

General Brown Central School District Curriculum Map

Course Title: Spanish 8	Prepared By: Stephanie Karandy
Time Frame: September (2 weeks)	Unit/Theme SOMOS Unit 1 - Dice
Essential Questions: <ul style="list-style-type: none"> ● How can I introduce myself or someone else in Spanish? ● What information do I want to know about someone else when I first meet them? 	
NYS Standards: Standard 1 - Communication Students will be able to use a language other than English for communication. Standard 2 - Culture Students will develop cross-cultural skills & understandings.	Vocabulary: <ul style="list-style-type: none"> ● Le dice ● un muchacho/una muchacha ● una persona ● se llama ● me llamo ● este es/esta es ● ¿Como es? Supplemental: <ul style="list-style-type: none"> ● hay ● es de ● le gusta
Student Objectives (The student will...): Interpretive <ul style="list-style-type: none"> ● I can report what someone else says ● I can recognize names of people and some words to describe them. ● I can understand basic questions ● I can understand key details in authentic song lyrics. ● I can interpret the meaning of words and phrases that I hear Interpersonal <ul style="list-style-type: none"> ● I can introduce myself and others ● I can answer “yes” or “no” to basic questions Presentational None	
Assessments:	
Recommended Texts: <ul style="list-style-type: none"> ● “Los Pollitos Dicen” lyrics 	Resources: <ul style="list-style-type: none"> ● SOMOS Unit 1

General Brown Central School District Curriculum Map

Course Title: Spanish 8	Prepared By: Stephanie Karandy
Time Frame: September (2 weeks)	Unit/Theme SOMOS Unit 2 - El Encierro de Toros
Essential Questions: <ul style="list-style-type: none"> ● Why might I/someone choose to participate in a dangerous activity? ● Do I enjoy participating in events or observing events? 	
NYS Standards: Standard 1 - Communication Students will be able to use a language other than English for communication. Standard 2 - Culture Students will develop cross-cultural skills & understandings.	Vocabulary: <ul style="list-style-type: none"> ● camina ● corre ● ve ● chico/muchacho ● estudiante ● la escuela
Student Objectives (The student will...): Interpretive <ul style="list-style-type: none"> ● I can interpret the meaning of words and phrases that I hear and read Interpersonal <ul style="list-style-type: none"> ● I can introduce myself and others ● I can answer “yes” or “no” to basic questions ● I can talk about motion: how myself or someone else goes from one place to another (walking or running) ● I can communicate about the things that I see Presentational	
Assessments: LISTENING ASSESSMENT - Listen to a story in Spanish and respond to comprehension questions READING ASSESSMENT - Read a story in Spanish and respond to comprehension questions WRITING ASSESSMENT - Describe each frame of a three-frame storyboard	
Recommended Texts: <ul style="list-style-type: none"> ● Camina y Corre ● El Encierro de San Fermin 	Resources: <ul style="list-style-type: none"> ● SOMOS Unit 2

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Course Title: Spanish 8	Prepared By: Stephanie Karandy
Time Frame: October (2 weeks)	Unit/Theme SOMOS Unit 3 - Cierra la Puerta
Essential Questions: <ul style="list-style-type: none"> Who are authority figures in my life? How do I typically respond to requests from authority figures? How would I describe my character? How would others describe my character? 	
NYS Standards: Standard 1 - Communication Students will be able to use a language other than English for communication. Standard 2 - Culture Students will develop cross-cultural skills & understandings.	Vocabulary: <ul style="list-style-type: none"> nunca cierra abre la puerta son las (#)
Student Objectives (The student will...): Interpretive <ul style="list-style-type: none"> I can interpret the meaning of words and phrases that I hear and read I can understand details in a simple written text in Spanish. Interpersonal <ul style="list-style-type: none"> I can introduce myself and others I can answer “yes” or “no” to basic questions I can talk about motion: how myself or someone else goes from one place to another (walking or running) I can communicate about the things that I see Presentational	
Assessments: LISTENING ASSESSMENT - Listen to a story in Spanish and respond to comprehension questions READING ASSESSMENT - Read a story in Spanish and respond to comprehension questions WRITING ASSESSMENT - Describe each frame of a three-frame storyboard	
Recommended Texts: <ul style="list-style-type: none"> Knock Knock 	Resources: <ul style="list-style-type: none"> SOMOS Unit 3

