

8th Grade

Students will use complex grammar to create original multiple paragraphs in Spanish and will read multiple paragraphs in Spanish. They will listen and speak spontaneously in Spanish.

High Achievement Unit Outcomes

FL8:1 Students will write a conversation appropriate for bargaining in a market, utilizing complete sentences.

FL8:1-1 Compare and contrast markets in Latin America versus the United States.

FL 8:1-2 Produce sentences utilizing pertinent vocabulary items found in marketplace and bargaining

FL8:1-3 Utilize o to ue stem changers in sentences pertaining to the marketplace (to show, to return, to be able)

FL8:1-4 Construct sentences using indirect object pronouns showing what someone purchased for another person.

FL 8:1-5 Demonstrate an understanding of the usage of the personal when used with indirect object pronouns.

FL8:1-6 Enact a spontaneous bargaining conversation set in the market using full sentences.

FL8:2 Design a project incorporating vocabulary related to shopping, conveying the type of store, what items it contains and where it is located.

FL8:2-1 Cite different modes of transportation to get to various shops.

FL 8:2-2 Memorize vocabulary related to a variety of stores and possible items found in the stores.

FL8:2-3 Develop sentences using the verb salir para with relationship to stores.

FL8:2-4 Locate stores using prepositional pronouns.

FL8:2-5 Rephrase sentences replacing direct objects with the direct object pronouns.

FL8:2-6 Identify types of stores in Hispanic countries not found in the United States.

FL8:3 Role play a scene occurring in a restaurant integrating e to i stem changers.

FL 8:3-1 Memorize vocabulary used in ordering food and speaking to waiters and waitresses.

FL 8:3-2 Tell the differences between meals and their times in Latin America and the United States

FL8:3-3 Use stem changing verbs of e to I to form original sentences pertaining to ordering and serving of food.

FL 8:3-4 Formulate sentences using decir que to describe a variety of people's perceptions of various restaurants and/or foods.

FL 8:3-5 Incorporate superlatives with the decir que to form sentences showing comparisons of more than two items. (dealing with food or restaurants)

FL 8:3-6 Produce questions relating to foods using superlatives and e to I stem changing verbs.

FL8:4 Apply positive tu commands and prepositions in giving oral directions when given a map with a starting and ending location.

FL8:4-1 Apply Tu positive commands to give directions in finding an item or a place.

FL8:4-2 Cite modes of transportation used to reach points of interest found in a city.

FL8:4-3 Demonstrate comprehension of commands by playing Simon says, following aerobic video, and playing hide the chalk.

FL8:4-4 Explain the direction in which to walk using the location prepositions.

FL84-5 Tell in detail the directions to go to reach a certain spot on a map when given a starting spot.

FL8:5 Design and perform a cooking show using kitchen/food vocabulary and positive tu commands.

FL8:5-1 Memorize food and kitchen vocabulary used in preparing foods.

FL8:5-2 Utilize Positive Tu commands relating to preparing food and incorporate the placement of direct object pronouns with the commands.

FL8:5-3 Conjugate irregular tu commands and incorporate into the cooking show.

FL 8:5-4 Respond to questions pertaining to food and its preparation.

FL8:6 Formulate questions describing activities done in the past using regular ar preterit verbs.

FL 8:6-1 Memorize the ending for the ar verbs in the preterit.

FL 8:6-2 Write complete sentences using the preterit of regular ar verbs and the CAR, GAR and ZAR verbs.

FL 8:6-3 Determine if a sentence requires a preterit verb or not by the usage of past clauses- last week, last month, yesterday, day before yesterday, etc.

FL 8:6-4 Revisit days of the week using pasado with them to form sentences dealing with actions in the past and the days of the week.

FL 8:6-5 Develop questions to ask other people pertaining to the past.

FL 8:7 Create a two minute speech completely in Spanish predominately using the preterit in it.

FL 8:7-1 Memorize the ending for the er and ir verbs in the preterit.

FL 8:7-2 Design complete sentences using the er and ir verbs in the preterit.

FL 8:7-3 Construct sentences and questions utilizing the food words and the past tense to show what was eaten, drunk, etc.

FL 8:7-4 Demonstrate the knowledge of occupational words by telling what they do or did in their line of work using Spanish vocabulary.

FL 8:7-5 Create a two minute speech utilizing preterit tense in er, ir and ar using little to no pauses.

FL 8:8 Write paragraphs describing the daily routines for yourself and a family member or friend.

FL 8:8-1 Illustrate reflexive verbs by making a comic strip or commercial using these verbs.

FL 8:8-2 Integrate adverbs of frequency (positive and negative) with the reflexive verbs to indicate the extent that a person does certain daily routines.

FL 8:8-3 Utilize the body parts to form sentences with the reflexive verbs.

FL 8:8-4 Memorize the reflexive verb endings and their pairings with the reflexive pronouns.

FL 8:8-5 Respond to questions posed about daily bodily routines.

FL 8:9 Describe a picture using the present progressive tense telling what is occurring at the moment of the picture.

FL 8:8-1 Memorize the formation of the present progressive tense using estar and the gerund of ando and iendo.

FL 8:8-2 Write sentences using the direct object pronoun with correct placement in a present progressive sentence.

FL 8:8-3 Teach the present progressive by acting out scenarios.

FL 8:8-4 Compose sentences while looking at a picture and telling what is occurring in the picture.