



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	



				Hispanic World	
Instructional Materials	<i>Realidades Textbook</i> <i>In class materials and presentations</i>	<i>Realidades Textbook</i> <i>In class materials and presentations</i>	<i>Realidades Textbook</i> <i>In class materials and presentations</i>	<i>Realidades Textbook</i> <i>In class materials and presentations</i>	
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	<u>MN World Language Standards</u>	<u>MN World Language Standards</u>	<u>MN World Language Standards</u>	<u>MN World Language Standards</u>	

*

Reminders:

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)



**St. Louis Park
Middle School**

-

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)