

# Newark Board of Education

## School Closure Packet

### Language Arts, Social Studies & World Languages for Grade 7



Roger León  
Superintendent

2020 School Year

NAME: \_\_\_\_\_

TEACHER: \_\_\_\_\_

# **GRADE 7 SCHOOL CLOSURE PACKET**

## **DIRECTIONS**

*Complete each activity in the School Closure Packet. Be sure to read all texts and complete activities thoughtfully and thoroughly.*

Students are to return the completed packet to their teachers when school reopens.

**Parents, you are encouraged to assist in the following ways:**

- Make a plan to complete the activities.
- Provide a time and quiet space for your child to work on these assignments.
- Help your child to complete the activities if he or she needs support.
- Review and discuss your child's responses. (Strongly urged at grades Kdg - 4)
- Provide positive feedback and praise for sincere effort and independence.
- Encourage daily reading of 10 minutes of a self-selected book.
- Read to your child, listen to him/her read, or share the reading. (Strongly urged at grades Kdg - 4)
- Ensure that the completed packet is returned to school when school reopens!

**Thank you for helping your child to be successful!**

**Day 1**

**Do Now:** Read independently for 20 min. Respond in Reader's Notebook

**Reading:** HMH Unit 6 Change Agents Page 438-449

- **Everybody Writes:** What inspires people to make a difference? Respond on the **Google Classroom** (If you do not have access you may respond in your notebook.)
- Review Author's Point of view *page 439*
- Critical Vocabulary *Page 440*
- Review Language Conventions: Commas *Page 440*
- 1<sup>st</sup> Read "Craig Kielburger Reflects on Working Toward Peace" by Craig Kielburger (Respond to Notice and Note)
- Log in to HMH and Complete the Check for Understanding Questions or write the response in your notebook.

**Writing:** How does the author develop the theme that everyone has abilities they can use to improve the world? Remember to use evidence from the text to support your thinking.

**Day 4**

**Do Now:** Read independently for 20 min. Respond in Reader's Notebook

**Reading:** HMH Unit 6 Change Agents Page 438-449

- Read "Craig Kielburger Reflects on Working Toward Peace" by Craig Kielburger
- **Everybody Writes:** What are the Body Paragraphs Basics?

**Writing:** How does the author develop the theme that everyone has abilities they can use to improve the world? Use textual evidence to support your response. (Revise your writing today. Review your body paragraphs. Do they support your thinking well enough?)

**Day 2**

**Do Now:** Read independently for 20 min. Respond in Reader's Notebook

**Reading:** HMH Unit 6 Change Agents Page 438-449

- **Everybody Writes:** What is Craig's Kielburger's main idea in this personal essay? (Respond on the Google Classroom, if you have access)
- 2<sup>nd</sup> Read "Craig Kielburger Reflects on Working Toward Peace" by Craig Kielburger
- Analyze the Text Page 446

**Writing:** How does the author develop the theme that everyone has abilities they can use to improve the world? What literary devices does the author use to convey this message? What's the impact of using these devices?

**Day 5**

**Do Now:** Read independently for 20 min. Respond in Reader's Notebook

**Reading:** HMH Unit 6 Change Agents Page 450-453

Read analyze a Documentary page 450

Log on to HMH and View Video

Analyze media answer questions #2-5 page 452

- **Everybody Writes:** What is the central idea of *It Takes a Child*? (Respond on the Google Classroom or in your notebook.)

**Writing:** How does the author develop the theme that everyone has abilities they can use to improve the world? Use textual evidence to support your response. (*Self-edit your essay and write your second draft.*)

**Day 3**

**Do Now:** Read independently for 20 min. Respond in Reader's Notebook

**Reading:** HMH Unit 6 Change Agents Page 438-449

- Critical Vocabulary page 448
- Language Conventions page 449
- 3<sup>rd</sup> Read "Craig Kielburger Reflects on Working Toward Peace" by Craig Kielburger
- How does the author encourage people to support his cause? Use textual evidence to support your response. (*Respond in the Google Classroom or in your notebook.*)

**Writing:** Create a thesis statement for the following question: How does the author develop the theme that everyone has abilities they can use to improve the world?

