

	Grade Level: 8th grade Team Members: Soraya Rodriguez Number of Days of Unit: 6 weeks	
Unit Name	Somos Estudiantes	
Essential Questions	What is school life like for me?	
Content Standards	1. Interpretive Communication - In <i>straightforward texts and conversations on topics that relate personally to students and their immediate environment</i>, relying upon understanding of <i>unconnected simple sentences</i> consisting of <i>uncomplicated, familiar language</i>, students: a. Understand traits of multiple cultures and communities. (IL.Com.Ipv.1.a) b. Demonstrate understanding of the main idea and related information. (IL.Com.Ipv.1.b) 2. Interpersonal Communication - In <i>straightforward conversations on topics that relate personally to the students and their immediate environment, in a variety of uncomplicated settings</i>, creating <i>unconnected simple sentences</i>, and sometimes relying upon <i>clarification and circumlocution</i>, students: b. Understand, answer, and ask a variety of questions. (IL.Com.Ipl.2.b) 3. Presentational Communication - In <i>straightforward presentations on topics that relate personally to the students and their immediate environment</i>, creating <i>unconnected simple sentences</i>, and sometimes relying upon <i>clarification or circumlocution</i>, students: c. Explain their own authentic thoughts in culturally appropriate ways. (IL.Com.Prs.3.c)	
Concepts and subskills	Interpretive: Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. Interpersonal: Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using practiced or memorized words, phrases, simple sentences, and questions. Presentational: Present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	Practices World Languages MA Curriculum Framework 2021.docx - pgs. 12-15 Domain 1: Communication Practice 1: Interpretive Communication Practice 2: Interpersonal Communication Practice 3: Presentational Communication Practice 4: Intercultural Communication Domain 2: Linguistic Cultures Practice 5: Cultures Practice 6: Comparisons Domain 3: Lifelong Learning Practices Practice 7: Connections Practice 8: Communities Practice 9: Social and Emotional Well-being Practice 10: Social Justice

Content Objectives "I Can Statements"	• I can describe my school • I can ask and answer questions about things to do in my school • I can answer questions about my classes and teacher • I can give basic information about location of my classes • I can say at what time my classes are • I can describe what I need for school • I can describe my classroom	
Content Vocabulary	• Talk about daily schedules • Ask and tell time • Say what you have to do in each class • Say what you do and how often you do those things • Count to 100 • Sequential words Ex. Primero, después, luego, entonces, por último, finalmente • Los super 7 • School supplies • classroom objects • Verb tener y tener que Expressions	
Text, Materials, and Resources	Adios Textbook - Quizlet, Blooket Conjugemos Edpuzzles YouTube videos	
Assessments, Products, Projects	• Formative Assessment: Everyday question about content related vocabulary. Ex. What do you do in science class? Where is your science class? Where is the cafeteria of your school? What is your school name? What is your principal's name? • Possible Summative Assessments: ○ Create a flipgrid about items in your backpack	

	○ Identify each item and what you use it for, what classes. ○ Writing: students respond to a “social media post” asking “favorite class, what you need , who is your teacher? What would you recommend?” ○ Listening: students listen to descriptions of different schools around the world of Spanish Speaking countries
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	Grade Level: 8th grade Team Members: Soraya Rodriguez Number of Days of Unit: 6 weeks	
Unit Name	Mi Comunidad	
Essential Questions	● What does my community look like? ● How is my community different from other communities around the world? ● How is my community similar to other communities around the world?	
Content Standards	1. Interpretive Communication - In <i>straightforward texts and conversations on topics that relate personally to students and their immediate environment</i>, relying upon understanding of <i>unconnected simple sentences</i> consisting of <i>uncomplicated, familiar language</i>, students: a. Understand traits of multiple cultures and communities. (IL.Com.Ipv.1.a) b. Demonstrate understanding of the main idea and related information. (IL.Com.Ipv.1.b) 2. Interpersonal Communication - In <i>straightforward conversations on topics that relate personally to the students and their immediate environment, in a variety of uncomplicated settings</i>, creating <i>unconnected simple sentences</i>, and sometimes relying upon <i>clarification and circumlocution</i>, students: b. Understand, answer, and ask a variety of questions. (IL.Com.Ipl.2.b) 3. Presentational Communication - In <i>straightforward presentations on topics that relate personally to the students and their immediate environment</i>, creating <i>unconnected simple sentences</i>, and sometimes relying upon <i>clarification or circumlocution</i>, students: - c . Explain their own authentic thoughts in culturally appropriate ways. (IL.Com.Prs.3.c)	
Concepts and subskills	Interpretive: Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. Interpersonal: Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using practiced or memorized words, phrases, simple sentences, and questions.	Practices World Languages MA Curriculum Framework 2021.docx - pgs. 12-15 Domain 1: Communication Practice 1: Interpretive Communication Practice 2: Interpersonal Communication Practice 3: Presentational Communication Practice 4: Intercultural Communication Domain 2: Linguistic Cultures Practice 5: Cultures

