Modes of Communication

Content Area: **World Language**
Course(s): **Spanish 8**
Time Period: **MP1-4**
Length: **MP1-4**
Status: **Published**

Interpretive

8U4;7.1.NH.IPRET.7:

- Give new perspectives. Have students look at the photo Saludo del Topeton "Demonstrate how you greet friends, then unknown adults. What gestures do you use? Focus on presenting words in context and on personalized activities. Have students meet and greet each other, then ask: ¿Quién es él? ¿Y ella? ¿De dónde es?

8U4;7.1.NH.IPRET.1:

- Ask students to provide whatever words in Spanish they know that relate to the context: "Think about food and restaurants. What words come to mind?" Write and display the words to encourage and prepare students. Next, ask students simple questions about food and rstaurants.

8U4;7.1.NH.IPRET.2:

- Have students watch a video about Implementación de la sala de clases (videos must be authentic and you may want to show a video of your own family or relatives). After students watch the video, provide students with a graphic organizer e.g.Venn Diagram to identify similar and different products and practices between Chiles's classrooms with those in those in the U.S.

8U1;7.1.NH.IPRET.8:

- Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

8U3;7.1.NH.IPRET.4:

- Have students watch a video about Mi familia en Mexico Ask students to provide words they know that relate to the family. What words come to mind in Spanish after watching the video? Next, ask students simple Spanish questions about their own experience with families. ¿Cuántas personas hay en tu familia? ¿Quienes son los miembros de tu familia ¿Cómo se llaman?

8U3;7.1.NH.IPRET.6:

- Have students watch a video about Carlos Vives - Colombia, Mi Encanto (From "Encanto") Encourage students to identify the cultural and family aspects of the song and the country the song refers to. After students watch the video, provide students with a graphic organizer e.g.Venn Diagram to identify similar and different cultural and family aspects between Colombia's family and families in your own community.

8U4;7.1.NH.IPRET.6:

- Have students to watch a video No se habla de Bruno (De "Encanto") After the students watch the video, ask them to research the different cultural aspects observed in the video. 1. Colombian Guayabera Shirt 2. Colombian Wayuu backpack. 3. Colombian Cumbia dance costumes At the end, choose a partner to comment on the aspects observed and investigated.

8U1;7.1.NH.IPRET.8:

- Ask students to present initiatives at the school community level to prevent possible problems from climate change. Present your ideas to the group with a graph organizer.

Interpersonal

8U3;7.1.NH.IPERS.5:

- Divide the class in small groups, have each group pick a situation to prepare and perform based on presentations. Tell groups not to memorize every word of the conversation. Have students rehearse the situations a few times and present in front of the class.

8U1;7.1.NH.IPERS.3:

- Have students prepare a day - planner for the upcoming week. Tell them to list each day of the week and the things they expect to do each day, including classes, homework, texts, appointments and social events. Provide unfamiliar vocabulary as needed. Tell them to include the time each activity takes place. Have them exchange their day-planners with a partner and check each other's work.

8U2;7.1.NH.IPERS.2:

- Have student pairs research a famous English speaking family (such as the Kennedys) and write a brief comparison with the Spanish Royal Family. Provide the students with a venn diagram. Ask students to include information about involvement in politics and popularity. Have students present their comparison to the class. This activity may have to be done using English.

Presentational

8U2;7.1.NH.PRSNT.2:

- Ask students to research Latino people who have made or are making a positive impact on our society. Explain the importance of good data collection. Students should select information that is interesting and relevant. To develop research skills, ask students to provide quotes in the correct format and to include a bibliography. Let students decide their presentation format: poster, computer, dramatization.

They should develop criteria for deciding what information to include.

8U1;7.1.NH.PRSNT.5:

- Ask students to use the internet to research a famous plaza principal in a Spanish-speaking city or town: the plaza's location in the city, when it was built, current uses, and other significant information. Have them compare the plaza to a well-known outdoor space in the U.S city or town. Encourage them to include photos. Then have the students present their findings to the class. Request the students to present the information on Google form.

8U4;7.1.NH.PRSNT.4:

- Ask a small group to create a Health & Wellness brochure using the brochure https://www.colegiodelibes.com/uploads/files/pdf/brochures/2 018/cursos-espanol-2018.pdf as a model. Encourage them to rely on cognates. Have students share their brochures with members of the Spanish-speaking community in your area.