

**8<sup>th</sup> Grade Spanish**  
**Unit IV**

The student will listen to, pronounce, write, read, speak and view information about places to go when not in school and with whom, leisure activities done during this time, extending, accepting, and declining invitations, and what is going to happen. Students will effectively form and use the verb-ir to express what is going to happen. The student will also form and use the verb jugar to express who is playing what sport.

## Seymour Public Schools Curriculum

<b>Grade 8</b>	<b>Subject: 8<sup>th</sup> Grade Spanish Unit IV</b>
<b>CSDE Standard</b>	<b>Communication (Interpersonal, Interpretive and Presentational Modes)</b>
<b>Enduring Understanding</b>	Effective Communication allows those engaged to understand one another
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do I use Spanish to communicate with others?</li> <li>• How do I understand what others are trying to communicate in Spanish?</li> <li>• How do I present information, concepts and ideas in Spanish in a way that is understood?</li> </ul>
<b>Content Standard:</b>	<ul style="list-style-type: none"> <li>• Exchange basic information about events, such as classes, meetings and meals.</li> <li>• Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.</li> <li>• Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.</li> <li>• Exchange thoughts about people, activities and events in their personal lives or communities.</li> <li>• Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.</li> <li>• Comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school.</li> <li>• Comprehend the main idea of orally related personal anecdotes, familiar fairy tales and other narratives based on well-known themes.</li> <li>• Comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements.</li> <li>• Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.</li> <li>• Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., persona letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.</li> <li>• Give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.</li> <li>• Recite poetry, songs, proverbs or short anecdotes that are familiar to their peers in the target culture.</li> <li>• Write short, informal notes in which they describe or provide information about themselves, their friends and families, and their school activities.</li> <li>• Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Present short plays an skits, recite selected poems and anecdotes, and perform songs in the target language.</li> </ul>	
<b>Performance Expectations (Student outcomes)</b>	Student will: Engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions. Understand and interpret spoken and written language on a variety of topics. Present information, concepts and ideas to listeners or readers on a variety of topics.	
Strategies/Modes (example) <ul style="list-style-type: none"> <li>• Whole Class instruction</li> <li>• Pair and group work</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul>	Materials/Resources (examples) <ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• DVD's</li> <li>• TV</li> <li>• Transparencies</li> <li>• Tapes</li> <li>• Handouts</li> <li>• Texts</li> <li>• Workbooks</li> </ul>	Assessments (examples) <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Projects</li> <li>• Written and Oral Presentations</li> <li>• Homework</li> </ul>

## Seymour Public Schools Curriculum

<b>Grade 8</b>	<b>Subject: 8<sup>th</sup> Grade Spanish Unit IV</b>		
<b>CSDE Standard</b>	<b>Comparisons Among Languages and Cultures</b>		
<b>Enduring Understanding</b>	Knowledge of another language boosts the understanding of language in general and enables one to use one's native language more effectively. Awareness of and respect and respect and appreciation for another culture affords us the unique opportunity of seeing ourselves and our own culture from an outside perspective.		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do I demonstrate an understanding of the similarities, differences and interactions across languages?</li> <li>• How do I demonstrate an understanding of the similarities, differences and interactions across cultures?</li> </ul>		
<b>Content Standard:</b>	<ul style="list-style-type: none"> <li>• Give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing.</li> <li>• Demonstrate an awareness of the target language's phonetic and writing systems and how they differ from the phonetic and writing systems in the English language.</li> <li>• Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.</li> <li>• Use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target culture(s) and to identify with and respect peers in the target culture(s).</li> <li>• Compare and contrast art forms, such as music and songs across cultures.</li> <li>• Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).</li> </ul>		
<b>Performance Expectations (Student outcomes)</b>	<ul style="list-style-type: none"> <li>• In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</li> <li>• In at least one language other than English, Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</li> </ul>		
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> <li>• Whole Class instruction</li> <li>• Pair and group work</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• DVD's</li> <li>• TV</li> <li>• Transparencies</li> <li>• Tapes</li> <li>• Handouts</li> <li>• Texts</li> <li>• Workbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Projects</li> <li>• Written and Oral Presentations</li> <li>• Homework</li> </ul>	

