Sept. Spanish Gr. 8 Unit 5 Espana Copied from: Grade 8, Copied on: 08/09/22

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

Unit Overview

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

Enduring Understandings

Objectives

- To identify the body parts and their basic functions.
- To make descriptions using the five senses.
- To organize daily hygiene routines.
- To use reflexive pronouns.
- To talk about physical and emotional conditions.
- To discuss basic illnesses, basic remedies, and healthy lifestyle choices.
- To give commands and advice.
- To express habits.
- To explore cultural aspects of Spain.

Essential Questions

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

Instructional Strategies & Learning Activities

Contents

Vocabulary

- Body parts.
- The five senses.
- Personal hygiene products.

- Daily hygiene routines.
- Medical staff and their workplace.
- Basic remedies.
- Healthy lifestyle habits.

Grammar

- To express the actions of the five senses.
- To use reflexive pronouns.
- To say something hurts.
- To express physical and emotional states.
- To give commands.

Culture

- The geography and history of Spain.
- *La Vuelta Ciclista a España.*
- The steep mountain pass called *El Angliru.*
- Cubism.
- *La Alhambra.*
- *El Hostal de los Reyes Católicos.*
- *El Camino de Santiago.*
- *El Obradoiro* in Santiago de Compostela.
- *El monasterio de Silos.*
- *El Guernica* by Pablo Picasso.

Unit plan **Unit 5**

LA LLEGADA

Estimated time: 2 sessions**.**

Dialogue: *En Madrid.*

Forms & Functions:

- Body parts.
- Medical professions and buildings.
- To express how someone feels.
- To wish someone to feel better.
- To say where something hurts.

Culture:

- Madrid.

DESAFÍO 1

Estimated time: 5 sessions.

Dialogue: *Una vuelta ciclista*.

Forms & Functions:

- *Body* parts and five senses.
- Expressing actions of the five senses: The verbs *ver*, *oír*, *oler,* and *decir*.

Culture:

- *La Vuelta Ciclista a España.*
- *El Angliru.*
- *¿Lo ves o no lo ves?*

DESAFÍO 2

Estimated time: 5 sessions.

Dialogue: *El azulejo perdido.*

Forms & Functions:

- Personal hygiene products and routines.
- Expressing habitual actions: Reflexive pronouns.

Culture:

- *La Alhambra.*
- *Los productos de higiene personal.*

DESAFÍO 3

Estimated time: 6 sessions.

Dialogue: *El escudo de los reyes*.

Forms & Functions:

- Medical staff and buildings.
- Common symptoms and illnesses.
- Expressing physical conditions: The verbs *doler* and *sentirse.*

Culture:

- *El Hostal de los Reyes Católicos.*

- *El Camino de Santiago.*
- *El Obradoiro.*

DESAFÍO 4

Estimated time: 5 sessions.

Dialogue: *Una receta antigua*.

Forms & Functions:

- Basic remedies and healthy lifestyle habits.
- To give commands and advice: Affirmative *tú* commands.

Culture:

- *El monasterio de Silos.*
- *La belleza física.*

TODO JUNTO /
EL ENCUENTRO

Estimated time: 2 sessions.

Dialogue: *En la Plaza Mayor.*

Forms & Functions:

- Review of *Desafíos 1–4*.

Culture:

- *Los horarios de los españoles.*
- *La Plaza Mayor.*

MAPA CULTURAL / LECTURA

Estimated time: 2 sessions.

Mapa cultural: *España.*

Reading: *El Guernica.*

REPASO

Estimated time: 2 sessions.

Vocabulary: *Repaso*.

Grammar: *Repaso*.

PROYECTO / EVALUACIÓN

Estimated time: 5 sessions.

Project: *Un póster sobre hábitos de higiene.*

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

9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
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).
9.4.8.GCA	Global and Cultural Awareness
	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.
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
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.
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	• Write a descriptive paragraph or e-mail. • Implement and practice reading strategies.	• 13, 21, 22, 23, 39, 42, 82 • *Lectura*
Social Studies	• Locate political and geographical divisions. • Look at and / or read a map.	• *Mapa cultural* • *Tu desafío,* 91, 92
Art	• Draw an original work of art. • Interpret a painting or drawing.	• 20, 23, 55 • 80, 84, *Lectura*

Health and Phys. Ed.	• Describe illness prevention. • Express healthy eating habits and exercise routines.	• 62, 63 • 68, 70, 74, 75, 78, 79, *Proyecto*

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

- Identify body parts.
- Describe surroundings using the five senses.
- Identify daily hygiene products.
- Describe and compare good daily hygiene habits.
- Identify medical professions and their workplaces.
- Express what hurts.
- Identify and describe the symptoms of an illness.
- Express emotions.
- Give and follow commands.
- Identify basic remedies for common illnesses.

- Choose healthy lifestyle habits and illness prevention.

