

**IMMACULATE CONCEPTION HIGH SCHOOL
SPANISH GRADE 8 TERM PLAN
CHRISTMAS TERM 2023 – SEPT 6 – DECEMBER 19**

CHRISTMAS TERM CRITICAL DATES	
SEPTEMBER 4	SCHOOL OPENS
SEPTEMBER 5	ORIENTATION
OCTOBER 9 - 13	HERITAGE WEEK CELEBRATION
OCTOBER 12 - 16	MID TERM
OCTOBER 23 - 27	FIRST SIXTH WEEK TEST
NOVEMBER 24	PRIZE GIVING CEREMONY
DECEMBER 4 - 8	SECOND SIXTH WEEK TEST
DECEMBER 18	FINAL ASSEMBLY
DECEMBER 19	SPORTS DAY

CLASS INFORMATION	
Subject:	Grade 8 Spanish
Course Objective:	This class is designed for grade 8 students who are seeking to build on their grade 7 rudimentary knowledge of Spanish. The grade 8 curriculum focuses on developing competences in reading, writing, speaking, listening, vocabulary building, grammar mastery in Spanish while interacting with aspects of Hispanic and Latino culture.
Assigned Teacher (s):	Ms. Sykes, Ms. Dawes, Ms. Polson & Mrs. Leon
Hours of instruction:	3 x 55 minute-sessions per week
Delivery format:	Face-to-face (Physical classroom)
Required Student materials:	<ol style="list-style-type: none"> 1. ¿Qué Hay? 2 Textbook 2. ¿Qué Hay? 2 Practice Book 3. Spanish Dictionary 4. Notebook

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Assessment Weighting:	Participation- 10% Coursework- 50% Test- 30% Vocabulary- 10%
Topics for the term:	<ol style="list-style-type: none"> 1. ¿Qué quieres comer o beber? 2. ¿Qué quieres llevar? 3. ¿Qué quieres ser? 4. ¿Qué haces normalmente? 5. ¿Qué te gusta hacer? 6. ¿Dónde está la escuela?

PLEASE NOTE THAT THE CONTENTS OF THIS TERM PLAN ARE SUBJECT TO CHANGE. AS SUCH, PLEASE CHECK THIS DOCUMENT REGULARLY.

OBJECTIVES:	VOCABULARY AND GRAMMAR	SUGGESTED ACTIVITIES	STANDARDIZED ASSESSMENTS
WEEKS 1-2: Sept 11 - 22		¿QUÉ QUIERES COMER O BEBER?	
<ul style="list-style-type: none"> ▪ Identify names of popular foods and drinks (with flavors) in Spanish. ▪ Ask what someone wants. 	<ul style="list-style-type: none"> ▪ Food and drink, e.g., el pollo frito, el refresco, el helado de chocolate, el vino ▪ Polite expressions <i>gracias, de nada, por favor.</i> 	<ul style="list-style-type: none"> ▪ Research on Spanish/Latin foods that are comparable to local foods. - e.g. empanadas, arroz con frijoles, etc. ▪ Roleplay: restaurant or grocery store setting ▪ Vocabulary Pictionary 	<ol style="list-style-type: none"> 1. Vocab Test 1: Foods and drinks 2. Present on a food from a Hispanic country

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<ul style="list-style-type: none"> ▪ Say what food they want/do not want.. ▪ Describe foods/ drinks in terms of taste, e.g., <i>picante, dulce, salado, ácido</i> ▪ Express hunger, thirst using <i>Qué +adj/ noun</i> ▪ Re - entry with <i>Gustar (...más o ...menos que)</i> and <i>Preferir</i> ▪ Quantify food items, e.g. <i>una libra de pollo, dos botellas de agua</i> 	<ul style="list-style-type: none"> ▪ Verb: <i>querer</i> ▪ Definite and indefinite article/ pluralization ▪ Pluralization of nouns ▪ <i>de</i> (replacing apostrophe) 	<ul style="list-style-type: none"> ▪ Create a menu in Spanish ▪ Listening Comprehension ▪ Directed Situations ▪ Cloze passages/ Grammar worksheets 	
WEEKS 3 - 4: Sept 25 - Oct 6		¿QUÉ QUIERES LLEVAR?	
<ul style="list-style-type: none"> ▪ Ask what someone wants. ▪ Request clothes at a clothing store. ▪ Describe clothes by size, colour and other characteristics ▪ Express approval and disapproval ▪ Ask for the cost of an item 	<ul style="list-style-type: none"> ▪ Definite and indefinite article/ pluralization ▪ Clothes: <i>la ropa, la camisa, los pantalones, la falda, etc</i> 	<ul style="list-style-type: none"> ▪ Roleplay: shopping scene at a mall ▪ Listening exercises ▪ Research on traditional clothing in countries like Ecuador, Bolivia and Perú 	<ul style="list-style-type: none"> ● Vocab Test 2: Clothes ● Listening CW 1: Dialogue of an interaction between store clerk and customer at a clothing store

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<ul style="list-style-type: none"> ▪ Ask to try on an item 		<ul style="list-style-type: none"> ▪ Doing Maths in Spanish (numbers) ▪ Directed Situations ▪ Dialogue completion 	
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Weeks 5 - 6: Oct 9, 17 - 20 ¿QUÉ QUIERES SER?

