

Spanish 8 Year Overview Alternate Day

Spanish 8 Course Description: 3rd year of introductory Spanish with an emphasis on communication, connections, culture, community and comparisons. This course is designed to prepare students for Spanish 2 at the HS level as 9th graders. Content will build upon previously learned concepts and vocabulary. This is a beginner level course for students with little or no prior knowledge of the language.

Unit	Community/ Hispanic Heritage month	Mi dormitorio	Preguntas de Fluencia	Celebraciones	
Quarter	1	2	3	4	
Duration	9 weeks	9 weeks	9 weeks	9 weeks	
Lessons & Activities	Students will be able to - Discuss places in their community that they go (Verb IR) and what activities they do in these places Make simple plans Explore highlighted members of the Hispanic World.	Students will be able to - Identify items in a bedroom. - Communicate locations of items in relation to other items. - Use noun/adjective agreement when describing items. - Use the verb estar in coordination with prepositions.	Students will be able to - Ask introductory conversation questions in the target language. - Respond to questions using personalized, authentic responses in the target language.	Students will be able to - Identify and correctly use the high frequency verbs Ser/ Estar/ Tener - Learn common idiomatic expressions using Ser, Estar and Tener - Explore, compare and contrast cultural celebrations across the	

Timelines and resources are flexible based on student need and instruction; reach out to your students' teacher if you have any further questions Ben Wolfe (wolfe.benjamin@slpschools.org)



				Hispanic World	
Instructional Materials	Realidades Textbook In class materials and presentations	Realidades Textbook In class materials and presentations	Realidades Textbook In class materials and presentations	Realidades Textbook In class materials and presentations	
Summative	1) Students will communicate (speaking/ writing) about places in a community and make plans about where they go and what they do. There will be a listening and reading component as well. 2) Students will make a poster about someone from a Hispanic country highlighting researched facts and accomplishments.	1) Students will design 2 bedrooms and label items in the target language. 2) Students will communicate (speaking/writing) locations of items in the room using the verb estar and prepositions. 3) Students will make comparisons between the two bedrooms. 4) There will be a listening and reading component as well.	1) Students will create a pen pal letter or student interview with a variety of questions and responses in the target language.	1) Students will create a poster highlighting different examples of the verbs Ser, Estar and Tener.	
MN Academic Standards Addressed	MN World Language Standards	MN World Language Standards	MN World Language Standards	MN World Language Standards	

Reminders:

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