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Course Title: Spanish 8	Prepared By: Stephanie Karandy
Time Frame: October (3 weeks)	Unit/Theme SOMOS Unit 4 - La Universidad
Essential Questions: <ul style="list-style-type: none"> • What might I want to be after I graduate? • How do I need to prepare myself for my future? • What are my unique talents, abilities, and interests? 	
NYS Standards: Standard 1 - Communication Students will be able to use a language other than English for communication. Standard 2 - Culture Students will develop cross-cultural skills & understandings.	Vocabulary: <ul style="list-style-type: none"> • habla • toma • quiere ser
Student Objectives (The student will...): Interpretive <ul style="list-style-type: none"> • I can interpret the meaning of words and phrases that I hear and read • I can understand details in a simple written text in Spanish. Interpersonal <ul style="list-style-type: none"> • I can introduce myself and others • I can answer “yes” or “no” to basic questions • I can talk about interests and talents • I can talk about school and classes Presentational	
Assessments: LISTENING ASSESSMENT - Listen to a story in Spanish and respond to comprehension questions READING ASSESSMENT - Read a story in Spanish and respond to comprehension questions WRITING ASSESSMENT - Describe each frame of a three-frame storyboard	
Recommended Texts: <ul style="list-style-type: none"> • 	Resources: <ul style="list-style-type: none"> • SOMOS Unit 4

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Course Title: Spanish 8	Prepared By: Stephanie Karandy
Time Frame: November (2 weeks)	Unit/Theme SOMOS Unit 5 - La Corrida de Toros
Essential Questions: <ul style="list-style-type: none"> ● What cultural traditions do I practice? ● What is or is not permissible in the pursuit of artistic expression? ● How do I value animals 	
NYS Standards: Standard 1 - Communication Students will be able to use a language other than English for communication. Standard 2 - Culture Students will develop cross-cultural skills & understandings.	Vocabulary: <ul style="list-style-type: none"> ● tiene ● va a ● esta ● hermano/hermana ● all subject pronouns
Student Objectives (The student will...): Interpretive <ul style="list-style-type: none"> ● I can interpret new words in context ● I can recall details from a text ● I can identify the general topic and some basic information in written texts Interpersonal <ul style="list-style-type: none"> ● I can retell a familiar story in Spanish. ● I can respond to yes/no questions by recalling details from a familiar story ● I can express basic future plans Presentational:	
Assessments: LISTENING ASSESSMENT - Listen to a story in Spanish and respond to comprehension questions READING ASSESSMENT - Read a story in Spanish and respond to comprehension questions WRITING ASSESSMENT - Describe each frame of a three-frame storyboard	
Recommended Texts: <ul style="list-style-type: none"> ● 	Resources: <ul style="list-style-type: none"> ● SOMOS Unit 5

General Brown Central School District Curriculum Map

Course Title: Spanish 8	Prepared By: Stephanie Karandy
Time Frame: December(2 weeks)	Unit/Theme SOMOS Unit 6 - Sientate Navidad
Essential Questions: <ul style="list-style-type: none"> • How do I respond to authority? • What kinds of instructions do I follow and what kinds do I ignore? 	
NYS Standards: Standard 1 - Communication Students will be able to use a language other than English for communication. Standard 2 - Culture Students will develop cross-cultural skills & understandings.	Vocabulary: <ul style="list-style-type: none"> • se sienta • se levanta • le grita • body parts
Student Objectives (The student will...): Interpretive <ul style="list-style-type: none"> • I can interpret new words in context • I can make logical inferences from a text • I can identify the general topic and some basic information in written texts • I can identify several body parts in Spanish • I can follow commands. Interpersonal <ul style="list-style-type: none"> • I can talk about the body. • I can give commands. Presentational:	
Assessments: LISTENING ASSESSMENT - Listen to a story in Spanish and respond to comprehension questions READING ASSESSMENT - Read a story in Spanish and respond to comprehension questions WRITING ASSESSMENT - Describe each frame of a three-frame storyboard	
Recommended Texts: <ul style="list-style-type: none"> • 	Resources: <ul style="list-style-type: none"> • SOMOS Unit 6

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Course Title: Spanish 8	Prepared By: Stephanie Karandy
Time Frame: January (3 weeks)	Unit/Theme SOMOS Unit 7 Los Castells, Criatura
Essential Questions: <ul style="list-style-type: none"> ● How do I help others in my family, my school, my community, and my world? ● How can I make a difference in my family, my school, my community, and my world? ● What risks do I take in my day to day life? 	
NYS Standards: Standard 1 - Communication Students will be able to use a language other than English for communication. Standard 2 - Culture Students will develop cross-cultural skills & understandings.	Vocabulary: <ul style="list-style-type: none"> ● siempre le ayuda ● simpático ● tienes que ● no puede ● nosotros forms
Student Objectives (The student will...): Interpretive <ul style="list-style-type: none"> ● I can interpret the meaning of words and phrases that I hear and read ● I can make logical inferences from a text Interpersonal <ul style="list-style-type: none"> ● I can offer and ask for help ● I can talk about what I can do ● I can participate actively in a group conversation in Spanish Presentational:	
Assessments: LISTENING ASSESSMENT - Listen to a story in Spanish and respond to comprehension questions READING ASSESSMENT - Read a story in Spanish and respond to comprehension questions WRITING ASSESSMENT - Describe each frame of a three-frame storyboard	
Recommended Texts: <ul style="list-style-type: none"> ● 	Resources: <ul style="list-style-type: none"> ● SOMOS Unit 7

