

# Spanish 8

Month	Content	Skills	Assessment	Essential Questions
September	<p><b>Unit #21: At Home</b></p> <ul style="list-style-type: none"> <li>• Nouns: place, city, country, downtown, house, apartment, bedroom, bathroom, living room, kitchen, dining room, bathroom, garden, garage</li> <li>• Verbs: to be from (origin), to live in, to sleep, to cook, to eat, to make the bed, to wash the dishes/laundry, to take out the garbage, to feed the pet</li> <li>• Useful phrases: Where are you from? Where do you live?</li> </ul>	<p><b>Declarative knowledge (upon completion of each unit)</b></p> <ul style="list-style-type: none"> <li>• Students will be able to list &amp; define nouns, verbs, adjectives, etc., from the unit</li> </ul> <p><b>Procedural knowledge (upon completion of each unit)</b></p> <p>Listening &amp; Speaking</p> <ul style="list-style-type: none"> <li>• Students will be able to identify vocabulary objects (nouns), &amp; organize opposites, similarities, etc.</li> <li>• Students will be able to ask &amp; answer questions using unit vocabulary.</li> </ul> <p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read &amp; understand teacher-created text, &amp; understand the main idea behind authentic text.</li> <li>• Students will be able to create original text using unit vocabulary.</li> </ul>	<p><b>Formal Assessment</b></p> <ul style="list-style-type: none"> <li>• weekly quiz</li> <li>• unit test at end of each unit</li> <li>• all units/tests are, logically, cumulative</li> </ul> <p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>• Listen &amp; react/respond to information in a given lesson or unit (performance).</li> </ul> <p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Read teacher created or authentic text (i.e., ads, essays, etc.) &amp; answer questions (in writing).</li> <li>• Write &amp; perform skits/plays, ads, essay, etc., using current vocabulary</li> <li>• Label objects in room (when appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to learn a foreign language?</li> <li>• How might learning Spanish help you? Socially? Financially? Politically?</li> </ul>

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September (cont.)	<p><b><u>Unit #22: Health &amp; Emotions</u></b></p> <ul style="list-style-type: none"> <li>• <u>Nouns</u>: health, cold, flu, cough, fever, energy, pain, doctor's appointment</li> <li>• <u>Verbs</u>: to be sick, to cough, to feel, to smile, to laugh, to cry</li> <li>• <u>Adverbs</u>: emotions from "Ernest" poster, tired, in a good/bad mood</li> </ul>			

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October	<p><b><u>Unit #23: Culture</u></b></p> <ul style="list-style-type: none"> <li>• <u>Movie Theater Nouns &amp; Verbs:</u> ticket booth, ticket, line, seats, screen, movie, subtitles, dubbed...to stand in line, to wait, to leave</li> <li>• <u>Museum Nouns and Verbs:</u> painting, drawing, sculpture...to paint, to draw, to sculpt</li> <li>• <u>Theater/Show Nouns and Verbs:</u> theater, show, actor, theatrical work, public...to applaud, to stand, to sing</li> </ul> <p><b><u>Unit #24: Doctor Appointment</u></b></p> <ul style="list-style-type: none"> <li>• <u>Nouns:</u> doctor, nurse, office, symptoms, allergy, shot, hospital, prescription, medicine</li> <li>• <u>Verbs:</u> to open (mouth), to examine, to believe, to stay (in bed), to rest, to be afraid</li> </ul>	<p><b>Declarative knowledge (upon completion of each unit)</b></p> <ul style="list-style-type: none"> <li>• Students will be able to list &amp; define nouns, verbs, adjectives, etc., from the unit</li> </ul> <p><b>Procedural knowledge (upon completion of each unit)</b></p> <p>Listening &amp; Speaking</p> <ul style="list-style-type: none"> <li>• Students will be able to identify vocabulary objects (nouns), &amp; organize opposites, similarities, etc.</li> <li>• Students will be able to ask &amp; answer questions using unit vocabulary.</li> </ul> <p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read &amp; understand teacher-created text, &amp; understand the main idea behind authentic text.</li> <li>• Students will be able to create original text using unit vocabulary.</li> </ul>	<p><b>Formal Assessment</b></p> <ul style="list-style-type: none"> <li>• weekly quiz</li> <li>• unit test at end of each unit</li> <li>• all units/tests are, logically, cumulative</li> </ul> <p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>• Listen &amp; react/respond to information in a given lesson or unit (performance).</li> </ul> <p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Read teacher created or authentic text (i.e., ads, essays, etc.) &amp; answer questions (in writing).</li> <li>• Write &amp; perform skits/plays, ads, essay, etc., using current vocabulary</li> <li>• Label objects in room (when appropriate).</li> </ul>	

