

Title	EMS Spanish grade 8
Type	Essential
Document	Map
Authors	Joseph Filoramo, Susan Corbo, Joel DeBarros, Carlos Curet, Merced Solis, Julieth Saavedra, Marisa LaForgia
Subject	World Languages
Course	Spanish Grade 8
Grade(s)	08
Location	Eisenhower Middle School
Curriculum Writing History	
Notes	
Attachments	

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	September				October				November				December				January				February				March				April				May				June			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
September/Week 1 - September/Week 3																																								
Unit 1: Para Empezar																																								
September/Week 4 - October/Week 7																																								
Unit 2: La familia y las celebraciones - Cap. 5A																																								
October/Week 8 - November/Week 11																																								
Unit 3: El Restaurante - 5B																																								
November/Week 12 - January/Week 19																																								
Unit 4: La casa y los quehaceres - Cap. 6A & 6B																																								
January/Week 20 - March/Week 25																																								
Unit 5: De compras - Cap. 7A & 8B																																								
March/Week 26 - April/Week 29																																								
Unit 6: El pretérito - Verbos familiares																																								
April/Week 30 - May/Week 33																																								
Unit 7: De vacaciones - Cap. 8A																																								
May/Week 34 - May/Week 35																																								
Unit 8: Presentaciones																																								

Duration: September/Week 1 - September/Week 3				
UNIT NAME: Unit 1: Para Empezar				
Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
Self-description is based on each person's unique qualities, including gender, age, likes, dislikes, origin, and other aspects.	<ol style="list-style-type: none"> 1. What are the basic things you do every day? 2. How do I describe your daily activities in Spanish? 3. What are some similarities and some differences between your daily routine and that of people in Spanish-speaking countries? 	<ol style="list-style-type: none"> 1. Adjectives for personality and appearance. 2. How to express preferences and likes. 3. Names of pastime activities and verbs to describe actions. 4. How to use subject pronouns. 5. How to form verbs in the present tense. 6. Names of classroom and food items. 	<ol style="list-style-type: none"> 1. Students will be able to describe themselves and other people, including personality and favorite activities. 2. Students will be able to use pastime verbs in the present tense, as well as locations, to give complex descriptions of what they do in their free time. 3. Students will be able to identify classroom items and describe their school schedules. 4. Students will be able to identify common foods and meals in Spanish-speaking countries. 	
Plans:				
U Unit 1: Para Empezar				

Duration: September/Week 4 - October/Week 7				
UNIT NAME: Unit 2: La familia y las celebraciones - Cap. 5A				
Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
Differences in families and family celebrations.	1. How families look different among different cultures? 2. Why? 3. What are possible differences between family values and celebrations?	1. Family vocabulary 2. Differentiation of gender 3. Conjugation of the verb <u>tener</u> 4. Celebration vocabulary and activities	1. Identify family relationships. 2. Use family vocabulary in relationship with celebrations. 3. To indicate possession. 4. To use the verb <u>tener</u> to express age and family relationships.	
Plans:				
U Unit 2: La familia y las celebraciones - Cap.5A				

Duration: October/Week 8 - November/Week 11				
UNIT NAME: Unit 3: El Restaurante - 5B				
Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
Students will understand how to use appropriate language in a variety of social settings.	<ol style="list-style-type: none"> Why are meal times different in different countries? How is politeness shown in Spanish and in your language, and why? 	<ol style="list-style-type: none"> Adjectives for appearance. How to conjugate stem-changing verbs. How to make polite requests in a restaurant setting. When to use <i>ser</i> and <i>estar</i> for descriptions and locations. 	<ol style="list-style-type: none"> Describe people based on physical appearance. Interpret and use common phrases in a restaurant, including when to arrive at the location. Order food and drink and request utensils. Identify relative locations using <i>estar</i>. 	
Plans: U Unit 3: El Restaurante -- Cap.5B				

Duration: November/Week 12 - January/Week 19				
UNIT NAME: Unit 4: La casa y los quehaceres - Cap. 6A & 6B				
Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
How houses reflect different cultural values and other unique aspects.	<ol style="list-style-type: none"> How do houses differ in the US and Latin America. How family values impact housing. 	<ol style="list-style-type: none"> Key terms: Rooms, furnishing, household chores, modern electronics. How houses are constructed in Hispanic countries. 	<ol style="list-style-type: none"> Identify rooms and furnishings of a house. Describe your home and your room. Talk about household chores. Understand cultural perspectives of types of housing. Formation and use of verbs: <u>poder</u> and <u>dormir</u>. 	
Plans: U Unit 4: La casa y los quehaceres - Cap. 6A & 6B				