<ol style="list-style-type: none"> 1. Ask what someone wants to become. 2. Say what occupation they want to pursue 3. Express reasons for their choice of profession 	<ul style="list-style-type: none"> ▪ Occupations: enfermera, doctora/ médica, agricultora, ingeniera, esteticista/ esteticien, peluquera, técnica, traductora ▪ Introducing the preposition 'para' 	<p>Research on jobs in demand in the Caribbean & highest paying jobs in Spanish-speaking countries</p> <p>Roleplay</p> <p>Listening Comprehension</p> <p>Completing an application form for a job ad of choice with personal information, etc</p>	<p>Vocab Test 3: Occupations</p>
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WEEK 7 (Oct 23 - 27) : SIXTH WEEK TEST

WEEKS 8 - 9: Oct 30 - Nov 10 ¿QUÉ HACES NORMALMENTE?

<ol style="list-style-type: none"> 1. Recall conjugation of regular AR verbs in the present tense. 2. Use regular AR verbs to talk about hobbies and pastime activities. 	<p>Common AR verbs (trabajar, cocinar, bailar, dibujar etc.)</p> <p>Introduction of verbal phrases expressing common hobbies (e.g. escuchar música, caminar en el jardín)</p>	<ul style="list-style-type: none"> ▪ Listening passages ▪ GROUP PRESENTATIONS (Revision: Writing & Oral) ▪ (¿Qué haces tú normalmente? - Each student writes 	<p>Reading Comprehension</p> <p>Grammar: AR verb conjugation</p> <p>Grammar ER/IR</p> <p>Listening: ER/IR verbs (Picture MCQ)</p>
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<p>3. Conjugate regular ER and IR verbs in the present tense</p> <p>4. Ask for and say what people do with various frequencies</p>	<ul style="list-style-type: none"> ▪ ER verbs (comer, leer, beber, vender etc.) ▪ IR verbs (escribir, subir, abrir etc.) ▪ Revision of adverbs of frequency- siempre, nunca, todos los días, normalmente, A veces ▪ ¿Qué haces/hace/hacen/hacemos? 	<p>a diary/journal entry on Daily Routine)</p> <ul style="list-style-type: none"> ▪ Reading passages ▪ Directed Situations ▪ Cloze passages / Grammar worksheets ▪ Verb conjugation drill exercises [Kahoot, Quizizz] ▪ Speaking/Writing: ¿Qué haces con tus amigos?/ Mis amigos y yo... 	
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WEEK 10 (Nov 13 - 17): ¿QUÉ TE GUSTA HACER?

<p>1. State what activities they like/do not like to do</p> <p>2. Express preference using Gustar or Preferir</p>	<ul style="list-style-type: none"> ▪ ¿Te gusta + inf? ▪ Me gusta + inf. ▪ Prefiero + inf. ▪ Hobbies and pastimes: nadar en el río, escuchar música, mirar la televisión 	<ul style="list-style-type: none"> ▪ Talk about hobbies (Students state some hobbies they do and must research the SPANISH for each hobby) ▪ Listening activities ▪ Reading passages ▪ Letter writing to a penpal 	<p>1. Listening Comprehension</p> <p>2. Speaking: <i>Mi pasatiempo favorito</i> – Recording</p>
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WEEKS 11-12 (Nov 20 - Dec 1): ¿DÓNDE ESTÁ LA ESCUELA?

<p>Ask for directions</p>	<p>Places: la escuela, la biblioteca, el (super) mercado, la panadería,</p>	<p>Talk about location</p>	<p>Vocab Test 4: Shops/ Places</p> <p>Listening</p>
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<p>Tell the location of a place from another place</p> <p>Give directions using the verb DEBER</p> <p>E.g. Para encontrar la escuela, debe...</p>	<p>el almacén/la tienda, el centro comercial, etc</p> <p>Prepositions of place (en, al lado de, entre, detrás de, etc)</p> <p>Introduction of verbal phrases giving directions:</p> <ul style="list-style-type: none"> - Cruzar la calle - Girar/ Doblar a la izquierda/ derecha - Seguir derecho 	<p>(Students state where to find their school from neighbouring places)</p> <p>Listening activities</p> <p>Roleplay</p> <p>Map reading</p>	<p>Comprehension</p> <p>Reading Comprehension</p>
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WEEK 13 (Dec 4 - 8) : SIXTH WEEK TEST

CHRISTMAS HOLIDAYS

December 19, 2023 - January 8, 2024