

Commercial Township School District
Content Area: World Languages
Grade:6-8
Unit 2: School Days

Unit Summary

This unit focuses on topics that deal with classroom objects, and people in the classroom. Students use the target language in the three modes of communication to examine different classrooms while indicating where things are located in a classroom and identifying cultural products and practices related to school. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Standard 7: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strands: A: Interpretive Mode, B: Interpersonal Mode, and C: Presentational Mode

Linguistic Content Statements

Interpretive: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- o Respond to learned questions.
- o Ask memorized questions.
- o State needs and preferences.
- o Describe people, places, and things.

Presentational: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- o Make lists.
- o State needs and preferences.
- o Describe people, places, and things.

Cultural Content Statement(s): Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Five C's: Communication, cultures, connections, comparisons, and communities are used as the foundation to the curriculum.

Student Learning Objectives

- Skim and scan target language authentic materials to identify classroom items and furniture and their location. (7.1.NM.A.4)
- Use physical movement, props or drawings to demonstrate understanding of target language directions related to location of classroom items and furniture. (7.1.NM.A.2)
- Ask and respond to memorized questions about classroom items and furniture and their location within the classroom. (7.1.NM.B.4/7.1.NM.B.5)

Unit Pacing

This unit pacing is for one marking period where grades 6-8 students meet once a week for 45 minutes.

Concepts/Skills

Concepts

- Classroom objects and furniture
- School supplies
- Cultural products related to school
- Cultural practices related to school

Unit Learning Targets/Skills

Students will be able to ...

Interpretive Mode

- Identify school supplies found in written and oral text.
- Demonstrate understanding of commands associated with classroom items.

Interpersonal Mode

Formative Assessment

Students who understand the concepts are able to:

- Identify classroom objects, furniture, and supplies.
- understand when someone describes things found in a school such as classroom items and furniture, and their location.
- understand short readings dealing with description of things found in a school such as classroom items, furniture, and school supplies.

<ul style="list-style-type: none"> • Tell where things and people in the classroom are located. • Compare an American classroom with one in the target culture. <p style="text-align: center;"><u>Presentational Mode</u></p> <ul style="list-style-type: none"> • Create a drawing, label, and describe its contents in writing. 	
Unit Resources	District/School Summative Assessments
<ul style="list-style-type: none"> ➤ Power point ➤ Flashcards ➤ Videos ➤ Songs ➤ Games ➤ Websites ➤ Crafts ➤ Puppets ➤ Model conversations(Real Spanish®) 	<p style="text-align: center;"><u>Oral Conversations</u></p> <p>Use digital tools and face-to-face communication to:</p> <ul style="list-style-type: none"> • Ask simple, memorized questions (yes/no, either/or, and short response) about things found in a school and classroom. • Answer simple questions (yes/no, either/or, and short response) about things found in my school and classroom. <p style="text-align: center;"><u>Written</u></p> <ul style="list-style-type: none"> • use words, phrases, and memorized sentences to describe my classroom with a classroom in the target culture by comparing pictures from both cultures.

Interdisciplinary Connections
Students will write words in Spanish, use numbers to describe how many of a classroom object, and make comparisons with classrooms in other Spanish speaking countries (Language Arts, Character Development, and Social Studies))

Future Learning
This unit will support future learning by providing students the opportunity to feel comfortable when learning a second language, helping them start good learning habits, and accepting diversity.

Prior Learning
Students should know how to say a basic greeting using 'hello and goodbye', greetings at different times of the day and proper intonation should already be understood and used properly.

Modifications

- Teach the language using multiple input/output strategies — visual, auditory, tactile, and kinesthetic
- Use visual aids when appropriate. Examples are picture clues for words, hand and mouth movements to illustrate a sound, or color coded endings to illustrate gender and subject/verb agreement.
- Provide guided pair work activities to practice and reinforce a concept, pairing a strong student with a weaker student.
- Organize language concepts from simple to complex.
- Help the student think about the language concept to be learned and to explain the concept in his/her own words. This process helps the student understand why certain rules or procedures occur in the language of study. Knowing why assists the student in learning to develop self-confidence in identifying and correcting his/her own errors.

21st Century Themes and Skills

Communication and collaboration

Global Awareness

Social and Cross-Cultural Skills