

Title: Señora Karll, 8th Grade Spanish, 2019-2020

Month(s)	Topic/Theme/Chapter/Unit	Essential Questions	Common Core and/or State Standard Note: Purpose of Communication	SLE	Assessments (Formative & Summative - Varying Types) NOTE: S=Speaking, L=Listening, W=Writing
September	<p>Review of vowel and consonant sounds</p> <p>Intro to infinitives and to the present conjugation of the power verb <i>QUERER</i></p> <p>Intro to Festivals of Spain</p>	<p>How can I correctly pronounce an unfamiliar word in Spanish?</p> <p>What is an infinitive?</p> <p>How can I say that I <u>want</u> to do something in a meaningful sentence?</p>	<p>Interpersonal</p> <p>Interpretive Interpersonal</p> <p>Culture</p>	<p>2E, 2D, 2C</p> <p>2E, 2A</p> <p>3A, 2F, 3E, 2A</p>	<p>Observation (S, L)</p> <p>Listening/Writing quiz of consonant-vowel syllables (L,W)</p> <p>Observation (S, L)</p> <p>Quiz on <i>QUERER</i> (W)</p>
October	<p>Practice with <i>QUERER</i></p> <p>Intro to GLUE WORDS</p> <p>Intro to -AR verbs list</p> <p>Festivals of Spain Project</p>	<p>How can I make more interesting sentences?</p> <p>What can I learn about Spanish culture from researching a Festival of Spain?</p>	<p>Interpersonal</p> <p>Interpersonal</p> <p>Interpersonal</p> <p>Culture, Presentational</p>	<p>2E, 2B, 2C, 2A</p> <p>3A, 2A, 2B, 2C, 2D, 2E</p>	<p>Quiz on present conjugation of <i>QUERER</i> (W)</p> <p>Cow toss (S, L, W)</p> <p>Partner Presentations (S, L, W)</p>
November	<p>Intro to the present conjugation of the power verb <i>PODER</i></p> <p>Intro to TIME FRAMES</p> <p><i>¿Puedo ir al baño?</i> in Señor Wooly</p>	<p>How can I say that I <u>can/am able to</u> do something?</p> <p>Can I tell <u>when</u> something happens?</p>	<p>Interpersonal</p> <p>Interpersonal</p> <p>Interpersonal</p>	<p>2E, 2A, 2B, 2C</p> <p>2E, 2A</p> <p>3A, 2E, 2A</p>	<p>Observation (S, L, W)</p> <p>Quiz on present conjugation of <i>PODER</i> (W)</p> <p>Observation (S, L, W)</p> <p>HW activities online (L)</p>
December	<p>Intro to direct object pronouns attached to infinitives</p> <p>Christmas vocabulary and using SpanishDict.com</p>	<p>How can I speak more naturally by using direct object pronouns?</p> <p>How can I use an online dictionary and critical thinking in order to choose</p>	<p>Interpersonal</p> <p>Interpretive</p>	<p>2E, 2A</p> <p>3A, 2D, 2E, 2A</p>	<p>Observation (S, L, W)</p> <p>Google Classroom shared graphic organizer (S, L, W)</p>