General Brown Central School District Curriculum Map

Course Title: Spanish 8	Prepared By: Stephanie Karandy
Time Frame: January/February (3 weeks)	Unit/Theme SOMOS Unit 8 La Comida
Essential Questions: <ul style="list-style-type: none"> • 	
NYS Standards: Standard 1 - Communication Students will be able to use a language other than English for communication. Standard 2 - Culture Students will develop cross-cultural skills & understandings.	Vocabulary: <ul style="list-style-type: none"> • busca • encuentra • sabes • food vocabulary (common, high interest foods)
Student Objectives (The student will...): Interpretive <ul style="list-style-type: none"> • I can interpret the meaning of words and phrases that I hear and read • I can make logical inferences from a text • I can identify common foods Interpersonal <ul style="list-style-type: none"> • I can talk about foods I like Presentational <ul style="list-style-type: none"> • I can write a short story in Spanish. 	
Assessments: LISTENING ASSESSMENT - Listen to a story in Spanish and respond to comprehension questions READING ASSESSMENT - Read a story in Spanish and respond to comprehension questions WRITING ASSESSMENT - Describe each frame of a three-frame storyboard	
Recommended Texts: <ul style="list-style-type: none"> • 	Resources: <ul style="list-style-type: none"> • SOMOS Unit 8

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Course Title: Spanish 8	Prepared By: Stephanie Karandy
Time Frame: February/March (4 weeks)	Unit/Theme SOMOS Unit 9 - El Cucuy/El Silbon & Que Hora Es/Programación de TV
Essential Questions: <ul style="list-style-type: none"> • 	
NYS Standards: Standard 1 - Communication Students will be able to use a language other than English for communication. Standard 2 - Culture Students will develop cross-cultural skills & understandings.	Vocabulary: <ul style="list-style-type: none"> • tiene miedo • mira • hacia • ir (all forms) • mira • days of week/time
Student Objectives (The student will...): Interpretive	
Assessments: LISTENING ASSESSMENT - Listen to a story in Spanish and respond to comprehension questions READING ASSESSMENT - Read a story in Spanish and respond to comprehension questions WRITING ASSESSMENT - Describe each frame of a three-frame storyboard	
Recommended Texts: <ul style="list-style-type: none"> • 	Resources: <ul style="list-style-type: none"> • SOMOS Unit 9 & Supplemental

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Course Title: Spanish 8	Prepared By: Stephanie Karandy
Time Frame: March (2 weeks)	Unit/Theme SOMOS Unit 10 - Como Agua Para Chocolate
Essential Questions: <ul style="list-style-type: none"> • 	
NYS Standards: Standard 1 - Communication Students will be able to use a language other than English for communication. Standard 2 - Culture Students will develop cross-cultural skills & understandings.	Vocabulary: <ul style="list-style-type: none"> • tiene hambre • esta • llora • come
Student Objectives (The student will...): Interpretive	
Assessments: LISTENING ASSESSMENT - Listen to a story in Spanish and respond to comprehension questions READING ASSESSMENT - Read a story in Spanish and respond to comprehension questions WRITING ASSESSMENT - Describe each frame of a three-frame storyboard	
Recommended Texts: <ul style="list-style-type: none"> • 	Resources: <ul style="list-style-type: none"> • SOMOS Unit 10

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Course Title: Spanish 8	Prepared By: Stephanie Karandy
Time Frame: April (2-3 weeks)	Unit/Theme SOMOS Unit 11 - Los deportes
Essential Questions: <ul style="list-style-type: none"> • 	
NYS Standards: Standard 1 - Communication Students will be able to use a language other than English for communication. Standard 2 - Culture Students will develop cross-cultural skills & understandings.	Vocabulary: <ul style="list-style-type: none"> • eres • juega • quiere jugar • sports
Student Objectives (The student will...): Interpretive	
Assessments: LISTENING ASSESSMENT - Listen to a story in Spanish and respond to comprehension questions READING ASSESSMENT - Read a story in Spanish and respond to comprehension questions WRITING ASSESSMENT - Describe each frame of a three-frame storyboard	
Recommended Texts: <ul style="list-style-type: none"> • 	Resources: <ul style="list-style-type: none"> • SOMOS Unit 11

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Course Title: Spanish 8	Prepared By: Stephanie Karandy
Time Frame: May/June weeks)	Unit/Theme Colombia -Peter va a Colombia Yipao Biblioburro (SOMOS Unit 19)
Essential Questions: <ul style="list-style-type: none"> • 	
NYS Standards: Standard 1 - Communication Students will be able to use a language other than English for communication. Standard 2 - Culture Students will develop cross-cultural skills & understandings.	Vocabulary:
Student Objectives (The student will...): Interpretive	
Assessments: LISTENING ASSESSMENT - Listen to a story in Spanish and respond to comprehension questions READING ASSESSMENT - Read a story in Spanish and respond to comprehension questions WRITING ASSESSMENT - Describe each frame of a three-frame storyboard	
Recommended Texts: <ul style="list-style-type: none"> • Peter va a Colombia 	Resources: <ul style="list-style-type: none"> • SOMOS Unit 19