

| Spanish [½ Year 1B] - Grade 8  |   |                                     |   |  |  |
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| Content Covered/Themes/Areas of Focus  | American Council on the Teaching of Foreign Languages ACTFL Standards   | Materials                           | Activities / Instructional Delivery   | Formative Assessments  | Summative Assessments  |
| <b>Unidad 3</b> Así se dice 3: Invitations. Nine activities that include er and ir verbs, saying I am sorry, I can't, I have other plans. Observa 2 Conjugation of -er and -ir verbs. Writing about family activities. Talking about family activities. Verb IR, tener que | <b>Interpretive Communication</b><br><b>Interpersonal Communication</b> | <i>Entre Culturas</i><br>p. 164-167 | Page 165 act 22 paso 1& 2<br>Page 165 Act 21-22 Paso 1<br>Page 166: act 22 paso 3<br>Page 166 act 23 paso 1, paso 2 (listening) paso 3<br>Page 167: Act 24 Paso 1 & 2<br><br><b>Suggested Activities:</b><br><a href="https://www.youtube.com/watch?v=4Kz00Is3VhI">https://www.youtube.com/watch?v=4Kz00Is3VhI</a> Adonde song with other question words;<br><a href="https://www.youtube.com/watch?v=gq7hI1O83EI">https://www.youtube.com/watch?v=gq7hI1O83EI</a> anita, adonde vas song<br>Have students create their own song for IR.<br>In concentric circles, have students ask others to do something with them. Opposite partner responds<br>Play When the Cold Wind Blows, it blows for the student that likes to (and use an activity)<br>Play Cranium with dice and activity cards: If 1,4 is thrown, act out an activity; 2, 5 draw the activity; 3, 6 describe in spanish without using terms | Exit Ticket: Create a list of things you would like to do on vacation<br>Create a list of all the things student has to do this weekend. | <b>Summative Homework/ quiz suggestions:</b><br>Así se dice Extension 2,4-8, 10<br><br>Quiz activities vocabulary<br>Quiz conjugations of IR |

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| <b>Unidad 3</b> Observa 3 Que hacen los españoles en familia? Focus on nosotros and ellos forms. Irregular forms of dar, hacer, poner, salir, ser and ver in the present tense. p. 169 margin note. Expressions of frequency p. 171 margin note. | <b>Interpretive Communication</b><br><b>Interpersonal Communication</b>  | <i>Entre Cultura</i><br><i>Sp.168-195</i>  | Page 169: Act 25 paso 1 (listening) & 2 (listening)<br>Page 170 act 26<br>Page 172 Act 28<br>Page 173 Act 28: Paso 1 & 2<br><br><b>Suggested Activities:</b><br>Play beisbol, where students sit in a horseshoe and compete to reach the 5 winner seats (one end of the horseshoe). If a student misses a question, he/she must go to the beginning of the horseshoe (opposite end). Compete using conjugations and vocabulary from section.<br>Play battleship with irregular verbs<br>Create an interview for another person using new vocabulary<br>Teach adverbs of frequency with TPR. | Page 171 act 27<br>En camino page 179<br><br>Draw pictures of people doing learned activities<br>Whiteboard check of conjugations and vocabulary | <b>Summative Homework/ quiz suggestions:</b><br>Observa Extension: 2, 4-7<br><br>Quiz conjugations of new verbs  |
| Preparation for Midterm. Unit 1, 2 and 3 review. Or time to properly complete Unit 3 material.   | <b>Interpretive Communication</b><br><b>Interpersonal Communication</b><br><b>Presentational Communication</b> | <i>Entre Cultura</i><br><i>Sp. 194-195</i> | <b>Suggested Activities:</b>  |  | Summative Assessments Unit 3 Recursos. Mid Term Q2 assessment in Recursos. IPA tasks are: Reading a post of exchange student Yael. Listen and record responses to Yael's questions. Make a digital album and write about your family so Yael knows about your family. p. 194-195<br><br>Un programa de hermandad con una escuela en Costa Rica page 135, Rubric page 378 |

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| Review for Exams. Possible IPA presentations. This is not "down" time but a buffer built into the curriculum this first year to accommodate the new Unit structure and new way of assessing students.   | Interpretive Communication<br>Interpersonal Communication<br>Presentational Communication                       |   | <b>Suggested Activities:</b>  |   | <b>Presentational Project:</b><br>Familia Nueva, cultura nueva<br>page 195: Create a digital album to share info and photos of your own family and home, Rubric page 379 |
| Exams   |   |   |   |   | Mid Term Exams in Explorer   |
| <b>Unidad 4</b> La comida es cultura. (Video Blog: Soy Christian) 4 verbs like gustar, estar used with adjectives p. 228-229<br>There is the potential for a lot of reading in paragraph form in this chapter.<br>Comparisons Mexico and North Carolina. p. 198-199 | <b>Cultural Comparisons Products</b><br><b>Interpretive Communication</b>                                       | <i>Entre Culturas</i> p. 196-247<br><i>Video blog</i> 202-203 | page 200 Act 1: paso 1 & 2: Comparing products in Mexican and North Carolina<br><br><b>Suggested Activities:</b><br><br>Mix up order ( on slips of papers) of preparing chile rellenos and have students in pairs put it back together.   | Exit Ticket: Compare a community  | <b>Summative Homework/ quiz suggestions:</b><br>Video Blog: page 200 act 1 paso 2; extension 2<br><br>Presentational: Act out a scene making a favorite recipe           |
| <b>Unidad 4</b> Así se dice 1: Vocabulary of foods and words to describe foods. p. 230-231  | <b>Cultural Comparisons Products</b><br><b>Interpretive Communication</b><br><b>Interpersonal Communication</b> | <i>Así se dice 1</i> 204-209                                  | Page 205: Act 3: Describe colors of fruits<br>Page 205: List Act 4 Paso 1 y 2:<br><br>Page 206-207: Act 6 Paso 1-3<br>Page 208 Act 7, 8 List Act<br>Page 209: Act 9<br><br><b>Suggested Activities:</b><br>TPR Fruits and veggies. Compete, grabbing food the fastest.<br>Play Concentration as a class, putting food terms on index cards on the board. Class is in 2 teams, taking turns flipping cards to find matches. Can also play as memory game.<br>Give a recipe in English for something and create a list of what would be needed and how much/converting to metric. Use a list of prices to determine overall cost.<br>Bring in food/send home recipe to try at home<br>Create mini scene making a recipe with a partner. | Exit Ticket: Share a favorite food/fruit/etc<br>Thumbs up/down: Do you like a particular food...<br>True/False Cards: Describe a food as a particular color. Student uses card to state whether statement is true or false.<br>whiteboards: Draw foods learned. | <b>Así se dice:</b><br>Page 206 act 5<br>Extension 2,4,6, 8-14<br><br>Presentational: Act out a scene at a market  |

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| <b>Unidad 4</b> Observa 1 Verbs Preferir and recomendar (e-ie). p. 211 and almorzar / poder (o-ue) p. 213. Present tense stem changing verbs querer and poder. | <b>Interpretive Communication</b><br><b>Interpersonal Communication</b><br><b>Cultural Comparisons Products</b> | <i>Entre Culturas p. 210-213</i> | page 213: act 13 & 14<br>Explora Act 35 page 235: Food expresses our roots video<br>Explora Act 36 vori-vori Video about Paraguayan soup and mealtimes<br><b>Suggested Activities:</b><br>Role play dialogues asking for licuados from a vendor.<br>Create conversation strips to put together in correct order<br>Play battleship with verbs Balloon pop: Put conjugated forms into balloons. When kids pop balloons, they must find a chart on the board and place with correct pronoun.<br>Play dominoes with verbs.<br>Flip a Verb Card: With a partner: Flip a card from a pile, which has verbs learned. Using a pencil and a paperclip, create a spinner on a circle (prepared in advance with subject pronouns). Student must then create a sentence using the pronoun, conjugated verb and finish the sentence...<br>Snakes and Ladders Board Game. Each space has a verb. Use dice to move (Each number = a pronoun). Student must conjugate correctly to stay on spot.<br>Grid: Prepare a 3x3 table with conjugated verb on each square. Post outside the classroom. One person in a small group has to run outside and memorize the chart and return to group to copy the words in the correct positions. The others in the group must conjugate the verb correctly.<br>Taboo: Create a set of cards, with a conjugated verb on each. First student looks at card and gives English translation to group. Competing groups need to translate the fastest to win.<br>Verb Game Show: Have students compete against one another in the front of the room | Play Kahoot with verb conjugations<br>whiteboards: Practice conjugations<br>Exit Ticket: Conjugate a verb<br>Exit Ticket: Share a food you prefer<br>Explora Act 35: Venn diagram to compare breakfasts<br>Explora Act 36: Compare soups in your community with vori vori | <b>Summative Homework/ quiz suggestions:</b><br>page 211 Act 10<br>page 212 Act 12<br>Extension 1-4<br><br>Quiz on irregular verb conjugations |

