Unit 4: Parts of the Body

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

Unit Overview

Unit Title: Parts of the Body

Unit Objectives:

- Identify and label parts of the body.
- Practice songs related to parts of the body.
- Identify parts of the body through Simon Says.
- Recreate read aloud identifying parts of the body.
- Complete teacher-created activity pages with parts of the body in Spanish.

Standards

7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Materials

Core Materials:

- Google Slides / Nearpod
- Boxlight
- Teacher-created materials

Supplemental Materials:

- Read Alouds
- Realia
- YouTube Educational Videos

Technology

9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Evidence of Learning/Assessment

Formative Assessment

- Teacher Observation
- Quizzes
- Exit Tickets

Summative Assessment

- Benchmark Assessments
- Alternative Assessments: Performance Tasks & Projects

Accommodations & Modifications

Special Education

Follow IEP Plan which may contain some of the following examples…

- In class/pull out support with special ed teacher or assistant
- Additional time during intervention time

- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit number of questions
- Scribe

504

Follow 504 Plan which may contain some of the following examples…

- In class/pull out support with special ed teacher or assistant
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit number of questions
- Scribe

ELL

- Translation device/dictionary
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit number of questions
- Scribe

At-risk of Failure

- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices

- Songs/videos to reinforce concepts
- Study Guides
- Limit number of questions
- Scribe

Gifted & Talented

- Independent projects
- Online games
- Extension activities

Interdisciplinary Connections

6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.2.2.N.1	Explore different types of foods and food groups.

Career Readiness, Life Literacies, and Key Skills

Global and Cultural Awareness

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals