Dec. Spanish Gr. 8 Unit 6 Estados Unidos
Copied from: Grade 8, Copied on: 08/09/22

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

Unit Overview

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

Enduring Understandings

Objectives

- To identify professions and workplaces.
- To express future career paths.
- To give commands.
- To express free-time activities.
- To talk about intentions.
- To demonstrate interest in certain hobbies.
- To express the continuation of an action.
- To show interest or disinterest in sports.
- To associate sports with sports equipment.
- To express understanding the differences between the Spanish words for “to play.”

Essential Questions

What is life like in spanish speaking United States, and how can we communicate in Spanish?

Instructional Strategies & Learning Activities

Contents

Vocabulary

- Professions.
- Workplaces.
- Free-time activities.
- Hobbies.

- Equipment used for certain hobbies.
- Sports and sporting equipment.

Grammar

- Irregular affirmative *tú* commands.
- *Ir a* + infinitive.
- Present progressive.
- Present participle.
- Stem-changing verbs (*u* > *ue*).

Culture

- *La Calle Ocho.*
- Little Havana and Maximo Gomez Park.
- Bilingual professions.
- Journalist Cristina Saralegui.
- The Hispanic Society of America Museum.
- Central Park.
- Latin Grammy Awards.
- *La Fiesta Noche del Río.*
- Tejana music.
- The Latino influence on the United States.
- Baseball.
- *Jai alai*.
- To explore the cultural aspects of the United States.

Unit plan **Unit 6**

LA LLEGADA

Estimated time: 2 sessions**.**

Dialogue: *En Washington DC.*

Forms & Functions:

- Professions and workplaces.
- Hobbies and free-time activities.
- Sports.
- To ask and answer what someone does for a living.
- To express a desire.
- To express aproval.

Culture:

- Washington DC.

DESAFÍO 1

Estimated time: 5 sessions.

Dialogue: *Una partida de dominó.*

Forms & Functions:

- Professions and workplaces.
- To give commands and advice: Irregular *tú* commands.

Culture:

- *La Calle Ocho.*
- *Profesiones bilingües.*
- *Cristina Saralegui.*

DESAFÍO 2

Estimated time: 5 sessions.

Dialogue: *Una noche en el museo.*

Forms & Functions:

- Hobbies.
- Expressing the intention to do something: Future actions with *'ir a'* + infinitive.

Culture:

- *La Sociedad Hispánica de América.*
- *Central Park.*

DESAFÍO 3

Estimated time: 6 sessions.

Dialogue: *Fotos de famosos*.

Forms & Functions:

- Free-time activities.

- Expressing the continuation of an action: Present continuous and gerund.

Culture:

- *Los Grammy Latinos.*
- *La Fiesta Noche del Río.*
- *La música tejana.*
- *La influencia latina en los Estados Unidos.*

DESAFÍO 4

Estimated time: 5 sessions.

Dialogue: *¡Vamos a jugar!*

Forms & Functions:

- Sports and sports equipment.
- Sports related vocabulary.
- To talk about sports: the verb *jugar* (stem-changing verbs *u* > *ue*).

Culture:

- *El béisbol.*
- *La popularidad de los deportes.*
- *El jai alai.*

TODO JUNTO /
EL ENCUENTRO

Estimated time: 2 sessions.

Dialogue: *En Grant Park.*

Forms & Functions:

- Review of *Desafíos 1–4.*

Culture:

- *Grant Park.*

MAPA CULTURAL / LECTURA

Estimated time: 2 sessions.

Mapa cultural: *Estados Unidos.*

Reading: *Celebramos la Herencia Hispana.*

REPASO

Estimated time: 2 sessions.

Vocabulary: *Repaso*.

Grammar: *Repaso*.

PROYECTO / EVALUACIÓN

Estimated time: 5 sessions.

Project: *Un cartel sobre un hispano famoso.*

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.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.1.8.CP.1	Compare prices for the same goods or services.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
	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).
9.1.8.FP.2	Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.

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.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
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

Language Arts	• Understand the origin of words. • Graphically organize to write a paragraph.	• 30, 58 • 89, 90
Art	• Study how Spanish history in the Americas influenced modern times. • Study landmarks. • Understand the history of sports in different countries.	• 58, 89, 92 • 26, 28, 35 • 70, 75
Social Studies	• Draw an original artwork. • Study art museums.	• 80 • 26
Music	• Recognize and celebrate music and fine arts. • Investigate the *tejano* genre of music.	• 44, 48 • 53

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

- Recognize the differences between linguistic expressions in Spanish-speaking countries and in the United States.
- Ask about the opening and closing times of an establishment.
- State where someone is going.
- Use the verbs *ir* and *gustar* and irregular verbs that change *e* > *ie* and *o* > *ue.*
- Describe what someone wishes to purchase.
- Express what someone likes or dislikes.

- Compare the location of items in relation to other items.

- Describe and compare the quality of items.
- Compare prices of items.
- Describe customs, geographical aspects, and historical facts of Guatemala.

