Modes of Communication

Content Area: **World Language**
Course(s): **Spanish 7**
Time Period: **MP1-4**
Length: **MP1-4**
Status: **Published**

Interpretive

7U4;7.1.NH.IPRET.1:

- Show students a map of the Spanish-speaking world. Point out the proximity of many to the Spanish-speaking countries to the United States. Ask students what influence this has on the United States and how learning Spanish will impact their daily lives.

7U4;7.1.NH.IPRET.7:

- Ask students to create a dialogue in which two new students meet on the first day of class. They should use as many expressions as they can. Have students complete the dialogue.

Have students look at the photo Saludo Primera Dama Colombia and answer the following questions.

- Who are the people in the photo?
- What are they probably saying?
- Where are they?

7U1;7.1.NH.IPRET.7

- Use vocabulary presentation Google slides or digital images to assist with the vocabulary words. Point to objects in the classroom and ask questions such as: ¿Qué es?, ¿Es una mesa?, ¿Es un reloj? Vary by asking: ¿Qué hay en el escritorio?, ¿Qué hay en la mesa?

7U4;7.1.NH.IPRET.2:

- Present various popular songs in the target language for pronunciation practice as well as cultural enrichment https://www.youtube.com/watch?v=FnHJURL1ln8 Provide the lyrics and ask students to sing along as well as list some of the vocabulary words they recognize in the song in the lyrics. You can also use LyricsTraining to have students listen to songs in Spanish by levels and to type words after listening to the songs.

Interpersonal

7U3;7.1.NH.IPERS.5:

- Show the interview Entrevista con mi papá have the students brainstorm other expressions they may know that would be useful in an introduction situation. In order to practice basic greetings and introductions, ask students to form groups of three or four and introduce themselves to the rest of the students in the group.

7U1;7.1.NH.IPERS.3:

- Write these questions and answers on the board, explaining their meaning as you do so:
  - ¿Qué día es hoy? Hoy es _____
  - ¿Qué día es mañana? Mañana es _____
  - ¿Cuándo es la prueba? Es el _____

Note: Explain that Monday is considered the first day of the week in the Spanish-speaking world and usually appears as such on the calendar. Example: Calendar Colombia South America

Calendario de Colombia del 2022 | ¿Cuándo en el Mundo?

7U3;7.1.NH.IPERS:

- Ask students to answer simple questions. ¿Tienes una familia grande?, ¿Tienes hermanos?,¿Cuántos tíos tienes?, etc.

7U1;7.1.NH.IPERS.6:

- Play a video about climate change in Spanish, then have students ask each other about the cognates and information they identify in the video. Have a class discussion about Climate change and provide possible initiatives that can be done.

Presentational

7U2;7.1.NH.PRSNT.2:

- Have pairs of students review https://www.colegiodelibes.com/uploads/files/pdf/brochures/2018/cursos-espanol-2018.pdf and identify cognates and guess their meaning. Ask students what type of information is contained in Cursos de Español en Salamanca. Discuss elements of the recognizable format that helped them predict the content, such as the headings, the lists of courses, and the extra-curricular activities. Create a Google doc document with the information that was discussed.

7U1;7.1.NH.PRSNT.5:

- Ask students to write a description of yourself that include: Your name and where you are from
  - Where you go to school
  - The courses you are taking
  - Where you work (if you have a job)
  - Some of your likes and dislikes.

7U3;7.1.NH.PRSNT.3:

- Provide the students with the following directions: You are going to introduce us to your family. In order to do so, you will create your family tree with a power-point presentation. You must include at least 10 family members/pets. Have at least 3 generations (you, parents, grandparents). Describe each

family member in complete, Spanish sentences with the specific information that follows. Creativity and neatness are important. Above all…..have fun and involve your family in this project!!!

Specifics:

- Slide 1: title page which must include your name, title of project, date in Spanish.
- Slide 2: Family tree template which is on my teacher page. Fill in the names of your family members with relationships listed in Spanish in each box and save it for your PPT. You will create a new slide to describe each of the 10 members you selected for your family tree. Please note that all pictures must be good quality and school appropriate.
- Slides 3-12: individual description of each family member/pet with the following information.
    - A. Full Name
    - B. Relationship to you (sister, brother etc.)
    - C. Age and birthday
    - D. 2 Physical descriptions (use a variety)
    - E. 2 Personality descriptions (use a variety)
    - F. An additional interesting fact

For example:

    - 1. (A.) Se llama David Rodriguez. (B.) Él es mi papá. (C.)Tiene cincuenta años. Su cumpleaños es el 9 de marzo. (D.) Es moreno y alto. (E.) Es muy ambicioso y honesto. (F.) Le gusta ver fútbol americano.

7U1;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: Climate Change:

- Present the video Diego Torres - Color Esperanza (Videoclip) to the students. Ask students to analyze the weather in the video and its impact on the planet. Have the students write about the impact of climate change after they watched the video and compare the climate with the climate in his/her own community. Request the students to present ideas to improve climate change.