

## Curriculum at a Glance

### Spanish 8- Course I Part B

*At Middlesex Middle School, we believe that proficiency in more than one language is essential to function in a global society. By integrating language and culture, the Middlesex World Language Department seeks to broaden students' communication skills, while at the same time deepening their appreciation of other cultures. We believe in the dynamic development of communication and language skills which empowers students to actively use the target language. We promote the development of their character while instilling a love and respect for culture and language.*

*The World Language Department strives to provide a careful progression of skill development from one level to the next. Students are guided from basic structures to creative, personalized expression. This progression is accomplished by a conscious effort to incorporate previously learned material with new structures, resulting in the student's ability to express themselves in Spanish with confidence. Within each grade level, the teachers collaborate to ensure that there is consistency in the delivery and assessment of the material.*

*Spanish 8 is the conclusion of Course I, based on the Realidades series. Students will complete Chapters 5B-9. All four areas of communication (listening, reading, writing, speaking) will be emphasized.*

World Readiness Standards for Learning Languages:

<http://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf>

Unit Name	Content
Capítulo Cinco Fiesta en Familia	5B. ¡Vamos a un restaurante! <u>Culture</u> : Students will understand cultural perspectives on meals and mealtimes in the Spanish-speaking world. <u>Vocabulary</u> : ~Describing people and things ~Food tables and settings ~Eating out

	<p>~Expressing need</p> <p><u>Grammar:</u></p> <p>~The verb <i>venir</i></p> <p>~The verbs <i>ser</i> and <i>estar</i></p>
<p>Capítulo Seis La Casa</p>	<p>6A. En mi dormitorio</p> <p><u>Culture:</u> Students will compare and contrast bedrooms and bedroom furniture from a variety of Spanish-speaking countries and how they're similar and different to their bedrooms in the United States.</p> <p><u>Vocabulary:</u></p> <p>~Bedroom items</p> <p>~Electronic equipment</p> <p>~Colors</p> <p>~Describing, comparing, contrasting</p> <p><u>Grammar:</u></p> <p>~Making comparisons</p> <p>~The superlative</p> <p>~Stem-changing verbs: <i>poder</i> and <i>dormir</i></p>
<p>Capítulo Seis La casa</p>	<p>6B. ¿Cómo es tu casa?</p> <p><u>Culture:</u> Students will understand cultural perspectives regarding homes and privacy and explain how houses in the spanish-speaking world compare to those in the United States.</p> <p><u>Vocabulary:</u></p> <p>~House and apartments</p> <p>~Rooms</p> <p>~Household chores</p>

	<p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>~Affirmative <i>tú</i> commands</li> <li>~The present progressive tense</li> </ul>
<p>Capítulo Siete De compras</p>	<p>7A. ¿Cuánto cuesta?</p> <p><u>Culture:</u> Students will understand the how culture and community influence traditional clothing and outfits from various Spanish-speaking countries.</p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>~Shopping</li> <li>~Clothing</li> <li>~Prices and numbers</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>~Stem-changing verbs: <i>pensar</i>, <i>querer</i>, and <i>preferir</i></li> <li>~Demonstrative adjectives</li> </ul>
<p>Capítulo Siete De compras</p>	<p>7B. ¡Qué regalo!</p> <p><u>Culture:</u> Students will compare cultural perspectives about shopping malls in Chile and in the United States. They will explain the role of markets and specialty stores in Spanish-speaking countries and compare the significance of gifts in Latin festivals and holidays in the United States.</p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>~Stores and online shopping</li> <li>~Gifts and clothing accessories</li> <li>~Expressions to describe past events</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>~The preterite tense of <i>-ar</i> verbs</li> <li>~The preterite of verbs ending in <i>-car</i> and <i>-gar</i></li> <li>~Direct object pronouns</li> </ul>

<p>Capítulo Ocho Experiencias</p>	<p>8A. De vacaciones</p> <p><u>Culture:</u> Students will be able to identify places of geographical and historical importance in the spanish-speaking countries and compare them to places in the United States.</p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>~Vacation destinations and activities</li> <li>~Modes of transportation</li> <li>~Attractions, parks and animals</li> <li>~Expressions to talk about a trip or vacation</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>~The preterite of <i>-er</i> and <i>-ir</i> verbs</li> <li>~The preterite of <i>ir</i></li> <li>~The personal <i>a</i></li> </ul>
<p>Capítulo Ocho Experiencias</p>	<p>8B. Ayudando en la comunidad</p> <p><u>Culture:</u> Students will compare perspectives about volunteer activities in Spanish-speaking communities to their community. They will compare environmental efforts in Spain, Costa Rica, and other Spanish-speaking countries to programs in their community.</p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>~Recycling</li> <li>~Places in a community</li> <li>~Volunteer work</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>~The present tense of <i>decir</i></li> <li>~Indirect object pronouns</li> <li>~The preterite of <i>hacer</i> and <i>dar</i></li> </ul>
<p>Capítulo Nueve</p>	<p>9A. El cine y la televisión</p>

<p style="text-align: center;">Medios de comunicación</p>	<p><u>Culture:</u> Students will understand and use common gestures in Spanish-speaking countries and compare them to ones they use. They will also compare popular television programs in Spanish-speaking countries with programs in the United States.</p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>~Television programs</li> <li>~Movies</li> <li>~Words and expressions to give opinions</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>~<i>Acabar de</i> + infinitive</li> <li>~<i>Gustar</i> and similar verbs</li> </ul>
<p style="text-align: center;">Capítulo Nueve Medios de comunicación</p>	<p>9B. La tecnología</p> <p><u>Culture:</u> Students will identify the impact of the Internet on the Spanish-speaking language and compare computer use in Spanish-speaking countries with their own use of technology.</p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>~Communication</li> <li>~Computer-related activities</li> <li>~Internet and digital products</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>~The present tense of <i>pedir</i> and <i>servir</i></li> <li>~<i>Saber</i> and <i>conocer</i></li> </ul>