

Unit 3: Colors, Body Parts, Animals

Content Area: **World Language**

Course(s):

Time Period: **MP3**

Length: **10**

Status: **Published**

NJSLS World Language

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Rationale & Transfer Goals

All students will be able to use Spanish in addition to English to describe their surroundings, themselves, and animals, to understand and interpret spoken and written language while gaining an understanding of the

perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Enduring Understandings

- The purpose of language study is to communicate so I can understand others, and they can understand me.
- Global citizenship requires an ability to communicate in more than one language. An ability to communicate in another language is essential for knowing other people and cultures.
- Learning other languages enables an individual to participate in multilingual communities.
- An ability to communicate in another language fosters a better understanding of my own language and culture.
- Custom and tradition vary within a culture, as well as between cultures.

Essential Questions

- Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
- How does learning an additional language help you become a global citizen and enhance your own life?
- What are the skills you need in order to understand or communicate in Spanish?
- How do the cultures of the world compare to those of the United States?
- How does the French language compare to American English?
- What does the study of an additional language and its cultures teach me about myself?

Content - What will students know?

- Colors in the TL
- Body parts in the TL
- Common pets and approximately a dozen other animals of interest to individuals.
- How to express likes and dislikes regarding colors, pets etc.
- How to say what pet they have or don't have
- Interpreting meaning through intonation and visual cues
- Recognition of cognates

Skills - What will students be able to do?

- Use colors to describe objects, people, and animals
- Use body parts to describe people and animals.
- Express preferences with regard to unit topics
- Use gestures to convey meaning
- Use context and cognates to facilitate understanding

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

The activities in the Spanish class should include pair-share, Total Physical Response (TPR), oral/aural, and reading/writing activities. There should be sufficient time for individual work as well as group work and practice with peers. The Spanish class should be conducted in the target language as much as possible. Activities should focus on excellent language acquisition methods and literacy. Below are some other activities and strategies that can be used for this unit.

- Technology practice through Google Classroom or other web-based “classrooms” in Flipped Learning Environment
- Graphic organizers
- White board activities
- Dialogs
- Projects
- Games
- Information Gap activities
- Role-play activities

Formative Assessments - How do we know students have learned?

- Teacher observation/written activities.
- Class participation

Summative Assessments - How do we know students have learned?

- Student surveys and analysis of results
- Final Project presentation using technology
- A mixture of oral, aural, reading and writing skills.
- Quiz/Tests

Key Resources

- Teacher-created resources
- Laptops
- Online resources
- Videos and Internet short videos
- Web-based classrooms
- Exploring Spanish
- Interactive Smart Board
- Authentic reading materials

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Colors, body parts, animals-describing, expressing opinion	Reinforcement of salutation and courtesy expressions and classroom survival expressions Daily report –day, date, weather	Daily PQA (personalized question and answer) Daily use of salutation and courtesy expressions and classroom survival expressions Students-led daily report

Career Readiness, Life Literacies, and Key Skills

TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Interdisciplinary Connections

ELA.RI.MF.5.6	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
ELA.W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ELA.W.WP.5.4.A	Consider audience, purpose, and intent before writing.
ELA.W.WP.5.4.B	Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
ELA.W.WP.5.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.5.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
ELA.W.WP.5.4.E	After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.