## Seymour Public Schools Curriculum

<b>Grade 8</b>	<b>Subject: 8<sup>th</sup> Grade Spanish Unit IV</b>	
<b>CSDE Standard</b>	<b>Cultures</b>	
<b>Enduring Understanding</b>	A different culture is a different view of life.	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do I use my understanding of culture to communicate and function appropriately in another culture?</li> </ul>	
<b>Content Standard:</b>	<ul style="list-style-type: none"> <li>• Identify authentic products, such as those found in the target culture’s homes and communities, and discuss their significance.</li> <li>• Identify, experience or read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (e.g., folk art, authentic children’s books, songs and dance), and describe their significance.</li> <li>• Observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture.</li> <li>• Identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture.</li> </ul>	
<b>Performance Expectations (Student outcomes)</b>	In at least one language other than English, students will demonstrate literacy and an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.	
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> <li>• Whole Class instruction</li> <li>• Pair and group work</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• DVD’s</li> <li>• TV</li> <li>• Transparencies</li> <li>• Tapes</li> <li>• Handouts</li> <li>• Texts</li> <li>• Workbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Projects</li> <li>• Written and Oral Presentations</li> <li>• Homework</li> </ul>

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### **Spanish I Unit V**

**The students will listen to, pronounce, read and view information regarding families, description of family members, parties with celebrations, asking and telling what people have and people's ages, telling to whom something belongs, restaurant related words or phrases relating to table settings, ordering a meal at a restaurant, forms of "venir", forms and uses of "tener", and the differences in uses between "ser" and "estar"**

## Seymour Public Schools Curriculum

<b>Grade 8</b>	<b>Subject: 8<sup>th</sup> Grade Spanish Unit V</b>
<b>CSDE Standard</b>	<b>Communication (Interpersonal, Interpretive and Presentational Modes)</b>
<b>Enduring Understanding</b>	Effective communication allows those engaged to understand one another.
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do I use Spanish to communicate with others?</li> <li>• How do I understand what others are trying to communicate in Spanish?</li> <li>• How do I present information, concepts and ideas in Spanish in a way that is understood?</li> </ul>
<b>Content Standard:</b>	<ul style="list-style-type: none"> <li>• Describe various objects and people found at home and school.</li> <li>• Exchange basic information about events, such as classes, meetings and meals.</li> <li>• Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.</li> <li>• Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.</li> <li>• Exchange thoughts about people, activities and events in their personal lives or communities.</li> <li>• Identify people and objects in their environments, based on oral and written descriptions.</li> <li>• Comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school.</li> <li>• Comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics.</li> <li>• Comprehend the main idea of orally related personal anecdotes, familiar fairy tales and other narratives based on well-known themes.</li> <li>• Comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements.</li> <li>• Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.</li> <li>• Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.</li> <li>• Give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.</li> <li>• Write short, informal notes in which they describe or provide information about themselves, their friends and families, and their school activities.</li> <li>• Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives.</li> <li>• Present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language.</li> <li>• Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language</li> </ul>		
<b>Performance Expectations (Student outcomes)</b>	<p>Students will:</p> <p>Engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>Understand and interpret spoken and written language on a variety of topics.</p> <p>Present information, concepts and ideas to listeners or readers on a variety of topics.</p>		
<p style="text-align: center;">Strategies/Modes (example)</p> <ul style="list-style-type: none"> <li>• Whole Class instruction</li> <li>• Pair and group work</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul>	<p style="text-align: center;">Materials/Resources (examples)</p> <ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• DVD's</li> <li>• TV</li> <li>• Transparencies</li> <li>• Tapes</li> <li>• Handouts</li> <li>• Texts</li> <li>• Workbooks</li> </ul>	<p style="text-align: center;">Assessments (examples)</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Projects</li> <li>• Written and Oral Presentations</li> <li>• Homework</li> </ul>	



