Unit 2: ¿Qué ves en la escuela?

Content Area: **World Language**
Course(s):
Time Period: **MP2**
Length: **10**
Status: **Published**

NJSLS World Language

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.

Rationale & Transfer Goals

In this unit, students will explore school life and identify everyday school objects by name and color at the novice level. Students will develop interpretive skills by listening and responding physically to the teacher's direction, commands and instructions. Within the context, students will learn about schools in Hispanic Countries and compare it to schools in the United States.

Enduring Understandings

- Students will understand that schooling varies within a culture, as well as between cultures.
- Students will understand how they prepare for school and their activities reflect their culture and might be similar and/or different from those of a student in a Spanish speaking country.
- Students will understand that listening and observing are important when learning a language.
- Students will understand nouns and articles in Spanish are gender and number specific.
- Students will understand that listening and observing are important when learning a language.

Essential Questions

- How do we communicate in another language?
- How is my classroom the same and/or different from a classroom in a Hispanic Country?
- How do I describe things in my classroom?
- How can I describe my school?
- How do I identify the everyday objects I use at school?
- How do I provide a detailed description of objects I need to use in the classroom?
- Who are the important people in a school?
- How are schools different in the US compared to schools in Hispanic Countries?

Content - What will students know?

- Commands and instructions for basic classroom procedures in Spanish
- Classroom objects in Spanish
- How to describe objects by size and color
- Parts/locations of the school in Spanish (classroom, bathroom, office)
- Names and titles of important people in the school (teacher & principal; Ms, Miss, Mrs, Mr.)
- How to ask and answer important school related questions
- How to compare and contrast schools in
- Hispanic Countries to schools in the US
- Numbers in Spanish to count objects

Skills - What will students be able to do?

- Identify classroom objects in Spanish
- Correctly spell vocabulary related to the classroom
- Give and follow directions that will lead them to the different parts of the school
- Identify who are the school personnel and where you would find them in a school (teacher & principal; classroom, bathroom, office)
- Compare and contrast schools in Hispanic Countries to schools in the US
- Counts objects by quantity using the question “cuantos hay?”
- Use the verb “tener” to express I have…

- Describe what materials they have and use on a daily basis in school
- Correctly use nouns in Spanish with accurate usage of gender and number
- Identify classroom objects by size, quantity and color

Activities/Strategies - How do we teach content and skills?

- Use powerpoint presentation to introduce vocabulary
- Songs online/CD's
- Flashcards/picture of places/people in a school
- You tube clips/Videos about schools in Latin America
- Authentic pictures of schools in hispanic countries
- Classroom object flashcards
- Activities to review commands
- Teacher generated materials related to content
- Games: memory/ matching, Simon says with commands, Adivina, Matamoscas, Bingo, What's missing? (whole group or small group, Pictionary, Eye Spy, Headband game, Charades, etc.
- Classroom based activities using technology tools
- Label classroom objects in the classroom
- Display poster of commands
- Review colors and numbers to describe objects.

Interpretive:

- Use practice worksheets on topics in this unit
- Match pictures with vocabulary words
- Watch clips on youtube about school related topics

Interpersonal:

- In groups, students can describe how many classroom objects are in the room.
- In pairs, give students flashcards to practice classroom objects, colors numbers, and the verb "tener."
- Class discussion: Compare and contrast schools in the US to schools in hispanic countries.

Presentational:

- Mochila Project: Give students copies of a bookbag or students can draw it; inside the bookbag students are to draw and identify as many classroom objects as they can.

Formative Assessments - How do we know students have learned?

- Class participation
- Teacher observation
- Oral Presentation
- Completed practice worksheets
- Quiz on vocabulary

Summative Assessments - How do we know students have learned?

Example End of the Unit Assessments:

Presentational:

- Mochila Project: Give students copies of a bookbag or students can draw it; inside the bookbag students are to draw and identify as many classroom objects are the can.

Key Resources

Puppets

Felt board

Flashcards

CD's - Songs on classroom objects/schools

Whiteboards with markers

Worksheet activities

Interactive games/websites

Smartboard: Display powerpoints with pictures and vocabulary

Magic Box with tangible items

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Numbers Colors Classroom Objects Commands	Previous Year- 1st grade Identifying classroom objects Identifying numbers Identifying commands Identifying colors	Continual practice of the content/skill until students have mastered the vocabulary.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections

RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
W.WR.2.5	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.