Feb. Spanish Gr. 8 Unit 7 Argentina

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

Unit Overview

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

Enduring Understandings

Objectives

- To talk about past actions.
- To discuss the different modes of transportation.
- To use travel vocabulary.
- To express actions related to travel.
- To list travel necessities and accessories.
- To talk about destinations and accommodations.
- To express when actions happened in the past.
- To give negative commands.
- To tell locations and give directions.
- To explore cultural aspects of Argentina.

Essential Questions

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

Instructional Strategies & Learning Activities

Contents

Vocabulary

- Modes of transportation.
- Public transportation facilities.
- Travel actions and information.
- Travel accessories.
- Destinations and accommodations.
- Places in a city.

- Directions.

Grammar

- Regular -*ar* verbs in the preterite tense.
- Regular -*er* and -*ir* verbs in the preterite tense.
- Adverbs that indicate time.
- Preterite tense of the verbs *ser* and *ir*.
- Negative *tú* commands.

Culture

- The geography and culture of Argentina.
- Buenos Aires.
- *El tren a las nubes.*
- Public transportation.
- La Pampa and gaucho tradition.
- The Marathon *A Pampa Traviesa.*
- Iguazu Falls.
- *La Plaza de Mayo.*
- *La Casa Rosada.*
- *La Pirámide de Mayo.*
- *El Teatro Colón.*
- The works of an Argentine author.

Overview

Unit plan **Unit 7**

LA LLEGADA

Estimated time: 2 sessions**.**

Dialogue: *En Buenos Aires.*

Forms & Functions:

- Travel necessities and accessories.
- Modes of transportation.
- Travel destinations and accommodations.
- Places in the city.
- Public transportation facilities.
- Expressing readiness.
- Expressing having something handy.

Culture:

- Buenos Aires.

DESAFÍO 1

Estimated time: 5 sessions.

Dialogue: *El tren a las nubes.*

Forms & Functions:

- Modes of transportation and public transportation facilities.
- Expressing actions in the past: Regular *-ar* verbs in the preterite tense.

Culture:

- *El tren a las nubes.*
- *El transporte público: el metro.*

DESAFÍO 2

Estimated time: 5 sessions.

Dialogue: *Un gaucho de la Pampa.*

Forms & Functions:

- Travel necessities and accessories.
- Expressing actions related to traveling: Regular *-er* and *-ir* verbs in the preterite tense.

Culture:

- *Los gauchos.*
- *La Pampa.*
- *A Pampa Traviesa.*

DESAFÍO 3

Estimated time: 6 sessions.

Dialogue: *Las cataratas del Iguazú.*

Forms & Functions:

- Travel destinations and accommodations.
- Expressing when an action in the past took place: adverbs and expressions of time.
- Expressing actions in the past: Preterite tense of the verbs *ser* and *ir*.

Culture:

- *Las cataratas del Iguazú.*

DESAFÍO 4

Estimated time: 5 sessions.

Dialogue: *Sobres en la calle*.

Forms & Functions:

- Places in the city and directions.
- To tell someone what not to do: Negative *tú* commands.

Culture:

- *La Plaza de Mayo.*
- *La Casa Rosada.*
- *La Pirámide de Mayo.*

TODO JUNTO /
EL ENCUENTRO

Estimated time: 2 sessions.

Dialogue: *En el Teatro Colón.*

Forms & Functions:

- Review of *Desafíos 1–4*.

Culture:

- *El Teatro Colón.*

MAPA CULTURAL / LECTURA

Estimated time: 2 sessions.

Mapa cultural: *Argentina.*

Reading: *La vuelta al mundo de Cinthia Scoch.*

REPASO

Estimated time: 2 sessions.

Vocabulary: *Repaso*.

Grammar: *Repaso*.

PROYECTO / EVALUACIÓN

Estimated time: 5 sessions.

Project: *Crónica de un viaje.*

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.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
	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.

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.
ETW	Effects of Technology on the Natural World
	Resources need to be utilized wisely to have positive effects on the environment and society. Some technological decisions involve trade-offs between environmental and economic needs, while others have positive effects for both the economy and environment.
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
Language Arts	• Identify and conjugate past tense of verbs within e-mails. • Understand the difference between present- and past-tense verbs. • Implement reading strategies.	• 18, 35 • 14, 31, 39 • *Lectura*
Art	• Draw an original work of art.	• 85, *Proyecto*
Social Studies	• Explore geographical and political features of Argentina. • Draw and / or read a map or compass. • Become aware of public transportation's uses and efficiency.	• 29, 42, 62, 66, 70 • 46, 64, 65, 71, 80, *Proyecto* • 13
Math	• Convert kilometers to miles.	• 54

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 actions in the past.
- Tell when the actions occurred.
- Show understanding of the use of *ser* and *ir* in the preterite.
- Organize travel plans and accommodations.
- Describe travel destinations.
- Talk about different forms of transportation for a trip and / or around a city.
- List items needed to prepare for a trip.
- Give and take driving and /or walking directions.
- Give and respond to negative commands.