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<b>Grade 8</b>	<b>Subject: 8<sup>th</sup> Grade Spanish Unit V</b>		
<b>CSDE Standard</b>	<b>Communities</b>		
<b>Enduring Understanding</b>	If businesses are to effectively compete in a global economy, they must learn to deal with other cultures on their own terms. To be able to fully appreciate literature, theater, music and film in other languages, one must be able access them in their original form.		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</li> </ul>		
<b>Content Standard:</b>	<ul style="list-style-type: none"> <li>• Exchange information about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs and distance learning.</li> <li>• Review materials and/or media from the target language and culture for enjoyment.</li> <li>• Use various media from the target language and culture for entertainment.</li> </ul>		
<b>Performance Expectations (Student outcomes)</b>	In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation		
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> <li>• Whole Class instruction</li> <li>• Pair and group work</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• DVD's</li> <li>• TV</li> <li>• Transparencies</li> <li>• Tapes</li> <li>• Handouts</li> <li>• Texts</li> <li>• Workbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Projects</li> <li>• Written and Oral Presentations</li> <li>• Homework</li> </ul>	

## Seymour Public Schools Curriculum

<b>Grade 8</b>	<b>Subject: 8<sup>th</sup> Grade Spanish Unit V</b>		
<b>CSDE Standard</b>	<b>Comparisons Among Languages and Cultures</b>		
<b>Enduring Understanding</b>	Knowledge of another language boosts the understanding of language in general and enables one to use one's native language more effectively. Awareness of and respect and respect and appreciation for another culture affords us the unique opportunity of seeing ourselves and our own culture from an outside perspective.		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do I demonstrate an understanding of the similarities, differences and interactions across languages?</li> <li>• How do I demonstrate an understanding of the similarities, differences and interactions across cultures?</li> </ul>		
<b>Content Standard:</b>	<ul style="list-style-type: none"> <li>• Give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing.</li> <li>• Demonstrate an awareness of the target language's phonetic and writing systems and how they differ from the phonetic and writing systems in the English language.</li> <li>• Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.</li> <li>• Understand how idiomatic expressions affect communication and reflect culture.</li> <li>• Demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations.</li> <li>• Identify and describe some cultural beliefs and perspectives relating to family, school, work and play across cultures.</li> <li>• Use new information and cultural awareness to recognize the similarities and differences across cultures.</li> <li>• Compare and contrast art forms, such as music and songs across cultures.</li> </ul>		
<b>Performance Expectations (Student outcomes)</b>	<p>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparison across languages.</p> <p>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p>		
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> <li>• Whole Class instruction</li> <li>• Pair and group work</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• DVD's</li> <li>• TV</li> <li>• Transparencies</li> <li>• Tapes</li> <li>• Handouts</li> <li>• Texts</li> <li>• Workbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Projects</li> <li>• Written and Oral Presentations</li> <li>• Homework</li> </ul>	

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<b>Grade 8</b>	<b>Subject: 8<sup>th</sup> Grade Spanish Unit V</b>		
<b>CSDE Standard</b>	<b>Cultures</b>		
<b>Enduring Understanding</b>	A different culture is a different view of life.		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do I use my understanding of culture to communicate and function appropriately in another culture?</li> </ul>		
<b>Content Standard:</b>	<ul style="list-style-type: none"> <li>• Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods</li> <li>• Identify and experience or read about expressive products of the target culture, such as children’s songs, selections from children’s literature and types of artwork and websites that are enjoyed or produced by their peer group in the target culture.</li> <li>• Recognize simple themes, ideas or perspectives of the target culture.</li> <li>• Identify authentic products, such as those found in the target culture’s homes and communities, and discuss their significance.</li> <li>• Identify, experience or read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (e.g., folk art, authentic children’s books, songs and dance), and describe their significance.</li> <li>• Identify and analyze products and practices of the target culture (e.g., social, economic, legal and political), and explore the relationships between these products and practices and the perspectives of the culture.</li> <li>• Interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues.</li> <li>• Identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture.</li> </ul>		
<b>Performance Expectations (Student outcomes)</b>	In a least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.		
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> <li>• Whole Class instruction</li> <li>• Pair and group work</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• DVD’s</li> <li>• TV</li> <li>• Transparencies</li> <li>• Tapes</li> <li>• Handouts</li> <li>• Texts</li> <li>• Workbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Projects</li> <li>• Written and Oral Presentations</li> <li>• Homework</li> </ul>	

