

Foreign Language Planned Course Conversational Spanish – Grade 8

Unit: **Bienvenidos (A-G)**

Content Standard: **Students master pronunciation while acquiring basic situational vocabulary.**

State Curriculum Standard: **1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

1.2 Students understand and interpret written and spoken language on a variety of topics.

1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Course Content	Student Performance	Resources	Assessments
A. Basic Vowels A, E, I, O, U B. Consonants – Concentrating on the Letters J, LL, RR, V, N, Ñ C. Accent Marks and Tilde D. Syllable Stress E. Introduce Themselves F. Greetings, Farewells, and Courtesies G. Alphabet H. Numbers I. Telling Time J. Give Day and Date K. Talk About Weather	<ul style="list-style-type: none"> Identify and express simple courtesies when greeting and saying goodbye to people Identify and state days of the week and months of the year Ask for and provide dates Count the numbers 1-60 Identify and discuss the seasons and weather 	<ul style="list-style-type: none"> Textbook Workbook Teacher-made worksheets/ packets Cassettes /CDs with activity worksheets Videos / DVDs Games Manipulatives CD-ROM with activities 	<ul style="list-style-type: none"> Choral and individual repetition Tape/listening activities Student projects Manipulatives Recorded video presentations Teacher-generated quizzes and tests Textbook-generated tests and quizzes Cooperative learning activities Listening and identifying drills Graded oral presentations Teacher observation/ anecdotal information Teacher-created games Writing activities (textbook, workbook, worksheet)

Foreign Language Planned Course Conversational Spanish – Grade 8

Unit: 1 – Amigos Y Alumnos

Content Standard: **Students develop conversations skills to meet daily situations.**

State Curriculum Standard: **1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**
1.2 Students understand and interpret written and spoken language on a variety of topics.
2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
5.1 Students use the language both within and beyond the school setting.

Course Content	Student Performance	Resources	Assessments
A. Meeting and Describing People and Places	<ul style="list-style-type: none"> Identify and describe people and things 	<ul style="list-style-type: none"> Textbook Workbook 	<ul style="list-style-type: none"> Repetition – choral and individual
B. Discussing Place of Origin/Nationality	<ul style="list-style-type: none"> Ask and provide nationalities Ask and provide places of origin 	<ul style="list-style-type: none"> Teacher made worksheets/ packets Cassettes / CDs with activity worksheets 	<ul style="list-style-type: none"> Tape/listening activities Student projects and manipulatives
C. Numbers: 0-30	<ul style="list-style-type: none"> Count, write, and apply the numbers 1-30 	<ul style="list-style-type: none"> Videos / DVDs Games Manipulatives CD Rom with activities 	<ul style="list-style-type: none"> Video presentations Teacher-generated tests and quizzes Textbook-generated tests and quizzes
D. School Subjects and Courses	<ul style="list-style-type: none"> Identify school subjects and express opinions about them 		<ul style="list-style-type: none"> Cooperative learning activities
E. Cultural Visits/Discussions	<ul style="list-style-type: none"> Read and discuss the cultural differences between schools in the United States and in Spanish-speaking countries 		<ul style="list-style-type: none"> Listening and identifying drills Graded oral presentations Teacher observation/ anecdotal information Teacher-created games Writing activities

Foreign Language Planned Course Conversational Spanish – Grade 8

Unit: 1 – Amigos Y Alumnos

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2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
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Course Content	Student Performance	Resources	Assessments
F. Definite and Indefinite Articles – Singular and Plural Forms - <i>EL, LA, LOS, LAS, UN, UNA, UNOS, UNAS</i>	<ul style="list-style-type: none"> Identify definite and indefinite articles, using the appropriate singular and plural forms 	<ul style="list-style-type: none"> Textbook Workbook Teacher made worksheets/ packets Cassettes / CDs with activity worksheets Videos / DVDs Games Manipulatives CD Rom with activities 	<ul style="list-style-type: none"> Repetition – choral and individual Tape/listening activities Student projects and manipulatives Video presentations Teacher-generated quizzes and tests Textbook-generated quizzes and tests Cooperative learning activities Listening and identifying drills Graded oral presentations Teacher observation/ anecdotal information Teacher-created games Writing activities
G. Nouns-Singular and Plural Forms	<ul style="list-style-type: none"> Use the singular and plural forms of nouns 		
H. Verb <i>Ser</i> -Singular and Plural	<ul style="list-style-type: none"> Use the singular and plural form of very <i>ser</i> 		

Foreign Language Planned Course Conversational Spanish – Grade 8

Unit: 2 – Mi Familia Y Mi Casa

Content Standard: **Students develop conversation skills to discuss and describe personal information**

State Curriculum Standard: **1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