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| <b>Unidad 4</b> Así se dice 2 Words to describe foods/mealtimes  | <b>Cultural Comparisons Interpersonal Communication</b>               | <i>Entre Culturas p. 214-215</i> | 215: Act 15,18<br><b>Suggested Activities:</b><br>TPR new food vocabulary<br>Play Tornado. One person calls out translations to 2 players competing. Winner draws one line to a house every time you get a translation question correct. First person to build an entire house wins.<br>Create crossword puzzles with translations<br>Play Bingo food                                | En camino p. 235-236 Actividad 36<br>page 215: Act 16 Describe a typical<br>Play Kahoot with vocabulary<br>Thumbs Up/Down: Whether you eat<br>whiteboards: Draw pictures/Translations | page 215 act 17<br>Así se dice 2 Extension 2,4,6-11<br><br><b>Summative Homework/ quiz suggestions:</b><br><br>Quiz on food vocabulary/descriptions   |
| <b>Unidad 4</b> Observa 2 Poem about food. p. 216 Expressing like with foods.Gustar p. 221 When are meals in Spanish speaking countries? | <b>Interpretive Communication Cultural Comparisons Practices</b>      | <i>Entre Culturas p. 216-221</i> | 217: Act 19<br>218: Act 21 Paso 1 & 2<br><br><b>Suggested Activities:</b><br>Read poem and make observations of Gustar<br>Play pictictionary on board using Gustar, indicating how many people like something and what they like to eat.<br>Play when the Cold Wind Blows, but using foods and how people feel about them.<br>Take a survey of others and how they feel about foods. | page 232 En Camino Act 32<br>Hand out cards for reactions to foods: Call out a food and have kids raise which card describes how they feel about the food.                            | 217: Act 20<br>219: Act 22<br>220: Act 23<br><br><b>Summative Homework/ quiz suggestions:</b><br><br>Page 220 Reflexion intercultural; Students write their own poem about foods in their life.<br>Quiz on gustar |
| <b>Unidad 4</b> Así se dice 3 vocabulary of taquerías. pedir and servir p. 223 Two verbs that change e to i. Tener expressions           | <b>Cultural Comparisons Products Interpersonal Communication</b>      | <i>Entre Culturas p. 216-223</i> | 222: Act 25: List Act<br>223: Act 26-27<br><br><b>Suggested Activities:</b><br>Create conversation strips that are out of order. Have students put back in order.<br>Snatch vocabulary   | Exit ticket: Use pedir to ask for something.<br>Exit Ticket: Play the role of a restaurant and indicate what you serve.   | Así se dice extension 2,4-8<br><br><b>Summative Homework/ quiz suggestions:</b><br><br>Quiz on new pedir/servir   |

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| <b>Unidad 4</b> Observa 3 p. 224<br>Demonstrative adjectives p. 224 and a, con and de to give details. Describing food.                                  | <b>Interpersonal Communication</b>   | <i>Entre Cultura Sp. 224</i>     | 224: Act 28<br>225: Act 29-30<br>Explora page 242 Act 39: Reading on food prepared quickly... (fast food)<br><br><b>Suggested Activities:</b><br>Show powerpoint of foods with different tastes. Have students respond using whiteboards to how they are. | En camino p. 232 Actividad 34 Read | <b>Summative Homework/ quiz suggestions:</b><br><br>Observa Enfoque en la forma<br>Observa Extension 2, 4-7<br><br>Extension 31: Write a short paragraph summarizing the experience at the Casa Mision restaurant, including: the date of the meal, the price, description of the meal, an evaluation of the restaurant and whether it was liked.  |
| <b>Unidad 4</b> Observa 3 p. 227 Role play a server and customer in a restaurant.  | <b>Presentational Communication</b><br><b>Interpersonal Communication</b>                                      | <i>Entre Culturas p. 227</i>     | <b>Suggested Activities:</b><br>Prepare in small groups/partners and present a skit at a taqueria   | Paso 2 p. 227 Me gustaria probar.  | <b>Summative Homework/ quiz suggestions:</b><br><br>Create a skit taking place at a taqueria   |
| Unidad 4 Explora Select formative activities from p. 234-235 make them summative or use Recursos for summative activities or complete the IPA p. 246-247 | <b>Interpersonal Communication</b><br><b>Interpretive Communication</b><br><b>Presentational Communication</b> | <i>Entre Culturas p. 234-245</i> | <b>Suggested Activities:</b><br>Review for Unit Test/Unit Test<br>Work on project Aqui se vende comida hispana page 246   |                                    | Summative assessment in Recursos or IPA presented on pages 246-247. Read about a food truck in the Dominican Republic that sells Mexican food. Design your own food truck. Write a text message to a friend inviting him/her to get something from the Don Camaron food truck. Present to the class A food truck to promote food to sell at your school.<br><br>Aqui se vende comida hispana page 246: Design and promote a food truck, Rubric page 380<br><br>Unit Test 5 |

