

# Unit 4: Places

Content Area: **World Language**

Course(s): **Generic Course, French Fundamentals, German Fundamentals, French I, German I, Spanish I CP, Spanish Fundamentals I, World Language 6, Spanish Fundamentals**

Time Period: **3 weeks**

Length: **3Weeks**

Status: **Published**

## Unit Overview

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Students will formulate and create sentences including the concepts of:

- 20-25 places
- days of the week
- expressions of time
- numbers in the hundreds
- words expressing frequency
- making words plural

Students will be able to give a detailed analysis of:

- differences and similarities in places visited during a normal school week and during leisure time

## Transfer

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Students will be able to independently use their learning to...

- Describe places they are going to during a normal school week and on the weekend.
- Use expressions of time to explain how often and when they are going to certain places.
- Use days of the week and associated vocabulary to explain what day students are going to certain places.
- Compare/contrast students' school schedules in the target language.
- Use previous knowledge to construct a detailed description of the places they go.

## Meaning

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## **Understandings**

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Students will understand that...

- There are similarities and differences in the choices of classes and activities offered through the school across cultures.
- Previous knowledge is necessary in order to describe when you are going to a certain place including interrogatives and expressions of time.
- There are multiple ways to express the preposition and article according to gender.
- One must use the negation correctly when expressing where they are not going.

## **Essential Questions**

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Students will keep considering...

- Where are the places I go to in my free time?
- Where are the places kids/teens in the target culture go in their free time?
- What extra curricular activities are offered or are available in the target culture?
- Are the activities offered in the target culture similar or different to the activities I do in my free time?
- How do I ask and respond to the question "Where are you going?" in the target language?
- What interrogative expressions can I use to request certain information?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- up to 25 places in the target language.
- similarities/differences between school schedules in the target language.
- similarities/ differences between extra curricular activities offered across cultures

- previous knowledge of expressions of time and days of the week to give a detailed description of places visited.
- how to describe their school schedule and places they go to during their free time.

### **Students will be skilled at...**

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Students will be skilled at...

- giving their school schedule in the target language.
- expressing how often they go to a certain place/places.
- expressing where they go on the weekend or in their spare time.
- using negations correctly.
- analyzing differences and similarities between extra curricular activities offered and places visited across cultures.

### **Academic Vocabulary**

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**Topic: Places**

**Topic Question:** Where are you going?

**Response:** I am going to the \_\_\_\_\_

#### **VOCABULARY:**

- School
- House
- Bathroom
- Store
- Mall
- Movie theater
- Park
- Spanish/German/French class (pick the language you teach only)
- Gym
- Computer class
- Music class
- Art class
- Library
- Mathematics class
- English class/L.A class
- Office
- Nurse's office

- Guidance office
- Cafeteria
- Health class
- S.S class
- Science class
- \_\_\_\_\_ Club
- Auditorium

**Words that describe frequency:**

Always, sometimes & never

**Target 3**

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Students will apply concepts to create sentences including:

- 20-25 places.
- days of the week.
- expressions of time.
- numbers in the hundreds.
- words expressing frequency.
- plural words.

Students will be able to give a detailed analysis of:

- differences and similarities in places visited during a normal school week and during leisure time

WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.

**Summative Assessment**

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•Aural/oral assessments
•Group Projects
•In-class projects
•Interpersonal activities
•Interpretive activities
•Oral assessment
•Performance assessment
•Performances
•Picture prompts for oral or written assessment
•Presentational activities
•Reading comprehension
•Role plays
•Role plays
•Skits
•Take home projects
•Tests/quizzes
•Unit Tests

## **21st Century Life and Careers**

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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.

CAEP.9.2.8.B.7

Evaluate the impact of online activities and social media on employer decisions.

## **Formative Assessment and Performance Opportunities**

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• Group discussions
•Class participation
•Grammar/ Vocab Worksheets
•Homework
•Mini conversations
•Oral drills
•Paired activities
•Self assessment of learned topics
•Written activities

## **Differentiation/Enrichment**

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•Cultural based activities
•Extra time to think and reflect, i.e. wait time
•Follow all accommodations from 504 plans and IEPs
•Make assessments ongoing, interactive process
•More group work and pair work
•More visual and oral resources available
•Offer options for projects that reflect different learning styles and interests
•Restate learning goal/ activity in own words
•Shortening the length of material but retaining authenticity
•Study guides
•Teachers notes readily available
•Word banks/ word wall

## Unit Resources

•Academic games
•Realidades textbook
•C'est a toi workbook w.s. (French)
•Discovering French textbook
•Exploring French/Spanish textbook
•Geni@l Klick (German)
•Powerpoint presentations
•Role play instructions and rubric
•Teacher created worksheets
•Test and quizzes