	<i>Presentation:</i> Present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	Practice 6: Comparisons Domain 3: Lifelong Learning Practices Practice 7: Connections Practice 8: Communities Practice 9: Social and Emotional Well-being Practice 10: Social Justice
Content Objectives "I Can Statements"	• I can describe my city • I can ask and answer questions about things to do in my city • I can answer questions about things to do in a Spanish Speaking city • I can give basic information about weather, geography, Spanish Speaking country • I can talk about the difference and similarities of a city and a town of Spanish speaking country	
Content Vocabulary	• El campo vs. la ciudad • Lugares en la ciudad • Lugares en el campo ◦ Países hispanohablantes • Preposition of place • Things you do in different place of the city Restaurants, library, Hotels, • Location of places in your city • Activities to do in the city and the town	
Text, Materials, and Resources	Adios Textbook - Quizlet, Blooket Conjuguemos Edpuzzles YouTube videos	
Assessments, Products, Projects	• Formative Assessment: Everyday question about content related vocabulary. Ex. What places are in your city or town? What is your favorite restaurant in your city? Where is the	

	library? ● Possible Summative Assessments: ○ Project creates a poster or a digital drawing about a city that has your name, your classmates' names as the street. Add at least ten places and tell what you do there and where is it located? ○ Speaking: students respond to a prompt and explain different activities they like to do in their city ○ Writing: students respond to a “social media post” asking “What there is to do in their city? What would you recommend?” ○ Listening: students listen to descriptions of different cities around the world of Spanish Speaking countries
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	Grade Level: 8th grade Team Members: Soraya Rodriguez and Abigail deMorales Number of Days of Unit: 6 weeks	
Unit Name	Vamos de vacaciones	
Essential Questions	● What is an ideal vacation? ● What is ecotourism? ● What is ecotourism in different countries?	
Content Standards	1. Interpretive Communication - In <i>straightforward texts and conversations on topics that relate personally to students and their immediate environment</i>, relying upon understanding of <i>unconnected simple sentences</i> consisting of <i>uncomplicated, familiar language</i>, students: a. Understand traits of multiple cultures and communities. (IL.Com.Ipv.1.a) b. Demonstrate understanding of the main idea and related information. (IL.Com.Ipv.1.b) 2. Interpersonal Communication - In <i>straightforward conversations on topics that relate personally to the students and their immediate environment, in a variety of uncomplicated settings</i>, creating <i>unconnected simple sentences</i>, and sometimes relying upon <i>clarification and circumlocution</i>, students: b. Understand, answer, and ask a variety of questions. (IL.Com.Ipl.2.b) 3. Presentational Communication - In <i>straightforward presentations on topics that relate personally to the students and their immediate environment</i>, creating <i>unconnected simple sentences</i>, and sometimes relying upon <i>clarification or circumlocution</i>, students: - c . Explain their own authentic thoughts in culturally appropriate ways. (IL.Com.Prs.3.c)	
Concepts and subskills	Interpretive: Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized	Practices World Languages MA Curriculum Framework 2021.docx - pgs. 12-15 Domain 1: Communication

	words, phrases, and simple sentences in texts that are spoken, written, or signed. Interpersonal: Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using practiced or memorized words, phrases, simple sentences, and questions. Presentational: Present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	Practice 1: Interpretive Communication Practice 2: Interpersonal Communication Practice 3: Presentational Communication Practice 4: Intercultural Communication Domain 2: Linguistic Cultures Practice 5: Cultures Practice 6: Comparisons Domain 3: Lifelong Learning Practices Practice 7: Connections Practice 8: Communities Practice 9: Social and Emotional Well-being Practice 10: Social Justice
Content Objectives "I Can Statements"	• I can describe my ideal vacation • I can ask and answer questions about vacations and preferences • I can answer questions about tourism in a Spanish Speaking country • I can give basic information about weather, geography , food and cities in a Spanish Speaking country • I can talk about an eco-trip including lodging, activities , meals and prices	
Content Vocabulary	• The verb IR • Extra verbs -ar, -er, ir • Places and Destinations ◦ Países hispanohablantes • Weather, climate • Packing lists, clothing • Destinations- forest, mountains, beach • Activities to do during vacation • Ecotourism - activities • Lodging	
Text, Materials, and Resources	Adios Textbook - Ecoturismo en Costa Rica Quizlet, Blooket Conjuguemos Edpuzzles YouTube videos	

Assessments, Products, Projects	● Formative Assessment: Everyday question about content related vocabulary. Ex. Where are you going on vacation? How much was the cost of your vacation? What is the name of your hotel? Who are you going on your vacation with? ● Possible Summative Assessments: ○ Project creates the ideal vacation including flight, lodging , activities, meals, money exchange and prices. ○ Speaking: students respond to a prompt and explain different activities they like to do on vacation ○ Writing: students respond to a “social media post” asking “What is ecotourism? What would you recommend?” ○ Listening: students listen to descriptions of different travelers and choose activities and lodging based on the descriptions