

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: Classroom and School Vocab**

**Time Allotment: 2 weeks**

**Unit Sequence: 1**

**Major Concepts to be learned:**

- Identify the list of 45 words in Spanish.
- Translate the list of 45 words to Spanish.
- Pronounce the words correctly
- Make associations to words in English that may be cognates

**Expected Skills to be demonstrated:**

- Pronouncing the words with good Spanish pronunciation
- Translating the words from both languages
- Understanding simple sentences when spoken with these new words
- Being able to translate a simple sentence with the vocab into a written sentence

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- The students will be saying the words out loud in Spanish
- The students will be translating the words to English.
- The students will be answering basic questions using the vocabulary
- The students will be putting the words in simple sentences in Spanish.
- The students will be playing reinforcement games in Spanish to help memorize the vocabulary.

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Lecture  
Written work  
Note Taking  
Flashcards-games

- Written test
- Oral quiz

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: -er and -ir verb infinitives**

**Time Allotment: 2 weeks**

**Unit Sequence: 2**

**Major Concepts to be learned:**

- Pronounce the verb infinitives correctly
- Use the verbs in sentence format
- Identify the verbs in spanish
- Translate the verbs to spanish and conjugate accordingly

**Expected Skills to be demonstrated:**

- Understand how Spanish sentences and questions relate to English in grammar and order/structure.
- Good pronunciation of verb infinitives and conjugations
- Ability to engage in simple conversations in Spanish

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1. C  
12.1.1.D  
12.1.1.E

- Relating Spanish to English when translating the sentences and conjugating the verbs
- Practicing the words and correcting pronunciation
- Translating sentences to both English and Spanish with smooth transitions
- Answering questions in Spanish in complete sentences appropriately

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Written work  
Songs- games- flashcards-movies-oral drills  
Note Taking

Lecture  
Role Play

- Written test
- Oral quiz

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: Estar and Adjectives**

**Time Allotment: 2 weeks**

**Unit Sequence: 3**

**Major Concepts to be learned:**

- Conjugation and Meaning of the Temporary Verb “to be” (estar)
- 30 Adjectives meaning
- 30 Adjectives agreement (gender and number)

**Expected Skills to be demonstrated:**

- Pronounce the words/sentences correctly
- Write the ideas in sentences
- Formulate oral answers in response to “emotion” questions
- Comprehend meaning of words and sentences/able to translate

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- Forming sentences with the verb estar and the new adjectives
- Asking and answering questions in Spanish with the new concepts
- Oral verb drills with estar
- Relating the sentence order and structure to English (comparing/contrasting)

**Instructional Strategies:**

**Assessments:**

Lecture  
Note Taking  
Games-movie on estar

- Written test

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: Estar and Direction Vocab**

**Time Allotment: 1 week**

**Unit Sequence: 4**

**Major Concepts to be learned:**

- The verb estar –temporary “to be” meaning and 6 chart
- Direction vocab-prepositional phrases meaning and usage

**Expected Skills to be demonstrated:**

- Pronounce all new words with good Spanish pronunciation
- Form sentences from English to Spanish using new vocab and verb
- Ask and answer questions from Spanish to Spanish
- Write new vocab words with good spelling
- Combine past and present information to form more complex sentences.

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- Repeating vocabulary words
- Answering questions in Spanish using the new verb and the prepositions together
- Writing sentences combining the two new concepts in Spanish
- Relating the sentence order and structure to English/comparing and contrasting the 2 languages

**Instructional Strategies:**

**Assessments:**

Lecture  
Written work  
Role Play  
Note Taking  
Flashcard-games

- Written test
- Oral quiz

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: Halloween vocab**

**Time Allotment: 1 week**

**Unit Sequence: 5**

**Major Concepts to be learned:**

- This vocab list is not used in Spanish speaking countries-they do not celebrate the same as us-learning the words to be able to describe what is happening in our culture this month
- Be able to pronounce the 20 words correctly in Spanish
- Be able to identify the wordsbe able to translate the words to Spanish
- Understand the word when given in a little Spanish description

**Expected Skills to be demonstrated:**

- Pronouncing the words correctly
- Identifying the words through the written and spoken forms
- Describing the main differences between how we celebrate Halloween in the US and they celebrate the Day of the Dead in Mexico
- Translating the vocab words to Spanish from English