1.2 Students understand and interpret written and spoken language on a variety of topics.

1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

5.1 Students use the language both within and beyond the school setting.

Course Content	Student Performance	Resources	Assessments
A. Family Relationships	<ul style="list-style-type: none"> Identify and discuss home and family 	<ul style="list-style-type: none"> Textbook Workbook Teacher-made worksheets/ packets Cassettes/ CDs with activity worksheets Videos/DVDs Games Manipulatives CD-ROM with activities 	<ul style="list-style-type: none"> Repetition-oral and individual Tape/listening activities Student projects and manipulatives Video presentations Teacher-generated quizzes and tests Textbook-generated tests and quizzes Cooperative learning activities Listening/identifying drills Oral presentations Teacher observation/ anecdotal information Teacher-created games Writing activities
B. Rooms in a House or an Apartment	<ul style="list-style-type: none"> Identify and discuss rooms and house or an apartment 		
C. Expressing Age	<ul style="list-style-type: none"> Express your age and obtain someone else's age 		
D. Numbers: 31-100	<ul style="list-style-type: none"> Count, write, and apply the numbers 31-100 		

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 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
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 5.1 Students use the language both within and beyond the school setting.

Course Content	Student Performance	Resources	Assessments
E. Cultural Celebrations – <i>La Quinceañera</i>	<ul style="list-style-type: none"> Use and express the cultural differences between formal and informal 	<ul style="list-style-type: none"> Textbook Workbook Teacher-made worksheets/ packets 	<ul style="list-style-type: none"> Repetition-oral and individual Tape/listening activities Student projects and manipulatives Video presentations Teacher-generated tests and quizzes Textbook tests and quizzes Cooperative learning activities Listening/identifying drills Oral presentations Teacher observation/ anecdotal information Teacher-created games Writing activities
F. Cultural Visits/Discussions	<ul style="list-style-type: none"> Read and discuss the cultural differences among families in Spanish-speaking countries 	<ul style="list-style-type: none"> Cassettes/ CDs with activity worksheets Videos/DVDs Games Manipulatives CD-ROM with activities 	
G. Verb <i>Tener</i> – Singular and Plural			
H. <i>Tú</i> Versus <i>Usted</i>			
I. Possessive Adjectives			

Foreign Language Planned Course Conversational Spanish – Grade 8

Unit: **3 – En Casa Y En Clase**

Content Standard: **Students understand/discuss daily home/school activities in the Spanish-speaking world and compare to those in the United States.**

State Curriculum Standard: **1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

1.2 Students understand and interpret written and spoken language on a variety of topics.

1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

5.1 Students use the language both written and beyond the school setting.

Course Content	Student Performance	Resources	Assessments
A. Discussing Home and In/After School Activities	<ul style="list-style-type: none"> Discuss what you and others do at home 	<ul style="list-style-type: none"> Textbook Workbook Teacher made worksheets/ packets Cassettes / CDs with activity worksheets Videos / DVDs Games Manipulatives CD Rom with activities 	<ul style="list-style-type: none"> Repetition – Choral and individual Tape/listening activities Student projects and manipulatives Video presentations Teacher-generated quizzes and tests Textbook-generated quizzes and tests Cooperative learning activities Listening/identifying drills Graded oral presentations Teacher observation/ anecdotal information Teacher-created games Writing activities
B. Going to School	<ul style="list-style-type: none"> Obtain, provide, and discuss information regarding going to school, school activities, and parties 		
C. Numbers: 100-1,000	<ul style="list-style-type: none"> Count, write, and apply the numbers 100-1,000 		
D. Other Places You Go	<ul style="list-style-type: none"> Obtain, provide, and discuss information regarding going to a variety of common destinations 		

Foreign Language Planned Course Conversational Spanish – Grade 8

Unit: 3 – En Casa Y En Clase

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1.2 Students understand and interpret written and spoken language on a variety of topics.

1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

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3.2 Students reinforce and further their knowledge of other disciplines through the foreign language.

4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

4.2 Students demonstrate understanding of the concept of cultures through comparisons of the cultures studied and their own.

5.1 Students use the language both within and beyond the school setting.

Course Content	Student Performance	Resources	Assessments
E. Cultural Visits/Discussions	<ul style="list-style-type: none"> Identify and describe the location of self and of others 	<ul style="list-style-type: none"> Textbook Workbook Teacher-made worksheets/packets 	<ul style="list-style-type: none"> Teacher observation/ anecdotal information Repetition-choral/individual Tape/listening activities
F. Computer Terms in Spanish	<ul style="list-style-type: none"> Read and discuss the cultural differences between schools in the United States and in Spanish-speaking countries 	<ul style="list-style-type: none"> Cassettes/CDs with activitiy worksheets Videos/DVDs Games Manipulatives CD ROM with activities 	<ul style="list-style-type: none"> Student projects and manipulatives Video presentations Teacher-generated tests and quizzes Textbook-generated tests and quizzes Cooperative learning activities Listening and identifying drills Graded oral presentations
G. Singular and Plural Forms of –Ar Verbs			
H. Singular and Plural Forms of <i>Ir, Rda</i> and <i>Estar</i>			
I. The Contraction <i>Al</i>			

Foreign Language Planned Course Conversational Spanish – Grade 8

Unit: 4 – De Compras

Content Standard: **Students identify and purchase clothing and other personal items**