**Day 6**

**Do Now:** Read independently for 20 min. Respond in Reader's Notebook

**Reading:** HMH Unit 6 Change Agents Page 454-465

- **Everybody Writes:** How might guilt, or feelings of regret, affect your relationship with someone? Respond on the Google Classroom or in your notebook.
- Read Analyze Realistic Fiction page 455
- Read Analyze Character Qualities page 455
- 1<sup>st</sup> Read "Sometimes a Dream needs a Push" by Walter Dean Myers (Respond to Notice and Note)

**Writing:** Write an essay that describes and analyzes the conflict between Chris and his father. Analyze how the thoughts and actions of both characters contribute to their conflict over the course of the story. (Remember to record characters' thoughts and actions while you are reading.)

## Day 7

**Do Now:** Read independently for 20 min. Respond in Reader's Notebook

**Reading:** HMH Unit 6 Change Agents Page 454-465

- Critical Vocabulary page 456
- **Everybody Writes:** What is the Central idea of **Sometimes a Dream needs a Push?** (Respond on the Google Classroom or in your notebook.)
- 2<sup>nd</sup> Read "Sometimes a Dream needs a Push" by Walter Dean Myers
- Log in to HMH and Complete the Check for Understanding Questions. You may complete this in your notebook.

**Writing:** Write an essay that describes and analyzes the conflict between Chris and his father. Analyze how the thoughts and actions of both characters contribute to their conflict. Be sure to use text evidence to support your thinking.

## Day 10

**Do Now:** Read independently for 20 min. Respond in Reader's Notebook

**Reading:** HMH Unit 6 Change Agents Page 476-486

- **Everybody Writes:** If you and a friend both described the same event, would your accounts be the same? Explain why they might differ. (Respond on the Google Classroom or in your notebook.)
- Review Compare Authors' Purposes and Messages on page 477
- Review Analyze History Writing on page 477
- Review Determine Key Ideas on page 477
- 1<sup>st</sup> Read *Frances Perkins and the Triangle Factory Fire* by David Brooks (Respond to Notice and Note)

**Writing:** Write an historical fiction narrative based on the events in *Frances Perkins and the Triangle Factory Fire* by David Brooks.

## Day 8

**Do Now:** Read independently for 20 min. Respond in Reader's Notebook

**Reading:** HMH Unit 6 Change Agents Page 454-465

- **Everybody Writes:** Think about the story's title, *Sometimes a Dream Needs a Push*. Whose dream is the author referring to? What do you think the dream is? Explain the significance of the title.
- 3<sup>rd</sup> Read "Sometimes a Dream needs a Push" by Walter Dean Myers
- Analyze the Text page 464 Questions 1-5
- Critical Vocabulary page 466

**Writing:** Create a thesis and outline for the following essay:  
*Write an essay that describes and analyzes the conflict between Chris and his father. Analyze how the thoughts and actions of both characters contribute to their conflict over the course of the story.*

## Day 11

**Do Now:** Read independently for 20 min. Respond in Reader's Notebook

**Reading:** HMH Unit 6 Change Agents Page 476-486

- Complete Critical Vocabulary page 478
- Review Language Conventions page 478
- **Everybody Writes:** Reread paragraphs 8–10. What tone is created here? What is author's point of view as he describes the start of the fire and the first attempts to extinguish it? How can you tell? (Respond on the Google Classroom or in your notebook.)
- 2<sup>nd</sup> Read *Frances Perkins and the Triangle Factory Fire*
- Log in to HMH and Complete the Check for Understanding Questions or complete it in your notebook

**Writing:** Write an historical fiction narrative based on the events in *Frances Perkins and the Triangle Factory Fire*.

