Unit 2 - School Life

Content Area: **World Languages**
Course(s): **Spanish A**
Time Period: **October**
Length: **7 weeks**
Status: **Published**

Transfer

Enduring Understandings

Language connects people.

Learning a different language/culture leads to greater understanding of one's own language and culture.

Language learning involves acquiring strategies to fill communication gaps.

Cultural perspectives are gained by using the language and through experience with its products and practices.

Geography influences our society and its institutions.

A variety of activities are important in our (school) community.

Essential Questions

How can I become a more effective reader, writer, speaker and listener in languages other than English?

How does the language I'm studying help me to better understand my native language?

How does learning a new language broaden my horizons?

What can I already communicate in my new language?

How is my school day different than the school day of a student who speaks the language I am studying?

Content

Structure:

Reinforcement of noun/adjective agreement

Reinforcement of the present tense of the verb *ser*

Definite/indefinite articles

Present tense of regular –ar verbs

Present tense of *Tener and Tener + que*

Present tense of *Ir*

Ir + a

Present tense of *estar* (location, emotions)

Present tense of the verb *ser*

Vocabulary

Learning Objectives

Investigate the authentic website, “El corte ingles” to discover the meaning of classroom item vocabulary in Spanish.

Create and develop actions associated with various present tense AR verbs

Compare and contrast school schedule of a typical U.S. student to a student living in a country where the target language is spoken.

Prepare a collage of places in the school building. Describe and compare the locations, classes, personnel, and typical school schedules with those in a school in a Spanish-speaking country.

Listen to and comprehend a Podcast using target vocabulary to illustrate different types of classrooms in Spanish.

Read and interpret a teacher generated authentic text in Spanish to infer the definitions of school supplies and school subjects.

Prepare and write an email to a pen pal talking about a typical school day.

Dramatize and act out a scene from the Reader's Theater to properly express intonation and idiomatic expressions in the target language.

Prepare questions and interview classmates to discuss preferences about school subjects

Design and create a presentation using Prezi, PowerPoint, PowToon, etc to describe a 21st century school to reflect their interests and needs.

Create a poem in Spanish to describe Wall Intermediate School using target vocabulary.

Develop and write journal entries to describe a normal school day in school using school vocabulary, noun/adjective agreement, gustar, and present tense –ar verbs.

Tell or retell the authentic Aesop's Unclassic Fables orally or in writing in Spanish through the use of podcasts or skits.

Read and interpret Aesop's Fables in Spanish to understand the characters, main ideas, and moral of the story.

Compare and contrast the typical schoolday/setting of the culture in the United States and that of a school in a Spanish speaking country.

Resources

Potential Works of Study:

1. *Avancemos*Spanish 1 by Holt McDougal 2013
2. El Corte Inglés catalogue from internet
3. Teacher generated text messages in Spanish.

1. *Aesop's Un-classic Fables*in Spanish by Paula Camardella Twomey

Reader's Theater

Standards

WL.7.1.NH.A	Interpretive Mode
WL.7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
WL.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
WL.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
WL.7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
WL.7.1.NH.B	Interpersonal Mode
WL.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
WL.7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
WL.7.1.NH.C	Presentational Mode
WL.7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience.
WL.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.
WL.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
WL.7.1.NH.C.4	Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NH.C.5	Tell or write about cultural products associated with the tar get culture(s) and identify how the products and practices are derived from the cultural perspectives.