State Curriculum Standard: **1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

1.2 Students understand and interpret written and spoken language on a variety of topics.

1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

5.1 Students use the language both within and beyond the school setting.

Course Content	Student Performance	Resources	Assessments
A. School Supplies B. Shopping C. Numbers: 1,000-2,000,000 D. Clothing E. Colors and Sizes F. Cultural Visits/Discussions G. <i>Ir a, tener que</i> H. Adjective Agreement of Colors	<ul style="list-style-type: none"> Identify and describe school supplies Count, write, and apply the numbers 1,000-2,000,000 Identify and describe articles of clothing Identify and express colors, sizes, and your preferences Express what you are going to do and what you have to do 	<ul style="list-style-type: none"> Textbook Workbook Teacher made worksheets / packets Cassettes / CDs with activity worksheets Videos / DVDs Games Manipulatives CD Rom with activities 	<ul style="list-style-type: none"> Teacher observation/ anecdotal information Repetition-Choral/individual Tape/listening activities Student projects and manipulatives Video presentations Teacher-generated tests and quizzes Textbook-generated tests and quizzes Cooperative learning activities Listening and identifying drills Graded oral presentations Teacher-created games Writing activities

Foreign Language Planned Course Conversational Spanish – Grade 8

Unit: 4 – De Compras

Content Standard: **Students identify and purchase clothing and other personal items.**

State Curriculum Standard: 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 1.2 Students understand and interpret written and spoken language on a variety of topics.
 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
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 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
 5.1 Students use the language both within and beyond the school setting.

Course Content	Student Performance	Resources	Assessments
I. Expressing Amazement Using <i>¡Qué más...!</i> J. The Contraction <i>Del</i>	<ul style="list-style-type: none"> Express amazement State and discuss personal possessions of oneself and of others Read and discuss the cultural differences among clothing preferences in Spanish-speaking countries 	<ul style="list-style-type: none"> Textbook Workbook Teacher made worksheets / packets Cassettes / CDs with activity worksheets Videos / DVDs Games Manipulatives CD Rom with activities 	<ul style="list-style-type: none"> Repetition-Choral/Individual Tape/listening activities Student projects and manipulatives Video presentations Teacher-generated tests and quizzes Textbook-generated tests and quizzes Cooperative learning activities Listening and identifying drills Graded oral presentations Teacher observation/ anecdotal information Teacher-created games Writing activities

Foreign Language Planned Course Conversational Spanish – Grade 8

Unit 5 – En El Café Y En El Mercado

Content Standard: **Students identify and discuss foods, clothing and other purchases**

State Curriculum Standard: **1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

1.2 Students understand and interpret written and spoken language on a variety of topics.

1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

5.1 Students use the language both within and beyond the school setting.

Course Content	Student Performance	Resources	Assessments
A. Foods and Beverages B. Eating at a Café C. Shopping for Foods D. Cultural Visits/Discussions E. The Metric System F. Singular and Plural Forms of -Er and -Ir Verbs	<ul style="list-style-type: none"> Identify and order foods and beverages at a café Shop for foods and beverages State what you and others do Read and discuss the cultural differences between foods and eating habits in the United States and in Spanish-speaking countries 	<ul style="list-style-type: none"> Textbook Workbook Teacher made worksheets/packets Cassettes/CDs with activity worksheets Videos / DVDs Games Manipulatives CD Rom with activities 	<ul style="list-style-type: none"> Teacher observation/ anecdotal information Repetition-Choral/Individual Tape/listening activities Student projects and manipulatives Video presentations Teacher-generated tests and quizzes Textbook-generated tests and quizzes Cooperative learning activities Listening and identifying drills Oral presentations Teacher observation Teacher-created games Writing activities

Foreign Language Planned Course Conversational Spanish – Grade 8

Unit: 6 – Los Deportes

Content Standard: **Students identify and discuss the significance of sports in the Spanish-speaking world**

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1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
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4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5.1 Students use the language both within and beyond the school setting.

Course Content	Student Performance	Resources	Assessments
A. Team Sports B. Physical Activities C. Cultural Visits/Discussions D. Likes, Dislikes, Interests E. Stem-Changing Verbs E→le F. Stem-Changing Verbs O→Ue G. The Verbs Interesar, Aburrir, and Gustar	<ul style="list-style-type: none"> Identify and discuss sports and people's activities Ask and state what you begin to, want to, and prefer to do Express what interests, bores, or pleases oneself and others Read and discuss the cultural differences of the role of sports in the Spanish-speaking world. 	<ul style="list-style-type: none"> Textbook Workbook Teacher made worksheets/packets Cassettes/CDs with activity worksheets Videos/DVDs Games Manipulatives CD-ROM with activities 	<ul style="list-style-type: none"> Teacher observation/ anecdotal information Repetition-Choral/individual Tape/listening activities Student projects/manipulatives Video presentations Teacher-generated tests and quizzes Textbook-generated tests and quizzes Cooperative learning activities Listening/identifying drills Oral presentations Teacher-created games Writing activities

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