- Gather historical details for your story
- Use the model on page 478

### Day 9

**Do Now:** Read independently for 20 min. Respond in Reader's Notebook

**Reading:** HMH Unit 6 Change Agents Page 454-465

- Sometimes a Dream needs a Push" by Walter Dean Myers

**Writing:** Write an essay that describes and analyzes the conflict between Chris and his father. Analyze how the thoughts and actions of both characters contribute to their conflict over the course of the story. Use textual Evidence to support your response.

### Day 12

**Do Now:** Read independently for 20 min. Respond in Reader's Notebook

**Reading:** HMH Unit 6 Change Agents Page 476-486

- Everybody Writes: What does the information in paragraph 13 indicate about working conditions in the factory? Cite details from the text that support your answer. (Respond on the Google Classroom, if you have access)
- 3rd Read Frances Perkins and the Triangle Factory Fire by David Brooks
- Analyze the Text page 486
- Critical Vocabulary Page 488

**Writing:** Create a list of events for your historical fiction narrative based on the events in *Frances Perkins and the Triangle Factory Fire*.

### Day 13

**Do Now:** Read independently for 20 min. Respond in Reader's Notebook

**Reading:** HMH Unit 6 Change Agents Page 476-486

- **Everybody Writes:** What can a person do after learning of a tragic event such as a fire, flood, or tornado? (Respond on the Google Classroom or in your notebook.)
- Review Paraphrase page 491
- Review Analyze Text Structure page 491
- Review Critical Vocabulary page 492
- Review Subject-Verb Agreement and Prepositional Phrases page 492
- 1<sup>st</sup> Read from *The Story of the Triangle Factory Fire* by Zachary Kent (Respond to Notice and Note)
- Log in to HMH and Complete the Check for Understanding Questions. You may complete this in your notebook if you like.

**Writing:** Gather historical details from *The Story of the Triangle Factory Fire* for your historical fiction narrative. (Use the model on page 478 to help if needed.)

### Day 14

**Do Now:** Read independently for 20 min. Respond in Reader's Notebook

**Reading:** HMH Unit 6 Change Agents Page 476-486

- **Everybody Writes:** In two or three sentences, summarize the changes that occurred in the aftermath of the tragedy. Be sure to mention the time period over which the changes happened. (Respond on the Google Classroom or in your notebook.)
- 2nd Read From *The Story of the Triangle Factory Fire* by Zachary Kent (Respond to Notice and Note)
- Analyze the Text page 496

**Writing:** Write an historical fiction narrative based on the events in *Frances Perkins and the Triangle Factory Fire* and *From the Story of the Triangle Factory Fire*.

- Follow the directions under Create and Adapt on page 497 to plan your story.

**Day15**

**Do Now:** Read independently for 20 min. Respond in Reader's Notebook

**Reading:** *Frances Perkins and the Triangle Factory Fire* by David Brooks

*From The Story of the Triangle Factory Fire* by Zachary Kent

**Writing:** Write an historical fiction narrative based on the events in *Frances Perkins and the Triangle Factory Fire* and *From the Story of the Triangle Factory Fire*.

- Use the guides and your evidence gathered to write your historical fictional narrative

