



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Spanish (Grade 8)

Course Description:

The curriculum for this introductory elective course is developed from the [World Readiness Standards for Learning Languages](#). Students will be exposed to the cultures of Spanish speaking countries and practice skills related to: reading, writing, speaking and listening. Grades are determined by performance assessments, quizzes, tests, projects and daily work. This course receives .5 credits per trimester. The information in this course overview outlines what students should understand and be able to do by the end of the trimester/year.

Mastery Standards:

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes:

Interpersonal Communication:

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication:

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Expected [proficiency level](#) at the end of this course: Novice Mid

Unit	Description of Unit and Learning Targets
<p>Unit Title: Bienvenidos - Identity and Belonging</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> Who am I? Who are you? 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Identify memorized phrases and isolated facts about getting acquainted from simple sentences in informational texts. Request and provide information by asking and answering a few simple questions for getting acquainted. Introduce self using practiced, or memorized words and phrases, with the help of gestures or visuals.
<p>Unit Title: Las Actividades - How we choose to spend our time</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How does where I live influence my free time? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Identify the topic and some isolated facts about free time activities from simple sentences in informational texts. Request and provide information by asking and answering about likes and dislikes to discover commonalities with classmates Express likes and dislikes about activities, using a mixture of practiced or memorized words, phrases, and simple sentences.

<p>Unit Title: La Familia - We are family</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What makes a family a family? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify isolated facts about family from simple sentences in short texts. • Request and provide information by asking and answering practiced and some original questions about family, using simple sentences most of the time. • Present on family using practiced or memorized words, phrases, and simple sentences.
<p>Unit Title: La Escuela - The importance of education</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What is school and why is it important? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify isolated facts about school from simple sentences in short texts. • Request and provide information by asking and answering practiced and some original questions about school, using simple sentences most of the time. • Present information about their school day using practiced or memorized words, phrases, and simple sentences.
<p>Unit Title: La Ciudad - Where we live</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does where I live influence my daily life? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of memorized, or familiar words in short texts about a city. • Request and provide information by asking and answering practiced and some original questions about cities, using simple sentences most of the time. • Present on a weekly routine using practiced or memorized words, phrases, and simple sentences.