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E  
12.3.1.C

- The students will be repeating the vocab words after me while looking at flashcards
- The students will be identifying the words in written form on worksheets
- The students will be translating the words to Spanish during games
- The students will be figuring out what vocab word I am describing with a little description that I give in Spanish.
- The students will watch a movie at the end of the month on Day of the Dead. This will show them the main differences between our two cultures

**Instructional Strategies:**

**Assessments:**

Lecture  
Role Play  
Games-movie

Written work  
Note Taking

- Written test

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: Movies**

**Time Allotment: 2 weeks**

**Unit Sequence: 6**

**Major Concepts to be learned:**

- Cultural differences
- Ethnic diversity
- Outside perspective (personal struggles/global adolescence)
- Origins of festivals and holidays
- Accents and dialects

**Expected Skills to be demonstrated:**

- Identify Hispanic accent
- List some problems and concerns for Americans of Hispanic descent
- Compare and contrast how other cultures celebrate holidays differently than we do
- Explain the reason/basis/history for some festivals and celebrations in Spanish speaking countries

**PA Standards/Anchors:**

**Eligible Content:**

12.3.1.A  
12.3.1.B  
12.3.1.C  
12.3.1.D

- "Sweet 15" (3 days viewing) and discussion on the Quinceanera and struggles of some Mexican-Americans
- "Selena" (3 days viewing)
- "Maricela" (2 days viewing) and discussion on refugees
- "Pascuas" video on Holy Week and quiz after (1 day)
- "Navidad" video on Christmas and quiz after (1 day)
- "Cinco de Mayo" video on May 5 and quiz after (1 day)
- "Grinch"/"Frosty the Snowman" ( in Spanish) videos before Christmas (3 days)

**Instructional Strategies:**

**Assessments:**

Group discussion

- Quizzes after each movie

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: Numbers**

**Time Allotment: 1 week**

**Unit Sequence: 7**

**Major Concepts to be learned:**

- Good Pronunciation of Numbers in Spanish
- Identify Numbers out of Chronological order
- Recite Numbers in Chronological order

**Expected Skills to be demonstrated:**

- Be able to count by 10's and 100's with good Spanish pronunciation
- Be able to put all the numbers together to form any number given
- Recognize large numbers in Spanish and be able to write them in numerical form
- Recognize the suffixes that determine whether a number is a single, tens, or hundreds
- Theoretically count to 999

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- Understand the basic sound and spelling of the Spanish numbers
- Know common numbers that are used in speaking and writing
- Recognize the numbers used in context in listening and reading
- Use basic sentence and question phrases to communicate with numbers
- Identify common words in Spanish that are always used in English-dates, counting, percent, grouping.

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Lecture  
Note Taking  
Connect dots-song

- Written test
- Oral test

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: Possessive Adjectives**

**Time Allotment: 1 week**

**Unit Sequence: 8**

**Major Concepts to be learned:**

- Meaning of possessive adjectives
- Use of possessive adjectives
- Agreement of possessive adjectives

**Expected Skills to be demonstrated:**

- Identify the possessive adjectives in spoken and written form
- Translate the adjectives from Spanish to English and English to Spanish
- Make the adjectives agree in number and gender when appropriate

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- Hear possessive adjectives spoken in context
- Read possessive adjectives written in text
- Use the adjectives to create their own sentences to show ownership

**Instructional Strategies:**

**Assessments:**

Lecture  
Written work  
Note Taking  
Oral drills

- Written test

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: Telling Time**

**Time Allotment: 1 week**

**Unit Sequence: 9**

**Major Concepts to be learned:**

- How to ask someone what the time is
- Tell time at any point in the day
- Know related vocab words (temprano, tarde. AM, PM, a tiempo etc.)
- Recall all the numbers vocab as a review

**Expected Skills to be demonstrated:**

- Quickly and accurately answer the question of what time it is
- Understand what time it is in written form
- Ask someone the time in Spanish
- Correctly utilize the supporting vocab outside of the “telling time” context
- Understand what the “connecting” words mean outside of the “telling time” context (y-menos-cuarto-media)