Newark Board of Education	Grade 7	Social Studies Plan
<p><b>Weekly Assignment</b></p> <p><b>6.3.8.A.1</b> Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p>	<p><b>Day 1</b></p> <ol style="list-style-type: none"> <li>1. Read: “Education supporters in Boston rally for increased school funding”</li> <li>2. See article <a href="#">here</a>.</li> <li>3. Complete Note Catcher</li> <li>4. Write a response in your notebook to this task: <ul style="list-style-type: none"> <li>• Write a short paragraph that explains the central idea of the article.</li> <li>• Use at least two details from the article to support your response.</li> </ul> </li> </ol>	
<p><b>Day 2</b></p> <ol style="list-style-type: none"> <li>1. Read: “As schools switch to online classwork, they take a lesson in economics”</li> <li>2. See article <a href="#">here</a>.</li> <li>3. Complete Note Catcher</li> <li>4. Write a response in your notebook to this task: <ul style="list-style-type: none"> <li>• Write a short paragraph that explains the central idea of the article.</li> <li>• Use at least two details from the article to support your response.</li> <li>• Do you think enough money has been spent to equip your school with devices?</li> </ul> </li> </ol>	<p><b>Day 3</b></p> <ol style="list-style-type: none"> <li>1. Read: “Massachusetts officials debate state funding levels for local schools”</li> <li>2. See article <a href="#">here</a>.</li> <li>3. Complete Note Catcher</li> <li>4. Write a response in your notebook to this task: <ul style="list-style-type: none"> <li>• What characterizes Jeff Wulfson's reaction to the fact that some districts are spending more than the minimum amount to educate students?</li> </ul> </li> </ol>	
<p><b>Day 4</b></p> <ol style="list-style-type: none"> <li>1. Write a response in your notebook to this task: <ul style="list-style-type: none"> <li>• Write a letter to one of the presidential candidates to explain the importance of funding schools.</li> <li>• Be sure to use some of the information from the texts in your letter.</li> </ul> </li> </ol>	<p><b>Day 5</b></p> <p><b>Research:</b></p> <ol style="list-style-type: none"> <li>1. What does Newark Public Schools spend per student?</li> <li>2. Do you think this is enough?</li> </ol>	

**Week Two**

**6.3.8.A.1**

**Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.**

**Day 6**

- 1. Read: “House passes bill to restore key parts of Voting Rights Act”**
- 2. See article [here](#).**
- 3. Complete Note Catcher**
- 4. Write a response in your notebook to this task:**
  - **Choose a problem (and solutions) described in the text.**
  - **Explain what the problem is and why it matters, using examples, facts, and details from the text.**
  - **If possible, describe any solutions proposed in the text.**

**Day 7**

**Read: “Registering to vote in U.S. elections”**

**See article [here](#).**

**Complete Note Catcher**

**Write: Should voter registration be automatic? What other options are there to allow more people to vote?**

**Day 8**

**Read: “Opinion: Lowering the voting age will establish good habits in teens”**

**See article [here](#).**

**Complete Note Catcher**

**Write: Write a comparison of the viewpoints presented in the article.**

**Day 9**

- 1. Write a response in your notebook to this task:**
  - **Write an argument essay about voting in the United States.**
  - **Should all citizens be allowed to vote? What is the ideal voting age?**

**Day 10**

- 1. Write a response in your notebook to this task:**
  - **Compare the campaign posters of the major candidates.**
  - **What are the similarities and differences?**
  - **Which is your favorite?**
  - **What would your campaign poster look like?**

### Week Three

6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

### Day 11

1. **Read: “Environmental impacts of agricultural changes”**
2. See article [here](#).
3. Complete Note Catcher
4. Write a response in your notebook to this task:
  - Make and support a claim about why someone should read this text.
  - What makes this text worth reading?
  - What will a reader gain or what might a reader do after reading this?
  - Support your response with specific details from the text.

### Day 12

1. **Read: “What is sustainability?”**
2. See article [here](#).
3. Complete Note Catcher
4. Write a response in your notebook to this task:
  - How can humans improve the way we use natural resources to make our lives more sustainable?
  - Use evidence from the article.

### Day 13

1. **Read: “Sustainable development goals: all you need to know”**
2. See article [here](#).
3. Complete Note Catcher
4. Write a response in your notebook to this task:
  - How are the sections organized to help develop understanding?

### Day 14

1. Write a response in your notebook to this task:
  - Using the information from the articles, what are some ways we can improve on our land use?

### Day 15

1. Write a response in your notebook to this task:
  - Find an area of your community that is a good location for change.
  - Take a picture and develop a plan for this part of your community.

# Grade 7 World Languages

## Day 1

### DO NOW

Hi! -Hola

Mi nombre es \_\_\_\_\_ (My name is.....)

Tengo \_\_\_\_\_ años (I am....years old)

Mi color favorito es \_\_\_\_\_ (My favorite color is.....)

