Unit 1

Content Area: **World Language**
Course(s): **Spanish 6**
Time Period: **Marking Period 1**
Length: **MP1**
Status: **Published**

Essential Questions

- How do environmental, political, and societal challenges positively and negatively impact communities?
- What role do individuals play in addressing complex societal issues?
- How do challenging issues affect a society 's culture?

Big Ideas

- Introductions (names & feelings)
- Classroom language/commands
- Polite requests/questions
- Calendar
    - Days of the week, months, seasons
- Weather
- Numbers
- Colors
- School supplies
- Verbs to be and to have

Enduring Understandings

- 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.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 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.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.

Grammar

- Verbs to have and to be
- Subject pronouns
- Subject-verb agreement
- Noun-adjective agreement
- Singular vs plural
- Definite and indefinite articles

Cross-Curricular Integration

Integration aeas: Social Studies and ELA

Use skills from social studies and English language arts to present short biographical sketches of people from the past and present who have had a positive influence locally and globally.

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.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.

- Have students watch the following video about how teens plays musical instruments with recycled materials picked up from the trash: The Recycled Orchestra Perform after LANDFILL HARMONIC

screening Have a class discussion about global warming and its impact in different parts of the world. Invite students to compare and contrast their experience with those students in Uruguay