April. Spanish Gr. 8 Unit 8 Chile

Content Area: **Spanish**
Course(s):
Time Period: **April**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Students will learn about life in Chile and speaking the Spanish Language.

Enduring Understandings

Objectives

- To wish someone good luck, to express admiration, and to state quantity.
- To learn about the universe through the text.
- To express cause.
- To describe the geographical and political divisions of a country.
- To quantify in uncertain terms.
- To describe nature and the environment.
- To reflect on past actions.
- To express permission and prohibition.
- To explore the cultural aspects of Chile.

Essential Questions

What is life like in Chile, and how can we communicate in Spanish?

Instructional Strategies & Learning Activities

Contents

Vocabulary

- Useful expressions to wish someone good luck, to express admiration, and to state quantity.
- The universe.
- Geographical terms.
- Political divisions.
- Numbers 101–1,000.
- Nature.
- The environment.

- Recycling and recyclables.

Grammar

- Expressing cause using the conjunction *porque* and the preposition *por*.
- Expressing quantity: Indefinite words.
- Irregular verbs *decir* and *hacer* in the past tense.
- Irregular verbs *estar* and *tener* in the past tense.
- Expressing permission and prohibition.

Culture

- The geography and culture of Chile.
- *La Chascona.*
- Atacama Desert and the *Valle de la Luna.*
- *La Isla de Pascua* and the moai.
- Valparaiso and *El Maratón de las Escaleras*.
- Currency in Chile.
- Economic and symbolic value of lapis lazuli.
- Viña del Marand *El Festival Internacional de la Canción de Viña del Mar.*
- Torres del Paine National Park.
- A Chilean poet: Pablo Neruda.

Unit plan **Unit 8**

LA LLEGADA

Estimated time: 2 sessions**.**

Dialogue: *En Santiago de Chile.*

Forms & Functions:

- To wish someone good luck.
- To show admiration.
- To stress quantity.
- Irregular verbs in the preterite.
- Recycling.

Culture:

- Santiago, Chile.
- *La Chascona.*

Culture:

- Washington DC.

DESAFÍO 1

Estimated time: 5 sessions.

Dialogue: *Las estrellas de Atacama.*

Forms & Functions:

- The universe.
- Expressing cause: The conjunction *porque* and the preposition *por.*

Culture:

- *El Valle de la Luna.*
- *San Pedro de Atacama.*

DESAFÍO 2

Estimated time: 5 sessions.

Dialogue: *Una estatua falsa.*

Forms & Functions:

- Geographical terms.
- To express quantity: Indefinite adjectives.

Culture:

- *La Isla de Pascua.*
- *Un balneario en Chile.*

DESAFÍO 3

Estimated time: 6 sessions.

Dialogue: *El Maratón de las Escaleras.*

Forms & Functions:

- Political divisions.
- Numbers from 101 to 1,000.
- Expressing actions in the past: Irregular verbs in the preterite *decir, estar, hacer,* and *tener.*

Culture:

- *El Maratón de las Escaleras de Valparaíso.*
- *El dinero chileno.*
- *El lapislázuli.*
- *El Festival Internacional de la Canción de Viña del Mar.*

DESAFÍO 4

Estimated time: 5 sessions.

Dialogue: *La famosa Ruta W*.

Forms & Functions:

- Nature and the environment.
- Expressing permission and prohibition using *poder.*

Culture:

- *Parque Nacional Torres del Paine*.

TODO JUNTO /
EL ENCUENTRO

Estimated time: 2 sessions.

Dialogue: *En la Plaza de Armas*.

Forms & Functions:

- Review of *Desafíos 1–4*.

Culture:

- *La Plaza de Armas*, Santiago.

MAPA CULTURAL / LECTURA

Estimated time: 2 sessions.

Mapa cultural: *Chile.*

Reading: *Oda a la manzana.*

REPASO

Estimated time: 2 sessions.

