

Commercial Township School District
 Content Area: World Languages
 Grade: PK-3
 Unit 2B: School Days

| Unit Summary |
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| <p>Students use the target language in the three modes of communication when talking about days of the week, months of the year, weather and seasons. 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. Students will compare their school experiences to those of students who speak the target language in other countries.</p> |
| <ul style="list-style-type: none"> State the days of the week in correct order and pronunciation and compare how they are written to their own language. (7.1.NM.A.1) |
| <ul style="list-style-type: none"> State the months of the year in correct order and pronunciation and compare how they are said and written to their own language. (7.1.NM.A.1) |
| <ul style="list-style-type: none"> Ask/respond to questions pertaining to days of the week, months of the year, weather, and seasons. (7.1.NM.B.4 and 7.1.NM.B.5) |
| <ul style="list-style-type: none"> Produce a multimedia rich presentation that compares school life in the home and target culture(s). (7.1.NM.C.1 and 7.1.NM.C3) |

| Unit Pacing | |
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| <p>This unit pacing is for two marking periods where grades PK-5 students meet for 40 minutes once a week or nine times in a marking period.</p> | |
| Concepts/Skills | Formative Assessment |
| <p style="text-align: center;"><u>Concepts</u></p> <ul style="list-style-type: none"> Days of the Week/Dates (PK-3) Months of the Year (K-3) Weather and Seasons (3) Recycled numbers vocabulary (1-3) Questions words (Pk-3) <p style="text-align: center;"><u>Unit Learning Targets/Skills</u></p> | <p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> Compare school life in the target culture(s) with school life in the U.S. (Venn Diagram) Match English and Spanish words for days of the week Match English and Spanish words for months of the year |

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| <p><i>Students will be able to ...</i></p> <p style="text-align: center;"><u>Interpretive Mode K-3</u></p> <p>...understand and identify days of the week and months of the year vocabulary when spoken</p> <p>...match days of the week and months of the year vocabulary</p> <p style="text-align: center;"><u>Interpersonal Mode K-3</u></p> <p>Ask simple, memorized questions (yes/no, either/or, and short response) about a classmate's school day or the school day of a student from the target culture.</p> <p>Answer simple questions (yes/no, either/or, and short response) about my school day or the school day of a student from the target culture.</p> <p style="text-align: center;"><u>Presentational Mode PK-3</u></p> <p>...complete a calendar in the target language using all vocabulary concepts for this unit.</p> | |
| <p>Unit Resources</p> | <p>District/School Summative Assessments</p> |
| <ul style="list-style-type: none"> ➤ Power point ➤ Flashcards ➤ Videos ➤ Songs ➤ Games ➤ Websites ➤ Crafts ➤ Puppets ➤ Model conversations (Real Spanish®) ➤ Interactive Notebooks-see Unit-Interactive Notebooks | <p style="text-align: center;"><u>Oral Proficiency</u></p> <ul style="list-style-type: none"> • State the days of the week correctly in Spanish. • State the months of the year correctly in Spanish. <p style="text-align: center;"><u>Presentational</u></p> <ul style="list-style-type: none"> • Create a mini-calendar using all vocabulary learned in this unit. • Create a functional, working year calendar using days of the week, months of the year, numbers, weather, seasons, and applicable holidays. |

Interdisciplinary Connections

Students will write words in the target language and continue to compare languages to reinforce learning of calendar vocabulary.
(Writing, Language Arts, Art)

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, accepting diversity, and providing positive experiences. Students will be encouraged to apply learning to realistic and related experiences.

Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. <https://www.state.nj.us/education/aps/cccs/wl/>

Prior Learning

Students will be expected to state numbers 1-20 or 1-31, according to grade level, some days of the week and months of the year.

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

21st Century Themes and Skills

Communication and collaboration
Global Awareness

