# Unit 1

Content Area: **World Language**
Course(s): **Spanish 7**
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 area: Science**

Use science knowledge and skills to record daily temperatures and weather in different locations around the world, giving reasons for temperatures based on location and time of year.

## 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.

- Project #2: Personal Writing: Letters to the Editor

Students will understand the impact of writing letters to the editor while practicing Spanish writing

skills.

*How to do this activity:* Ask students to find a news article related to an environmental concern and bring it with them to class. In class, ask students to discuss their articles briefly. Get argumentative writing juices flowing by asking the class: ‘Why should other people know more about this environmental issue?’