

CURRICULUM GUIDE

Spanish Grade 8

LENGTH: 36 WEEKS

LEVEL: Grade 8

PREREQUISITE: Grade 7

REVISION: June/July 2007

I. COURSE DESCRIPTION

The overall purpose of this course is to introduce the language as a means of communication: speaking, reading, and writing. There is concentration on pronunciation listening, and speaking aspects. Much emphasis is placed on preparing students to become well-equipped citizen to participate in multilingual communities at home and around the world. Special attention is given to developing an understanding and appreciation of the Spanish speaking world; its culture, customs, life styles, civilization and its influence on other peoples. Opportunity to develop skills necessary for success in the high school environment will be presented extensively throughout this 3 year program

II. GENERAL OBJECTIVES

The student will be able to:

1.0 Understand simple Spanish sentences and phrases when spoken at an average speed.

2.0 Speak in simple Spanish sentences on topics familiar to him with acceptable grammar, accent and pronunciation.

3.0 Read with understanding brief selections using simple vocabulary and present tense verbs.

4.0 Write and spell correctly simple Spanish words and sentences.

5.0 Answer oral and written questions about the general geography, history, and customs of the Spanish speaking world.

III. NEW JERSEY CORE CONTENT STANDARDS

Standard 7.1 (Communication) All students will be able to communicate in at least one World Language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

Standard 7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

III. TOPICAL OUTLINE & PACING TIMELINE

1.0 Grammar/Vocabulary-

1.1 Review Performance Standards (Gr.7)	September
1.2 Cognates /Spanish alphabet	Sept.-June
1.3 Expanded Use of Spanish dictionary	Sept.-June
1.4 Accents-rules/usage	Sept-Oct.
1.5 Verbs ser, estar, tener	Sept/Oct.
1.6 Indirect object pronouns	Sept/Oct
1.7 Verbs hacer,salir,poner,deber,ir	Sept/Oct
1.8 Talking on the telephone	Oct/Nov
1.9 Reflexive vocabulary	Oct/Nov
1.10 Cardinal numbers 0- 1,000,000	Sept/June
1.11 Ordinal number 1-12	Sept/June
1.12 Vocabulary places/events	Nov/Dec
1.13 Stem change verbs e-ie	Nov/Dec
1.14 Pensar+ infinitive, Ir a+ infinitive	Nov/Dec
1.15 Reflexive infinitives	Jan/Feb
1.16 Tener expressions	Jan/Feb
1.17 gustar	Jan/Feb
1.18 Adjectives to describe foods	Jan/Feb
1.19 Commenting on foods/snacks	Jan/Feb
1.20 Table setting/utensils	Mar/Apr
1.21 Ordering in restaurant/asking for bill	Mar/Apr
1.22 Verb encantar	Mar/Apr
1.23 Indirect object pronouns	Mar/Apr
1.24 Stem Change verbs o-ue	Mar/Apr
1.25 Ser and estar with food	Mar/Apr
1.26 Giving gifts vocabulary	May/June
1.27 Asking/giving directions	May/June
1.28 Vocabulary clothing/personal care	May/June
1.29 Specialty shops	May/June
1.30 Making comparison (mas/menos)	May/June
1.31 Asking prices/paying	May/June
1.32 Indirect object pronouns le, les	May/June
1.33 Verb Ser describing fabric/material	May/June

2.0 Culture – {adjusted to seasonal calendar}

- 2.1 Modes of transportation in Latin America
- 2.2 Research Spanish-speaking countries
- 2.3 Social customs of young adults in Latin America
- 2.4 Typical Latin American musical instruments
- 2.5 Spanish songs/rhymes/folktales
- 2.6 Carnaval
- 2.7 Ojo de Dios
- 2.8 Cinco de Mayo celebration
- 2.9 Posadas
- 2.10 Parks and squares in Latin America

- 2.11 Ecuador-geography/foods/customs/products
- 2.12 Spanish-speaking influence in U.S. foods and cities/states
- 2.13 Galapagos Islands
- 2.14 Important Holidays/Festivals/Celebrations
- 2.15 Introduction to simple Spanish Literature/poems
- 2.16 Role of the Family in Latin American countries
- 2.17 Poinsettias/History
- 2.18 Piñatas
- 2.19 Compass points in Spanish /location on world map
- 2.20 Typical mealtimes/foods/restaurants
- 2.21 "Quinceanera"
- 2.22 Times zones of the world
- 2.23 Monetary units Latin America
- 2.24 Shopping traditions Latin America(specialty shops)
- 2.25 Comparison of schools in Latin America and U. S. culture
- 2.26 Comparison climate Northern/Southern Hemisphere
- 2.27 Jai-alai-
- 2.28 Common Spanish idioms
- 2.29 Typical Spanish architecture and homes compared to U.S.
- 2.30 Foods typical of Spanish speaking countries
- 2.31 Important contributions by Spaniards to science, literature,
Music, sports, music.
- 2.32 Sugar cane/Cuba /Galapagos
- 2.33 Fashion/style/dress in Latin America
- 2.34 Central America-geography/social customs
- 2.35 Spain/geography/history
- 2.36 Art of bullfighting
- 2.37 History of Flamenco dance
- 2.38 Intro. Don Quijote de la Mancha by Miguel de Cervantes
- 2.39 Art in Latin America
- 2.40 Immigration
- 2.41 Prose- José Martí- Cuba – "Yo Soy un Hombre Sincero"
- 2.42 Literature- José Luis Orozco- "Platero y yo"

