Unit 2

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

Essential Questions

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

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

- Verbs to wear and to have
- Use of muy and mucho as very
- Negation
- Singular vs. plural
- Masculine vs. feminine
- Question words

Technolgy 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.

Diversity Integration

Amistad

Students will recognize the Spanish connection with Amistad.

The Amistad was a ship on which a successful revolt by enslaved Africans occurred in 1839. The revolt drew considerable international attention and made many in the United States take a closer look at the issue of slavery. An 1817 treaty between England and Spain left the Spanish colony of Cuba in a peculiar situation. Slavery remained legal, but further importation of enslaved people was prohibited. In spite of the ban, slave-traders continued to smuggle in enslaved people for several decades and tried to pass them off as legal.

Climate Change

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.

- In this activity students will match weather words in spanish to their corresponding word in english.

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.

- In this activity students will draw a poster of a weather patern and label the weather in spanish. They will use spanish language to present it ot heir classmates,