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Communicative skills **Unit 5**

Interpersonal mode **Activities**

Speaking	• Describe people in a photo or drawing. • Compare morning routines and hygiene with a partner. • Discuss and compare responses to a questionnaire with a partner. • Ask and answer questions about aches and pains.	• 6, 8, 11, 20, 23, 27 • 35, 36, 38, 40, 86, *Proyecto* • 65, 66, 70, 72 • 45, 51, 54, 56, 84, R3*
Writing	• Write health tips, slogans, or titles with a partner. • Create a chart to compare a partner's answers.	• 62, 79, 87, 96 • 22, 31, 86, 92, *Proyecto*
Listening	• Interview a classmate and interpret his or her answers. • Listen to clues to play a guessing game.	• 19, 36, 56, 72, *Proyecto* • 23, 51
Reading	• Read and / or take a survey or notes.	• 21, 30, 50

* R: *Repaso*

Interpretive mode **Activities**

Listening	• Match pictures or put pictures in order based on a conversation. • Answer questions based on an audio recording. • Listen to a conversation. • Take notes based on an audio recording or reading passage.	• 64, 92 • 2, 12, 17, 26, 29, 34, 39, 49, 61, 64, 70, 78, 81 • 2, 17, 34, 49, 55, 61, 70, 78, 81, 85 • 21, 30, 39
Reading	• Fill in the blanks of a reading passage. • Draw a picture based on a description. • Answer questions based on a picture story or a reading.	• 18, 67, 69, 79, R4 • 20, 23, *Proyecto* • 6, 7, 20, 25, 32, 38, 43, 44, 48, 50, 57, 63, 68, 72, 88, 93, 94

Presentational mode **Activities**

Speaking	• Act out a skit or dialogue.	• 6, 67, 83, 85, 89

	• Report findings to the class. • Present an individual or group project. • Share opinions with a group or the class.	• 19, 36, 62, 74 • 23, 89, *Proyecto* • 4, 5, 61, 81, 87, 90
Writing	• Write a descriptive paragraph or e-mail. • Create an informative and / or decorative poster.	• 13, 21, 22, 23, 39, 42, 82 • 23, 63, *Proyecto*

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

- Participate in a discussion on a given topic.
- Describe people in a photo or drawing.
- Interview a classmate.
- Compare pictures and / or charts with a partner.
- Compare morning routines and hygiene with a partner.
- Ask and answer questions about illness and a healthy lifestyle.
- Discuss agreement or disagreement based on an audio recording.
- Prepare a presentation with a partner.
- Discuss and compare responses to a questionnaire with a partner.

1.2. Interpretive mode

- Answer questions based on a picture story, reading, or audio recording.
- Read or listen to a conversation.
- Put pictures in order based on a conversation or captions.
- Take notes based on an audio recording or reading passage.
- Draw a picture based on a description or an audio recording.

1.3. Presentational mode

- Act out at a skit or dialogue.
- Report findings to the class.
- Present an individual or group project.
- Share opinions with a group or the class.

CULTURE

2.1. Practices and perspectives

- Learn about the leader in a bicycle race.
- Describe the use of hygiene products in Spanish-speaking countries.
- Compare community schedules in Spanish-speaking countries with those in the United States.
- Identify and understand the Arabic influence in Spain.

2.2. Products and perspectives

- Describe hygiene products used in Spanish-speaking countries.
- Identify cubism as an art style.
- Understand the uses and history of the *Hostal de los Reyes Católicos*.
- Use artwork to understand the happenings of a specific time period.
- Reflect on the idea of beauty in other time periods and in different cultures.

CONNECTIONS

3.1. Interdisciplinary connections

- Draw an original work of art.
- Interpret a painting or drawing.
- Use spelling as a vocabulary resource.
- Implement and practice reading strategies.
- Locate political and geographical divisions.
- Look at and / or read a map.
- Describe illness prevention.
- Express healthy eating habits and exercise routines.

3.2. Viewpoints through language / culture

- Interpret the meaning of artworks by Hispanic artists.
- Understand the feelings and motivations behind a pilgrimage.
- Identify the changes in health and medicine over time and between cultures.

COMPARISONS

4.1. Compare languages

- Compare reflexive and non-reflexive verbs.
- Explore reasons for using articles versus possessive adjectives.
- Understand how accent marks can change the meaning of a word.
- Recognize the difference between *tú* commands and verbs conjugated in the *usted* form.

4.2. Compare cultures

- Compare personal hygiene products in the United States with those in Spanish-speaking countries.
- Compare concepts of health and medicine in the United States with those in Spanish-speaking countries.
- Use artwork to understand the happenings of a specific time period.

COMMUNITIES

5.1. Spanish beyond the school setting

- Convince the judges why a particular team should win.
- Visit a website to watch a video on a cultural event or famous figure.

5.2. Spanish for lifelong learning

- Identify and label the hygiene products students use on a daily basis.
- Use the Internet to find information about famous Spanish landmarks.

Research and identify ways to live a healthier lifestyle.

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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.