (props are optional).</p> <p>Standards for Success: Performance rubric</p> <p>Use the vocabulary and reflexive verbs to describe your daily routine to your friend. Props can be used to help convey your meaning to the class. For example, I wake up and six and first I brush my teeth. You could be holding a toothbrush. Then I take a shower before I eat breakfast. You could bring in soap and pretend to wash yourself, etc...</p>		
<p>Assessment Techniques:</p> <p>Teacher created criteria Rubrics Department rubrics.</p>		
<p>Technology Integration: Website; Videos; CDs; SMART board</p>		
<p>Resources/Materials:</p> <ul style="list-style-type: none"> • Texts: En Español • Internet Sites: www.classzone.com • Videos/DVD (Multimedia): En Contexto and En Vivo CDs and videos • Speakers: • Other: 		
<p>Sample Lessons/Learning Activities:</p> <p>Bingo, teacher questions, tic-tac-toe, group dialogues, talk about a picture on the SMART board using related vocabulary.</p>		

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Grade 8

Unit: In The House/En La Casa	Anticipated Length: 3 weeks
<p>Standards: <i>In at least one language other than English, students will:</i></p> <p>Communication</p> <ol style="list-style-type: none"> 1. engage in conversation and correspondence, provide and obtain information, express feeling and exchange opinions about the house. 2. understand and interpret spoken and written language about the house. 3. present information, concepts and ideas to listeners or readers about the house. <p>Cultures</p> <ol style="list-style-type: none"> 4. demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication by talking about homes in Spain. <p>Connections</p> <ol style="list-style-type: none"> 5. reinforce and expand their knowledge of other areas of study through the world language, and vice versa by talking about different foods here in the USA and Spain. <p>Comparisons</p> <ol style="list-style-type: none"> 7. demonstrate literacy and an understanding of the nature of language through comparisons across languages by comparing chores done in USA and Spain. 8. demonstrate an understanding of the concept of the culture through comparisons across cultures by comparing snacks and appetizers. <p>Communities</p> <ol style="list-style-type: none"> 9. use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation being able to order food in a Spanish restaurant and to understand the menu. 	
<p>Knowledge: <i>Students will know/understand:</i></p> <ul style="list-style-type: none"> • House vocabulary • Pronouns with present progressive tense. • Deber (To must) • Adverbs (-ly) • Las Tapas (Snacks/Appetizers) • Chores and responsibilities • Regional foods in Barcelona • Homes in Spain and The United States 	<p>Skills: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Say what people are doing. • Persuade others • Describe a house • Negotiate responsibilities • Use adverbs that end in -mente (-ly) • Purchase food in Barcelona • Create a menu with typical foods of Barcelona • Define Las Tapas and give examples • Say that they and others must do something • Talk about chores and responsibilities

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I use another language to communicate with others? (Interpersonal Mode) • How do I understand what others are trying to communicate in another language? (Interpretive Mode) • How do I use my understanding of culture to communicate and function appropriately in another culture? • What is culture? • How do I demonstrate an understanding of the similarities, differences and interactions across languages? • How can the study of a World Language enhance your knowledge of other disciplines? • 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? (Interdisciplinary Mode) • What are the similarities and differences between this language and my own language? • Why is it important to communicate in another language? • How do I use my knowledge of language and culture to enrich my life and broaden my opportunities? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • What are some common household chores in Spanish? • How can you persuade another person in Spanish? • What are the rooms of the house and what do you find in them in Spanish? • How do you negotiate responsibilities? • How do you form adverbs using the suffix (-ly)? • What is the necessary vocabulary needed to know how to purchase food in Barcelona? • How do you conjugate Deber - (to must) in Spanish? • What are some chores you need to do around the house that you can say in Spanish? • What are Las Tapas in English? • Do tapas exist in the States? If so, what are some differences and similarities between here and Spain? • What is a common tapa made by the people of Barcelona?
<p>Possible Assessments:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher Created Tests <input checked="" type="checkbox"/> Unit Tests <input checked="" type="checkbox"/> Quizzes <input type="checkbox"/> Others 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Menu created by students <input checked="" type="checkbox"/> Group Projects <input checked="" type="checkbox"/> Writing and acting out dialogues in pairs.
<p>Benchmark Assessment:</p> <p>Unit test which includes reading, listening, speaking and writing comprehension exercises.</p>	

