

# 8th grade, Unit #1, World Language, En la Escuela

Content Area: **Generic Content Area**  
Course(s): **Generic Course**  
Time Period: **September**  
Length: **5 weeks**  
Status: **Published**

## Enduring Understanding

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Similarities and differences exist between English and Spanish grammatical syntax.

## Essential Questions

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How do I change the ending of a verb to agree with the subject of a sentence?

How do I structure a sentence correctly in Spanish to make myself understood?

## Common Core Standards

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FL.3-12.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
FL.3-12.7.1.NH	All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also 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.
FL.3-12.7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
FL.3-12.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
FL.3-12.7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
FL.3-12.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
FL.3-12.7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
FL.3-12.7.1.NH.A.A.1	Identify the main idea and some supporting details when reading.
FL.3-12.7.1.NH.A.A.2	Understand the gist and some supporting details of conversations dealing with everyday life.
FL.3-12.7.1.NH.A.A.3	Infer the meaning of some unfamiliar words when used in familiar contexts.
FL.3-12.7.1.NH.B.A	The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:
FL.3-12.7.1.NH.B.A.1	Ask and answer questions related to everyday life.
FL.3-12.7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
FL.3-12.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
FL.3-12.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
FL.3-12.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
FL.3-12.7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

## Student Learning Objectives

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Review Spanish pronouns and correctly apply the -AR verb ending for each pronoun.

Use -AR verb endings correctly when asking and answering a series of questions about themselves.

Read and understand a culturally authentic piece of writing and identify and apply correct verb usage within the contextualized reading.

Identify various classroom objects and apply proper definite and indefinite articles as well as pluralization rules for

each object.

Identify names of classes and materials needed for each class.

Tell time in a foreign language.

Use the verb *estar* to identify various locations of classes in a school.

Identify and compare grammatical structures unique to various languages.

## **Assessment**

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Appropriate and accurate use of -AR endings during conjugation games, activities, and teacher-created worksheets using rubric or 10 point grading scale.

Anecdotal notes of accuracy of grammar structures in conversation and writing.

Teacher observation during asking/answering of questions and discussions related to school activities.

Quizzes/test/performance assessment related to -AR verb conjugation and the verb *estar*, use of subject pronouns, definite/indefinite articles, pluralization rules, and time/school location vocabulary.

## **Instructional Activities**

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Whole class inquiry discussion of background knowledge of how -AR conjugation works. Ask and answer questions related to school activities using verbs such as: *trabajar en clase*, *prestar atención*, *escuchar a la profesora/al profesor*, etc.

Whole class, small group, or partner conjugation game practice of -AR verbs such as: Smart Board games, Zip Around (Students ask and answer a series of questions applying -AR verb endings for *tu* and *yo* form), battleship, flashcard games, flyswatter game, etc.

Interview/ Think-Pair-Share- Students read a variety of questions about themselves and their school habits and answer accordingly using *yo* endings. Students then interview 2 classmates about their answers and record their classmates answers in the *el/ella* form. Students share answers with the class regarding their findings.

Review activities to recall classroom object vocabulary and rules for pluralization and definite/indefinite articles such as: Hold up objects and identify classes associated with each object. (*lupa- ciencias*), pictionary, smart board review

game, iPad game- create scan symbols and students go on a scavenger hunt to identify locations in a school or classroom objects.

Review telling time as the teacher says a time and students show time on a clock or by playing time bingo or other review game.

In partners, read and interpret a Spanish school schedule and discuss orally or in writing.

Review the verb *estar* and discuss where different people are located in a school on a map or other map reading activity with school locations.

Students read a teacher-created paragraph or story encompassing all conjugated -AR vocabulary and answer questions about the reading orally or in writing.

## **Interdisciplinary Connections**

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ELA: Reading comprehension, Writing/ rephrasing questions to write a complete answer, Grammatical structures of English and Spanish languages

Social Studies: World connection with 24 hour clock

## **Texts and Resources**

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Internet resources: [www.quia.com](http://www.quia.com), Smart Tech resources designed for smart board

Teacher-designed game materials (flashcards, game boards, etc.)

Prezi Presentations/Powerpoint presentations for -AR verb review and other grammatical structures

Teaching clock/mini-clocks

Authentic language maps of various locations