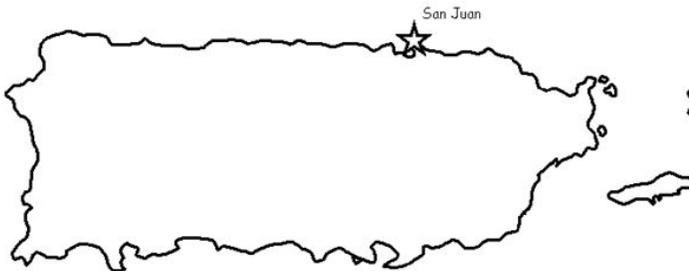
Hoy hace \_\_\_\_\_ (Today the weather is.....hot/calor-cold/frío).

### Shared Cultural Information and Activities:

Puerto Rico is surrounded by the Carribbean Sea and the Atlantic Ocean. The capital of the island is San Juan. Spanish is the official language of Puerto Rico. The Taíno Indians, who lived on the island, called it *Boriken* or *Borinquen* which means: "the land of the valiant and noble Lord". Tropical Marine, average temperatures year round between 80 °F and 70 °F.

## Puerto Rico

Atlantic Ocean



Caribbean Sea

Write some of the things you've learned about Puerto Rico below:

---

---

---

---

---

---

---

---

## Day 2

### DO NOW

Hi! -Hola

Mi nombre es \_\_\_\_\_ (My name is.....)

Tengo \_\_\_\_\_ años (I am....years old)

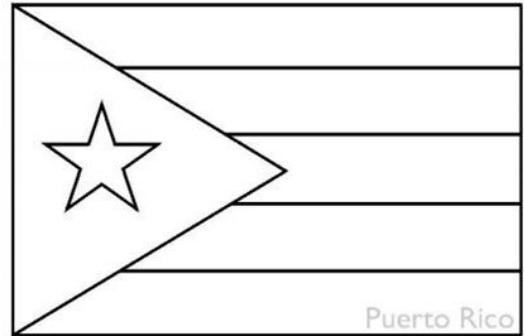
Mi color favorito es \_\_\_\_\_ (My favorite color is.....)

Hoy hace \_\_\_\_\_ (Today the weather is.....hot/calor-cold/frío).

### Shared Cultural Information and Activities:

The two white stripes represent the victory and peace that they would have after gaining independence. The white star represented the island of Puerto Rico. The blue represents the sky and blue coastal waters. The triangle represents the three branches of government.

## Puerto Rico



(c) www.flagspot.net

Write two things you learned about the Puerto Rican flag.

---

---

---

---

---

**Closure: Farewells**  
Good bye- Adiós.  
See you later! - Hasta luego.

**Closure: Farewells**  
Good bye- Adiós.  
See you later! - Hasta luego.

**Day 3**

**DO NOW**

Hi! -Hola  
Mi nombre es \_\_\_\_\_ (My name is.....)  
Tengo \_\_\_\_\_ años (I am....years old)  
Mi color favorito es \_\_\_\_\_ (My favorite color is.....)  
Hoy hace \_\_\_\_\_ (Today the weather is.....hot/calor-cold/frío).

**Shared Cultural Information and Activities:**

Mexico is located in the continent of North America. This country borders the Caribbean Sea, Gulf of Mexico, Pacific Ocean. The official language is Spanish, although over 130 indigenous languages are spoken. There are 31 states in Mexico as well as the capital city (Mexico City). The climate in Mexico is tropical with a rainy and dry season and little temperature fluctuation from season to season. The temperature in all areas of Mexico typically ranges between 50 °F and 90 °F throughout the year.

**México**



**Write three things you learned about México.**

---

---

---

---

**Day 4**

**DO NOW**

Hi! -Hola  
Mi nombre es \_\_\_\_\_ (My name is.....)  
Tengo \_\_\_\_\_ años (I am....years old)  
Mi color favorito es \_\_\_\_\_ (My favorite color is.....)  
Hoy hace \_\_\_\_\_ (Today the weather is.....hot/calor-cold/frío).

