Unit 1

Content Area: **World Language**
Course(s): **Spanish 8**
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

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.

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 #1: Students will create posters for Earth Day with slogans written in Spanish.

  How to do this activity: Prepare for the activity by selecting vocabulary words in advance according to the theme of endangered species. Gather art supplies like marker pens, paint and brushes, magazines, glue and scissors.

  Start with a list of ten new animal words, or if you would like to offer a challenge, start with a list of twenty animal words and schedule an assessment for the end of the week. Distribute the vocabulary lists and discuss with them briefly the risks these animals might face as a result of pollution and climate change.

  Assign each student a specific animal and ask them to create a poster that contains a Public Service Announcement about their animal that begins with '*protejamos*' (let's protect); for example, '*Protejamos pinguinos! Por favor!*' (Let's protect the penguins! Please!). The students can illustrate their posters with drawings, paintings, and collages. Post finished PSA posters in the classroom or around the school.

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.