

B MP1,3-Students

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

Essential Questions

- How is my day at school?
- What do I need? How do I interact with others?
- How can students describe their school experience?
- How do schools compare from culture-to-culture?
- How can students describe their school experience?

Big Ideas

- 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.)

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: English Language Arts

NJSLSA.SL2 - Integrate and evaluate information presented in diverse media and formats, including visually, and orally.

Activity:

Students will watch various clips of different students' school days from various spanish speaking cultures. They will be asked to identify what are the differences and similarities between their day and your own.

Enduring Understandings

7.1 Language

A. Interpretive Mode

7.1.NH. IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s)

7.1.NH. IPRET.5: Identify some unique linguistic elements in the target culture.

7.1.NH. IPRET.6: Interpret some common cultural practices associated with the target culture(s).

B. Interpersonal Mode

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.

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

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.3: Describe orally and in writing people and things from the home and school environment

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Focus Area

Grammar

- *tener*
- *-ar*

Vocabulary

- Daily schedules;

- Telling time;
- Prepositional Phrases

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.)