

Unit 4- School Subjects, Rooms, and People

Content Area: **World Languages**
Course(s):
Time Period: **Trimester 2**
Length: **4-6 lessons**
Status: **Published**

Unit Overview

Students can independently identify and apply vocabulary for school subjects, rooms, and people in Spanish.

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. Through active listening, frequent repetition and practice, students develop a fundamental vocabulary that supports comprehension of thematically based content. Through a series of scaffolded learning activities, students strengthen their interpretive, interpersonal, and presentational skills.

Essential Questions

- How do you describe the names and locations of rooms within a school in Spanish?
- What are the Spanish job titles for people who work in a school?
- What are the subjects taught in school in Spanish?

Content

Subjects (Sujetos) – math (matemáticas), algebra (álgebra), science (ciencia), language arts (artes lenguajes), English (inglés), social studies (estudios sociales), history (historia), Spanish (español), computers (computadoras – tecnología), phys. ed. (educación física), health (salud), art (arte), music (música),

People (Personas) – teacher (maestra/o), student (estudiante/alumno/a), superintendent (superintendente), principal (principal), nurse (enfermera/o), librarian (bibliotecario/a), custodian (portero/a), secretary (secretaria/o), counselor (consejero/a),

Rooms (Cuartos) – office (oficina), library (biblioteca), cafeteria (cafetería), gymnasium (gimnasio), field (campo), playground (patio de recreo), nurse's office (enfermería), classroom (cuarto, sala, salón, aula), bathroom (baño)

Skills

- Answer questions about school subjects, people, and rooms in Spanish
- Apply appropriate Spanish school subjects, job titles, and names of rooms to oral and written activities
- Apply the use of "de" (of) to describe people and rooms in Spanish

- Create and present brief conversations in Spanish both orally and in writing using school subjects, people and rooms
- Recognize and appropriately apply gender agreement

Assessments

- Completed written activities
- Dialogues/skits
- Listening comprehension-question answering
- Project and Presentation
- Teacher Observation
- written assessments

Lessons/Learning Scenarios

Students respond through active listening, repetition, and Total Physical Response (TPR) to develop beginning Spanish vocabulary. Students understand new words through picture prompts, teacher's actions and modeling, and practice. Students respond to teacher prompts during developmentally appropriate activities. Students apply phonemic awareness in English to Spanish letters and vowel sounds as a scaffold to Spanish reading and writing proficiency. Students develop confident oral proficiency through participating in short dialogues and skits using practiced sentences and phrases. Students interpret unfamiliar text using context clues, picture prompts, and prior knowledge. By applying new vocabulary and phrases in real life applications, students strengthen their interpretive, interpersonal, and presentational skills.

Recite Spanish subjects, people, and rooms

Total Physical Response (TPR) activities.

Writing activities that build word recognition skills and awareness of simple sentence structure in Spanish.

Respond to teacher oral directions and questioning.

Participate in culturally authentic games

Design-A-School Project

Standards

FL.PK-12.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
FL.PK-12.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
FL.PK-12.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
FL.PK-12.7.1.NM.A.B	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.)
FL.PK-12.7.1.NM.A.C	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.)
FL.PK-12.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
FL.PK-12.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
FL.PK-12.7.1.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.
FL.PK-12.7.1.NM.B.A.1	Respond to learned questions.
FL.PK-12.7.1.NM.B.A.2	Ask memorized questions.
FL.PK-12.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
FL.PK-12.7.1.NM.C.A.1	Make lists.
HE.K-2.	Health-enhancing behaviors contribute to wellness.
HE.K-2.2.1.2.B.1	Explain why some foods are healthier to eat than others.
HE.K-2.2.1.2.B.2	Explain how foods in the food pyramid differ in nutritional content and value.
HE.K-2.2.1.2.B.3	Summarize information about food found on product labels.

Resources

Teacher Created worksheets and activities