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| <b>Unidad 5</b> La vida es un carnaval. p. 248-301 Compare The Dominican Republic and New York. Vocabulary of events and celebrations p. 284-285. First use of preterite estuvo. Making plans using ir + a for future tense. Affirmative and negative expressions. Video Blog p. 255: Soy Paola. Grammar synthesis page 282-283 The future with ir a, negative and affirmative expressions, yo form preterites all persons, hacer and ir irregulars and -car,-gar and -zar yo forms. Caribbean pronunciation. | <b>Cultural Comparisons</b><br><b>Relate products to the culture</b>  | <i>Entre Culturas</i><br>p. 248-252, 254-259<br><i>Video Blog</i><br>254-255 | page 252 Act 1<br>page 254 Act 2 Paso 1-3<br><b>Suggested Activities:</b> | page 255 Act 2 Paso 4: Compare you activities with Paola's activities. | <b>Summative Homework/ quiz suggestions:</b> |

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| <b>Unidad 5</b> Así se dice 1 Saturday leisure activities. p. 257 Dormir and jugar (o/u to ue) present tense stem changers. | <b>Interpretive Communication</b>                                     | <i>Entre Culturas</i><br>p. 256-259 | 256 Act 3 List<br>257 Act 4 Paso 1 y 2<br>258: Act 6 & 6<br>259: Act 7<br><b>Suggested Activities:</b><br>TPR new activities<br>Play pictictionary with new terms.<br>Play Charades<br>Play Snatch with new words in pairs.<br>Cut out flashcards, Place all words Spanish side up. Teacher calls out term. Whoever finds the card fastest, keeps it for a point.<br>Concentration on Board as Class: Use index cards on board with German and English terms. Split class into two teams to come up and find matches.<br>What are you doing? Student A does an action. Student B asks "¿Qué haces?" Student A responds by answering a new activity. Student B must come to center of room and act out what Student A says. Continue with Student C asking: ¿Qué haces?<br>Touch Someone Who: A few people are chosen in the front. Everyone else has head down, thumbs up. Call out a hobby and the chosen ones must touch the thumb of a person they think would do that activity. That person next round will go to front as chosen. | Exit Ticket: Describe something that will be done on the weekend. With partner, create a list of things done for fun. Compare that with list with list on page 257. Create a list of activities done each day of the week.<br>Thumbs Up/Down: Check whether students do various activities (can also add in when) whiteboards: Draw pictures of various students doing different activities. | <b>Summative Homework/ quiz suggestions:</b><br>Así se dice Extension 2,4,6-10<br><br>Quiz after school activity vocabulary<br>Quiz conjugation of jugar verb. |



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| Unidad 5 Observa 1 Use of estar and idiomatic use of tener page 263 margin Making plans and invitations p. 264-268. | <b>Interpretive Communication</b><br><b>Interpersonal Communication</b> | <i>Entre Culturas</i><br>p. 260-263 | 261: Act 8<br>262: Act 9<br>263: Act 10<br>263: Act 11<br><br><b>Suggested Activities:</b><br>TPR Emotions. Compete with others to make emotion the fastest<br>Give an emotion. On whiteboards, have students identify an activity or situation that makes them feel that way.<br>Play when the cold wind blows with emotions and what activity makes you feel a certain way<br>In groups, give each a feeling. Create a poster for that feeling, explaining what makes them feel that way. | En camino p. 286 Act 34 Hobbies<br>Tell teacher/partner how you are feeling today, using ESTAR<br>whiteboards: Provide a scenario. Have students say how they feel in such a scenario. | <b>Summative Homework/ quiz suggestions:</b><br>Extension Act 8 Planes logicos<br>Observa Extension 2,4-8, 10<br><br>Quiz emotions vocabulary |