Duration: January/Week 20 - March/Week 25				
UNIT NAME: Unit 5: De compras - Cap. 7A & B				
Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
Shopping is unique in each country due to culturally specific currencies, customs, and styles.	<ol style="list-style-type: none"> How do clothing styles differ in different nations, and what are some reasons why? What type of gifts do people commonly give in different cultures? When do people give gifts, to whom, and why, in different countries? 	<ol style="list-style-type: none"> Names for clothing items and stores. Phrases for costs and prices. How to use demonstrative adjectives. Common gift items and whom to buy gifts for. Use of the preterite tense for familiar verbs related to shopping and gift-giving. 	<ol style="list-style-type: none"> Talk about clothing, shopping, and prices. Ask and respond to questions about how much clothing costs, using numbers up to 1,000. Identify common currencies and bargaining practices in Spanish-speaking countries. Talk about gift-shopping and gift-giving, including which gifts would be appropriate for whom, and why. 	
Plans:				
U Unit 5: De compras - Cap. 7A & 7B				

Duration: March/Week 26 - April/Week 29

UNIT NAME: Unit 6: El pretérito - Verbos familiares

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Language can be used in a multiplicity of ways and in creative combinations to express both current feelings and experiences and past events.</p>	<ol style="list-style-type: none"> 1. How can you communicate about events in your past using a complex variety of details and phrases? 2. How can you synthesize information about families, homes, and shopping to give a cohesive description of yourself and the people in your life? 3. What are some differences in how Spanish speakers represent the past in contrast to how English-speakers express it? 	<ol style="list-style-type: none"> 1. Context clues and phrases that indicate events in the past (<i>ayer, esta mañana, el año pasado, etc.</i>). 2. Endings for regular -Ar, -Er, and -Ir verbs in the preterite tense. 3. Common irregular verbs in the preterite tense. 4. Vocabulary from previously studied units. 	<p>Using the preterite tense, students will be able to...</p> <ol style="list-style-type: none"> 1. Describe what they did in their free time. 2. Talk about what took place during a family celebration. 3. Discuss which chores they and their family members were responsible for. 4. Recount which articles of clothing they bought and how much they cost. 5. Explain what gifts they picked out and whom they gave the gifts to. 	

Plans:

U Unit 6: El preterito - Verbos familiares

Duration: April/Week 30 - May/Week 33				
UNIT NAME: Unit 7: De vacaciones - Cap. 8A				
Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
There are many important cultural and practical differences to keep in mind when you travel.	<ol style="list-style-type: none"> How does leisure differ from culture to culture? Where do people in Spanish-speaking countries travel to, and what are some reasons for wanting or needing to travel? How do vacations in Spanish-speaking countries differ from each other and from typical American vacations? 	<ol style="list-style-type: none"> Vocabulary for locations and places to visit. Names for activities to do while on vacation. Important vocabulary for different types of transportation. How to conjugate the past tense of the verb <i>ir</i>, "to go". 	<ol style="list-style-type: none"> Talk about places to visit, things to see, and activities to do on vacation. Form and use the past tense of the verb <i>ir</i> to describe past travel experiences. Research and plan itineraries for potential trips to Spanish-speaking countries and give descriptions of those places. Describe the feelings and experience of taking a vacation. 	
Plans: U Unit 7: De vacaciones - Cap. 8A				

Duration: May/Week 34 - May/Week 35

UNIT NAME: Unit 8: Presentaciones

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Language is not a science but rather a medium through which to express an infinite variety of ideas, experiences, and feelings to other people from different backgrounds.</p>	<ol style="list-style-type: none"> 1. How can you use the different language skills you have studied to talk or write in more complex ways about yourself and others? 2. What are the most important similarities and differences between your country and Spanish-speaking countries, and why do you feel that way? 	<ol style="list-style-type: none"> 1. Vocabulary and grammar taught in past units of study. 2. How to synthesize their language learning into unscripted, complex descriptions and communication. 	<ol style="list-style-type: none"> 1. Use all of the language studied during the year to form complex combinations of phrases and sentences in order to give detailed information about themselves and their families. 2. Make cultural connections and draw parallels and contrasts among English-speaking and Spanish-speaking cultures. 	

Plans:

U Unit 8: Presentaciones