

# Animals and biomes

Content Area: **World Language**  
Course(s):  
Time Period: **Marking Period 4**  
Length: **Sample**  
Status: **Published**

## Unit Overview

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This unit will allow students to acquire new Spanish vocabulary for common animals and will apply that vocabulary acquired in previous units to describe the animals. They will also discover the onomatopoeic sounds for these animals in Spanish. They will also be able to use action words to say how animals move and to describe those movements.

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

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### 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

<b>Back to school</b>	<b>1 &amp; 2</b>	<b>8</b>
<b>A visit to the doctor's office</b>	<b>2 &amp; 3</b>	<b>6</b>
<b>Fashion</b>	<b>3</b>	<b>6</b>
<b>The Market</b>	<b>3 &amp; 4</b>	<b>4</b>
<b>Animals and biomes</b>	<b>4</b>	<b>4</b>

### **Enduring Understandings**

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Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

### **Essential Questions**

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- What strategies can I use to communicate more effectively?
- How does the Spanish vocabulary for animals differ from the English vocabulary for the same animals?
- Why does the bird in English say "tweet" and in Spanish say "pio, pio"?

### **New Jersey Student Learning Standards (No CCS)**

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#### **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

## **Presentational**

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**

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### **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**

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- **Concepts: What do students need to know?:**

- Numbers from 1-one million in Spanish.
- Similarities and differences between the shopping experience in Spanish speaking countries and the USA.
- Currencies, bargaining and shopping.
- Adjectives, colors and persuasive words.

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

- Negotiate prices in the target language.
- Roleplay a purchase of typical merchandise from a store from the target culture
- Present a 5 sentence oral description of an item providing descriptors of the item
- Convert prices into the currencies of target culture.

- Complete a successful interaction in Spanish while selling and buying products in the final project “El Mercado”.
- Conjugate the verbs comprar, llevar, costar and quedar
- Formulate comparisons using más que, menos que, tan...como

### **Interdisciplinary Connections**

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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**

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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**

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

### **Instructional Strategies & Learning Activities**

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- 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**

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- 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**

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- 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**

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- Proficiency based unit test
- End of the unit project. Students create a final product with their favorite animal(s).
- Mini-presentation about an animal from the region

## **Resources & Technology**

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- Such as:
  - Chromebooks.
  - Readers.
  - Authentic books and texts.
  - Newsela
  - Duolingo
  - Internet
  - LCD Projector
  - Headsets for computer practice

## BOE Approved Texts

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### Closure

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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

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Such as:

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

### Special Education

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- 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

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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

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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**

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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