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| <b>Unidad 5</b> Así se dice 2 Negative and Affirmative expressions p. 270. Activity 24 p. 273 Making an invitation dialogue.                   | <b>Interpersonal Communication Presentational Communication</b>       | <i>Entre Culturas</i> p. 264-269 | 265: Act 12 & 13<br>266: Act 15 list<br>267: Act 16 & 17<br>268: Act 18<br>269: Act 19 & 20: Paso 1 y 2<br><b>Suggested Activities:</b><br>Create two concentric circles (stronger students on inside). As students rotate around the room, have students invite one another to do something. The other accepts or declines the invitation.<br>Play jeopardy in small groups, making one student a moderator and 2-3 others play against each other .<br>Play Around the world using interrogatives. One student stands next to a child sitting. Ask a question. Whoever gets it wrong must sit in that child's seat. The winner goes to the next seat/child for the next question. | Exit Ticket: Invite your partner to do something with you. Accept or decline<br>whiteboards: Set up scenario and invite. Have students respond to invite on whiteboards.  | <b>Summative Homework/ quiz suggestions:</b><br>266: Act 14<br>Así se dice 2 Extension 2, 4-10<br><br><b>Possible Presentational Assignments</b><br>Plan a party. Create invitations telling others what kind of party it is/ what to wear and when to arrive. Create a skit with a partner discussing upcoming plans to attend a party. Present to class.<br>Create a skit inviting a partner to do something. The other person must provide excuses or details if accepting.<br>En Camino page 286: Create a video blog |
| <b>Unidad 5</b> Observa 2. Adverbs of frequency/Affirmative & Negatives/ What are rules of the metro?/ Baseball in Dominican Republic page 271 | <b>Relating practices to the culture Interpersonal Communication</b>  | <i>Entre Culturas</i> p.270-273  | 271 Act 21<br>272: 23<br>273: Act 24-25<br><b>Suggested Activities:</b><br>TPR Affirmatives/Negatives<br>Create a set of rules for others.<br>Create a skit between two people that argue positively and negatively back and forth  | Activity 22 p. 272<br>Whiteboard: Negative Nancy: Provide a sentence in positive form. On Whiteboard, turn the positive statement into a negative.<br>Thumbs up/down: Call out a statement in either positive or negative. If statement is true, thumbs up.<br>Exit Ticket: Change a statement from positive to negative or vice versa. | <b>Summative Homework/ quiz suggestions:</b><br>273: Act 24 paso 1<br>Observa Extension 2,3 5-7   |

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| <b>Unidad 5</b> Así se dice 3 Talking about celebrations and when they occur during the day. p. 275.Como chatear p. 277 compare texting practices between the DR and US  | <b>Interpersonal Communication</b><br><b>Interpretive Communication</b>  | <i>Entre Culturas</i><br>p. 274-277 | 275: Act 26 Paso 1 y 2 and Act 27<br>276: Act 28<br><br><b>Suggested Activities:</b><br>Have students create a text conversation with a partner<br>TPR vocabulary for festivals<br>Play pictionary/charades with new vocabulary<br>Create a poster of various festivals in groups. Describe what happens at those festivals.  | Thumbs Up/Thumbs down: Do students enjoy activities at a festival?<br>whiteboards: Draw pictures of festival activities<br>Exit ticket: Describe what activity is done at a particular festival. | <b>Summative Homework/ quiz suggestions:</b><br>Así se dice 3 Extension 2, 4-7<br><br>Quiz vocabulary for a festival<br><br><b>Presentational Assignment</b><br>page 276 Act 29: Create a public poster to announce a festival.   |
| <b>Unidad 5</b> Observa 3 Using the past tense with yo and making and responding to questions with the tu form. Hacer and ir irregular forms used. p. 278,280.Select activities from the Explora section pages 288- 299. Plan summative unit Assessments from Recursos or the IPA. | <b>Interpersonal Communication</b><br><b>Interpretive Communication</b><br><b>Presentational Communication</b> | <i>Entre Culturas</i><br>p. 278-281 | 279: Act 30<br>280: Act 31: Paso 1 & 2<br>281: Act 32<br><br><b>Suggested Activities:</b><br>Create a poll for other students to get their opinions on various activities. As they get and tally their answers, have students fill in an appointment agenda as they go.<br>Teach students how to play dominoes using present/past terms from chapter on dominoes blocks. (Can use paper blocks) | Exit Ticket: Explain 3 things you did yesterday.<br>whiteboards: Give students a present tense verb and have them put it in past tense.  | <b>Summative Homework/ quiz suggestions:</b><br>281: Act 33<br>Observa Extension 1-3<br><br>Quiz: Preterite yo forms<br><br>Summative Assessments from Recursos or IPA Look at photographs of Carnaval share your interpretations in Spanish. Make a text chat with Paola to explain you are coming to visit and how to help her be ready for your stay. Make a short narrated video or slideshow to send to Paola that lays out your plan for a trip to the Dominican Republic. What will you see? What will you do?<br><br>Vamos a Visitar Santo Domingo page 300: Design an Itinerary for a trip to Dominican Republic., Rubric page 381 |

