

A visit to the doctor's office

Content Area: **World Language**
Course(s):
Time Period: **Marking Period 2**
Length: **Sample**
Status: **Published**

Unit Overview

In this unit, students learn body parts vocabulary. They will also learn how to express that something is hurting or bothering them and describe their emotions. Students will review masculine and feminine nouns and learn to use correct definite articles.

Novice-Mid Level: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community

Course Pacing Guide

Mission Statement: World Language

The Haddonfield Middle School World Language program offers students a doorway to other cultures through the study of French, German, or Spanish. In grades 6 and 7 we seek to create global learners who are encouraged to discover their voice through a second language. Students will develop interpersonal skills in a nurturing environment that fosters creativity, community and conversation. Our World Language program supports literacy, as well as cultural awareness by facilitating an understanding as well as an appreciation of others.

The skills acquired in grades 6 and 7 become the foundation for the 8th grade program. In grade 8, students will transition into the first level of their World Language. French I, German I, and Spanish I begins the student's formal language study. Students will interact and negotiate meaning with their peers to understand and analyze oral, written, or authentic texts and to create culturally appropriate oral and written products and presentations for a specific audience. The goal of the 8th grade World Language sequence prepares students for entry into level II of World Language at the secondary level.

Vision

The World Language Program offers comprehensive world language instruction at all levels in a communicative and thematic approach to learning, in order to increase the capacity of students' language acquisition throughout the course of their academic careers

Model

Unit	MP	Weeks
Nice to meet you	1	4

Back to school	1 & 2	8
A visit to the doctor's office	2 & 3	6
Fashion	3	6
The Market	3 & 4	4
Animals and biomes	4	4

Enduring Understandings

Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.) A person's perception of health depends on cultural values related to physical definitions and emotional mores

Essential Questions

- What strategies can I use to communicate more effectively?
- How do I communicate my health or state of being to others?
- How does my definition of what it means to be healthy compared to that of someone from the target language culture?

New Jersey Student Learning Standards (No CCS)

Interpretive

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics

Presentation

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Linguistic Content Statements

Interpretive:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of unfamiliar words when used in familiar contexts.

Interpersonal:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Ask and answer questions related to everyday life.

- Handle simple transactions related to everyday life:
- Initiate, maintain, and end a conversation.
- Ask for and give permission.
- Express needs.
- Give reasons.
- Request, suggest, and make arrangements.
- Extend, accept, and decline an invitation.
- Express an opinion and preference.

Presentational:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Handle simple transactions related to everyday life:
- Express needs.
- Give reasons.
- Express an opinion and preference.
- Request and suggest.

Concepts and skills

• Concepts: What do students need to know?:

○

- Body parts
- Common illnesses
- Plurals and singular nouns with “doler”
- Vocabulary related to health and emotions
- él is "the" masculine/singular and la is "the" feminine/singular .
- Los is "the" masculine/plural and las is "the" feminine/plural .
- The difference between asking how someone is doing, say ¿Cómo estás? (you, informal) and how someone is feeling, ¿Cómo te sientes? .
- To ask what illness someone has, say ¿Qué tienes? (you, informal) . To respond to a question about one's illness, “Tengo...”.

- To express that something hurts, say Me duele followed by what body part is hurting .
- To respond to a question about how one is feeling, “Me siento bien”(I feel good) or “Me siento mal” (I feel bad).

• **Skills: What do students need to be able to do?:**

- Ask and respond to questions about how they are feeling, written and orally .
- Describe what may be bothering them, written and orally .
- Recognize and express body parts vocabulary, written and orally .
- Use the correct definite article for each noun.

Interdisciplinary Connections

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Technology Standards

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

21st Century Themes/Careers

- Creativity.
- Critical Thinking.
- Communication.
- Collaboration.
- Life & Career Skills.
- Information Literacy.
- Media Literacy.

Instructional Strategies & Learning Activities

- Creating conversations
- Presenting skits to the class
- Singing the alphabet aloud
- Playing hangman and other spelling games
- Listening to teacher spell words, students spelling words aloud
- Completing classroom maps in target language
- Movement in groups finding things, colors, etc around the room
- Giving weather reports in differentiated groups – roles for all to play
- Personal research projects to be presented in class in groups
- Vocabulary races at the board
- “Bell Game”
- Diff. Ins. – vocabulary sorting games
- Quia Games – internet site for world language review
- Peer editing and as well as teacher review of writing
- Practice dictation writing
- Serpentine review game
- Quizlet, Kahoot, Gimkit to review acquired vocabulary
- Flipgrid to apply oral skills

Differentiated Instruction

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Tiered Learning Targets
- Learning Through Play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building

- Self-Directed Learning
- Choice Boards
- Role-Play
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Rubrics
- Jigsaws
- Learning Through Workstations
- Flipped Classroom
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

- TPR – Total Physical Response – Vocabulary Assessment
- Written activities corrected and checked
- Vocabulary review with Gimkit and Quizlet Live
- FlipGrid
- Biweekly conversations presented to the class
- Picture and movie talk
- Mini-Quizzes

Summative Assessment

- Proficiency based unit test
- Video-project applying the vocabulary acquired and verbs through speaking and acting. " Me duele la cabeza"
- Mini-presentation " La salud"

Resources & Technology

Such as:

- Chromebooks.
- Readers.
- Authentic books and texts.
- Newsela
- Duolingo

- Internet
- LCD Projector
- Headsets for computer practice

BOE Approved Texts

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries

Special Education

- List is not inclusive but may include examples such as:
- Shorten assignments to focus on mastery of key concepts.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Allow open-book tests.
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- behavior management support
- adjusted class schedules or grading
- verbal testing
- pre-approved nurse's office visits and accompaniment to visits

- occupational or physical therapy

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Examples may include:

- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning

- Encourage risk taking