**Shared Cultural Information and Activities:**

The three colors of Mexico’s flag hold deep meaning for the country and citizens: green represents hope and victory, white stands for the purity of Mexican ideals and red brings to mind the blood shed by the nation’s heroes.

**México**



**Flag of Mexico**  
First used in 1821. Adopted on September 16, 1968.  
A vertical tricolor of green, white and red with the Mexican coat of arms charged in the center. Red, white, and green are the colors of the national liberation army in Mexico. The central emblem is the Mexican coat of arms, based on the Aztec symbol for Tenochtitlan (now Mexico City), the center of the Aztec empire

**Write three things you learned about the Mexican flag.**

---

---

---

---

**Closure: Farewells**

Good bye- Adiós.

See you later! - Hasta luego.

**Closure: Farewells**

Good bye- Adiós.

See you later! - Hasta luego.

**Day 5**

**DO NOW**

Hi! -Hola

Mi nombre es \_\_\_\_\_(My name is.....)

Tengo \_\_\_\_\_años (I am....years old)

Mi color favorito es \_\_\_\_\_(My favorite color is.....)

Hoy hace \_\_\_\_\_(Today the weather is.....hot/calor-cold/frío).

**Shared Cultural Information and Activities:**

Spain is located on the Iberian Peninsula, in the southwest corner of Europe. Spanish is the official language of the country. People love eating fish (pescado), rice (arroz) and all kinds of steaks (carnes). The capital of Spain is Madrid. Spain has a predominantly warm Mediterranean climate, with dry summers and winters with balanced temperatures.

**Day 6**

**DO NOW**

Hi! -Hola

Mi nombre es \_\_\_\_\_(My name is.....)

Tengo \_\_\_\_\_años (I am....years old)

Mi color favorito es \_\_\_\_\_(My favorite color is.....)

Hoy hace \_\_\_\_\_(Today the weather is.....hot/calor-cold/frío).

**Shared Cultural Information and Activities:**

The red castle represents the Kingdom of Castile, and the red lion represents the Kingdom of Leon, the vertically-running red and yellow stripes represent the kingdom of Aragon, the golden chain link represents the kingdom of Navarre.

## España (Spain)



Write three things you learned about España.

---

---

---

---

---

---

---

---

---

---

**Closure:** Farewells  
Good bye- Adiós.  
See you later! - Hasta luego.

## España



Write three things you learned about the Spanish flag.

---

---

---

---

---

---

---

---

---

---

**Closure:** Farewells  
Good bye- Adiós.  
See you later! - Hasta luego.

## Day 7

### DO NOW

Hi! -Hola

Mi nombre es \_\_\_\_\_ (My name is.....)

Tengo \_\_\_\_\_ años (I am....years old)

Mi color favorito es \_\_\_\_\_ (My favorite color is.....)

Hoy hace \_\_\_\_\_ (Today the weather is.....hot/calor-cold/frío).

### Shared Cultural Information and Activities:

Dominican Republic is located on the island of Hispaniola, between the Caribbean Sea and the Atlantic Ocean. Dominican Republic is bordered by Haiti to the east. The official language is Spanish. Santo Domingo is the oldest city in the Americas. The climate is generally hot with tropical temperature all year although it does vary from region. The annual average temperature is 77°Fahrenheit.



Write three things you learned about the Dominican Republic.

---

---

---

---

---

---

---

---

**Closure:** Farewells

Good bye- Adiós.

See you later! - Hasta luego.

## Day 8

### DO NOW

Hi! -Hola

Mi nombre es \_\_\_\_\_ (My name is.....)

