

1. **Department Name: Modern Languages**

2. **Grade level: 8**

3. **Title of Course: Spanish**

4. **Hours of Instruction:** 3 x 55 minutes sessions per week

5. **Teachers:** Ms. Sykes, Ms. Brown, Mrs. Leon, Ms Dawes

6. **Required student materials:**

- ¿Que Hay? - Cuaderno 1&2
- Spanish Dictionary
- Notebook

7. **Duration: September 2024 - June 2025**

8. **Description of the Course:** The Grade 8 Spanish course, aligned with the NSC curriculum, is designed to introduce students to foundational language skills, with a focus on developing communication abilities in speaking, listening, reading, and writing. The course emphasizes practical language use in everyday situations, such as describing daily routines, asking and answering questions about time, and discussing common activities. Students are exposed to key vocabulary, including reflexive verbs, time expressions, and phrases for describing actions in progress. Through interactive activities, role-playing, and written exercises, students build their proficiency in Spanish, preparing them for more advanced language studies. Cultural awareness is also integrated into the curriculum, allowing students to appreciate the diversity and richness of Spanish-speaking countries..

9. **Course Prerequisites:**

Completion of the NSC Curriculum objectives for Grades 7. Students should have a foundational understanding of Spanish sentence structure. **Basic Spanish Vocabulary and Grammar:** A foundational understanding of common vocabulary and basic grammatical structures, including present tense verbs, articles, nouns, and adjectives.

Simple Conversation Skills: Ability to engage in basic conversations, ask and answer simple questions, and introduce themselves and others.

Listening and Reading Comprehension: Skills to understand simple spoken and written Spanish, including basic instructions and everyday topics.

Writing Skills: Ability to write simple sentences and short paragraphs on familiar topics, using correct spelling and basic grammar.

10. Course Objectives:

Upon completion of this course, students will have the ability to:

- To communicate effectively in Spanish, both orally and in writing, on familiar topics and everyday situations.
- To use a broader range of vocabulary and more complex grammatical structures, including different verb tenses and sentence constructions.
- To comprehend and interpret spoken and written Spanish, including understanding main ideas, specific details, and contextual meaning.
- To demonstrate awareness and understanding of Spanish-speaking cultures and traditions, fostering appreciation and respect for cultural diversity.
- To write coherent and organized texts on a variety of topics, using appropriate grammar and vocabulary.
- To use interactive language use through role-plays, dialogues, and collaborative activities to practice and reinforce language skills.

11. Student Learning Outcomes:

Students will be able to:

- Engage in conversations and express themselves clearly on a range of familiar topics, using appropriate vocabulary and grammar.
- Demonstrate understanding of spoken and written Spanish, including the ability to grasp main ideas, specific details, and context in texts and conversations.
- Show proficiency in using a wider range of vocabulary and more complex grammatical structures accurately in both oral and written forms.
- Exhibit an awareness of and sensitivity to cultural differences and practices in Spanish-speaking communities.
- Write coherent and well-organized texts, such as short essays or descriptions, using correct grammar, spelling, and punctuation.
- Actively participate in role-plays, dialogues, and other interactive activities, demonstrating the ability to use language functionally and effectively.

12. Topical Outline of the Course Content:

a. ¿De quién es?

-possessive pronouns, possessive adjectives

b. : ¿Qué vas a hacer?

i. Present tense of 'Ir'

ii. verbs in infinitive (Ar, Er, Ir)

iii. future time markers

c. ¿Qué quieres comer o beber?

i. Hispanic foods

ii. Vocabulary on la comida and las bebidas

iii. conjugation of the verb 'querer' in the present tense

iv. Adjectives – agreement (re-entry) and placement of adjectives

d. ¿Qué quieres ser?

i. Revision of 'ser'

ii. Professions

iii. Describing a professional when using ser

e. ¿Qué quieres llevar?

i. The items of clothing

ii. The seasons and weather

iii. Adverbial clauses/ connectors

f. ¿Qué haces normalmente?

i. Regular verbs in the present tense (AR, ER, IR verbs)

ii. Words of frequency

g. ¿Qué te gusta hacer?

i. Expressing likes and dislikes

ii. Revision of infinitives

iii. Hobbies and pastimes

iv. Expressing reasons for likes and dislikes

h. ¿Dónde está la escuela?

i. Places around town

ii. Prepositions

ii. The verb 'estar', in the present tense.

i. ¿Adónde vas?/ ¿Cómo vas a la escuela?

i. Modes of transportation

ii. Preposition used with modes of transportation

iii. Reasons for liking and disliking modes of transportation

iv. Re entry of places around town

j. Pronombres Interrogativos

k. Los Partes Del Cuerpo

- i. Body parts in Spanish
- ii. Adjectives and position of adjectives

l. Tengo Dolor De.....

