

8th Grade High School Credit Spanish (1 Year) Teaching and Learning Framework

Unit Title	Standard	Projects
Build Relationships Week 1: Aug 8-12	PBIS	- Ice Breaker - Syllabus/ Procedures/ Google Classroom
Unit 1: Course Intro & FBL	CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration. CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level. CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.	- Digital Citizenship Weekly Plan DIGITAL CITIZENSHIP CD Unit Plan ESSENTIAL QUESTION: In a digital world, what are ways to protect your identity? Website Discovery http://sites.google.com/a/lengsas.com/classroom/web-development-design/web-design-units/websitediscovery Design Document http://sites.google.com/a/lengsas.com/classroom/web-development-design/web-design-units/designdocument

Unit 2 - Spanish Speaking Countries	MLI.CU1 The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. MLI.CCC1A Demonstrates knowledge of geographical locations and identifies major countries, cities, and geographical features of the places where the target language is spoken. **Assessment MLI.CCC1 The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.	- Spanish Speaking Countries Research - Hands-On representing the country <u>ESSENTIAL QUESTION:</u> Why is it important to understand the geographical location of Spanish speaking countries?
Unit 3 - Review		Abc/cognates, Greetings and Subject/Ser, and Calendar <u>Ser: ESSENTIAL QUESTION:</u> How do I introduce myself to others?
Unit 4 ¿Como eres?	MLI.IP1B: Express likes, dislikes, emotions, agreement and disagreement. MLI.INT1: The students demonstrate understanding of simple	<u>Lesson 1: Vocabulary</u> I can... • introduce others. • say where people are from and their relationship. • identify the person performing an action (subject of a sentence). • describe myself and others. • identify family members and describe my family tree. • ask for someone's age and say mine. • express possession.

	spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. MLI.P1B: Give basic information about self and others including school, family, activities, etc. MLI.CCC1B: Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills) MLI.IP1: The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. MLI.IP2A Initiate, participate in, and close a brief oral or written exchange.	• express feelings. <u>ESSENTIAL QUESTION:</u> What are you like? <u>Lesson 2 Grammar</u> *Subject pronouns • The verb ser • Possessive adjectives • The preposition de • The verb tener • The verb estar • noun/adjective agreement <u>ESSENTIAL QUESTION:</u> What are my peers like?
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Unit 5 ¿Como es tu casa?	MLI.IP1B: Express likes, dislikes, emotions, agreement and disagreement. MLI.INT1: The students demonstrate	<u>Lesson 1: Vocabulary</u> I can... • identify features and rooms in a house. • ask and answer questions about rooms and furniture in a home. • talk about the existence of items in my home and classroom. • talk about the location of my belongings. • ask and answer questions about household chores and activities.
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Unit 6 ¿Te gusta ir de compras?	MLI.IP1B: Express likes, dislikes, emotions, agreement and disagreement.	<u>Lesson 1: Vocabulary</u> I can... • identify features and stores and clothing • ask and answer questions about shopping. • talk about the location of my belongings. • ask and answer questions about shopping and fashion
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	MLI.INT1: The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. MLI.P1B: Give basic information about self and others including school, family, activities, etc. MLI.CCC1B: Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills) MLI.IP1: The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. MLI.IP2A Initiate, participate in, and close a brief oral or written exchange.	<u>ESSENTIAL QUESTION:</u> What do you like to shop for? <u>Lesson 2Grammar</u> • The verb ir (ir a + place / ir a +infin) • The verb gustar • Demonstrative adjectives • Making comparisons • O-ue stem changing verbs • U-ue stem changing verb <u>ESSENTIAL QUESTION:</u> Can I compare my outfit to someone else's?
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Unit 7 ¿Te gusta comer?	MLI.IP1B: Express likes, dislikes, emotions, agreement and disagreement. MLI.INT1: The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. MLI.P1B: Give basic information about self and others including school, family, activities, etc. MLI.CCC1B: Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills) MLI.IP1: The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. MLI.IP2A Initiate, participate in, and close a brief oral or written exchange.	<u>Lesson 1: Vocabulary</u> I can... • identify features about foods • ask and answer questions about eating at a restaurant. • Describe foods <u>ESSENTIAL QUESTION:</u> What do you like to eat and drink? <u>Lesson 2Grammar</u> • adverbs of quantity • The verbs preferir and querer • Irregular yo verbs (hacer, poner, traer, salir) • <u>ESSENTIAL QUESTION:</u> Describe your favorite food?
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Most Common

to

Verbs

These verbs are frequently used in daily conversation:

- [Poder](#) (to be able to/can)
- *puedo*
- [Dormir](#) (to sleep)
- *duermo*
- [Volver](#) (to return/come back)
- *vuelvo*
- [Encontrar](#) (to find)
- *encuentro*
- [Contar](#) (to count/tell)
- *cuento*
- [Costar](#) (to cost)
- *cuesta*
- [Morir](#) (to die)
- *muero*
- [Mover](#) (to move an object)
- *muevo*

- [Recordar](#) (to remember)
- *recuerdo*
- [Soler](#) (to be in the habit of/use to)
- *suelo*
- [Almorzar](#) (to eat lunch)
- *almuerzo*
- [Devolver](#) (to return an object)
- *devuelvo*
- [Soñar](#) (to dream)
- *sueño*
- [Probar](#) (to taste/test/prove)
- *pruebo*
- [Volar](#) (to fly)
- *vuelo*
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- [Study Spanish +4](#)
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Key Conjugation Rules

- Stem Change: The
- in the stem changes to

- in all forms except *nosotros* and *vosotros*.
- Example (Volver): *Yo vuelvo, tú vuelves, él vuelve, nosotros volvemos, vosotros volvéis, ellos vuelven*.
- "Nosotros" Rule: The stem does not change in the *nosotros* form.
- Common Contexts: These verbs are common when discussing daily routines (*almorzar, dormir*), physical actions (*mover, volar*), or cognitive actions (*recordar, soñar*).

Jugar

Acquirir

Inquirir

- Perfect Cognates (Identical spelling): Agenda, alcohol, animal, chocolate, error, hotel, pizza, radio.
- Nearly Perfect Cognates (Slight spelling differences):
 - -tion to -ción: Confusión, nación, operación.
 - -ty to -dad: Ciudad, realidad, universidad.
 - -ous to -oso/a: Curioso, famoso, furioso.
 - -ly to -mente: Finalmente, totalmente.

- -ic to -ico: Artístico, eléctrico, trópico.

Patterns and Tips

- Accent Marks: Many perfect cognates simply require an accent mark, such as *ópera* or *conclusión*.
- Noun Gender: Remember to pair nouns with their proper articles (el/la), such as *el doctor* or *la doctora*.
- False Cognates ("False Friends"): Beware of words that look similar but have different meanings, such as *embarazada* (pregnant, not embarrassed) or *éxito* (success, not exit).

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