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October (cont.)	<ul style="list-style-type: none"><li>Useful Phrases: What's wrong?, My back (car, head, etc.) aches, I have a tooth (stomach, etc.) ache</li></ul>			

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November	<ul style="list-style-type: none"> <li>• <b><u>Unit #25: The Pharmacy</u></b></li> <li>• <u>Nouns</u>: pharmacy, pharmacist, pill, aspirin, antibiotics</li> <li>• <u>Verbs</u>: to fill (a prescription)</li> </ul> <p><b><u>Unit #26: Sports</u></b></p> <ul style="list-style-type: none"> <li>• <u>Nouns</u>: stadium, team, player, spectator, game</li> <li>• <u>Verbs</u>: to play, to throw, to win, to lose, to begin, to be over, to fight</li> <li>• <u>Prepositions</u>: between, against</li> <li>• <u>Games</u>: baseball, football, soccer, basketball, hockey, volleyball, tennis, boxing</li> </ul> <p><b><u>Unit #27: Weather II</u></b></p> <ul style="list-style-type: none"> <li>• <u>Useful Words &amp; Phrases</u>: below zero, It's snowing, It's cold/cool, It's . . .degrees, It's bad weather</li> </ul>	<p><b>Declarative knowledge (upon completion of each unit)</b></p> <ul style="list-style-type: none"> <li>• Students will be able to list &amp; define nouns, verbs, adjectives, etc., from the unit</li> </ul> <p><b>Procedural knowledge (upon completion of each unit)</b></p> <p>Listening &amp; Speaking</p> <ul style="list-style-type: none"> <li>• Students will be able to identify vocabulary objects (nouns), &amp; organize opposites, similarities, etc.</li> <li>• Students will be able to ask &amp; answer questions using unit vocabulary.</li> </ul> <p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read &amp; understand teacher-created text, &amp; understand the main idea behind authentic text.</li> <li>• Students will be able to create original text using unit vocabulary.</li> </ul>	<p><b>Formal Assessment</b></p> <ul style="list-style-type: none"> <li>• weekly quiz</li> <li>• unit test at end of each unit</li> <li>• all units/tests are, logically, cumulative</li> </ul> <p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>• Listen &amp; react/respond to information in a given lesson or unit (performance).</li> </ul> <p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Read teacher created or authentic text (i.e., ads, essays, etc.) &amp; answer questions (in writing).</li> <li>• Write &amp; perform skits/plays, ads, essay, etc., using current vocabulary</li> <li>• Label objects in room (when appropriate).</li> </ul>	

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November (cont.)	<ul style="list-style-type: none"><li>Seasons: winter, spring, summer, fall</li></ul>			

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December	<p><b><u>Unit #28: In the Café</u></b></p> <ul style="list-style-type: none"> <li>• <u>Nouns</u>: waiter/waitress, free table, occupied, the bill or check, order, coffee, tea, milk, juice, cup, saucer, teaspoon, fork, knife, napkin, cake, pie, cookies, tip</li> <li>• <u>Verbs</u>: to order, to serve, to drink, to leave (a tip)</li> <li>• <u>Adverbs</u>: hot, cold, dirty, clean, empty, full</li> <li>• <u>Useful Phrases</u>: I'm hungry, I'm thirsty</li> <li>• <b><u>Unit #29: A Snowy Day</u></b> by Ezra jack Keats</li> </ul>	<p><b>Declarative knowledge (upon completion of each unit)</b></p> <ul style="list-style-type: none"> <li>• Students will be able to list &amp; define nouns, verbs, adjectives, etc., from the unit</li> </ul> <p><b>Procedural knowledge (upon completion of each unit)</b></p> <p>Listening &amp; Speaking</p> <ul style="list-style-type: none"> <li>• Students will be able to identify vocabulary objects (nouns), &amp; organize opposites, similarities, etc.</li> <li>• Students will be able to ask &amp; answer questions using unit vocabulary.</li> </ul> <p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read &amp; understand teacher-created text, &amp; understand the main idea behind authentic text.</li> <li>• Students will be able to create original text using unit vocabulary.</li> </ul>	<p><b>Formal Assessment</b></p> <ul style="list-style-type: none"> <li>• weekly quiz</li> <li>• unit test at end of each unit</li> <li>• all units/tests are, logically, cumulative</li> </ul> <p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>• Listen &amp; react/respond to information in a given lesson or unit (performance).</li> </ul> <p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Read teacher created or authentic text (i.e., ads, essays, etc.) &amp; answer questions (in writing).</li> <li>• Write &amp; perform skits/plays, ads, essay, etc., using current vocabulary</li> <li>• Label objects in room (when appropriate).</li> </ul>	