Performance Task: El Menú	<input type="checkbox"/> Required	<input checked="" type="checkbox"/> Optional
<p>Goal: To create a menu that includes dishes typical of Barcelona.</p> <p>Role: Owner of a restaurant in Barcelona, Spain wanting to create a new menu.</p> <p>Audience: Customers that will be eating at the restaurant.</p> <p>Situation: Student creates a menu for his/ her own restaurant in Barcelona.</p> <p>Product, Performance, Purpose: You will create a menu with dishes typical of Barcelona using their currency (Euros). It should be colorful and neat.</p> <p>Standards for Success: Performance rubric.</p> <p>You are the owner of a restaurant in Barcelona, Spain. You want to create a new menu for the remodel of the restaurant. The menu should include the name of the restaurant, names of dishes, appetizers, drinks and desserts with prices in Euros.</p>		
<p>Assessment Techniques:</p> <p>Performance rubric Teacher created criteria</p>		
<p>Technology Integration: Website; Videos; CDs; SMART board</p>		
<p>Resources/Materials:</p> <ul style="list-style-type: none"> • Texts: En Español • Internet Sites: www.classzone.com • Videos/DVD (Multimedia): En Contexto and En Vivo CDs and videos • Speakers: • Other: 		
<p>Sample Lessons/Learning Activities:</p> <p>Bingo, group dialogues, skits at a restaurant, diagram and label the house in Spanish, speaking activities.</p>		

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Grade 8**

Unit: Activities Done In The Past Tense/El Pasado	Anticipated Length: 5 weeks
<p>Standards: <i>In at least one language other than English, students will:</i></p> <p>Communication</p> <ol style="list-style-type: none"> 1. engage in conversation and correspondence, provide and obtain information, express feeling and exchange opinions about activities done in the past. 2. understand and interpret spoken and written language about activities done in the past. 3. present information, concepts and ideas to listeners or readers about activities done in the past. <p>Cultures</p> <ol style="list-style-type: none"> 4. demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication by comparing Barcelona and Ecuador. <p>Connections</p> <ol style="list-style-type: none"> 5. reinforce and expand their knowledge of other areas of study through the world language, and vice versa by connecting the present to the past tense. <p>Comparisons</p> <ol style="list-style-type: none"> 7. demonstrate literacy and an understanding of the nature of language through comparisons across languages comparing the present to the past tense. 8. demonstrate an understanding of the concept of the culture through comparisons across cultures by comparing the present to the past tense. <p>Communities</p> <ol style="list-style-type: none"> 9. use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation using their Spanish when applicable. 	
<p>Knowledge: <i>Students will know/understand:</i></p> <ul style="list-style-type: none"> • The preterite tense of ~AR, ~ER and ~IR verbs. • Stem changing verbs in the preterite ending in –car, -gar, -zar and –y. • Party vocabulary • Superlatives • Food • Present verses past tense. • Suggestions • City buildings in Barcelona • Professions • Children Story • Preterite tense of ~IR-to go, Hacer- to do, Ser- to be • City buildings in Quito, Ecuador 	<p>Skills: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Plan a party • Describe past events • Express extremes using superlatives • Purchase food • Tell what happened using the preterite tense • Conjugate verbs in the preterite tense (past) • Compare and contrast present and past tense • Make suggestions to a group • Describe city buildings in Barcelona and in Quito, Ecuador • Talk about professions in the US and Barcelona

<ul style="list-style-type: none"> • Cultural groups in Ecuador and the US. 	<ul style="list-style-type: none"> • Research different buildings in Barcelona • Read a children’s story to identify the use of the past tense • Conjugate the past tense of IR –to go, HACER- to do, and SER- to be and give their definitions • Conjugate verbs in the past with the (-y) stem change • Conjugate stem changing verbs in the preterite ending in –car, -gar-, zar
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I use another language to communicate with others? (Interpersonal Mode) • How do I understand what others are trying to communicate in another language? (Interpretive Mode) • How do I use my understanding of culture to communicate and function appropriately in another culture? • What is culture? • How do I demonstrate an understanding of the similarities, differences and interactions across languages? • How can the study of a World Language enhance your knowledge of other disciplines? • 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? (Interdisciplinary Mode) • What are the similarities and differences between this language and my own language? • Why is it important to communicate in another language? • How do I use my knowledge of language and culture to enrich my life and broaden my opportunities? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • How do you conjugate ~AR, ~ER, and ~IR verbs in the preterite tense? • How do conjugate stem-changing verbs in the preterite tense? • How do you plan a party? • What are superlatives and how do you use them? • What are some differences between the present and preterite tenses? • What are the endings for each of the tenses? • How do you make suggestions to a group of people or just one person? • What are the city buildings like in Barcelona and in Ecuador? • What are different types of professions you can say in Spanish?
<p>Possible Assessments:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher Created Tests <input checked="" type="checkbox"/> Unit Tests <input checked="" type="checkbox"/> Quizzes <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Oral assessments <input checked="" type="checkbox"/> Group Projects <input checked="" type="checkbox"/> Writing and acting out dialogues in pairs.

Benchmark Assessment:	
Unit test. which includes reading, listening, speaking and writing comprehension exercises.	
Performance Task: El Periódico	<input type="checkbox"/> Required <input checked="" type="checkbox"/> Optional
<p>Goal: To write a recruiting newspaper ad for a profession they find interesting.</p> <p>Role: Journalist</p> <p>Audience: People that read the newspaper looking for a job.</p> <p>Situation: You have to chose a profession and write an ad in the newspaper about it using as many details as possible.</p> <p>Product, Performance, Purpose: You need to make this look like an actual ad that would come out of the newspaper that describes a profession of your choice.</p> <p>Standards for Success: Performance rubric.</p> <p>You are a journalist and your assignment is to write an ad for a profession of your choice. You need to describe it and detail and give specific information about what the job entails.</p>	
Assessment Techniques:	
Performance Rubric Teacher created criteria.	
Technology Integration: Website; DVDs; CDs; SMART board	
Resources/Materials:	
<ul style="list-style-type: none"> • Texts: En Español • Internet Sites: www.classzone.com • Videos/DVD (Multimedia): En Contexto and En Vivo CDs and videos • Speakers: • Other: 	
Sample Lessons/Learning Activities:	
Bingo, group work, dialogues in pairs, describing pictures in the past tense.	

Westbrook Public Schools
Spanish Curriculum
Grade 8

Unit: The Countryside/En El Campo	Anticipated Length: 4 weeks
<p>Standards: <i>In at least one language other than English, students will:</i></p> <p>Communication</p> <ol style="list-style-type: none"> 1. engage in conversation and correspondence, provide and obtain information, express feeling and exchange opinions about the countryside. 2. understand and interpret spoken and written language by identifying animals on a farm. 3. present information, concepts and ideas to listeners or readers about using the irregular past tense. <p>Cultures</p> <ol style="list-style-type: none"> 4. demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication by comparing the USA to Ecuador. <p>Connections</p> <ol style="list-style-type: none"> 5. reinforce and expand their knowledge of other areas of study through the world language, and vice versa by looking at how life is in Ecuador, USA and other Spanish speaking regions. <p>Comparisons</p> <ol style="list-style-type: none"> 7. demonstrate literacy and an understanding of the nature of language through comparisons across languages by taking a look at everyday life in Ecuador and comparing it to the USA. 8. demonstrate an understanding of the concept of the culture through comparisons across cultures by comparing life on the farm in Ecuador to that in the USA. <p>Communities</p> <ol style="list-style-type: none"> 9. use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation with family and/or friends that speak Spanish. 	
<p>Knowledge: <i>Students will know/understand:</i></p> <ul style="list-style-type: none"> • Countryside vocabulary • Animals • Countryside in Ecuador • Location words • Demonstratives • Ordinal numbers • Irregular verbs in the preterite: Decir-to say, Dar-to give, Venir-to come, Tener- to have, Estar- to be 	<p>Skills: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Point out specific people and things • Tell where things are located • Talk about the past tense • Identify animals on a farm • Use words to talk about location of people, places, and things • Identify and use demonstrative adjectives and pronouns (This, That, These and Those) • Count using ordinal numbers • Conjugate irregular verbs in the preterite tense • Write sentences using irregular verbs in the preterite tense