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- Know the basic sound of questioning and answering the What time is it?
- Know the supporting vocab that makes telling time correct and flow in both speaking and written form
- Recognize common vocab terms through listening to the teacher and the partners in dialogues
- Identify the very commonly used telling time words when reading it in text

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Written work  
Clock drills

Lecture  
Role Play

- Written test
- Oral quiz

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: Town Vocabulary**

**Time Allotment: 1 week**

**Unit Sequence: 10**

**Major Concepts to be learned:**

- Know the 40 vocabulary words associated with town/city
- Use the vocabulary words in context of the Spanish language

**Expected Skills to be demonstrated:**

- Pronounce the words correctly in the Spanish language
- Use the words in complete sentences with smooth transitions
- Respond to questions in Spanish (written and oral)

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- Identify the words in Spanish sentences (both written and oral)
- Translate the words to English in both written and oral forms
- Use the words in sentences, combining the verbs and the new vocab
- Answer questions with the words in Spanish

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Lecture  
Written work  
Games-flashcards-maps

- Written test

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: Weather Vocabulary**

**Time Allotment: 1 week**

**Unit Sequence: 11**

**Major Concepts to be learned:**

- Pronounce the weather expressions with appropriate pronunciation
- Identify and translate the vocab words from English to Spanish and Span to English
- Use the weather words in basic sentences in conjunction with the seasons/months/dates vocab words

**Expected Skills to be demonstrated:**

- Will perform a weather forecast for a specific Spanish speaking country
- Will answer questions about the weather based on pictures of potential circumstances we could encounter outside
- Will identify and label the vocab words in written form

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- Know the basic sound and spelling of the words
- Recognize the vocab words in speaking and writing in dialogs and weather forecasts
- Recognize vocab words by listening to me and one another and reading “pronosticos”
- Understand simple sentences and answer basic questions about how the weather will be in certain months and on certain dates
- Identify common words that are used frequently in English

**Instructional Strategies:**

**Assessments:**

|                    |                                    |
|--------------------|------------------------------------|
| Cooperative groups | Lecture                            |
| Written work       | Hands-on activity                  |
| Note Taking        | Flashcards-bingo-pronosticos-songs |

- Written test
- Oral quiz

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: Animal Vocabulary**

**Time Allotment: 1 week**

**Unit Sequence: 12**

**Major Concepts to be learned:**

- Identify the 40 animal vocabulary words
- Translate the animal vocabulary words
- Use the words in written and oral form

**Expected Skills to be demonstrated:**

- Pronounce the words accurately in Spanish
- Identify the words alone and in the context of the spoken and written language
- Write the words with some accuracy in Spanish
- Translate small basic sentences using the vocab

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- Practice the vocabulary words through a variety of exercises and activities in order to recognize them on sight
- Practice the words through listening and speaking exercises in order to be able to say them alone and within the context of a sentence
- Practice the words with very basic Q and A to get the students reading and writing the words

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Lecture  
Note Taking  
Games-flashcards-oral activities

- Written test

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: Days-Months-Seasons**

**Time Allotment: 1 week**

**Unit Sequence: 13**

**Major Concepts to be learned:**

- Pronunciation of the days and months
- Identify the vocabulary words out of chronological sequence
- Recognize the differences between our calendar and the Spanish calendar

**Expected Skills to be demonstrated:**

- Recite the days and the months in correct chronological order with good pronunciation
- Identify the days and months out of their chronological sequence
- Recognize the start of the week with Monday, not Sunday
- Recognize the days and the months are not capitalized, as they are in English
- Recognize the days of the week are based upon the names of the planets
- Answer simple questions about which month is in which season or what is a favorite day or season using complete sentences with good pronunciation

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- Understand the basic sounds of the vocabulary words used
- Know common vocab words used in speaking and writing
- Recognize common vocab terms through listening and reading
- Know simple questions and sentences using the vocab
- Identify the common vocab words that we always use in English

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Lecture  
Role Play  
Songs

- Written test
- Oral quiz

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: Family Vocabulary**

**Time Allotment: 1 week**

**Unit Sequence: 14**

**Major Concepts to be learned:**

- Correct pronunciation of the 20 family vocabulary words
- Identify the vocab from spanish to english
- Translate the vocab from english to spanish

**Expected Skills to be demonstrated:**

- Correct pronunciation
- Ability to identify the words in written and spoken form
- Relate the common roots of the compound words to English to further build vocabulary. (hermanastro-step brother-stro=step)
- Ask and answer questions about family members names.