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January	<p><b><u>Unit #30: The Airport</u></b></p> <ul style="list-style-type: none"> <li>• <u>Nouns</u>: airport, plane, passenger, pilot, gate, luggage/suitcase, flight, passport/visa, departure, ticket</li> <li>• <u>Adjectives</u>: one-way, roundtrip</li> <li>• <u>Verbs</u>: to get into, to get down from (out of), to fly, to travel, to board, to arrive, to depart</li> </ul> <p><b><u>Unit #31: Post Office &amp; E-Mail</u></b></p> <ul style="list-style-type: none"> <li>• <u>Post Office Nouns and Verbs</u>: mail, letter, stamp, postcard. . . to send, to receive, to open</li> <li>• <u>E-Mail Nouns and Verbs</u>: internet, e-mail</li> </ul>	<p><b>Declarative knowledge (upon completion of each unit)</b></p> <ul style="list-style-type: none"> <li>• Students will be able to list &amp; define nouns, verbs, adjectives, etc., from the unit</li> </ul> <p><b>Procedural knowledge (upon completion of each unit)</b></p> <p>Listening &amp; Speaking</p> <ul style="list-style-type: none"> <li>• Students will be able to identify vocabulary objects (nouns), &amp; organize opposites, similarities, etc.</li> <li>• Students will be able to ask &amp; answer questions using unit vocabulary.</li> </ul> <p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read &amp; understand teacher-created text, &amp; understand the main idea behind authentic text.</li> <li>• Students will be able to create original text using unit vocabulary.</li> </ul>	<p><b>Formal Assessment</b></p> <ul style="list-style-type: none"> <li>• weekly quiz</li> <li>• unit test at end of each unit</li> <li>• all units/tests are, logically, cumulative</li> </ul> <p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>• Listen &amp; react/respond to information in a given lesson or unit (performance).</li> </ul> <p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Read teacher created or authentic text (i.e., ads, essays, etc.) &amp; answer questions (in writing).</li> <li>• Write &amp; perform skits/plays, ads, essay, etc., using current vocabulary</li> <li>• Label objects in room (when appropriate).</li> </ul>	

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February	<p><b>Unit #32: Trip to the Market</b></p> <ul style="list-style-type: none"> <li>• <u>Nouns</u>: market, supermarket, fruit, apples, bananas, tomatoes, oranges, pears, vegetables, lettuce, potatoes, beans, meat, chicken, fish, grains, rice, bread</li> <li>• <u>Adjectives</u>: fresh, old</li> <li>• <u>Verbs</u>: to buy, to see, to go shopping</li> <li>• <u>Useful Phrases</u>: How old are you?, How old is your . . . ?</li> </ul>	<p><b>Declarative knowledge (upon completion of each unit)</b></p> <ul style="list-style-type: none"> <li>• Students will be able to list &amp; define nouns, verbs, adjectives, etc., from the unit</li> </ul> <p><b>Procedural knowledge (upon completion of each unit)</b></p> <p>Listening &amp; Speaking</p> <ul style="list-style-type: none"> <li>• Students will be able to identify vocabulary objects (nouns), &amp; organize opposites, similarities, etc.</li> <li>• Students will be able to ask &amp; answer questions using unit vocabulary.</li> </ul>	<p><b>Formal Assessment</b></p> <ul style="list-style-type: none"> <li>• weekly quiz</li> <li>• unit test at end of each unit</li> <li>• all units/tests are, logically, cumulative</li> </ul> <p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>• Listen &amp; react/respond to information in a given lesson or unit (performance).</li> </ul> <p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Read teacher created or authentic text (i.e., ads, essays, etc.) &amp; answer questions (in writing).</li> <li>• Write &amp; perform skits/plays, ads, essay, etc., using current vocabulary</li> <li>• Label objects in room (when appropriate)</li> </ul>	
	<p><b>Unit #33: Talking on the Phone</b></p> <ul style="list-style-type: none"> <li>• <u>Nouns</u>: public/private, telephone number, telephone book</li> <li>• <u>Verbs</u>: to hang up, to call, to telephone, to dial, to leave a message</li> </ul>	<p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read &amp; understand teacher-created text, &amp; understand the main idea behind authentic text.</li> <li>• Students will be able to create original text using unit vocabulary.</li> </ul>		