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I use another language to communicate with others? (Interpersonal Mode) • How do I understand what others are trying to communicate in another language? (Interpretive Mode) • How do I use my understanding of culture to communicate and function appropriately in another culture? • What is culture? • How do I demonstrate an understanding of the similarities, differences and interactions across languages? • How can the study of a World Language enhance your knowledge of other disciplines? • 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? (Interdisciplinary Mode) • What are the similarities and differences between this language and my own language? • Why is it important to communicate in another language? • How do I use my knowledge of language and culture to enrich my life and broaden my opportunities? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • What are demonstrative adjectives and pronouns? • What words do you use to say where something or someone is located? • How do you say the names of animals in Spanish? • How do you count using ordinal numbers? • What are the forms of these verbs in the preterite tense: decir, dar, venire, tener and estar? • How is the countryside in Ecuador? Can you give a detailed description about it?
<p>Possible Assessments:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher Created Tests <input checked="" type="checkbox"/> Unit Tests <input checked="" type="checkbox"/> Quizzes <input type="checkbox"/> Others 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Group Projects <input checked="" type="checkbox"/> Writing and acting out dialogues in pairs.
<p>Benchmark Assessment:</p> <p>Unit test which includes reading, listening, speaking and writing comprehension exercises.</p>	

Performance Task: La Tienda	<input type="checkbox"/> Required	<input checked="" type="checkbox"/> Optional
<p>Goal: Create a skit where one student is the vendor and three students are the customers at the Tienda Villagómez. The farmer (customer) wants to buy feed for an animal. The other customers have some questions and the vendor must help them with their problems. A tourist comes in the store and asks about the area.</p> <p>Role: One student is the customer (farmer), three students are the vendor, and one student is the tourist.</p> <p>Audience: Customers and other vendors, and the tourist.</p> <p>Situation: The farmer wants to buy feed for an animal at the store and has a conversation about the specifics. Others customers need to talk to the vendor. A tourist comes in and asks about the area in Quito, Ecuador.</p> <p>Product, Performance, Purpose: You will role play this situation in class using props. It is a skit that can be done in front of the class or prerecorded on television.</p> <p>Standards for Success: Performance rubric.</p> <p>Students will role play a vendor and a customer at the Tienda Villagómez. A farmer wants to buy feed for an animal. A customer calls to find out hours and directions. A customer returns an item. A customer wants something that the store is out of. Tourist enters store and asks about the area.</p>		
<p>Assessment Techniques:</p> <p>Performance Rubric Teacher created criteria Department rubrics</p>		
<p>Technology Integration: Website; DVDs; Video Equipment; SMART board.</p>		
<p>Resources/Materials:</p> <ul style="list-style-type: none"> • Texts: En Español • Internet Sites: www.classzone.com • Videos/DVD (Multimedia): En Contexto and En Vivo CDs and videos • Speakers: • Other: 		
<p>Sample Lessons/Learning Activities:</p> <p>Dialogue skits, bingo, tic-tac-toe, memory game, reading comprehension activities, listening activities.</p>		