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.E

- The students will be pronouncing the words to get the correct pronunciation.
- The students will be listening to songs to hear the family words in context.
- The students will be translating the words so that they become common place.
- The students will be spelling the words in written form.

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Written work  
Games-oral activity-songs

Lecture  
Role Play

- Written test

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: the verb "to go"- IR**

**Time Allotment: 1 week**

**Unit Sequence: 15**

**Major Concepts to be learned:**

- The verb IR conjugation
- The meaning of the verb IR
- The specific uses of the verb IR

**Expected Skills to be demonstrated:**

- Pronounce the verb IR correctly in infinitive and conjugated forms
- Translate the verb IR within sentence form, correct order and subject-verb agreement
- Identify the verb within the context of a sentence (written and oral)
- Use the preposition “a” appropriately with the verb IR
- Relate this structure as a way to refer to the future, without using the true future tense

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- Focus on using the very common verb “ir” in sentences (written and oral)
- Oral and written drills of the verb conjugation for spelling and pronunciation purposes
- Showing the preposition “a” in a sentence for “going to a destination” and combining the a+el when necessary
- Showing the preposition “a” in a sentence when “going to do something” with a verb infinitive and NOT conjugating the second verb
- Large review of the ‘town’ vocabulary in this unit

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Written work  
Human sentence activity-games-movie on "ir + a + infinitive"

Lecture  
Note Taking

- Written test

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: present progressive**

**Time Allotment: 1 week**

**Unit Sequence: 16**

**Major Concepts to be learned:**

- The English meaning of the present progressive tense (how it translates)
- The emphasis of the tense (why it is used)
- The 2 main components to forming the tense (helping verb and present participle)
- The 5 irregular “Y” present participles the –ir verb stem changing present participles

**Expected Skills to be demonstrated:**

- Conjugate any given verb into the present progressive tense
- State the reason for using this tense/what it emphasizes
- Identify which verbs will be irregular (Y or Stem-Changing)
- Pronounce the conjugated verbs correctly
- Translate sentences that use this tense appropriately

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- Translating phrases and sentences from Spanish to English and English to Spanish
- using the present progressive tense
- Conjugating the helping verb “estar” in the 6 chart correctly
- Forming the auxiliary verb “-ando” and “-iendo” correctly
- Putting the 2 parts of the tense in the correct order
- Oral Q and A with this type of verb/changing subject when necessary

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Written work  
Games-flashcards-oral drills

Lecture  
Note Taking

- Written test
- Oral quiz

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: Reflexive Verbs**

**Time Allotment: 1 week**

**Unit Sequence: 17**

**Major Concepts to be learned:**

- Reflexive verb meanings
- Use of reflexive verbs
- Reflexive conjugations
- 3 different possible options for pronoun placement

**Expected Skills to be demonstrated:**

- Conjugate the verbs correctly in Spanish
- Know the meanings of all 20 verbs
- Place the correct reflexive pronoun in one of the 3 possible places
- Identify which reflexive pronoun will go with each subject
- Explain why a verb should or should not be reflexive

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- Forming sentences with the reflexive verbs
- Translating sentences with the verbs
- Choosing whether a verb should be made reflexive or not
- Oral Q and A with the reflexives

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Written work  
Picture cards to choose-games-oral activities-flashcards

Lecture  
Note Taking

- Written test

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: SER**

**Time Allotment: 3 weeks**

**Unit Sequence: 18**

**Major Concepts to be learned:**

- Multiple uses of the verb SER
- Conjugation of the verb SER
- Differences between SER and ESTAR
- Nationalities vocabser related adjectives vocab
- Professions vocab

**Expected Skills to be demonstrated:**

- Translate sentences from English to Spanish and Spanish to English
- Conjugate the verb accurately in oral form with good pronunciation
- Decide which “to be” to use according to what the sentence is saying
- Ask and answer questions using the new verb/the review verb and all the new related vocabulary
- Pronounce the supporting vocabulary accurately