Tengo \_\_\_\_\_ años (I am....years old)

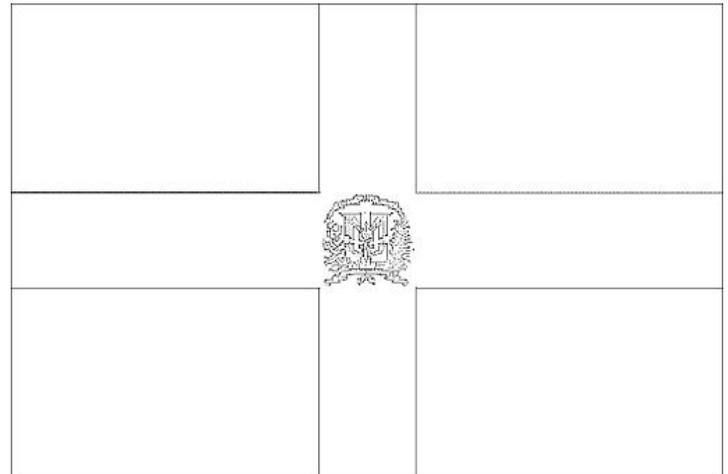
Mi color favorito es \_\_\_\_\_ (My favorite color is.....)

Hoy hace \_\_\_\_\_ (Today the weather is.....hot/calor-cold/frío).

### Shared Cultural Information and Activities:

The main colors of the Dominican Republic's national flag are red, white, and blue. ...The color blue represents liberty. The white cross is a symbol of salvation. The red of the flag represents the blood lost by the nation's heroes.

## República Dominicana



Write three things you learned about the Dominican Republic flag.

---

---

---

---

---

---

---

---

**Closure:** Farewells

Good bye- Adiós.

See you later! - Hasta luego.

## Day 9

### DO NOW

Hi! -Hola

Mi nombre es \_\_\_\_\_ (My name is.....)

Tengo \_\_\_\_\_ años (I am....years old)

Mi color favorito es \_\_\_\_\_ (My favorite color is.....)

Hoy hace \_\_\_\_\_ (Today the weather is.....hot/calor-cold/frío).

### Shared Cultural Information and Activities:

Guatemala is located in Central America. It is bound by Mexico to the north and west, the Pacific Ocean to the southwest, Belize and the Caribbean Sea to the east and Honduras and El Salvador to the southeast.... The official language is Spanish. The capital of Guatemala is Guatemala City. The weather is eternally comfortable neither to hot or too cold. The temperature which average 70 and 80 °F throughout the year



Write three things you learned about Guatemala.

---

---

---

---

---

---

---

---

## Day 10

### DO NOW

Hi! -Hola

Mi nombre es \_\_\_\_\_ (My name is.....)

Tengo \_\_\_\_\_ años (I am....years old)

Mi color favorito es \_\_\_\_\_ (My favorite color is.....)

Hoy hace \_\_\_\_\_ (Today the weather is.....hot/calor-cold/frío).

### Shared Cultural Information and Activities:

The flag of Guatemala features two colors: Sky blue and white. The two Sky blue stripes represent the fact that Guatemala is a land located between two oceans, the Pacific Ocean and the Atlantic Ocean; and the sky over the country.

## Guatemala



Flag of Guatemala  
Adopted in 1871  
A vertical tricolor of blue and white, with the Coat of arms of Guatemala charged in the center.

Write three things you learned about the Guatemalan flag.

---

---

---

---

---

---

---

---

Closure: Farewells

Closure: Farewells  
Good bye- Adiós.  
See you later! - Hasta luego.

Good bye- Adiós.  
See you later! - Hasta luego.

### Day 11

#### DO NOW

Hi! -Hola  
Mi nombre es \_\_\_\_\_(My name is.....)  
Tengo \_\_\_\_\_años (I am....years old)  
Mi color favorito es \_\_\_\_\_(My favorite color is.....)  
Hoy hace \_\_\_\_\_(Today the weather is.....hot/calor-cold/frío).

#### Shared Cultural Information and Activities:

Honduras is a country in Central America. Honduras borders the Caribbean Sea and the North Pacific Ocean. Guatemala lies to the west, Nicaragua south east and El Salvador to the south west. The official and most widely spoken language in Honduras is Spanish. Several indigenous languages are also spoken in this country. The capital is Tegucigalpa. Honduras weather is considered tropical on both its Pacific and Caribbean coasts. The temperature here average 77.4 Fahrenheit.