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February (cont.)	<ul style="list-style-type: none"><li>Useful Phrases: Hello, Who's calling?, Just a minute</li></ul>			

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March	<ul style="list-style-type: none"> <li>• <b>Unit #34: Train/Bus Station</b></li> <li>• <u>Nouns</u>: bus, train, station, waiting room, porter, trip, schedule/timetable, restroom</li> <li>• <u>Adjectives</u>: express, first (second, third) class</li> <li>• <u>Verbs</u>: to return (a ticket), make a trip, leave on time, to be in a hurry</li> <li>• <u>Adverbs</u>: on time, early-late</li> <li>• <b>Unit #35: In the Restaurant</b></li> <li>• <u>Nouns</u>: food, soup, salad, fries, bread, toast, cheese, sandwich, hot dog, hamburger, ham, seafood, lobster, drinks, dessert, ice cream, wine, beer</li> <li>• <u>Verbs</u>: to finish, to forget, to recommend, to reserve</li> </ul>	<p><b>Declarative knowledge (upon completion of each unit)</b></p> <ul style="list-style-type: none"> <li>• Students will be able to list &amp; define nouns, verbs, adjectives, etc., from the unit</li> </ul> <p><b>Procedural knowledge (upon completion of each unit)</b></p> <p>Listening &amp; Speaking</p> <ul style="list-style-type: none"> <li>• Students will be able to identify vocabulary objects (nouns), &amp; organize opposites, similarities, etc.</li> <li>• Students will be able to ask &amp; answer questions using unit vocabulary.</li> </ul> <p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read &amp; understand teacher-created text, &amp; understand the main idea behind authentic text.</li> <li>• Students will be able to create original text using unit vocabulary.</li> </ul>	<p><b>Formal Assessment</b></p> <ul style="list-style-type: none"> <li>• weekly quiz</li> <li>• unit test at end of each unit</li> <li>• all units/tests are, logically, cumulative</li> </ul> <p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>• Listen &amp; react/respond to information in a given lesson or unit (performance).</li> </ul> <p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Read teacher created or authentic text (i.e., ads, essays, etc.) &amp; answer questions (in writing).</li> <li>• Write &amp; perform skits/plays, ads, essay, etc., using current vocabulary</li> <li>• Label objects in room (when appropriate)</li> </ul>	

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April	<p><b><u>Unit #36: Booking a Hotel</u></b></p> <ul style="list-style-type: none"> <li>• <u>Nouns</u>: hotel, single (double) room, floor, guest, key, receipt</li> <li>• <u>Verbs</u>: to fill out, to include, to take (baggage) up, to cancel</li> </ul> <p><b><u>Unit #37: School</u></b></p> <ul style="list-style-type: none"> <li>• <u>Nouns</u>: test, good/bad grades, notes</li> <li>• <u>Verbs</u>: to explain, to take the bus/car, to arrive, to teach, to learn, to take notes, to pay attention</li> </ul>	<p><b>Declarative knowledge (upon completion of each unit)</b></p> <ul style="list-style-type: none"> <li>• Students will be able to list &amp; define nouns, verbs, adjectives, etc., from the unit</li> </ul> <p><b>Procedural knowledge (upon completion of each unit)</b></p> <p>Listening &amp; Speaking</p> <ul style="list-style-type: none"> <li>• Students will be able to identify vocabulary objects (nouns), &amp; organize opposites, similarities, etc.</li> <li>• Students will be able to ask &amp; answer questions using unit vocabulary.</li> </ul> <p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read &amp; understand teacher-created text, &amp; understand the main idea behind authentic text.</li> <li>• Students will be able to create original text using unit vocabulary.</li> </ul>	<p><b>Formal Assessment</b></p> <ul style="list-style-type: none"> <li>• weekly quiz</li> <li>• unit test at end of each unit</li> <li>• all units/tests are, logically, cumulative</li> </ul> <p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>• Listen &amp; react/respond to information in a given lesson or unit (performance).</li> </ul> <p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Read teacher created or authentic text (i.e., ads, essays, etc.) &amp; answer questions (in writing).</li> <li>• Write &amp; perform skits/plays, ads, essay, etc., using current vocabulary</li> <li>• Label objects in room (when appropriate)</li> </ul>	