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- Using the verb ser with “origin” and making the nationality agree in number and gender
- Using the verb with “permanent” adjectives and making them agree in number and gender
- Using the verb ser with professions and making them agree in number and gender
- Choosing between the temporary and the permanent forms of “to be” Conjugating both forms of “to be” in many different types of sentences

**Instructional Strategies:**

**Assessments:**

|                    |                               |
|--------------------|-------------------------------|
| Cooperative groups | Lecture                       |
| Written work       | Hands-on activity             |
| Note Taking        | Como es song-movie-flashcards |

- Oral quiz
- Written test

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: Alphabet**

**Time Allotment: 1 week**

**Unit Sequence: 19**

**Major Concepts to be learned:**

- To recite the alphabet in order with good pronunciation
- To be able to identify a letter out of the alphabet sequence from English to Spanish
- To be able to identify a letter out of the alphabet sequence from Spanish to English
- To be able to spell basic words correctly according to the phonetics of the alphabet
- To be able to identify and distinguish the difference of letters that have a tilde or accent mark

**Expected Skills to be demonstrated:**

1. Say the alphabet in Spanish
2. Identify the letters in both languages
3. Identify and explain cultural differences (tilde and accent marks)
4. Pronounce words in Spanish according to the phonetics of the alphabetSpell words in Spanish accurately and quickly

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C

- Know the basic sound system of the letters and the alphabet
- Know common structures of the letters in speaking and writing (rr/ll/n~)
- Recognize common vocab words through reading (cognates)

**Instructional Strategies:**

**Assessments:**

Lecture  
Note Taking  
Bingo-song

- Oral quiz
- Written quiz

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: Spanish speaking countries  
& capitals**

**Time Allotment: 1 week**

**Unit Sequence: 20**

**Major Concepts to be learned:**

- Locate the 20 Spanish speaking countries on a map
- List Countries by South or Central America or Europe
- Label a Capital to the Spanish speaking country
- Pronounce the Countries with proper Spanish pronunciation
- Identify and Translate Spanish Named Cities and States in the USA

**Expected Skills to be demonstrated:**

- List all the countries that speak Spanish with no clues or prompts
- List the capital beside the Spanish speaking country
- Pronounce the Countries and the Capitals with good Spanish pronunciation
- Identify the country on a blank map of Central or South America
- Translate the proper names to English when applicable
- Relate geographical trivia when applicable to a country

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.E  
12.5.1.A  
12.5.1.B  
12.5.1.C.  
12.5.1.D

- Know the basic sound system of the target language
- Identify words from Spanish that are common in English
- Know everywhere in the world that we can speak Spanish
- Make comparisons and connections between Spanish and English

**Instructional Strategies:**

**Assessments:**

Lecture  
Note Taking

Group discussion  
Songs and flashcards

- Written tests: listing the countries on one day and then putting the capitals with them on a map for the second test

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: Subject Pronouns**

**Time Allotment: 1 week**

**Unit Sequence: 21**

**Major Concepts to be learned:**

- Comprehend the 6 chart for the subject pronouns
- Translate the subjects from english to spanish
- Identify the subjects in spanish
- Explain the layout of the 6 chart in detail (singular/plural) (1st/2nd/3rd person)

**Expected Skills to be demonstrated:**

- Show a complete understanding of how, when and why subject pronouns are used in both languages.
- Use then to identify people in English sentences
- Pronounce them correctly in Spanish
- Describe the differences between all the ways to say “you” in Spanish

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- Relate the subject pronoun chart to the English subject pronouns
- Associate singular side of chart with the plural side
- Define subject pronouns and demonstrate how they are used in English
- Explain differences between all the formal and informal “you” and “you all” words

**Instructional Strategies:**

**Assessments:**

Lecture  
Note Taking

Written work  
Oral drills

- Written quiz

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: TENER**

**Time Allotment: 2 weeks**

**Unit Sequence: 22**

**Major Concepts to be learned:**

- Meaning and conjugation of the verb “tener”
- Tener + que + infinitive structure and usage
- Tener + ganas de + infinitive structure and usage
- Tener expressions structure and usage

