

WORLD LANGUAGES - GRADE 8

(full-year course)

CONTENT, SCOPE, AND SEQUENCE

The following themes are interwoven to provide the framework by which students communicate as they explore cultural perspectives, make connections and comparisons, and prepare to participate in local and global communities. The grammatical structures presented following the themes and topics below, are offered as an important component to the logical continuum of the language acquisition process, but it is not the focus of instruction in the world languages classroom. Students explore grammar through context and with an emphasis of its functionality within the communicative approach.

Themes

A. My home

1. My routines (suggested time 3-4 weeks)
 - a. explain morning/night routines
 - b. describe celebrations
 - c. negotiate household chores
 - d. implement body parts to describe personal hygiene and grooming
 - e. identify preferences
2. My family responsibilities (suggested time 3-4 weeks)
 - a. compare and contrast personal chores with family chores
 - b. differentiate relationships between parents and siblings
 - c. describe physical/emotional traits of self and others
 - d. describe family events

B. My past experiences

1. My weekend activities (suggested time 3-4 weeks)
 - a. describe things I did last weekend/last week/last month
 - b. describe recent past events with some detail
 - c. explain how responsibilities change as you grow older
2. My younger years (suggested time 5-6 weeks)
 - a. describe childhood with some detail
 - b. recount memories of middle school
 - c. compare/contrast life as a child with that of a preteen/teenager
 - d. compare/contrast middle school memories
 - e. describe friends now and then
 - f. identify preferences
 - g. describe plans with friends
3. My predictions (suggested time 3-4 weeks)
 - a. identify events from videos and other media
 - b. recognize appropriate sequence of events
 - c. make predictions

C. My Future

1. Where do I see myself in 10 years? (suggested time 4-5 weeks)
 - a. identify professions and professional opportunities
 - b. recognize cultural structures
 - c. describe the jobs/areas that interest you
 - d. describe where you would like to live
2. My future living (suggested time 4-5 weeks)
 - a. explain differences between suburbia, city, and country
 - b. express preferences
 - c. describe farm living and agriculture
 - d. differentiate pets and other animals

D. Contemporary living

1. What I do for fun? (suggested time 4-5 weeks)
 - a. identify my favorite pastimes
 - b. contrast my cultural events with others
 - c. distinguish passive vs active pastimes
2. Our cultural perspectives (suggested time 3-4 weeks)
 - a. compare/contrast target cultures with our own
 - b. describe different pastimes/activities/sports particular to a target culture
 - c. identify movies, actors, and/or famous people from the target culture

Grammatical Structures

1. French

- a. describing using the verb *être*, regular and irregular adjectives
- b. comparing *C'est* vs. *Il est/ Elle est*
- c. expressing feelings using the verb *avoir*
- d. using expressions with the verb *faire*
- e. asking questions using inversion
- f. expressing what one has just done and is going to do using the temporal expressions *venir + de* and *aller + infinitive*
- g. using the present tense with *depuis* to express how long one has been doing something
- h. talking in the past tense with *avoir* and *être*
- i. talking about people and things using *quelqu'un*, *quelque chose* and their negative opposites
- j. using *il y a* in the past tense to express how long ago events happened
- k. expressing want, ability and necessity using the verbs *vouloir*, *pouvoir* and *devoir*
- l. using the partitive article to express what one is eating
- m. using the verb *boire* to express what one is drinking
- n. talking about quantities and negation by using the preposition *de*
- o. using the adjective *tout*
- p. expressing what one must do using *il faut* + infinitive
- q. using direct and indirect object pronouns in the present, past, and imperative

- r. discussing who and what one knows using the verbs *connaître* and *savoir*
 - s. talking about what one says, reads and write using the verbs *dire*, *lire*, and *écrire*
 - t. recognizing and using verbs followed by an indirect object
 - u. using stress pronouns in prepositional phrases
2. Spanish
- a. demonstrating knowledge of present tense regular verb conjugations
 - b. demonstrating knowledge of present tense stem changing verb conjugations
 - c. demonstrating knowledge of present tense irregular verb conjugations
 - d. expressing use of reflexive verbs in the present tense and preterite tense
 - e. using forms of *deber* to show what people should do
 - f. describing actions using adverbs with *-mente*
 - g. expressing regular and irregular preterit tense
 - h. recognizing the imperfect tense
 - i. asking and answering questions with direct and indirect object pronouns
 - j. giving affirmative tú commands with regular, stem changing and irregular verbs
 - k. giving negative tú commands with regular, stem changing and irregular verbs
 - l. demonstrating knowledge of stem changing verb conjugations
 - m. using informal regular and irregular commands in the affirmative and the negative
 - n. expressing the simple future using *Ir + a + infinitive*
 - o. using pronouns to clarify or emphasize the subject of an action
 - p. demonstrating knowledge of regular present tense verbs with irregular *yo* forms
 - q. demonstrating knowledge of the present participle tense of verbs to show progress of actions *estar + -ando/-iendo*

Cultural Perspectives, Products, and Practices

1. Describing cultural differences in holidays celebrated in target language countries
2. Demonstrating increased awareness of and appreciation for the diversity of cultures including people, traditions, food, architecture, languages, poetry, art, music, dance, and handicrafts
3. Developing an awareness and appreciation of the differences between one's own culture and the target culture