Communicative skills **Unit 7**

Interpersonal mode **Activities**

Speaking	• Talk to a partner about previous and / or future travel plans and preferences. • Talk to a classmate about their activities in the past tense. • Give a partner advice or directions using commands. • Talk to a partner about means of transportation.	• 6, 12, 16, 53, *Proyecto* • 20, 28, 33, 48 • 68, 69, 71, 76 • 10
Writing	• Write a list, paragraph, or fill in a chart to summarize class findings. • Write sentences or a story to read aloud to a partner.	• 28, 53, 57, 61, 75 • 20, 28, 31, 33

Listening	• Listen to a conversation or a partner's questions and respond. • Summarize a conversation.	• 31 • 44, 53
Reading	• Read a map to answer a partner's questions.	• 71

Interpretive mode		**Activities**
Listening	• Listen to a conversation, dialogue or messages and answer questions to show comprehension. • Listen to a conversation and decide which character performed the action. • Match or list activities, pictures or places according to an audio recording.	• 3, 18, 24, 31, 55, 72, 75 • 8, 15, 44, 51 • 27, 49, 61, 63
Reading	• Read a cultural passage and show comprehension by comparing the reading with a person or item from your city, state, or country. • Read a passage, take notes, and / or respond appropriately. • Answer questions based on a picture story. • Answer questions by matching.	• 13, 25, 29, 34, 42, 62, 70 • 11, 18, 35, 36, 40, 52, 56, 73, 77, 81, 84 • 7, 23, 43, 59, 60 • 1, 2, 6, 22, R2, R3

Presentational mode		**Activities**
Speaking	• Act out a dialogue for the class. • Create questions and conduct an interview based on questions. • Present a cultural topic based on a poster.	• 17, 38, 68, 78 • 57, *Proyecto* • 36
Writing	• Write sentences or a story based on clues, pictures or questions. • Write a description. • Use a picture story to answer comprehension questions.	• 17, 19, 26, 27, 32, 37, 41, 45, 49, 50, 51, 58, 63, 69, 72, 74, 76, 83, 85, R4, R5, R6, R7, R8 • 61, 71, 73, 75, 78 • 40, 41

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.

-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.

COMMUNICATION

1.1. Interpersonal mode

- Discuss and vote on the pairs' challenges.

- Talk to a partner about previous and / or future travel plans and preferences.
- Talk to a partner about travel preferences.
- Discuss purchases.
- Give a partner advice or directions using commands.
- Write a list, paragraph, or fill in a chart to summarize class findings.
- Listen to a conversation or a partner's questions and respond.
- Read a passage and discuss the critical thinking questions with a partner.
- Read a passage and compare items in the United States and in the Spanish-speaking world.

1.2. Interpretive mode

- Listen to an audio recording and take notes.
- Listen to a conversation and write sentences to summarize what was heard.
- Listen to a conversation and decide which character performed the action.
- Read a cultural passage and show comprehension by making comparisons with daily life.
- Read a passage and answer the questions based on personal experiences and / or preferences.

1.3. Presentational mode

- Act out a dialogue for the class.
- Write sentences or a story based on clues or questions.
- Use a picture story to answer comprehension questions.
- Take notes based on your or a partner's activities.

CULTURE

2.1. Practices and perspectives

- Understand the use and efficiency of public transportation.
- Understand the customs of an Argentinean gaucho.

2.2. Products and perspectives

- Relate pictures with cultural aspects of Argentina.
- Show comprehension of the history and culture of Argentina.
- Understand the reasoning for painting the *Casa Rosada* pink.

CONNECTIONS

3.1. Interdisciplinary connections

- Review the formation of the past tense in English.
- Create a short story based on clues provided.
- Compare geographical regions in the United States with Argentina's.
- Compare the locations of natural wonders in the United States with the rest of the Americas.
- Understand the history, nature, and purpose of a compass rose.
- Understand compound words in English and in Spanish.
- Convert kilometers to miles.

- Read and follow a map.
- Research the history and representations of statues in the United States.

3.2. Viewpoints through language / culture

- Discuss the advantages and disadvantages of public transportation in your town and in Spanish-speaking countries.
- Compare the lifestyles of Argentine gauchos and American cowboys.
- Compare the speed limits in Latin America with those in the United States.
- Decide what the color of the Presidential Palace in Argentina represents.

COMPARISONS

4.1. Compare languages

- Compare the formation of the past tense in English and Spanish.
- Understand compound words in English and Spanish.
- Compare the similarities and differences between negative commands in English and in Spanish.

4.2. Compare cultures

- Compare Argentine gauchos and American cowboys.
- Compare La Pampa with a region in the United States.
- Compare the Marathon *A Pampa Traviesa* with a race in your town.
- Name statues in the United States, like the *Pirámide de Mayo* in Argentina, that represent the liberation of a people.

COMMUNITIES

5.1. Spanish beyond the school setting

- Write a postcard to a friend to describe your travel experiences.
- View and describe your hometown.

5.2. Spanish for lifelong learning

- Research and present biographical information about a famous Argentine figure.
- Interview people and share information about previous and future travel plans.
- Convert the speed limits in Latin America from kilometers to miles.

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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 various social 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.
7.1.NH.PRSNT	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 with climate change in the student's community and/or different regions in the United States.