

**Spanish Alice Ayel YEAR/COURSE: Grade 8**

Weeks Time frame	Topics / content/ concepts	Key / Guiding questions	Aims Learning Outcomes	Assessment methods and Strategies	Resources	Cross-curr. (CC) + Differentiation (DI) + Multiculturalism (MC)
1-2	Describing yourself: <ul style="list-style-type: none"> <li>● Physical appearance</li> <li>● Personality</li> <li>● Hobbies and sport activities</li> <li>● Family</li> <li>● Likes and dislikes</li> <li>● Intensifiers: <i>muy, bastante, un poco, nada.</i></li> <li>● To express frequency: <i>siempre, normalmente, una vez, muchas veces, nunca...</i></li> </ul>	<i>¿Cómo es / eres?</i> <i>¿Cómo es tu familia?</i> <i>¿Qué haces en tu tiempo libre?</i> <i>¿Qué deporte(s) practicas?</i> <i>¿Cuándo?</i>	To review how to describe people. To review hobbies and sports, how often and how well. To review how to use verbs in the present tense and how the verb “ <i>gustar</i> ” works. To add time frequency words and intensifiers to sentences. To review question words.	Vocabulary and grammar tests. Oral interview. Written task about yourself.	Gente Joven 2, Libro del alumno, Unidad 1 “ <a href="http://www.nosotros.es">www.nosotros.es</a> ”, Cuaderno de ejercicios, CD.	Celebrities in Spain and South America.

<p><b>3-9</b></p>	<p>Television:</p> <ul style="list-style-type: none"> <li>● TV programmes</li> <li>● Pros and cons of television</li> <li>● Intensifiers: <i>un poco de, bastante, demasiado...</i></li> <li>● Connectives: <i>antes, después, no...ni...</i></li> <li>● Expressions when having a debate: <i>estoy a favor, estoy en contra, estoy de acuerdo con...</i></li> </ul>	<p><i>¿Te gusta la televisión?</i>  <i>¿Cuáles son tus programas favoritos?</i>  <i>¿Cuándo ves la televisión?</i>  <i>¿Cuáles son los aspectos positivos y negativos de la televisión?</i>  <i>¿Qué puedes hacer en vez de ver la televisión?</i></p>	<p>To review TV programs and to review how to tell the time. To learn the vocabulary related to the television and other types of media. To give advice with the structures “<i>hay que + infinitive</i>” and “<i>tener que + infinitive</i>”. To introduce the imperative tense. To give an opinion when having a debate.</p>	<p>Vocabulary and grammar tests. Poster and radio campaign to promote other activities than watching TV. Newspaper article about the pros and cons of television. End of unit test assessing listening, reading and writing skills.</p>	<p>Gente Joven 2, Libro del alumno, Unidad 1 “<i>www.nosotros.es</i>”, Cuaderno de ejercicios, CD.</p>	<p>Famous TV programs in Spain and South America. How does television affect the youngsters in Spain?</p>
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<p><b>10-16</b></p>	<p>Famous people:</p> <ul style="list-style-type: none"> <li>● Jobs</li> <li>● Dates</li> <li>● Time references: <i>a los trece años, el día 23 de marzo...</i></li> <li>● Biographical events</li> </ul>	<p><i>¿Quién es/ fue?</i>  <i>¿Cuándo nació/ murió?</i>  <i>¿Dónde vivió?</i>  <i>¿Qué hizo?</i>  <i>¿Por qué es famoso/a?</i></p>	<p>To name jobs. To tell and understand dates. To use verbs with prepositions (<i>en, a, de</i>). To describe events and people in the past. To use the simple past of regular and irregular verbs.</p>	<p>Vocabulary and grammar tests. Oral presentation about a famous Hispanic. Creative writing about the story of Juan (song). End of unit test assessing listening, reading and writing skills.</p>	<p>Gente Joven 2, Libro del alumno, Unidad 2 “<i>¿Quién y cuándo?</i>”, Cuaderno de ejercicios, CD.</p> <p>Story script: <i>La madre de Javier</i></p> <p>Song: <i>La Historia de Juan de Juanes</i></p> <p>Poem: <i>Llegó con tres heridas de Miguel Hernández</i></p> <p>Short movie: <i>Amparanoia</i></p> <p>Movie: <i>Frida</i></p>	<p>Famous Hispanic writers, painters, doctors, singers... Historical Spanish and Latin American events: Spanish civil war, Cuba and Mexico.</p>
<p><b>17-25</b></p>	<p>Past events:</p> <ul style="list-style-type: none"> <li>● Clothes</li> <li>● Ancient civilizations: economy, religion, sciences...</li> <li>● Life in the past</li> <li>● New connectives: <i>en cambio, e incluso, además...</i></li> </ul>	<p><i>¿Qué ropa llevas?</i>  <i>¿Qué ropa llevaba la gente en los años 60...?</i>  <i>¿Cómo era la civilización de los Mayas/ Incas/ Aztecas?</i>  <i>¿Cómo vive la gente hoy y como vivía antes?</i></p>	<p>To review the vocabulary related to clothes. To use the imperfect tense of regular and irregular verbs. To compare life now and in the past. To learn about ancient civilizations and to describe one.</p>	<p>Vocabulary and grammar tests. Oral presentation about a civilization. Written task about life now and when you were a child. End of unit test assessing listening, reading and writing skills.</p>	<p>Gente Joven 2, Libro del alumno, Unidad 3 “<i>Otros tiempos</i>”, Cuaderno de ejercicios, CD.</p> <p>Documentaries about the Incas and Aztecs. Short movie: <i>Granada, otros tiempos.</i></p>	<p>Ancient civilizations in South and Central America: Mayas, Incas, Aztecs.</p>