### Day 12

#### DO NOW

Hi! -Hola  
Mi nombre es \_\_\_\_\_(My name is.....)  
Tengo \_\_\_\_\_años (I am....years old)  
Mi color favorito es \_\_\_\_\_(My favorite color is.....)  
Hoy hace \_\_\_\_\_(Today the weather is.....hot/calor-cold/frío).

#### Shared Cultural Information and Activities:

The Honduran flag has three stripes of equal dimensions. Two blue stripes border the central white band. The blue ones represent the Pacific and Caribbean sea that create the shoreline of Honduras. The inner white bands stands for patriotism and peace.

### Honduras



 **Flag of Honduras**  
Adopted on March 7, 1866.  
The flag consists of three horizontal bands of equal width. The two outer cerulean bands represent the Pacific Ocean and the Caribbean Sea, and also represent the blue sky and brotherhood. The five stars represent the five nations of the former Federal Republic of Central America.



## Day 13

### DO NOW

Hi! -Hola

Mi nombre es \_\_\_\_\_ (My name is.....)

Tengo \_\_\_\_\_ años (I am....years old)

Mi color favorito es \_\_\_\_\_ (My favorite color is.....)

Hoy hace \_\_\_\_\_ (Today the weather is.....hot/calor-cold/frío).

### Shared Cultural Information and Activities:

El Salvador is located in Central America. El Salvador is bordered by the Pacific Ocean, Guatemala to the west, and Honduras to the north and east. The official language of El Salvador is Spanish. The capital is San Salvador. Temperatures vary with altitude, in general, the climate is warm, with an annual average maximum of 90° F and an average minimum of 64° F.

### El Salvador



Write three things you learned about Salvador..

---

---

---

---

---

---

---

---

---

---

## Day 14

### DO NOW

Hi! -Hola

Mi nombre es \_\_\_\_\_ (My name is.....)

Tengo \_\_\_\_\_ años (I am....years old)

Mi color favorito es \_\_\_\_\_ (My favorite color is.....)

Hoy hace \_\_\_\_\_ (Today the weather is.....hot/calor-cold/frío).

### Shared Cultural Information and Activities:

The flag of El Salvador has three horizontal stripes. The blue stripes of the flag represent the two oceans that border Central America, the Atlantic and the Pacific. The central white stripe symbolizes peace.

### El Salvador



**Flag of El Salvador**  
Adopted on May 27, 1912.  
Three equal horizontal stripes - the top and bottom stripe are blue; and the middle stripe is white with El Salvador coat of arms on it. The blue stripes represent the Pacific Ocean and Caribbean Sea; while the white stripe symbolizes peace. The flag of El Salvador was inspired by the flag of the Federal Republic of Central America, and by the flag of Argentina.

Write three things you learned about the Salvadoran flag.

---

---

---

---

---

---

---

---

---

---

**Closure: Farewells**

Good bye- Adiós.

See you later! - Hasta luego.

**Closure: Farewells**

Good bye- Adiós.

See you later! - Hasta luego.

**Day 15**

**DO NOW**

Hi! -Hola

Mi nombre es \_\_\_\_\_ (My name is.....)

Tengo \_\_\_\_\_ años (I am....years old)

Mi color favorito es \_\_\_\_\_ (My favorite color is.....)

Hoy hace \_\_\_\_\_ (Today the weather is.....hot/calor-cold/frío).

**Shared Cultural Information and Activities:**

Ecuador is located on the northwestern coast of South America, between Peru to the south and east and Colombia to the north.

Spanish is the official language of this country. The capital is Quito.

Although Ecuador is not a particularly large country, there is great variety in the climate, largely determined by altitude. It is mild year-round in the mountain valleys; humid in the tropical Pacific coastal areas and the lowlands are covered with rainforests. Because of its location at the equator, Ecuador experiences little variation in daylight hours during the course of a year.

**Notes From Your Teacher:**

## Ecuador



Write three things you learned about Ecuador.

---

---

---

---

---

---

---

---

---

---

**Closure:** Farewells

Good bye- Adiós.

See you later! - Hasta luego.