

Unit 2: School Days

Content Area: **World Language**
Course(s): **Spanish 7**
Time Period: **October**
Length: **2-3 weeks**
Status: **Published**

Unit Overview:

Unit Overview

Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, school supplies, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the target culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

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.)

Interpretive:

They interpret authentic written and video/audio texts such as blogs, school websites, advertisements for "back to school" sales, stories, and short video clips that focus on school life in the target culture (s).

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to school life.

Presentation:

They use list, chunks of language, and memorized phrases to compare school in the home and target culture (s).

Essential Questions:

- How do you describe your school/classroom?
- Are all schools/classrooms the same across cultures?
- How do you use concepts of time to describe daily activities?

Enduring Understandings:

- Successful communication is knowing how, when and why to convey a message to different audiences.
- Language learning involves acquiring strategies to fill communication gaps
- The content of the world languages classroom encompasses the entire learning experience
- Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.
- Cultural perspectives are gained by using the language and through experience with its products and practices and members of one culture may make assumptions about other cultures based on their own attitudes, values and belief
- Describe classroom/school using words related to classroom objects, furniture, school supplies, school subjects and activities.
- All people divided time into days of the week, months of the year, ordinal numbers, numbers, and expressions for telling time.
- School/classroom resources and practices are different across cultures.

Standards/Indicators/Student Learning Objectives (SLOs):

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources
- Ask and respond to memorized questions about physical characteristics and personality qualities using digital tools and face-to-face communication.
- Use appropriate greetings and leave taking from the target culture in a variety of scenarios
- Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).
- Retell highlights from age- and level-appropriate culturally authentic target language text orally and/or in writing including physical characteristics and personality qualities by creating a multimedia presentation.
- Use physical response to demonstrate understanding of classroom routines.
- Ask and respond to memorized questions about academic and social aspects of school-life, schedules, and classroom activities using digital tools and face-to-face communication utilizing the target language.
- Produce multimedia rich presentation that compares school life in the home and target culture using the information found in age-and-level appropriate culturally authentic texts.

WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Lesson Titles:

- Classroom objects/school supplies/The Verb-Tener (To Have)
- Introduction to Classroom Commands
- Introduction to school subjects and materials
- Definite and Indefinite Articles
- Ask/give opinions about classes/subjects
- Days of the week/Months of the year
- Telling time/Calendar/schedule
- Clothing items/Colors
- Cultural Practices/Perspectives - Clothing shopping
- Ordinal numbers
- Likes and dislikes and preferences about activities/Sports
- Cultural practices- Sports/Activities
- Weather conditions
- Spanish Education system/School – Levels-(Elementary/Secondary)- Cultural Practices
- Spanish School schedule versus American School Schedule

Career Readiness, Life Literacies, & Key Skills:

- Global Perspectives
- Information Literacy
- Media Literacy
- Life and Career Skills
- Communication and Collaboration

TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.TL	Technology Literacy

Inter-Disciplinary Connections:

English-reading/writing in the target language

Sociology-cultural differences

LA.RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Equity Considerations

Amistad Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: Latinos and their experience with discrimination

Materials Used: Internet-articles and websites

Addresses the Following Component of the Mandate: **Bias and Prejudice**

Latinos

- Bias
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Recognizing disabled Latinos including: Christina Sanz, Gina Rodriguez, Victor Pineda, and Salma Hayek Jiménez.

Materials Used: Various handouts and presentations via Google Classroom.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, as part of the district's implementation of the New Jersey Student Learning Standards.

- Economic
- Political
- Social

Climate Change

Topic (Person and Contribution Addresses): Weather and its changes in the Spanish speaking countries.

Materials Used: Internet (pics, stories, articles)

Addresses the Following Component of the Mandate: **Social**

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): The exchange of culture between the Japanese and the Chilean people

Materials Used: Internet (pic and stories)

Addresses the Following Component of the Mandate: **Social**

The exchange of culture in Chile can be seen in the Chilean culture and food.

- Economic

- Political
- Social

Summative Assessment:

- Unit Test including listening, speaking, reading, writing relating to the vocab, grammar and culture in the unit (School days)
- Inter-personal Speaking 1-2 min.
- Interpersonal writing 50+ words
- Students write a short essay
- https://docs.google.com/document/d/1f81Qr3aNemvNrFeZsoaf_9nvp2APLvXU90TeRcsucVA/edit
- Alternate Assessment
- Marking Period Assessment

Benchmark

- Unit test that includes listening, reading, writing and speaking sections.
- Target Language Integrated Performance Assessments

Alternative Assessments

- Performance tasks
- Project-based assignments
- Problem-based assignments
- Presentations
- Reflective pieces
- Concept maps
- Case-based scenarios
- Portfolios

Resources & Materials:

- Textbook Buen Viaje Spanish (Glencoe), Workbook
- Buen Viaje Student Listening CDs, Student Listening Activity Workbook
- NJDOE Student Learning Standards for World Language
- Interactive Chalkboard PowerPoint presentation with audio, video, graphics, and practice activities - Introduction to grammar and structures
- Promethean Board
- Websites related to Spanish(see technology)

- Chromebooks
- Google suite with apps
- Google Classroom (questions, posts, assignments, shared documents and websites, polls)
- Google Docs (Document sharing, assignments)
- Google Sheets (Graphing, Graph Creation, Data Analysis)
- Google Forms (Surveys, formative and summative Assessments)
- Google Slides (Projects)
- Google Dictionary Extension (Defines vocabulary into English on websites in the target language)

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Use available materials to identify classroom items and furniture and their location. (Blooms: Remembering, Understanding, Applying)
- Demonstrate understanding of Spanish directions related to location of classroom items and furniture. (Blooms: Remembering, Understanding, Applying)
- Ask and respond to questions about classroom items and furniture and their location within the classroom. (Blooms: Remembering, Understanding, Applying)
- Orally and/or in writing compare a classroom in the United States with a classroom in the Spanish speaking culture using available resources. (Blooms: Remembering, Understanding, Applying, Analyzing)
- Use available resources to identify information related to a typical school day in the Spanish speaking culture. (Blooms: Remembering, Understanding)
- Demonstrate the understanding of classroom routines. (Blooms: Remembering, Understanding)
- Ask and respond to questions about a typical school day in the Spanish speaking language. (Blooms: Remembering, Understanding, Applying)
- Produce a presentation that compares school life in the United States and Spanish culture. (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating)
- Academic Enrichment
- Peer Mentoring
- Organizational Management
- Homework Clinic

Formative Assessment:

Warm-up:

- Oral review- What are you wearing? Brainstorm words you remember.
- Rapid fire questions-Who remembers vocab to describe yourself?
- Video clips of people describing what they are wearing
- Worksheet practice-workbook pages, grammar review pages
- Music
- Guided practice- teacher/student

- Individual practice-students
- Group work- students work cooperatively to answer question related to vocab
- Choral response

Anticipatory Set:

- 2-5 minute activity related to days topic
- Current events
- You tube video clips-clothing
- Hot seat questioning in target language
- Student Q&A stating date, objective, homework, and important dates prompted in target language
- Oral questioning with oral and/or written response

Closure:

- Exit ticket
- Hot seat (rapid fire questions)
- Oral questioning and answers
- Review of days lesson
- Worksheet guided review practice

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

ELL Modifications

- Digital translator- Microsoft word translation feature
- Google dictionary extension-students can click on word and it will translate it for them in English
- Readings/literature in native language
- Alternate assignments with basic vocabulary
- Allow assignments to be written in native language until basic proficiency in English
- Bilingual Directions
- Extra time for assignments
- Allowance of support personnel
- Intentional grouping with students who can assist ELL student
- Reduce written/reading assignments-provide alternate assessments, including oral assessments
- Use of video in native language to reinforce concepts
- Manipulatives where possible
- Use visuals
- Use graphic organizer

- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience.
 - 1:1 testing
 - Repeat, reword, clarify
 - Intentional scheduling/grouping with student/teacher who speaks the same language if possible
 - Academic Enrichment
 - Peer Mentoring
 - Organizational Management
 - Homework Clinic
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- Choice of test format (multiple-choice, essay, true-false)
 - Continue practicing vocabulary
 - Provide study guides prior to tests
 - Read directions to the student
 - Read test passages aloud (for comprehension assessment)
 - Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

504 and IEP Accommodations & Modifications

Speaking

- Providing alternate speaking assessments
 - Letsrecap.com (Allow student to record on their own and submit)
 - Google Voice/Screencastify (Allow student to record on their own and submit)
 - 1:1 Student Speaks with Teacher only
 - Consult Speech Therapist or Counselor about assignment to help with IEP and preparation
 - Provide an alternate assessment (written)
 - Writing
 - Use of a scribe or talk-to text
 - Allow use of computer for taking notes
 - Duolingo.com (Student paced language practice)
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- Allow for redos/retakes
 - Assign fewer problems at one time (e.g., assign only odds or evens)
 - Differentiated center-based small group instruction
 - Extra time on assessments
 - Highlight key directions
 - If a manipulative is used during instruction, allow its use on a test

- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

Gifted and Talented Modifications

- Extended listening passage and activities
 - Extended reading passages with comprehension questions
 - Writing activities with concentration on advanced grammar
 - Speaking activities for extended periods of time
 - Authentic realia activities
 - Project Based Learning Activities
 - Examine illustrations in textbooks and convert them into target language.
 - Student led/directed discussions
 - Inquiry based learning
 - Modeling
 - Jigsaw
 - Argumentation and debate
 - Journal article analysis
 - Graph and/or map analysis / interpretation
 - Encourage students to explore concepts in depth and encourage independent studies or investigations.
 - Determine where students' interests lie and capitalize on their inquisitiveness.
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 - Free Response Question (FRQs) - both written and oral
 - Academic Enrichment
 - Peer Mentoring
 - Organizational Management
 - Homework Clinic
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- Alternate assignments/enrichment assignments
 - Enrichment projects
 - Extension activities
 - Higher-level cooperative learning activities
 - Pairing direct instruction with coaching to promote self-directed learning
 - Provide higher-order questioning and discussion opportunities
 - Provide texts at a higher reading level

- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

At Risk Modifications

- Organizational management
- Homework clinic
- Allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
- modeling and showing lots of examples
- Re-test
- Extra time for assignments
- speaking to students privately when redirecting behaviors
- reducing homework length to just those most important for review
- Academich Enrichment
- Peer Mentoring
- Organizational Management
- Homework Clinic

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating

- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

Quizlet.com - Learn, Flashcards, Writing, Listening, Matching, Gravity, QuizletLive

<https://quizlet.com/249648681/school-supplies-flash-cards/>

<https://quizlet.com/149007527/exploratory-spanish-classroom-vocabulary-flash-cards/>

<https://quizlet.com/253959795/clothing-vocab-flash-cards/>

<https://quizlet.com/179392793/la-horatelling-time-flash-cards/>

Kahoot.it - Jumble and quiz games for vocab and grammar review

<https://create.kahoot.it/details/telling-time-in-spanish/7161659f-edc3-4ab8-ab31-8d8c24c3aded>

<https://create.kahoot.it/details/school-supplies/f2f3cf3c-cb76-4a04-b0be-1499acc0e672>

<https://create.kahoot.it/details/articles-in-spanish/abbae6d8-b073-49a1-9723-a37873066aa2>

Gimkit.com- formative assessment quizzes and games

<https://www.gimkit.com/view/5dde5770ed0ab002202a47a>

Computer Science and Design Thinking Standards
