

Commercial Township School District
Content Area: World Languages
Grade: 4-5
Unit 2: School Days

Unit Summary

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.) They will use numbers to identify how many when it comes to classroom furniture or objects in the classroom environment and when speaking on other topics 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

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

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.)

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)
- Use numbers in different scenarios in the target language to state how many and understand how numbers play an important part in our every day lives. (7.1.NM.B.4)

Unit Pacing

This unit pacing is for one marking period where grades 4-5 students meet at least once a week or twice a week for 40 minutes and where one class is dedicated to Unit 2A.

Concepts/Skills

Concepts

- Numbers 1-100 (1000)
- Classroom objects and furniture
- School supplies
- Cultural products related to school

Formative Assessment

Students who understand the concepts are able to:

- Identify numbers
- understand when someone describes things found in a school such as classroom items and furniture, and their location.

<ul style="list-style-type: none"> • Cultural practices related to school <p style="text-align: center;"><u>Unit Learning Targets/Skills</u></p> <p><i>Students will be able to ...</i></p> <p style="text-align: center;"><u>Interpretive Mode</u></p> <p>...identify numbers in writing and visually</p> <p>... understand when someone describes things found in a school such as classroom items and furniture, and their location.</p> <p style="text-align: center;"><u>Interpersonal Mode</u></p> <p>...ask/respond to questions pertaining to numbers</p> <p>...draw a picture of a classroom based on an oral description given by my teacher.</p> <p>...place pictures of classroom items on a drawing of a school based on an oral description given by my teacher</p> <p style="text-align: center;"><u>Presentational Mode</u></p> <p>...recite numbers 1-100 by tens</p> <p>...use digital tools and face-to-face communication to:</p> <p>...Ask simple, memorized questions (yes/no, either/or, and short response) about things found in a school and classroom.</p> <p>...Answer simple questions (yes/no, either/or, and short response) about things found in my school and classroom.</p>	<ul style="list-style-type: none"> • Match pictures of classroom objects to the word in the target language • Identify classroom objects when prompted orally.
Unit Resources	District/School Summative Assessments
<ul style="list-style-type: none"> ➤ Power point ➤ Flashcards ➤ Videos ➤ Songs ➤ Games ➤ Websites ➤ Crafts ➤ Puppets 	<p style="text-align: center;"><u>Oral Conversations</u></p> <ul style="list-style-type: none"> ➤ Recite numbers 1-100 ➤ Identify school supplies found in written and oral text. ➤ Demonstrate understanding of commands associated with classroom items. ➤ Tell where things and people in the classroom are located. ➤ Describe how many of an object or person is in the classroom.

- Model conversations(Real Spanish®)
- Roleplaying

- Compare an American classroom with one in the target culture.

Interdisciplinary Connections

Students will write words in Spanish, use numbers when describing objects or people. (Language Arts, Mathematics)

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.

- Enhanced Problem Solving Skills
- Improved Verbal and Spatial Abilities
- Improved Memory Function (long & short-term)
- Enhanced Creative Thinking Capacity
- Better Memory
- More Flexible and Creative Thinking
- Improved Attitude Toward the Target Language and Culture

<https://www.actfl.org/guiding-principles/benefits-language-learning>

Prior Learning

Students will have learned numbers 1-31, colors, and some classroom objects used in the classroom.

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
- Scaffolding allows for introducing chunks of information and building upon such information as applicable.

21st Century Themes and Skills

Communication and collaboration

Global Awareness

Critical Thinkinng

Creative Thinking