

# Unit 2: Classroom Objects 6-8

Content Area: **World Language**  
Course(s): **Generic Course, World Language 7, WorldLanguage 8, French Fundamentals, German Fundamentals, French I, German I, Spanish I CP, Spanish Fundamentals I, World Language 6, Spanish Fundamentals**  
Time Period: **3 weeks**  
Length: **Cycle**  
Status: **Published**

## Unit Overview

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- Students will identify classroom objects at a novice level, discussing differences between the American educational system and the educational system in countries where the target language is spoken.
- Students will discuss the differences in the school experience between America and the target culture, express needs within the classroom setting using singular pronouns,

Students will ask for and give permission, quantify objects, use noun and adjective (colors) agreement, identify indefinite articles and understand how to make vocabulary plural including the amount of items being described.

## Established Goals

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## Transfer

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

- 6th grade: Identify 20 classroom objects in the target language.
- 7th grade: Identify 25 classroom objects in the target language.
- 8th grade: Identify 25+ classroom objects in the target language.
- Use graphic organizers to show differences and similarities between the education in America and the target culture.
- Compare/contrast a typical school day between America and the target culture.
- Form and use correct sentence structure applying noun and adjective agreement.
- Use of grammar correctly when making vocabulary plural.

Differentiate between gender of objects and the usage of indefinite articles.

## Meaning

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## **Understandings**

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Students will understand that...

- Schooling varies within a culture, as well as between cultures.
- Grammar concepts vary between languages; i.e. plurals, noun/adjective agreement and indefinite articles.
- Learning a different language/culture leads to greater understandings of one's own and other languages/cultures and why people think and act in different ways.
- Successful communication is knowing how, when and why to convey a message to different audiences.
- Cultural perspectives are gained by using the language and through experience with its products and practices. Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs.

## **Essential Questions**

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Students will keep considering...

- How do I identify the everyday objects I use at school?
- How can I ask for school supplies in the target language?
- Are the school supplies the same in the target society as they are in America?
- What is a typical school day like in the target culture?
- What are the physical differences between schools in America and the target culture?

## **Application of Knowledge and Skill**

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

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Students will know...

- Between 20-25 or more classroom objects in the target language according to grade level.
- Differences and similarities between education in America and the target culture.
- Grammar structures including: noun/adjective agreement, indefinite articles and making vocabulary plural.
- How to ask and answer about quantity of objects.

## Students will be skilled at...

Students will be skilled at...

- Quantifying objects using "how much/how many" in the target language.
- Asking for and giving permission.
- Listing between 20-25 classroom objects in the target language.
- Using noun/adjective agreement.
- Using/applying plural rules.
- Giving a detailed analysis of differences in education including cultural practices and materials.

## Academic Vocabulary

GRADE: 6TH	GRADE: 7TH	GRADE:8TH
PENCIL	HOLEPUNCHER	HOLEPUNCHER
ERASER	CHAIR	RUBBER BAND
SHARPENER	RULER	BANDAGE
PAPER	ERASER	FLAG
BINDER	PROJECTOR	PROJECTOR
SCISSOR	STAPLER	STAPLER
LOCKER	SCISSOR	STAPLE
STUDENT DESK	STAPLE	SCISSOR
TEACHER'S DESK	GLUE	GLUE
CLOCK	TELEPHONE	BULLETIN BOARD
LIGHT	TAPE	THUMB TACK
BACKPACK	CLOCK	RECYCLE BIN
DOOR	COLOR PENCIL	FOLDER
TRASHCAN	TRASHCAN	TEACHER'S DESK
WHITE BOARD	RECYCLE BIN	FLOOR
PEN	CALENDAR	LOCKER
WINDOW	WINDOW	BACKPACK

GLUE	LIGHT	TISSUE
CALENDAR	DOOR	BINDER
FLAG	FLOOR	SHARPENER
	STUDENT DESK	WHITE BOARD
	TEACHER'S DESK	HIGHLIGHTER
	LOCKER	PEN
	TISSUE	PERMANENT MARKER
	BINDER	WHASABLE MARKER
		WHITE-OUT
		STUDENT DESK
		LIGHT

## Objective 1

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The student will identify and explain the following:

- categorizing/ identifying classroom object cognates,
- classifying/recognizing 10-15 classroom objects,
- noun/adjective agreement utilizing colors.