	<p><i>Las excusas</i> in Señor Wooly</p> <p><i>La Navidad en México</i></p>	<p>the correct translation?</p> <p>What are the ordinal numbers?</p> <p>How can I work with a partner to understand what I am reading in Spanish?</p>	<p>Interpersonal</p> <p>Culture, Interpretive</p>	<p>3A, 2E, 2A</p> <p>1A, 2F, 2D, 2C</p>	<p>HW activities online (L)</p> <p>Worksheet comprehension questions answered in English (W)</p>
January	<p>Intro to the present conjugation of the power verb <i>IR + A</i></p> <p>New Year's Resolutions</p> <p><i>No voy a levantarme</i> in Señor Wooly</p> <p>Intro to reflexive verbs in the infinitive</p> <p>Intro to How-to Project: model project by Señora Karl</p>	<p>How can I say that I <u>am going to</u> do something?</p> <p>How are reflexive pronouns similar to direct object pronouns when attached to infinitives?</p> <p>How can I use Spanish to teach my classmates how to do something?</p>	<p>Interpersonal</p> <p>Interpersonal, Interpretive</p> <p>Interpersonal</p> <p>Interpretive</p> <p>Presentation, Interpretive, Interpretive</p>	<p>2E, 2A, 2B, 2C</p> <p>3A, 2E, 2C</p> <p>3A, 2E, 2A</p> <p>2E, 2A</p> <p>2E, 2A, 3A, 2B, 2C</p>	<p>Observation (S, L, W)</p> <p>Quiz on present conjugation of <i>IR + A</i> (W)</p> <p>Observation (S, L, R, W)</p> <p>HW activities online (L)</p> <p>In class discussion (S, L)</p> <p>Observation (S, L, R, W)</p>
February	<p>Share How-to Projects</p> <p>-AR Verbs list completed</p> <p>Intro to the present conjugation of the power verb <i>TENER + QUE</i></p>	<p>How can I use Spanish to teach my classmates how to do something?</p> <p>How can I express that I <u>have to</u> do something?</p>	<p>Presentation, Interpretive, Interpretive</p> <p>Interpersonal</p>	<p>2E, 2A, 3A, 2B, 2C</p> <p>2B, 2C</p> <p>2E, 2A</p>	<p>How-to Projects (S, L, W)</p> <p>Test on -AR verbs in the infinitive (L,W)</p> <p>Observation (S, L, W)</p>
March	<p>Practice with power verb <i>TENER + QUE</i></p> <p><i>Los quehaceres</i> in Señor Wooly</p> <p>-ER/-IR verbs list</p>	<p>How can I recognize and start to learn the new list of verbs so that I can use them to express myself?</p>	<p>Interpersonal</p> <p>Interpersonal</p> <p>Presentation, Interpretive</p>	<p>2E, 2A, 2B, 2C</p> <p>3A, 2E, 2A</p> <p>2E, 2A, 2D</p>	<p>Observation (S, L, W)</p> <p>Quiz on present conjugation of <i>TENER + QUE</i> (W)</p> <p>HW activities online (L)</p> <p>Observation: drama, arte (S, L)</p>

	Intro to the present conjugation of the power verb <b>GUSTAR</b> <i>¡Qué asco!</i> in Señor Wooly	How can I say that I <u>like</u> to do something?  How is <b>GUSTAR</b> used differently in the video?	Interpersonal  Interpretive	2E, 2A  3A, 2E, 2A	Observation (S, L, W)  Brief comments (S, L)
April	<i>Hay/No hay</i>  Practice with -ER/-IR verbs  Cumulative Power Verb Sentences Intro to <i>Música</i> Project	How can I say that <u>there are 2 cats</u> or <u>there is no paper</u> ?  How can I practice all we have learned this year? What can I learn about the culture of a Spanish-speaking country by listening to the music of one of its musicians/bands?	Interpersonal  Interpersonal  Interpersonal, Interpretive Culture	2E, 2A  2E, 2A, 2B, 2C  2E, 2A, 2D, 3F  3A, 2E, 2A, 2B, 2C, 2D	Observation (S, L, W)  Observation: Matamosca with word cloud (S, L) -ER/-IR verbs test (L, W) Observation (S, L, W)  Work periods (W)
May/June	Share <i>Música</i> Projects  Cumulative Power Verb Sentences Describe a picture (choice between two) Dictation and translation	How can I share what I learned about my chosen musician/band?  How well can I express what I want to say? How well can I show what I know and understand in Spanish?	Culture, Presentational, Interpretive, Interpersonal  Interpersonal, Interpretive Interpersonal, Presentational Interpersonal, Interpretive	3A, 2E, 2A, 2B, 2C, 2D  2E, 2A, 2D, 3F  2E, 2B, 2C  2E, 2B, 2C	<i>Música</i> Projects (S, L, W)  Observation (S, L, W)  Oral Final (S)  Written Final (L, W)

Two Types of Assessment: *Formative Assessment and Summative Assessment*

*Assessments in a Performance Based Language Program: Interpretive, Presentational, Interpersonal*

*World-Readiness Standards for Learning Languages include 5 strands: Communication, Cultures, Connections, Comparisons, Communities.*