Vocabulary: *Repaso*.

Grammar: *Repaso*.

PROYECTO / EVALUACIÓN

Estimated time: 5 sessions.

Project: *Un póster sobre animales en peligro.*

Self-evaluation: *Autoevaluación.*

Integration of Career Readiness, Life Literacies and Key Skills

-Students work in small groups to create oral presentations

-Students work in small groups to create dialogues in the target language

-Students discuss cultural norms within Hispanic countries and compare and contast with those of their own

-Students use critical thinking to analyze their ability to learn in the TL and make suggestions on how instruction can be revamped

9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.1.8.CP.1	Compare prices for the same goods or services.
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.1.8.FP.4	Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

Technology and Design Integration

-Students will interact with the lessons on the Smartboard and ulilize their devices to create evidence of learning.

-Students will use google products like classroom, drive, email, docs, and slides to review, compose, organize, and present information.

-Students will use Schoology.com to review text resources and complete their homework.

-Students will use Quizziz.com for assesments.

-Students will use Classdojo.com to track participation progress.

ITH	Interaction of Technology and Humans
	Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
	Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
EC	Ethics & Culture
	Technological disparities have consequences for public health and prosperity.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
8.2.8.EC.2	Examine the effects of ethical and unethical practices in product design and development.

Interdisciplinary Connections

Subject	Standard	Activities
Social Studies	• Discuss production and distribution of arts and crafts. • Research about Chilean cultural topics.	• 54 • 89, 90, 92
Fine Arts	• Discuss musical venues and their functions.	• 59
Math	• Convert currencies and distances.	• 48, 61
Science	• Discuss reasons for deforestation.	• 35

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good

grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be supported with additional learning materials and strategies based on their skills and learning needs.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

All IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Pre-test and end of year assessments.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Evaluation criteria

- Express luck, admiration, and quantity.
- Describe the elements of the universe.
- Ask for a reason using *por qué*.
- Express cause or reason using the conjunction *porque* followed by a sentence.
- Express cause or reason using the preposition *por*.
- Describe the geography of a place and its political divisions.
- Express quantity using indefinite adjectives.
- Express past actions using irregular verbs *decir*, *hacer*, *estar* and *tener*.
- Describe items in nature and the environment.
- Asking for permission, giving permission, and denying permission using *poder*.
- Describe Chile's customs, geographical aspects, and historical facts.

Communicative skills	**Unit 8**	
Interpersonal mode		**Activities**
Speaking	• Ask and answer questions from classmates.	• 19, 20, 25, 36, 38, 47, 51, 61, 69, 78, 84
	• Share personal views with classmates.	• 11, 21, 32, 37, 45, 88
	• Interview classmates.	• 38, 43, 62
Writing	• Write a diary entry or personal reflection.	• 21
	• Write questions to ask a partner.	• 9, 51, 84
	• Compare answers with a partner.	• 94

Listening	• Summarize classmates' answers. • Organize classmates' answers into a chart. • Answer a classmate's questions.	• 20, 36, 51 • 38, 62 • 84, *Proyecto*
Reading	• Read someone's notes.	• 36, 73

Interpretive mode **Activities**

Listening	• Determine if statements are true / false based on descriptions. • Listen and answer questions. • Listen and report findings. • Listen and interpret.	• 10, 18, 29, 42 • 24, 34 • 37, 47, 50, 69, 79 • 52, 66, 74, 83
Reading	• Read a cultural text. • Answer reading comprehension questions. • Fill in the blanks to show comprehension. • Show reading comprehension by matching. • Read and extract main ideas.	• 8, 12, 17, 26, 30, 35, 36, 44, 48, 54, 59, 67, 71, 76 • 1, 6, 23, 41, R6 • 9, 40, 53, 65, 68, 77, 82, R1 • 7, 64, 81, 93, R5 • 21, 36, 84, 88, 91

