**2016-2017 School year Trimester 1- Spanish 7th grade -12th grade.**

**(These lessons can be applied to ANY language)**

**Using the Presidential Debates and election, the loss of Shimon Peres and other real world scenarios to let students apply and take pride in their Spanish skills.**

All levels, even beginning language students, are able to apply thematic vocabulary and grammar to the most important news taking place in our world during the first trimester. I have always incorporated election years into my curriculum but social media is more accessible and influential than ever before. The goal is to make the news personal and relevant to each and every student. All students, 7th – 12th, watched all or parts of the debate on September 26th for homework. I created various rubrics for presentations and debates in class the next day.

**DEBATE Selected images displayed on Whiteboard**

**7th grade**- They have only been in class for three weeks at level 1. Besides listening for issues about immigration (given that a huge percentage consists of Spanish speakers) and reporting back in English, the students write who the candidates are, where they are from, where they are during the debate (two different types of TO BE), how they are (feeling) and what time the debate is happening. Extra credit is given for going beyond the expectations using descriptive adjectives for personality and physical characteristics.

**8th grade-**  At this level ONLY **Spanish** is permitted and they are graded on the quality of their answers; use of interrogatives, correctly conjugated verbs in the present tense, noun and adjective agreement and the verb GUSTAR (different construction) as to why they or family members like or do not like a certain candidate. They may also comment on the family members who are at the debate in support of the candidate. These terms are in addition to the ones for 7th graders.

**9th grade-**  This is the first year of **high school level Spanish** and given that we see these students more than we see the middle schoolers, the expectations are much higher and the rubric more sophisticated. The 9th graders know almost all regular and stem changing verbs in the present tense. I ask for specifics about what each candidate says and does individually and also what they both do to highlight the same verbs in 3rd person singular and plural, followed by a first person response to the various issues. Then, to follow up, I have the students work in groups to get practice with different forms of the verbs in using you (familiar), we and of course I.

**10th grade-** This year my 10th graders are at the same level as the 9th therefore the expectations are the same.

**11th grade-** This year’s 11th graders are at the beginning of **Spanish 3** where they have mastered present, present progressive and preterit tenses. I ask these students to talk about the debate in the **past**. Then they say what the candidates and moderators DIDN’T say or do to add a twist. Level III students also add vocabulary about feelings and moods to their conversations.

**12th grade-**  At the **Spanish 5** level, these students have mastered all of the verb tenses. We had previously spoken about the basics of each candidate and their general campaigns. Reactions to the debate needed specific prompts in order to yield certain components of Spanish grammar.

What were the most memorable points of the debate?

What was the environment like when the candidates arrived? Did the feeling change during the debate? How do you think the candidates were feeling? (reflexive verbs, verbs of emotion)

* Who do you think *had prepared* better?
* What should he/she *have done*?
* Was the moderator fair?
* What was each of them (imperfect tense) doing while the other was speaking?
* If you were (imperfect subjunctive mood) a candidate or a manager, how would you (conditional tense) approach competing in the debates?
* Do you think anyone changed his/her mind after the debate

**What tends to happen when the students are well prepared is that they are so excited about the worldly issue and their personal involvement about it that the effort becomes secondary. They can’t believe they can articulate themselves about real, outside the text book scenarios.**

**Loss of Shimon Peres in a very Zionistic JDS**

I created work sheets with prompts for all Spanish students using the appropriate grammar and vocabulary for each level. The prompts, in Spanish, teaches them the proper way to ask a question, the change the verb in the answer accordingly.

**7th grade** Of course the beginning level was simple but still relevant as they identified Who Peres is, what his parents’ names are (Z’l), where the Peres family is from, what his job is and what his nationality is (during most of his life, Israeli)

**8th grade** Other than when and where he was born, the date he died and his age(preterit tense), all other prompts were in the present and present progressive tenses. They only know regular verbs in the past tense at this point so they are limited.

* Why is Peres important to the Jewish people? (Importar- a verb with odd construction)
* Describe Peres with descriptive adjectives.
* Who is his wife and who are his children?
* In what city do they live?
* What do leaders from other countries think of Peres? How do we know?
* What can we learn from him and the other founders of Israel?

**9th and 10 th grade (Both Spanish 2)**

Same questions as in 8th grade plus:

* Why **did** his family leave Poland?
* From whom **did** Peres **learn** a lot as a child?
* For how many years **did he live** in a kibbutz?
* What **did** Peres **care about/ interest** him most?
* Can you think of others who care about PEACE as much as Peres?
* What can you do personally to help the peace process?

**11th grade Spanish 3 (present tense, preterit and imperfect tenses)**

* Besides time line questions and basics..
* Where did he live as a child and with whom?
* Who had the most influence on Shimon Peres during his childhood?
* What type of family was he from? (status, class…)
* Why did he leave his native country?
* With which other famous Israeli leaders did he work?
* What year did he become PM?
* Describe/Imagine a typical day for Peres; included daily routine, work, personal life…
* What can you do personally to promote the peace process?

**Spanish 4 students are in Israel for the first trimester**

**12th grade Spanish 5**

* It is almost incomprehensible that a man could achieve what Peres did during his lifetime. Who and what influenced him? Who were his supporters? Opposition? What did other world leaders think of him?
* What adjectives would you use to describe him?
* Imagine you worked for or with Peres… what do you think his days looked like? Include at what time he woke up, his personal chores, his efforts at the office, late night meetings, family, traveling etc.
* What can you do personally for the peace process?

Surviving in a Spanish speaking environment (9th – 12th grades)

Schedules, personal routines and habits are crucial for camp/class trip and college roommates. After thematic vocabulary and reflexive verb conjugation quizzes I show a segment from Mr. Bean on youtube which can be used for any language because there is no speaking. In this video, the students watch Mr. Bean waking up late for an appointment. All kinds of obstacles ensue. The vivid images serve as a venue for them to retell the sequence of actions in either the present or past tense. Then, the students have 16-20 minutes (depending on class size) of an activity equivalent to **speed dating** where they have two minutes to ask rotating partners about their habits and daily routines to best match them with an ideal roommate. Their ticket out of class that day is an explanation of their choice and specifics as to why they are compatible.

1.<https://www.youtube.com/watch?v=IacjiYGj9l4>

2. Travel http://www.renfe.com/index.html

Navigating a foreign country- getting directions, planning destinations and touring are one of the most exciting skills a student of any age could acquire. After vocabulary quizzes on the appropriate themes, my students go on a Spanish website and book trains to various cities in Spain from start to finish until they have to give the payment. They “screen shot” the itinerary and discuss it with others. Their ticket out of class or for homework is to describe the experience, any glitches that occurred and why they chose various cities in terms of the attractions/hotels/activities.