

Short Synopsis of the Course/Subject Areas of Focus

Grade Level: 8

Subject: Spanish

Big ideas of the unit

Quarter 1:

- Movies, television, Stem-changing verbs in the present tense.
 - Regular preterite tense conjugation.
 - SER and IR in the preterite.
- Verbs like gustar

Quarter 2:

- Daily Routine
- Personal Hygiene
- Time expressions

Quarter 3:

- Food and Restaurant
- Irregular preterite
- Comparisons
- Double object pronouns

Quarter 4:

- Parties and Celebrations
- Personal relationships
- Stages of Life

See World Language Standards here: [Standards](#)

Quarter 1: Students will be able to have conversations and write about movies and television in the present and past tenses in Spanish.

Quarter 2 - Students will be able to communicate in the target about their personal grooming habits and daily routines.

Quarter 3 - Students will be able to engage in conversations about food. Students will learn about customs of Spanish-speaking cultures related to eating and diet .

Quarter 4 - Students will be able to communicate in the target language about celebrations in the present and past tenses.

[Culturally responsive content and practices](#)

Quarter 1 -Why is it important to learn Spanish? How does learning Spanish help us in our own community?

Quarter 2 - How can studying special customs of Spanish-speaking cultures help us to identify and understand cultural differences in our daily lives?

Quarter 3 - Can studying the diet of different cultures help us to understand one another better?

Quarter 4 - How can studying celebrations of Spanish-speaking countries help us to identify and understand other cultures.

Assessment plan

Quarter 1- Students will create a fictional Spanish-speaking streaming platform for film/television with original programming.

Quarter 2 -Students will create a fictional product/products/service that will improve the daily routines of people.

Quarter 3- Students will create a fictional food truck from a Spanish speaking country. They will research the country and create a menu based on their research.

Quarter 4 - Students will compare and contrast a celebration of their own and one that they do not celebrate that someone in a Spanish-speaking country does celebrate.

Resources

For all units of study:

- <https://www.actfl.org/resources/world-readiness-standards-learning-languages>
- www.vhlentral.com
- http://www.nysed.gov/common/nysed/files/programs/world-languages/loteres_a1.pdf