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May	<p><b><u>Unit #38: Renting a Car</u></b></p> <ul style="list-style-type: none"> <li>• <u>Nouns</u>: car, door, insurance, make/model, gas station, gas, police, map, driver, highway</li> <li>• <u>Verbs</u>: to rent, to clean, to check, to drive</li> </ul> <p><b><u>Unit #39: Trip to the Zoo</u></b></p> <ul style="list-style-type: none"> <li>• <u>Nouns</u>: bird, eagle, mammal, elephant, monkey, tiger, lion, crocodile, turtle, bear, wolf</li> <li>• <u>Verbs</u>: to fee, to look at, to escape</li> </ul> <p><b><u>Unit #40: Hats for Sale by Esphyr Slobodkina</u></b></p>	<p><b>Declarative knowledge (upon completion of each unit)</b></p> <ul style="list-style-type: none"> <li>• Students will be able to list &amp; define nouns, verbs, adjectives, etc., from the unit</li> </ul> <p><b>Procedural knowledge (upon completion of each unit)</b></p> <p>Listening &amp; Speaking</p> <ul style="list-style-type: none"> <li>• Students will be able to identify vocabulary objects (nouns), &amp; organize opposites, similarities, etc.</li> <li>• Students will be able to ask &amp; answer questions using unit vocabulary.</li> </ul> <p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read &amp; understand teacher-created text, &amp; understand the main idea behind authentic text.</li> <li>• Students will be able to create original text using unit vocabulary.</li> </ul>	<p><b>Formal Assessment</b></p> <ul style="list-style-type: none"> <li>• weekly quiz</li> <li>• unit test at end of each unit</li> <li>• all units/tests are, logically, cumulative</li> </ul> <p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>• Listen &amp; react/respond to information in a given lesson or unit (performance).</li> </ul> <p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Read teacher created or authentic text (i.e., ads, essays, etc.) &amp; answer questions (in writing).</li> <li>• Write &amp; perform skits/plays, ads, essay, etc., using current vocabulary</li> <li>• Label objects in room (when appropriate)</li> </ul>	

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June	<p><b>Unit #41: Whistle for Willie</b> by Ezra Jack Keats</p>	<p><b>Declarative knowledge (upon completion of each unit)</b></p> <ul style="list-style-type: none"> <li>Students will be able to list &amp; define nouns, verbs, adjectives, etc., from the unit</li> </ul> <p><b>Procedural knowledge (upon completion of each unit)</b></p> <p>Listening &amp; Speaking</p> <ul style="list-style-type: none"> <li>Students will be able to identify vocabulary objects (nouns), &amp; organize opposites, similarities, etc.</li> <li>Students will be able to ask &amp; answer questions using unit vocabulary.</li> </ul> <p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to read &amp; understand teacher-created text, &amp; understand the main idea behind authentic text.</li> <li>Students will be able to create original text using unit vocabulary.</li> </ul>	<p><b>Formal Assessment</b></p> <ul style="list-style-type: none"> <li>weekly quiz</li> <li>unit test at end of each unit</li> <li>all units/tests are, logically, cumulative</li> </ul> <p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>Listen &amp; react/respond to information in a given lesson or unit (performance).</li> </ul> <p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>Read teacher created or authentic text (i.e., ads, essays, etc.) &amp; answer questions (in writing).</li> <li>Write &amp; perform skits/plays, ads, essay, etc., using current vocabulary</li> <li>Label objects in room (when appropriate)</li> </ul>	

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