

A MP1,3-In the Classroom

Content Area: **World Language**
Course(s): **Spanish 7**
Time Period: **MP1,3**
Length: **MP1,3**
Status: **Published**

Essential Questions

- How is school life in the United States the same and/or different to school life in Spanish speaking countries?
- How can students describe their educational experiences?
- How do you talk about what you have, want, and need in regards to home and school?

Big Ideas

- 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.)

Technology Integration

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Activity:

Students will be introduced to classroom vocabulary via the SMART TV. Students will then individually create a chart using Google Docs separated by classes and they will be asked to list all school supplies needed for each class. This will be used as an additional resource to their notes.

Cross-Curricular Integration

Integration Area: Language Arts

SL7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade seven topics, text, and issues building on others ideas and expressing their own clearly.

Activity:

Students will be introduced to vocabulary surrounding their classes and class schedule in Spanish. They will be able clearly identify and state which classes they have at what time. Ask others about their schedule, and state their own views about each class.

Enduring Understandings

7.1 Language

A. Interpretative Mode

7.1.NH. IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes

7.1.NH. IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

B. Interpersonal Mode

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

C. Presentational Mode

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

Focus Area

Grammar

- *Gustar*
- *Numbers*
- *Interrogative Words*

Vocabulary

- Identifying people
- School supplies
- Classes

Cultural:

- Many products and practices related to home and community are shared across cultures; others are culture-specific.
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)