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| Two possibilities: Continue with Unidad 5 if summative assessments require more time. Or, Use the Video Blog: Soy Melissa and weather related terms from Unidad 6 Grammar p. 334-335, p 336-337 | <b>Presentational Communication</b>   | <i>Entre Culturas</i> p. 308-309 | 308 Act 2<br><b>Suggested Activities:</b><br>Place a weather statement in various places in the room. Call out a scenario. Students must walk to the statement that best fits that scenario for the student.<br>Create a weather wheel.<br>TPR: Dress the person, depending on the weather. | Exit Ticket: Provide a weather statement. Students must write one thing they do in that season. | Quiz on weather       |
| Exam review.  | <b>Interpersonal Communication</b>  |                                  | <b>Suggested Activities:</b><br>Play Around the World<br>Play jeopardy review<br>Have students create games in groups to  | Play Kahoot It Review   |                       |
| Exam schedule.  | <b>Presentational Communication</b><br><b>Interpretive Communication</b>  |                                  |   |   | Final Exam            |
|   |   |                                  |   |   |                       |
|   |   |                                  |   |   |                       |
| ADDITIONAL RESOURCES  |   |                                  |   |   |                       |
|   | QUIZLETS UNITS PRE-6 link to master list  |                                  |   |   |                       |
|   | Vocabulary Quizlets and the Links to vocabulary lists are in the cells below. <a href="https://docs.google.com/document/d/1j2Z2p1aOEVq_vEuisxtT9FRYH7ltdTayVtdRA4ii2wA/edit?usp=sharing">https://docs.google.com/document/d/1j2Z2p1aOEVq_vEuisxtT9FRYH7ltdTayVtdRA4ii2wA/edit?usp=sharing</a> |                                  |   |   |                       |
| Ser<br>Me gusta<br>Que versus cual  | <a href="https://docs.google.com/document/d/1004KYUOnj0KMERYzrzAt9PVzNYeUb7GNcPBv3mPP4Ww/edit?usp=sharing">https://docs.google.com/document/d/1004KYUOnj0KMERYzrzAt9PVzNYeUb7GNcPBv3mPP4Ww/edit?usp=sharing</a>   |                                  |   |   |                       |
| Definite articles and gender<br>Hay<br>Muchos and muchas<br>A que hora<br>-ar verbs   | A teacher-made crossword puzzle is available for each Así se dice 1 Unidades Pre-6 CROSSWORDS 39 puzzles. <b>copy and paste in browser PDF</b> file:///C:/Users/Fred.Robinson/Downloads/EC%201%20Unidades%20Pre-6%20CROSSWORDS.pdf  |                                  |   |   |                       |
| Estar and prepositions<br>Family activities er/ier verbs<br>Adjective agreement   |   |                                  |   |   |                       |

| <b>Spanish [½ Year 1B] - Grade 8</b>  |  |                  |  |                              |                              |
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| <b>Content Covered/Themes/Areas of Focus</b>  | <b>American Council on the Teaching of Foreign Languages ACTFL Standards</b> | <b>Materials</b> | <b>Activities / Instructional Delivery</b> | <b>Formative Assessments</b> | <b>Summative Assessments</b> |
| Stem changing verbs<br>Gustar<br>Estar with adjectives  |  |                  |  |                              |                              |
| Future ir + a infinitive<br>Question words<br>Estar and adjective<br>Affirmative and negative expressions<br>Preterit of yo forms |  |                  |  |                              |                              |
| Hacer and estar to talk about weather<br>Present progressive<br>Compound verb expressions: quiero<br>visitar                      |  |                  |  |                              |                              |