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<p><b>26-32</b></p>	<p>Advertisement:</p> <ul style="list-style-type: none"> <li>• Different types of adverts</li> <li>• Slogans</li> <li>• Types of media</li> <li>• Pros and cons of advertising a product</li> <li>• New expressions when having a debate: <i>oye/ oiga, perdona/ perdone, mira/ mira....</i></li> </ul>	<p><i>¿Qué tipos de publicidad hay?</i>  <i>¿Qué influencia tiene la publicidad en tu vida?</i>  <i>¿Cómo consumes?</i>  <i>¿Cuáles son los aspectos positivos y negativos de la publicidad?</i></p>	<p>To review the vocabulary related to shops and shopping. To use the imperative tense of regular and irregular verbs. To use object direct pronouns. To review how to debate.</p>	<p>Vocabulary and grammar tests. Poster advertising a product. Radio or TV advertisement. Newspaper article about the pros and the cons of advertisements.</p>	<p>Gente Joven 2, Libro del alumno, Unidad 4 “<i>Una pausa para la publicidad</i>”, Cuaderno de ejercicios, CD.</p> <p>Short movie: <i>Publicidad sin consumo</i></p>	<p>Advertisements in Spain and Latin America. How do advertisements have an influence on people? How do Hispanic people buy?</p>
<p><b>33-38</b></p>	<p>Reading a short Spanish novel “<i>Fiesta Fatal</i>” by Mira Canion</p>	<p><i>¿Qué es una quinceañera?</i>  <i>¿Qué haces si estás en peligro?</i>  <i>¿Cómo son tus relaciones con tus padres?</i>  <i>¿Cómo celebras tu cumpleaños?</i></p>	<p>To practice and improve reading and comprehension skills. To review verbs past tense. To review the vocabulary and structures learned over the school year. To learn new vocabulary and structures related to the novel.</p>	<p>Vocabulary and grammar tests. Role-plays to act scenes happening in the story. Pronunciation and intonation assessments. End of book assessment/ project.</p>	<p><i>Fiesta Fatal</i> by Mira Canion.</p> <p>Short movies: <i>Una quinceañera</i></p>	<p>Cultural traditions in Mexico. Life in Mexico.</p>