

Spanish

**IMMACULATE CONCEPTION HIGH SCHOOL
GRADE 8 SUMMER TERM PLAN (2019 – 2020)**

OVERVIEW

April 27 – June 15, 2020

Topics to be completed:

- ❖ Stem changing verbs (e to ie, o to ue, e to i start with e – ie)
- ❖ Asking distances to and from various places around town
- ❖ Using the verb ‘poder’ to speak about what one can and cannot do and launch o – ue stem change (in contrast with saber - to know how to do something vs to be unable to do something)
- ❖ Use ‘doler’ to express pain/ache of a body part (compare with ‘gustar’)
- ❖ Learning about Mexican and Hispanic foods

- ❖ Ordering food at a restaurant or a canteen (launch e – i stem change)
- ❖ Reflexive verbs - La rutina diaria

WEEK 1-2 (April 27 – May 08)

TOPIC	LEARNING OUTCOMES	ASSESSMENT
<p>¿Qué prefieres hacer?</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define a stem changing verb 2. Identify the three categories of stem changing verbs 3. Conjugate stem changing verbs 4. Talk about what they do daily using stem changing verbs 	<ul style="list-style-type: none"> ✓ Grammar: Printed worksheets where students will practice verb conjugations focusing on the different stem changes ✓ Grammar: Testing grammar using supplementary worksheets ✓ Listening: A passage on family with verb of stem, for them to answer questions in English

		<p>✓ Writing: Create a passage of 6 sentences using only stem change verbs to express what they do (prefer, want)</p>
<p>WEEK 3 (May 11 – 15)</p>		
TOPIC	LEARNING OUTCOMES	ASSESSMENT
<p>¿A qué distancia?</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Ask and state distances to and from various places around town. 	<p>✓ Reading: Multiple choice testing grammar and vocabulary exercises.</p> <p>✓ Writing: Situations/ letter to a friend telling her about what you are going to buy when you go shopping with a family member. 2. Dictation of someone accepting/declining an invitation.</p> <p>✓ Grammar: exercise practising AR, ER and IR verbs (stem changing verbs learnt in the unit)</p>

WEEK 4 (May 18 – 22)

TOPIC	LEARNING OUTCOMES	ASSESSMENT
<p>¿Qué puedes hacer?</p> <p style="text-align: center;">VS</p> <p>¿Qué sabes hacer?</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Conjugate the verb ‘poder’ and use to launch the o-ue stem change). 2. Conjugate the verb ‘saber’. 3. Speak about what one can/cannot do. 4. To contrast ‘saber’ with ‘poder’ (to know how to do something vs to be able to do something). 	<ul style="list-style-type: none"> ✓ Grammar: Saber vs Poder exercise. ✓ Grammar: Stem changing verbs (o – ue) worksheet. ✓ Speaking: Talk about things people can/cannot do and know how to do. ✓ Listening: comprehension to be answered in English.

WEEK 5 (May 25 – 29)

TOPIC	LEARNING OUTCOMES	ASSESSMENT
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<p>Me duele....</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Conjugate the verb ‘doler’ 2. Identify and use the indirect object pronouns accurately. 3. Compare ‘doler’ with ‘gustar’ 4. Express a pain/ache of body parts using ‘doler’. 	<ul style="list-style-type: none"> ✓ Writing: dialogue completion at the doctor’s office/visit to the nurse. ✓ Listening: a visit to the doctor
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WEEK 6 (June 01 – 05)

TOPIC	LEARNING OUTCOMES	ASSESSMENT
<p>¡Buen Provecho!</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Speak about Mexican and Hispanic foods 	<ul style="list-style-type: none"> ✓ Reading: comprehension to be answered in English. ✓ Writing: Scrap book presentations of Mexican and Hispanic food with a single line description of particular food. Find

	<ol style="list-style-type: none"> 2. Make comparisons with Jamaicans food vs Hispanic food. 3. Use more varied expressions for expressing likes and dislikes to talk about food. 4. Order food at a restaurant using terms and expressions learnt in the unit. 	<p>direct comparison of similar food within students' culture. 2. Dictation of a person sharing his/her experience at a restaurant.</p>
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WEEK 7 – 8 (June 04 – 15)

TOPIC	LEARNING OUTCOMES	ASSESSMENT
<p>La Rutina Diaria</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define and identify a reflexive verb 2. Conjugate a reflexive verb. 3. Identify reflexive pronouns and use them appropriately 	<ul style="list-style-type: none"> ✓ Speaking: Presenting an agenda for the weekend. ✓ Reading: comprehension that they will answer in English.

	<p>4. Talk about what they do daily using the reflexive verbs</p> <p>5. Understand the difference between a reflexive verb and a non- reflexive verb.</p> <p>6. Better use of the “Personal a”</p>	<p>✓ Listening: checklist activity about what people do each morning to prepare for school.</p> <p>✓ Writing: Translation and Grammar exercises</p> <p>✓ Writing: Sentences on daily practices</p> <p>✓ Writing: Translations and grammar.</p> <p>✓ Grammar: Personal A</p> <p>✓ Listening: A description of classmates for them to identify the person</p>
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Topics left out:

- Saber vs Conocer
- Direct object pronouns
- Preterit tense