**Spanish I**  
**Unit VI**

**The students will listen to, pronounce, read and view information regarding naming bedroom items, selected electronic equipment, colors, rooms of a house, household chores, forming and using the comparative and superlative degree of an adjective, the present tense of “dormer” and “poder”, regular tu commands and the present progressive.**

## Seymour Public Schools Curriculum

<b>Grade 8</b>	<b>Subject: 8<sup>th</sup> Grade Spanish Unit VI</b>
<b>CSDE Standard</b>	<b>Communication (Interpersonal, Interpretive and Presentational Modes)</b>
<b>Enduring Understanding</b>	Effective communication allows those engaged to understand one another.
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do I use Spanish to communicate with others?</li> <li>• How do I understand what others are trying to communicate in Spanish?</li> <li>• How do I present information, concepts and ideas in Spanish in a way that is understood?</li> </ul>
<b>Content Standard:</b>	<ul style="list-style-type: none"> <li>• Describe various objects and people found at home and school.</li> <li>• Exchange basic information about events, such as classes, meetings and meals.</li> <li>• Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.</li> <li>• Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.</li> <li>• Identify people and objects in their environments, based on oral and written descriptions.</li> <li>• Comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school.</li> <li>• Comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics.</li> <li>• Comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements.</li> <li>• Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles</li> <li>• Give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.</li> <li>• Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.</li> <li>• Prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives.</li> <li>• Write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities.</li> </ul>

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<b>Performance Expectations (Student outcomes)</b>	Students will: Engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions. Understand and interpret spoken and written language on a variety of topics. Present information, concepts and ideas to listeners or readers on a variety of topics.		
Strategies/Modes (example) <ul style="list-style-type: none"> <li>• Whole Class instruction</li> <li>• Pair and group work</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul>	Materials/Resources (examples) <ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• DVD's</li> <li>• TV</li> <li>• Transparencies</li> <li>• Tapes</li> <li>• Handouts</li> <li>• Texts</li> <li>• Workbooks</li> </ul>	Assessments (examples) <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Projects</li> <li>• Written and Oral Presentations</li> <li>• Homework</li> </ul>	

## Seymour Public Schools Curriculum

<b>Grade 8</b>	<b>Subject: 8<sup>th</sup> Grade Spanish Unit VI</b>	
<b>CSDE Standard</b>	<b>Communities</b>	
<b>Enduring Understanding</b>	If businesses are to effectively compete in a global economy, they must learn to deal with other cultures on their own terms. To be able to fully appreciate literature, theater, music and film in other languages, one must be able to access them in their original form.	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</li> </ul>	
<b>Content Standard:</b>	<ul style="list-style-type: none"> <li>• Review materials and/or media from the target language and culture for enjoyment and/or entertainment.</li> <li>• Demonstrate their target language skills while involved in community activities, including community service activities.</li> </ul>	
<b>Performance Expectations (Student outcomes)</b>	In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.	
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> <li>• Whole Class instruction</li> <li>• Pair and group work</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• DVD's</li> <li>• TV</li> <li>• Transparencies</li> <li>• Tapes</li> <li>• Handouts</li> <li>• Texts</li> <li>• Workbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Projects</li> <li>• Written and Oral Presentations</li> <li>• Homework</li> </ul>

## Seymour Public Schools Curriculum

<b>Grade 8</b>	<b>Subject: 8<sup>th</sup> Grade Spanish Unit VI</b>
<b>CSDE Standard</b>	<b>Comparisons Among Languages and Cultures</b>
<b>Enduring Understanding</b>	Knowledge of another language boosts the understanding of language in general and enables one to use one’s native language more effectively. Awareness of and respect and respect and appreciation for another culture affords us the unique opportunity of seeing ourselves and our own culture from an outside perspective.
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do I demonstrate an understanding of the similarities, differences and interactions across languages?</li> <li>• How do I demonstrate an understanding of the similarities, differences and interactions across cultures?</li> </ul>
<b>Content Standard:</b>	<ul style="list-style-type: none"> <li>• Give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing.</li> <li>• Demonstrate an awareness of the target language’s phonetic and writing systems and how they differ from the phonetic and writing systems in the English language.</li> <li>• Retell, summarize and give opinions on grade-appropriate texts read aloud by the teacher.</li> <li>• Understand how idiomatic expressions affect communication and reflect culture.</li> <li>• Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.</li> <li>• Evaluate the style of a communicative interaction in the target language.</li> <li>• Identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.</li> <li>• Understand how idiomatic expressions affect communication and reflect culture.</li> <li>• Use new information and cultural awareness to recognize the similarities and differences across cultures.</li> <li>• Compare and contrast art forms, such as music and songs across cultures.</li> <li>• Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures.</li> <li>• Use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences.</li> <li>• Discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes.</li> <li>• Compare and contrast the treatment of current issues across cultures by drawing on authentic texts.</li> </ul>