Communicative skills **Unit 6**

Interpersonal mode **Activities**

Speaking	• Talk to a partner about their opinions and preferences. • Ask and answer questions with a partner. • Role-play with a partner. • Have a conversation.	• 27, 28, 34, 47, 65, 69, 72, 77, 79 • 10, 12, 19, 41, 52, 60, 72, 84, *Proyecto* • 20, 21, 40 • 37, 39, 57, 81, 83, 88
Writing	• Create a poster or drawing to share with classmates. • Write a journal entry or e-mail response with personal information.	• 20, 74, 79, 80, 92, *Proyecto* • 21, 39
Listening	• Listen to a classmate and / or follow his or her instructions. • Use an audio recording to talk about your likes and dislikes.	• 34, 51, 89 • 65, 69
Reading	• Read an e-mail or an instant message.	• 21, 56, 59

Interpretive mode **Activities**

Listening	• Listen to a conversation and answer questions. • Match activities, pictures, or places according to an audio recording.	• 7, 11, 16, 19, 25, 27, 50 • 25, 33, 36, 46, 61, 65, 69, 73, 76, 83
Reading	• Answer questions by matching. • Answer questions based on a picture story. • Read a story, a dialogue, a blog, or an e-mail, and fill in the blanks. • Answer questions according to the clues provided. • Read cultural notes and relate the information to personal experiences.	• 1, 24, 45, R1, R3, • 6, 23, 42 • 2, 8, 15, 21, 56, 59, 63, 84 • 17, 37, 43, 60, 82, R5, R7 • 35, 66, 87

Presentational mode **Activities**

Speaking	• Create a conversation to share with classmates. • Create a presentation.	• 28, 29, 37, 41, 62, 69, 72, 77, 78, 84 • 3, 40, 62, 79
Writing	• Write sentences, stories, or dialogues with the clues given. • Write the answers to questions according to a reading or picture story. • Write an e-mail.	• 3, 12, 17, 20, 23, 28, 29, 32, 33, 34, 38, 43, 47, 60, 64, 67, 68, 73, 75, 82, 90 • 6, 24, 42, 52, 81, 91 • 21, 39, 85

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.

COMMUNICATION

1.1. Interpersonal mode

- Discuss the challenges of the participants.
- Comment about a reading.
- Ask and answer questions from a partner.
- Talk to a partner about their opinions and preferences.
- Gather information from a partner.
- Interview a classmate.
- Have a conversation.
- Make comments based on a picture.
- Play a guessing game.

1.2. Interpretive mode

- Answer questions by matching.
- Listen to a conversation and answer questions.
- Read a story, blog or e-mail, and fill in the blanks.
- Read cultural information and answer the questions.
- Answer questions according to the clues provided.
- Match activities, pictures, or places using an audio recording.

1.3. Presentational mode

- Create a conversation to share with classmates.
- Create a presentation.
- Create a poster or drawing to share with classmates.
- Write an e-mail.
- Write the answer to questions according to a reading or picture story.
- Summarize findings based on an audio recording.
- Write sentences or questions with the clues given.
- Listen to a classmate and/or follow his or her instructions.

CULTURE

2.1. Practices and perspectives

- Read a picture story depicting cultural aspects of the United States.
- Understand cultural gatherings / rituals of different Spanish speakers.
- Investigate popular sports in Spanish-speaking countries and reasons for their popularity.

2.2. Products and perspectives

- Learn about geographical, historical, and cultural aspects of the United States.
- Recognize symbols of Hispanic culture in the United States.

CONNECTIONS

3.1. Interdisciplinary connections

- Understand history of states and cities in the United States that were once ruled by Spanish speakers.
- Recognize those sports that have come from Spanish-speaking cultures.
- Organize community physical activities.
- Identify the geographic locations of large populations of Spanish-speakers in the United States.
- Graphically organize thoughts in order to write a comparative analysis.
- Research famous Hispanics in the United States.

3.2. Viewpoints through language / culture

- Understand the influence of Spanish-language journalism.
- Determine the type of artifact that best represents American culture.
- Learn about the culture of a place whose words have been borrowed.
- Recognize the places that are a national symbol for a particular country.
- Learn about the history of a site that has Hispanic influence.
- Recognize the influence of Spanish-speaking sports figures in the United States.
- Understand the origins and influence of *jai alai*.

COMPARISONS

4.1. Compare languages

- Understand that the denotation of a verb can change depending on the noun used.
- Compare the present progressive in English and in Spanish.
- Understand the meaning of spelling changes in Spanish.
- Understand the differences between the Spanish words for “to play” and their English equivalents.

4.2. Compare cultures

- Question the purpose of community cultural entertainment.

- Compare sports in the Spanish-speaking world and in the United States.

COMMUNITIES

5.1. Spanish beyond the school setting

- Talk about potential professions.
- Organize a Career Fair.
- Talk about plans for after school in the community.
- Plan a family sports outing.

5.2. Spanish for lifelong learning

- Think about the influence of journalism on Hispanic Americans.
- Create a set of dominoes using Spanish professions instead of dots.
- Plan an Olympic Sports Day at school or in the community.
- Investigate and make a poster celebrating Hispanic Heritage.

7.1.NH.IPRET	Interpretive Mode of Communication
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7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
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7.1.NH.IPERS	Interpersonal Mode of Communication
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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.