**Westbrook Public Schools
Spanish Curriculum
Grade 8**

Unit: Present, Future, And Past Actions (Final Review For The Year)	Anticipated Length: 4 weeks
<p>Standards: <i>In at least one language other than English, students will:</i></p> <p>Communication</p> <ol style="list-style-type: none"> 1. engage in conversation and correspondence, provide and obtain information, express feeling and exchange opinions in the present, past and future tenses. 2. understand and interpret spoken and written language in the present, past and future tenses. 3. present information, concepts and ideas to listeners or readers in the present, past and future tenses. <p>Cultures</p> <ol style="list-style-type: none"> 4. demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication about Ecuador. <p>Connections</p> <ol style="list-style-type: none"> 5. reinforce and expand their knowledge of other areas of study through the world language, and vice versa by discussing the various Spanish speaking regions discussed this year. <p>Comparisons</p> <ol style="list-style-type: none"> 7. demonstrate literacy and an understanding of the nature of language through comparisons across languages by comparing the Spanish language and culture of speaking regions discussed this year. 8. demonstrate an understanding of the concept of the culture through comparisons across cultures by comparing the Spanish language and culture of speaking regions discussed this year. <p>Communities</p> <ol style="list-style-type: none"> 9. use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation by using their Spanish with friends and family that can speak Spanish as well. 	
<p>Knowledge: <i>Students will know/understand:</i></p> <ul style="list-style-type: none"> • The present tense of ~AR, ~ER, ~IR verbs. • The present tense of irregular verbs. • The past tense of regular verbs. • The past tense of irregular verbs. • IR + A + Infinitive • Command forms • Present progressive tense • Otavalo, Ecuador 	<p>Skills: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Talk about the present and future • Discuss the past • Give instructions to someone • Conjugate regular verbs in present tense • Conjugate irregular verbs in the present tense • Conjugate regular verbs in the past tense • Conjugate irregular verbs in the past tense • Use ir + a + infinitive to talk about the future • Say what is happening right now

	<ul style="list-style-type: none"> • Identify typical traditions in Otavalo, Ecuador • Summarize all of these verb tenses • Write a report on an area in Ecuador
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I use another language to communicate with others? (Interpersonal Mode) • How do I understand what others are trying to communicate in another language? (Interpretive Mode) • How do I use my understanding of culture to communicate and function appropriately in another culture? • What is culture? • How do I demonstrate an understanding of the similarities, differences and interactions across languages? • How can the study of a World Language enhance your knowledge of other disciplines? • 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? (Interdisciplinary Mode) • What are the similarities and differences between this language and my own language? • Why is it important to communicate in another language? • How do I use my knowledge of language and culture to enrich my life and broaden my opportunities? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • Can you conjugate regular verbs in the present tense? • Can you conjugate irregular verbs in the present tense? • Can you conjugate regular verbs in the past tense? • Can you conjugate irregular verbs in the past tense? • Can you use all these verbs correctly in sentences? • How do you use ir + a + infinitive to express future actions? • How do to tell someone to do something using command forms? • How do you express actions that are happening right now? • What is Otavalo known for? • Can you tell me about the habitants of Otavalo?
<p>Possible Assessments:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher Created Tests <input checked="" type="checkbox"/> Unit Tests <input checked="" type="checkbox"/> Quizzes <input type="checkbox"/> Others 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Report <input checked="" type="checkbox"/> Group Projects - Equador <input checked="" type="checkbox"/> Writing and acting out dialogues in pairs.
<p>Benchmark Assessment:</p> <p>Unit test, which includes reading, listening, speaking and writing comprehension exercises.</p>	

Performance Task: Ecuador	<input type="checkbox"/> Required	Optional
<p>Goal:</p> <p>Role:</p> <p>Audience:</p> <p>Situation:</p> <p>Product, Performance, Purpose:</p> <p>Standards for Success:</p>		
<p>Assessment Techniques:</p> <p>Performance rubric Teacher created criteria</p>		
<p>Technology Integration: Website; Videos; CDs: SMART board</p>		
<p>Resources/Materials:</p> <ul style="list-style-type: none"> • Texts: En Español • Internet Sites: www.classzone.com • Videos/DVD (Multimedia): En Contexto and En Vivo CDs and videos • Speakers: • Other: 		
<p>Sample Lessons/Learning Activities:</p> <p>Bingo, story writing, dialogues, skits, listening and reading comprehension activities, speaking and writing activities, verb charts.</p>		