Unit 2

Content Area: **World Language**
Course(s): **Spanish 1**
Time Period: **Marking Period 2**
Length: **MP2**
Status: **Published**

Essential Questions

- How does the weather affect our environment?
- What is the weather like?
- How many X do you have?
- What are you wearing?
- What is he/she wearing?
- What color is/are your X?

Big Ideas

- Weather
- Parts of the body
- Clothes

Enduring Understandings

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Grammar

- Use of muy and mucho as very

- Negation
- Verbs to wear and to have
- Singular vs. plural
- Masculine vs. feminine
- Question words

Technology Integration

- Through the purposeful use of technology, and at the teacher's discretion:
- Students read, listen to, and view authentic, engaging, and timely materials from the target culture.
- Students practice interpersonal skills as they interact via video, audio, or text in real-time with other speakers of the target language.
- Students collaborate on presentational tasks with their peers or teacher, anytime, anywhere.
- Students work at their own pace as they access online content and/or utilize computer adaptive programs managed by their teacher.
- Students practice discrete skills with engaging online games and applications.
- Students benefit from differentiated instruction where multiple applications can be used to assess students, assign varied tasks, track data, give real-time feedback, and manage classrooms and lessons.

Climate Change

7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

- Activity : Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in the students' own cultures. Have students talk within their small group about what things at school can be recycled and why it is important to do it after listening, viewing and discussing. Have groups of 2-4 students name things that can be reused with a new purpose from the video or other experiences, for example an empty bottle of water can be turned into a piggy bank.

DÍA DEL RECICLAJE para niños

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- Activity: Students will tell a classmate their favorite type of weather using spanish language.

7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

- Activity: Students will listen to a spanish read aloud about the weather and be able to determine what weather they are discussing in the text.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

- Activity: Students will play a weather matching game where they have to match the weather to the corresponding spanish word.