## Seymour Public Schools Curriculum

<b>Performance Expectations (Student outcomes)</b>	In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages. In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.	
Strategies/Modes (example) <ul style="list-style-type: none"> <li>• Whole Class instruction</li> <li>• Pair and group work</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul>	Materials/Resources (examples) <ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• DVD's</li> <li>• TV</li> <li>• Transparencies</li> <li>• Tapes</li> <li>• Handouts</li> <li>• Texts</li> <li>• Workbooks</li> </ul>	Assessments (examples) <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Projects</li> <li>• Written and Oral Presentations</li> <li>• Homework</li> </ul>

## Seymour Public Schools Curriculum

<b>Grade 8</b>	<b>Subject: 8<sup>th</sup> Grade Spanish Unit VI</b>		
<b>CSDE Standard</b>	<b>Connections (Interdisciplinary and Intra-disciplinary Modes)</b>		
<b>Enduring Understanding</b>	No one discipline is so unique or all encompassing as to be unrelated to other disciplines. No one culture can live if it attempts to be exclusive.		
<b>Essential Questions</b>	•		
<b>Content Standard:</b>	<ul style="list-style-type: none"> <li>• Use simple information learned in other subjects in their study of world language.</li> <li>• Use simple information from their world language class in their study of other subjects.</li> <li>• Use new information interdisciplinary awareness gained through world language study to expand their personal knowledge.</li> </ul>		
<b>Performance Expectations (Student outcomes)</b>	<p>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p> <p>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</p>		
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> <li>• Whole Class instruction</li> <li>• Pair and group work</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• DVD's</li> <li>• TV</li> <li>• Transparencies</li> <li>• Tapes</li> <li>• Handouts</li> <li>• Texts</li> <li>• Workbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Projects</li> <li>• Written and Oral Presentations</li> <li>• Homework</li> </ul>	

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<b>Grade 8</b>	<b>Subject: 8<sup>th</sup> Grade Spanish Unit VI</b>
<b>CSDE Standard</b>	<b>Cultures</b>
<b>Enduring Understanding</b>	A different culture is a different view of life.
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do I use my understanding of culture to communicate and function appropriately in another culture?</li> </ul>
<b>Content Standard:</b>	<ul style="list-style-type: none"> <li>• Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.</li> <li>• Participate in age-appropriate cultural activities, such as games, songs, birthday celebrations, storytelling, dramatizations or role-playing of the target culture.</li> <li>• Recognize simple themes, ideas or perspectives of the target culture.</li> <li>• Identify authentic products, such as those found in the target culture’s homes and communities, and discuss their significance.</li> <li>• Identify, experience or read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (e.g., folk art, authentic children’s books, songs and dance), and describe their significance.</li> <li>• Participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.</li> <li>• Identify and analyze products and practices and the perspectives of the culture.</li> </ul>
<b>Performance Expectations (Student outcomes)</b>	In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication

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Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"><li>• Whole Class instruction</li><li>• Pair and group work</li><li>• Reciprocal teaching</li><li>• Differentiation</li></ul>	<ul style="list-style-type: none"><li>• Overhead projector</li><li>• DVD's</li><li>• TV</li><li>• Transparencies</li><li>• Tapes</li><li>• Handouts</li><li>• Texts</li><li>• Workbooks</li></ul>	<ul style="list-style-type: none"><li>• Quizzes</li><li>• Tests</li><li>• Projects</li><li>• Written and Oral Presentations</li><li>• Homework</li></ul>