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
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.
WL.7.1.NM.A.C	Cultural
WL.7.1.NM.A.C.1	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.)
WL.7.1.NM.A.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development

of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

WL.7.1.NM.A.C.7	Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.B.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.B.L.1.c	State needs and preferences.
WL.7.1.NM.C.1	Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.C.7	Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

## **Objective 2**

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Student will compare and contrast:

-differences in education between target culture and U.S. culture.

-differences in materials used in school.

Students will construct sentences using:

- 20-25 classroom objects
- noun/adjective agreement
- making nouns plural
- numbers in the hundreds

Students will use concepts to:

- quantify classroom objects using “How much/How many?” in the target language.

TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.

## Summative Assessment

<b>• Common Assessment •Oral assessments</b>
<b>•Performance assessment</b>
<b>•Role play</b>
<b>•Take home projects</b>
<b>•Test and Quizzes</b>

## Proficiency Scale

<b>SCORE 4.0</b>	Students will apply concepts to create sentences including: -25 or more classroom objects -noun and adjective agreement -numbers in the thousands -making words plural  Students will be able to give a detailed analysis of:
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	- differences in education including cultural practices and materials.
<b>3.0</b>	<p><b>SCORE</b> Student will compare and contrast:</p> <ul style="list-style-type: none"> <li>-differences in education between Target culture and US culture.</li> <li>-differences in materials used in school.</li> </ul> <p>Students will construct sentences using:</p> <ul style="list-style-type: none"> <li>- 20-25 classroom objects</li> <li>-noun/adjective agreement</li> <li>-making words plural</li> <li>-numbers in the hundreds</li> </ul> <p>Students will use concepts to:</p> <ul style="list-style-type: none"> <li>-quantify classroom objects using “How much/How many?” in the Target language.</li> </ul>
<b>2.0</b>	<p><b>SCORE</b></p> <p>The student will identify and explain the following:</p> <ul style="list-style-type: none"> <li>- categorizing/ identifying classroom object cognates</li> <li>- classifying/recognizing 10-15 classroom objects</li> <li>-noun and adjective agreement utilizing colors.</li> </ul>
<b>SCORE 1.0</b>	<ul style="list-style-type: none"> <li>- With help, a partial understanding of some of the simpler details and processes and some of the minor complex ideas and processes found in score 2.0 and score 3.0</li> </ul>
<b>SCORE 0.0</b>	<ul style="list-style-type: none"> <li>- Even with help, no understanding or skill demonstrated</li> </ul>

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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.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

## **Formative Assessment and Performance Opportunities**

••	<b>Culture readings</b>	.
••	<b>Informal Paired Conversations • Informal Classroom Conversations</b>	.
••	<b>Information gap activities</b>	.
••	<b>Interactive activities</b>	.
••	<b>Interpersonal activities</b>	.
••	<b>Listening comprehension</b>	.
••	<b>Orally describe a picture</b>	.
••	<b>Original written paragraphs and/or sentences using vocabulary and verbs</b>	.
••	<b>Reading comprehension</b>	.
		.
••	<b>Skill based worksheets</b>	.
••	<b>Surveys</b>	.

## **Differentiation**

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the daily target
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations according to IEP's and 504 plans.

## **Enrichment**

1. Provide extra resources and supplement lessons with online resources and authentic learning materials.
2. Provide opportunities for students to go above and beyond learned material by providing more vocabulary, giving information on where students can do research on their own and time for students to

use that information and turn key to the rest of the class.

3. Allow students to use taught information at a more analytical level and allow students to use higher order thinking and reasoning skills.

## **Unit Resources**

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Spanish- Realidades textbook, workbook, cd-rom.

French- Discovering French textbook, workbook. Exploring French textbook, workbook. Teacher generated materials.

German- Teacher generated resources.