

Not a Unit

Content Area: **Unified Arts**
Course(s): **Spanish 7**
Time Period: **Quarter 2**
Length: **45 days**
Status: **Published**

Unit Summary

In this unit the students will describe their school day and schedules through the targeted language. The students continue to develop their conversational skills in the targeted language and become more comfortable with natural conversation. The students will also explore other cultures of the targeted language and learn about the differences and similarities of schools in these countries to the United States. The students will also recognize their personal school experience and differences in Spanish speaking countries schools. The students will continue to use indefinite articles when having a conversation.

Standards

7.1 Communication

Standard 7.1 (Communication) All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

A. Interpretive Mode

1. Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. ✖

2. Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation, and other visual and auditory clues. ✖

- Eye contact and interpersonal social distance
- Table manners and telephone practices

4. Comprehend conversations and written information on a variety of topics. ✖

- Academic and social interests
- Current or past issues and events at home or in the target country

B. Interpersonal Mode

1. Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities. ✖

2. Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations. ✖

3. Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. ✖

- Reactions to an incident occurring in school or an event taking place in the school, community, or world

· Grade level appropriate science topics (e.g., characteristics and shared characteristics of major categories of organisms) ✖

· Grade level appropriate social studies concepts (e.g., the role of the target culture country in colonization and exploration of the Americas or in the American Revolution)

4. Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas. ✖

- Grade level social studies topics (e.g., family celebrations and coming of age customs)

C. Presentational Mode

1. Present student-created and/or authentic short plays, skits, poems, songs, stories or reports. ✖

· Grade level appropriate visual and performing arts, language arts and career education (e.g., staging a dramatic presentation of a significant aspect of the life of an important person in the target culture; doing an oral presentation on a famous person, place, or event from target culture supported by research obtained in the target language; creating a visual representation of region or country supported by technological resources and other media)

2. Use language creatively in writing to response to a variety of oral or visual prompts.

· Grade level appropriate language arts literacy topics and career education skills (e.g., writing short, well-organized essays on personal and school-related topics; writing letters in response to ads in local or target language newspapers) ✖

3. Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.

· Grade level appropriate language arts literacy topics (e.g., summary of the plot and characters; dramatization of principal scenes in the text; role-playing a film critic to express opinions about the text) ✖

7.2 Culture

Standard 7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

A. Interpretive Mode

1. Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices. ✖

B. Interpersonal Mode

3. Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S. ✖

4. Discuss the characteristics of the school community in the target culture and compare with those in the U.S. ✖

CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.

Student Learning Objectives

- Students will learn to have conversations about their school day and schedule.
- Students will learn to understand different cultures.
- Students will learn to communicate in targeted language on various topics.
- Students will learn to listen to peers and respond in targeted language about daily schedules and school topics.

Essential Questions

- How can I better understand when I do not know everything?
- Who am I as a person, and as a student?

- How am I the same/different as my peers in the target culture?
- What is school like in a Spanish-speaking country?

Enduring Understandings

- Students will understand that being the best student I can be will provide opportunities to be successful in our global society.
- Students will understand that learning to communicate in another language enables me to participate in multicultural communities.
- Students will understand that listening for familiar words and watching the speaker for clues can help me to figure out what is being said.
- Students will understand that even though I don't know all the words that are written, they can figure out the main idea by paying attention to titles, pictures, and familiar expressions.

Application

- Students will be able to independently use their learning to engage in short conversations about personal experiences or events.
- Students will be able to independently use their learning to engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.
- Students will be able to independently use their learning to compare and contrast unique linguistic elements in English and the target language.
- Students will be able to independently use their learning to demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses
- Students will be able to independently use their learning to explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.
- Students will be able to independently use their learning to demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S.

Skills

Students will be skilled at:

- Talking about and describe their class schedule.
- Telling at what time they have a particular a class.
- Describing classes, friends and extracurricular activities.
- Discussing characteristics of school in Spanish-speaking countries and compare with those in the U.S.