Presentational mode **Activities**

Speaking	• Share a list or personal information with classmates. • Present the results of research.	• 45, 75 • 38, *Proyecto*
Writing	• Write a summary or paragraph. • Relay information based on pictures. • Answers questions based on comprehension. • Present information in a table, graph or chart. • Write sentences based on clues.	• 73, 79, 80, 81, 91, 93, R8 • 14, 39, 56, 60, 63, 70, R2 • 1, 6, 23, 41 • 27, 38, 46, 62, 75, 88, 92, R4 • 11, 22, R3, R7

Cross-curricular standards

Subject **Standard** **Activities**

Social Studies	• Discuss production and distribution of arts and crafts. • Research about Chilean cultural topics.	• 54 • 89, 90, 92
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Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

-Class Participation

-Quizzes

-Chapter tests

-Projects

Instructional Materials

Santillana Textbook series

Audio

Workbooks

digital resources

Standards

Standards for learning Spanish

-Interpretive Mode of Communication

• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

-Interpersonal Mode of Communication

• 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in varioussocial situations.

• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

• 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

-Presentational Mode of Communication

• 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

•7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

• 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts

COMMUNICATION

1.1. Interpersonal mode

- Summarize classmates' answers.
- Share personal views with classmates.
- Interview classmates.
- Write diary entry or personal reflection.
- Write questions to ask a partner.
- Write about yourself or your opinions.
- Read a blog.
- Read someone's notes.

1.2. Interpretive mode

- Read a blog on a visit to a Chilean desert.
- Determine if statements are true / false based on descriptions.
- Listen and answer questions.
- Listen and report findings.
- Listen and interpret.
- Read a cultural text.
- Answer reading comprehension questions.
- Read and extract main ideas.

1.3. Presentational mode

- Summarize cultural information in a text.
- Write a list of facts for inclusion in a promotional poster about Chile.
- Share a list of personal information with classmates.
- Present the results of research.

- Write a summary or paragraph.
- Relay information based on pictures.

CULTURE

2.1. Practices and perspectives

- Explore reasons for the deforestation of Easter Island.
- Analyze the reasons for the existence of the Stairs Marathon.
- Analyze the benefits of singing competitions around the Spanish-speaking world.

2.2. Products and perspectives

- Discover the meaning of the moai for the Rapanui people.
- Understand the use and production of *lapislázuli* in Chile.
- Understand the role of a significant Chilean artist and his work.
- Use a popular Mexican game show as inspiration to create a survey.

CONNECTIONS

3.1. Interdisciplinary connections

- Convert Chilean currency to dollars.
- Research the best months to vacation in Chile.
- Explore the possibility of life on other planets.
- Understand how geographical positions influence one's view of the night sky.
- Explain the survival tactics of plants and animals according to their environments.
- Discuss the causes and effects of deforestation.

3.2. Viewpoints through language / culture

- Analyze Chileans' views on nature based on their national parks.
- Discover Chilean geography.
- Understand the significance of statues made by Pre-Columbian peoples.
- Explain the reasons why animals are on the endangered species list in Chile.

COMPARISONS

4.1. Compare languages

- Compare reasons for spelling changes in Spanish verbs with English verbs.
- Compare indefinite adjectives in English with those in Spanish.
- Describe the similarities and differences in the way cause is expressed in English and in Spanish.
- Explain how to determine the meaning of a Spanish verb that has two different definitions in English.

4.2. Compare cultures

- Compare music competitions in Chile with those in the United States.
- Compare views on animals in danger of extinction in Chile and in the United States.

COMMUNITIES

5.1. Spanish beyond the school setting

- Write a paragraph about the conservation of natural resources.
- Convert the price of a school lunch in your school into Chilean pesos.
- Compare the places in your community that make handmade jewelry with the lapis lazuli workshops in Chile.

5.2. Spanish for lifelong learning

- Write a blog entry speculating about the end of a story.
- Design a promotional poster advertising a television program.

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7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.