IV. PERFORMANCE OBJECTIVES AND NEW JERSEY STANDARDS

Standard 7.1 - Communication

1.0 Student will be able to understand simple Spanish sentences and phrases when spoken at an average speed.

1.1 When listening to Spanish words and phrases, student will be able to discriminate Spanish sounds.

1.2 When asked, student will be able to understand questions relating to concepts/vocabulary presented.

1.3 When given a simple command, the student will be able to demonstrate his comprehension

2.0 The student will be able to speak in simple Spanish sentences on topics familiar to him, with acceptable grammar, accent and pronunciation(7.1)

2.1 Based upon the Topical Outline of this Curriculum Guide, the student will be able to:

2.1.1 Identify questions

2.1.2 Answer questions

2.1.3 Ask questions

2.2 The student will be able to read aloud with good pronunciation simple sentences with familiar vocabulary

3.0 The student will be able to read with understanding brief selections using simple vocabulary and present tense verbs

3.1 The student will be able to demonstrate his ability to understand a brief reading passage by answering oral and written questions

4.0 The student will be able to write and spell correctly simple Spanish sentences

4.1 When asked to respond to a written question, the student will be able to write a grammatically acceptable answer

4.2 When given a dictation of similar material, the student will be able to write it correctly

Standard 7.2 Culture

2.0 Student will demonstrate a basic understanding and appreciation of the diversity of cultures in the Spanish-speaking world.

2.1 Student will be able to compare the customs of their own culture to the culture they are studying.

2.2 Student will be able to interact with others while gaining a greater understanding of and respect for cultural practices and product

2.3 Student will be able to participate in multilingual communities at home and around the world.

2.4 Student will be able to answer oral and written questions about the geography of the Spanish speaking world and some differences between the American and Spanish way of life.

2.5 Student will be able to list some major contributions of the Spanish speaking world to the American way of life.

2.6 The student will be able to locate on a map and identify Spanish speaking countries of the world and their capitals

V. METHODS OF EVALUATION/ASSESSMENT

- Total Physical Response
- Following directions
- Identification of Vocabulary
- Classroom participation
- Hands on Projects
- Pencil and paper worksheets
- Posters

- Maps
- Oral presentation by student
- Map and site identification
- Internet projects
- Written evaluations
- Oral discussion
- Role playing
- Recitation of poetry
- Oral tests/quizzes
- Oral responses to teacher and or/audio materials

VI. METHODS AND MATERIALS OF INSTRUCTION

Methods-

- Oral presentation by teacher
- Oral feedback by students
- Vocabulary flashcards
- Vocabulary worksheets
- Culture worksheets
- Selected Spanish literature
- Vocabulary charts
- Audio CD's/cassettes
- Videos
- Maps
- Seasonal posters
- Artifacts
- Folktales
- Folksongs
- Video Streaming
- Cultural crafts
- Photographs
- Internet
- Menus
- Travel brochures
- Advertisements
- Magazines
- Newspapers
- Currency
- Manipulatives
- Realia
- Overhead transparencies

Materials/Resources

- Ven Conmigo -Adelante textbook (Holt,Rinehart,Winston)
- Ven Conmigo- En Camino textbook (Holt,Rinehart,Winston)

- Viva el Español- systems A, B
- Adelante/ Ven Conmigo workbooks
- Authentic Spanish Literature
- Teacher produced handouts and worksheets
- Videos - Latin American culture/geography
- Videos –Spanish vocabulary identification
- Videos- Folktales and traditions in Spanish
- Maps Spanish-speaking countries/continents
- Travel Guides –Spanish speaking countries
- Que Tal – magazines (Scholastic)
- Publisher Audio CD's- Adelante/ En Camino
- Publisher Video –Adelante/ En Camino
- Alborada Dance Theatre-Flamenco – Video
- El Diario-Newspaper – Current events news articles,sports, grocery food ads, furniture and travel ads.
- Book- Tamalada by Carmen Lomas Garza-Latin American family traditions
- Excerpts- Don Quijote de la Mancha- by Miguel de Cervantes
- Websites- www.quia.com , www.classzone.com, www.conjuguemos.com

Authentic Experiences

- Spanish food demonstrations
- Authentic costume presentation
- Ethnic Restaurants
- Periodicals
- Classroom cultural celebrations