**Expected Skills to be demonstrated:**

- Spell and pronounce the verb and the supporting vocabulary accurately
- Choose between “que” or “ganas de” to convey the appropriate meaning
- Translate sentences Spanish to English and English to Spanish using the new verb and the new vocabulary, as well as incorporating some review vocab too
- Distinguish the difference between most adjectives and the adjectives used in “tener expressions”
- Identify vocabulary words related to this unit

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- Oral and written drills with the verb for spelling and pronunciation purposes
- Specific drills geared toward choosing which “filler” word applies
- Practice leaving the second verb an infinitive
- Learning new supporting vocab with the “tener expressions”
- Practice leaving the “tener adjectives” alone (NOT agreeing in number or gender)

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Written work  
Note Taking  
Games-songs-human sentence activity-flashcards

Lecture  
Role Play

- Written tests
- Oral quizzes

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: Year Review & Final Exam**

**Time Allotment: 1 week**

**Unit Sequence: 23**

**Major Concepts to be learned:**

- Recall vocab and verb meanings from the year
- Know how to conjugate –ar/-er/-ir/stem-changers/and spelling changers
- Put vocabulary all together to make meaningful constructions
- Understand agreement of number and gender
- Know the subject pronouns and where they are located in the chart

**Expected Skills to be demonstrated:**

- Conjugate all types of verbs
- Translate sentences using all the vocab from Spanish to English and English to Spanish
- Ask and answer questions in Spanish using a variety of words
- Identify types of verb according to how they look or how they are being used

**PA Standards/Anchors:**

**Eligible Content:**

|                                                          |     |
|----------------------------------------------------------|-----|
| 12.1.1.A<br>12.1.1.B<br>12.1.1.C<br>12.1.1.D<br>12.1.1.E | N/A |
|----------------------------------------------------------|-----|

**Instructional Strategies:**

**Assessments:**

|                  |                                                              |
|------------------|--------------------------------------------------------------|
| Lecture<br>Games | <ul style="list-style-type: none"><li>• Final Exam</li></ul> |
|------------------|--------------------------------------------------------------|

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: Basic Conversation**

**Time Allotment: 1 week**

**Unit Sequence: 24**

**Major Concepts to be learned:**

- Understand a basic conversation of greetings
- Participate actively and fluently in a simple conversation
- Utilize correct grammar and pronunciation in an oral dialogue
- Write out a simple dialogue with greetings, basic questions and salutations

**Expected Skills to be demonstrated:**

- Oral proficiency in a very basic conversation of greetings and simple questions
- Comprehend the written dialogue of a basic conversation
- Utilize the specific vocab words out of the context of this conversation (not just memorized the dialogue order)

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1. E

- Knowing the basic sound system and spelling patterns in Spanish.
- Know common vocab and structures in speaking and writing.
- Recognize common vocab words through listening and reading.
- Identify words in Spanish that are commonly used in English.

**Instructional Strategies:**

**Assessments:**

Lecture  
Written work  
Role Play  
Movie with ethnic speakers having basic conversations

- Written quiz of all the vocab
- Oral conversation quiz

**Grade: 8-10**

**Title: Spanish I**

**Topic/Concept: Stem-Changing Verbs**

**Time Allotment: 2 weeks**

**Unit Sequence: 25**

**Major Concepts to be learned:**

- E –IE stem-changing verb meanings and conjugations
- E-I stem-changing verb meanings and conjugations
- O-UE stem-changing verb meanings and conjugations
- U-UE stem-changing verb meanings and conjugations

**Expected Skills to be demonstrated:**

- Identify the verb as a stem-changing verb
- Determine which of the 4 types of stem-changers it is
- Conjugate the verb correctly in all 6 boxes
- Translate the verbs into sentences
- Utilize the verbs in basic oral conversation

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- Focusing on why we stem-change and how we stem-change
- Associating the verb chart with a "boot" and leaving the nos and vos boxes the same, with no vowel changes in the root of the verb
- Identifying diphthongs and keeping the spelling correct in order to maintain correct pronunciation
- Remembering to STILL conjugate the verb/2 steps to verbs of this type

**Instructional Strategies:**

**Assessments**

Lecture  
Written work  
Note Taking  
Games

- Written tests