

Spanish Level 1 (8th grade 2021-2022)

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| Trimester 1 | |
| Theme/Topic | Unit 1 - Personal and Public Identities - Global Citizenship |
| Language and Level / Grade | Spanish 1 – Novice low 7th grade |
| Approximate Length of Unit | 6 weeks |
| Essential Question | Who am I? What is global identity? |
| Goals <i>What should learners know and be able to do by the end of the unit?</i> | Learners will be able to: <ul style="list-style-type: none"> ● Explore images and websites to identify personal and public identities here and in Spanish-speaking countries. ● Compare characteristics of the U.S and Spanish-speaking countries. ● Ask for/give basic information in order to develop connections. ● Create an introductory dialogue between two people. |
| Week | Topics to cover: |
| Aug 18- 20 | First day of School (½ day with students) Getting to know you activities (sig 72), syllabus, classroom procedures <ul style="list-style-type: none"> ● Why study Spanish?/ What is Global Citizenship?/ What is race?/culture?/ethnicity?/nationality? ● Study Skills & Strategies ● Policies & procedures ● Google calendar |
| Aug 23-27 | Vocales y alfabeto Saludos, despedidas, la cortesía *¿Cuál es tu nombre? Mi nombre es.../Yo soy... *¿Cómo se escribe tu nombre? Se escribe... |
| Aug 30- Sep 2 *No school 9/3 SIP day | Los números (0 a 100) Los días de la semana Los meses *¿Cuál es la fecha? La fecha es el ____ de _____. *¿Cuándo es tu cumpleaños? Mi cumpleaños es el ____ de _____. * Mi edad es _____. Yo tengo ____ años. *¿Qué día es hoy (ayer) mañana? Es... |
| Sept 7-10 *No school 9/6 Labor Day | Formal vs Familiar Interrogatives *¿Cuál es tu número de teléfono? Mi número de teléfono es... *¿Cómo estás? Yo estoy... *¿Qué, cuándo, quién, dónde, por qué |
| Sept 13-17 | Countries/Origin SER/subject pronouns |

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| | <p>*¿De dónde eres? Yo soy de...</p> <p>*¿De dónde es? El/Ella es de...</p> |
| Sept 20-24 | <p>Review</p> <p>Unit IPA's (Integrated Performance Assessments)</p> <p>Interpretive listening and reading</p> <p>Presentational speaking and writing</p> |
| Sept. 27 -Oct 1 | <p>Unit IPA's will be presented in the following modes of communication:</p> <ul style="list-style-type: none"> • Interpretive; the ability to understand and interpret a <i>one-way aural and written text</i>. Learners understand, interpret, and analyze what is heard, read, or viewed on unit topics. • Presentational; the ability to present information in a <i>written and oral format</i>. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on unit topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. |

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| Theme/Topic | Unit 2 - Friends & Family - Family and Communities |
| Language and Level / Grade | Spanish 1 – Novice low 7th grade |
| Approximate Length of Unit | 5 weeks |
| Essential Question | How are we connected to others? |
| Goals <i>What should learners know and be able to do by the end of the unit?</i> | Learners will be able to: <ul style="list-style-type: none"> • Explore images and websites to identify people and their families here and in Spanish-speaking countries. • Describe yourself and others (personality & physical traits) • Compare characteristics of families, friends & pets in the U.S and Spanish-speaking countries. • Describe likes/dislikes in order to develop connections. • Create a basic dialogue between two people. |
| Week | Topics to cover: |
| Oct 4-7 *No school 10/8 | Subject Pronouns & SER Definite/ Indefinite articles (start 9/27-10/1) |
| Oct 11-15 *No school 10/11- Indigenous People's Day | Colors Adjectives (personality traits / physical features) *¿Cómo eres? Yo soy... *¿Cómo es? ¿Cómo son? (adj / noun agreement) |
| Oct 18 - Oct 22 | Family vocabulary with mi/mis & tu / tus (possessive adjectives) Describing likes & dislikes with Gustar / Activities Gustar like verbs - interesar, encantar & aburrir |
| Oct 25 - Oct 29 | Tener Tener que Hay que Unit IPA's |
| Nov 2 - 5 No school 11/1 | Review Unit IPA's Interpretive listening and reading Presentational speaking and writing |
| | Unit IPA's will be presented in the following modes of communication: <ul style="list-style-type: none"> • Interpretive; the ability to understand and interpret a <i>one-way aural and written text</i>. Learners understand, interpret, and analyze what is heard, read, or viewed on unit topics. |

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| | <ul style="list-style-type: none">● Presentational; the ability to present information in a <i>written and oral format</i>. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on unit topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. |
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| Trimester 2 | |
| Theme/Topic | Unit 3 - Schooling Around the World - Contemporary Life |
| Language and Level / Grade | Spanish 1 – Novice low 7th grade |
| Approximate Length of Unit | 5 weeks |
| Essential Questions | What is important in school? Who goes to school? How does my daily routine differ from other teenagers around the world? |
| Goals <i>What should learners know and be able to do by the end of the unit?</i> | Learners will be able to: <ul style="list-style-type: none"> • Compare/contrast schooling in the U.S. and schooling in other Spanish-speaking countries. • Describe schedules, classes and extracurricular activities. • Describe what they wear and compare/contrast what they wear to other Spanish-speaking countries. |
| Week | Topics to cover: |
| Nov 8 - 12 | Classroom Activities Classes and supplies Places in the school building Conjugations of -ar, -er & -ir verbs |
| Nov 15-19 | Clothing Time & Numbers (0 - 60) Ir + a + place Ir + a + infinitive contractions (al / del) |
| Nov 22 - 26 | P/T Conferences / Thanksgiving Break |
| Nov 29 - Dec 3 | Comparing/contrasting different schools Comparisons - más que, menos que, tanto como Irregular yo verbs (poner, salir, venir, tener, decir, traer, hacer, dar, ver) |
| Dec. 6 - 10 | Review Unit IPA's (WeVideo Project ???) |
| Dec 13 - 17 | Review Unit IPA's Interpretive listening and reading Presentational speaking and writing |
| | Unit IPA's will be presented in the following modes of communication: |