- i. Expressing pain using tener dolor de (no article) and body part
- ii. Re entry of ‘tener’

m. Me Duele(n).....

- i. Expressing pain using ‘ me duele/ n + article and body part

n. ¿Qué Hora Es?

- i. Asking and telling the time
- ii. Re- entry of ‘ser’

o. ¿A Qué Hora....(el horario)

- i. Stating at what time one has a subject
- ii. the subjects in Spanish
- iii. Re entry of ‘tener’

p. ¿A Qué Hora? (la rutina diaria)

- i. Reflexive verbs

q. Letter Writing (Un dia tipico)

r. ¿Qué estás haciendo?

- i. Reviewing ‘estar’
- ii. Gerunds (regular and irregular
- iii. The present continuous tense
- iv. Describing what ones is doing in the moment

13. Guidelines/Suggestions for Teaching Methods and Student Learning Activities:

- **Interactive Lessons:** Use role-plays, dialogues, and group activities to make learning more engaging and practical. This helps students practice speaking and listening in a supportive environment.
- **Task-Based Learning:** Incorporate tasks that mimic real-life situations, such as asking what a fellow student does normally. This approach encourages practical language use and problem-solving.
- **Visual Aids:** Utilize visual aids like flashcards, charts, and multimedia resources (videos, songs) to reinforce vocabulary and grammar points. Visuals can help with retention and understanding.
- **Differentiated Instruction:** Tailor lessons to accommodate different learning styles and levels. Provide various activities and resources to address the diverse needs of students.

- **Cultural Integration:** Include cultural elements and discussions about Spanish-speaking countries. This fosters cultural awareness and makes the language more relevant and interesting.
- **Frequent Practice:** Incorporate regular practice opportunities for all language skills (listening, speaking, reading, and writing). Repetition helps reinforce learning and build confidence.
- **Formative Assessment:** Use quizzes, oral presentations, and class participation as formative assessments to gauge student understanding and provide feedback throughout the course.
- **Conversation Practice:** Engage in pair or group conversations on topics such as daily routines, family, or hobbies. Encourage students to use new vocabulary and grammar structures.
- **Role-Playing:** Set up scenarios where students can practice real-life situations, such as “Adonde vas?”, asking and telling time, or asking for directions. This enhances speaking and listening skills.
- **Vocabulary Games:** Use games like bingo, matching exercises, or crosswords to make learning new vocabulary fun and interactive.
- **Writing Exercises:** Assign short writing tasks, such as composing a letter, writing a diary entry, or creating a dialogue. Focus on using correct grammar and vocabulary.
- **Listening Activities:** Play audio recordings or watch videos in Spanish, followed by comprehension questions or discussions to improve listening skills.
- **Reading Comprehension:** Provide short texts or stories for students to read, followed by questions or summaries to test comprehension and analytical skills.
- **Cultural Projects:** Have students research and present on various aspects of Spanish-speaking cultures, such as with topics exploring Spanish meals.
- **Interactive Quizzes:** Use digital platforms or apps to create interactive quizzes and games that reinforce grammar and vocabulary in an engaging way.
- **Group Work:** Collaborate on projects, such as creating comics for topics such as Que estas haciendo?, to practice writing, speaking, and teamwork skills.
- **Reflective Journals:** Encourage students to keep a journal where they reflect on their learning progress, challenges, and new vocabulary or grammar points learned.

14. Guidelines/Suggestions for Methods of Student Evaluation:

- **Formative Assessments: Quizzes and Tests:** Regular assessments to check understanding of key concepts **and knowledge of vocabulary in each topic.**
- **Classwork:** Assignments completed during class that help monitor ongoing student progress and understanding.
- **Homework Assignments:** Tasks assigned for completion outside of class, reinforcing concepts taught and promoting independent study.

- **Group Projects:** Team assignments that assess collaborative and interpersonal skills along with individual contributions.

- **Performance-Based Assessment:**

Oral Presentations: Evaluate students through oral presentations on topics related to the curriculum. Assess their ability to speak clearly, use appropriate vocabulary and grammar, and effectively communicate their ideas.

Role-Playing and Simulations: Assess students' performance in role-playing exercises or simulations of real-life scenarios. This method helps evaluate their conversational skills, pronunciation, and ability to use language in context.

- **Peer Reviews:** A process where students evaluate each other's work, providing feedback and gaining insights from peers.

- **Summative Assessment:** A comprehensive exam covering all course material.

1. **Suggested Readings, Texts, Objects of Study:**

- ¿Que hay? - Cuaderno 1&2
- Spanish Dictionary
- Notebook

Prepared by: Mrs. T Leon

Date: August 19, 2024