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- **Presentational;** the ability to present information in a *written and oral format*. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on unit topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

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| Theme/Topic | Unit 4 - A Day in the Life - Activities and Interests |
| Language and Level / Grade | Spanish 1 – Novice low 8th grade |
| Approximate Length of Unit | 7 weeks |
| Essential Question | How does where I live influence what I do? |
| Goals <i>What should learners know and be able to do by the end of the unit?</i> | Learners will be able to: <ul style="list-style-type: none"> • Identify similarities & differences in how young people spend their free time both here and in Spanish-speaking countries using images. • Identify similarities & differences in homes both here and in Spanish-speaking countries using images. • Provide information regarding time, weather & dates. • Create a dialogue between two people sharing free time interests. |
| Week | Topics to cover: |
| Jan 4 - 7 no school 1/3 SIP day | Free time activities Describing interests Review regular present tense -AR, -ER & -IR, Gustar like Verbs Review time, days of the week Describing likes & dislikes with gustar, interesar, encantar, aburrir Indirect object pronouns |
| Jan 10 - 14 | Weather & seasons (weather project ?) Ir+ a+ location Ir + a+ infinitive |
| Jan 18 - 21 *no school 1/17 MLK | Emotions Estar adj/noun agreement |
| Jan 24 - Jan 28 | Stem changing verbs (e→ ie, o → ue) |
| Jan 31 - Feb 4 | Present Progressive |
| Feb 7 - Feb 11 | Review Unit IPA's Interpretive listening and reading Presentational speaking and writing |
| Feb 14 - Feb 17 ½ day 2/17 No school 2/18 PT Conferences | Unit IPA's will be presented in the following modes of communication: <ul style="list-style-type: none"> • Interpretive; the ability to understand and interpret a <i>one-way aural and written text</i>. Learners understand, |

interpret, and analyze what is heard, read, or viewed on unit topics.

- **Presentation**; the ability to present information in a *written and oral format*. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on unit topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

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| Trimester 3 | |
| Theme/Topic | Unit 5 - Healthy Lifestyle - Global Challenges |
| Language and Level / Grade | Spanish 1 – Novice low 8th grade |
| Approximate Length of Unit | 6 weeks |
| Essential Question | What does it mean to be healthy? |
| Goals <i>What should learners know and be able to do by the end of the unit?</i> | Learners will be able to: <ul style="list-style-type: none"> ● express what they do to maintain a healthy lifestyle ● describe what activities they participate in and do not participate in ● talk about their daily routine ● compare/contrast lifestyles in the U.S. and other Spanish-speaking countries |
| Week | Topics to cover: |
| Feb 22 -25 No school 2/21 President's Day | Health & fitness activities Food Stem changing verbs (e → i) servir, pedir, competir |
| Feb 28 - Mar 3 *no school 3/4 County Institute | Body parts & personal care items - doler Reflexive verbs |
| Mar 7- Mar 11 | Staying healthy / visiting Dr. ??? Expressions of frequency |
| Mar 14- Mar 18 | Sports es importante + infinitive es necesario + infinitive Stem changing verbs (u → ue) |
| Mar 21- Mar 25 | Review Unit IPA's Interpretive listening and reading Presentational speaking and writing |
| Mar 28- Apr 1 *Spring Break | SPRING BREAK |
| Apr 8- Apr 12 | Unit IPA's will be presented in the following modes of communication: |

- **Interpretive;** the ability to understand and interpret a *one-way aural and written text*. Learners understand, interpret, and analyze what is heard, read, or viewed on unit topics.
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| Theme/Topic | Unit 6 - Vacation Time - Global Challenges |
| Language and Level / Grade | Spanish 1 – Novice low 8th grade |
| Approximate Length of Unit | 6 weeks |
| Essential Questions | Where do people go on vacation and what activities are popular? Where might a visitor go to while in a Spanish speaking country? |
| Goals <i>What should learners know and be able to do by the end of the unit?</i> | Learners will be able to: <ul style="list-style-type: none"> ● express what they do and did while on a summer vacation. ● express what they do and did while on a winter vacation. ● talk about modes of transportation. ● compare and contrast tourist locations in the U.S. and Spanish-speaking countries. |
| Apr 11- Apr 14 No school 4/15 Spring Holiday | modes of transportation Regular Preterite - AR |
| Apr 19 - Apr 22 | summer weather /Beach Vacations / Beach items Regular Preterite Car, Gar, Zar |
| Apr 25- Apr 29 | winter weather / Mountain vacations Regular Preterite - ER & -IR |
| May 2- May 6 | Hacer, IR, Ser, Dar, Ver (Just yo & tú) |
| May 9 - May 13 | Tarjeta Postal/Postcard Unit IPA's Interpretive listening and reading Presentational speaking and writing |
| May 16 - May 20 | End of year activities: songs Alfabeto challenge |
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