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| Diocese of Wheeling-Charleston | | | | | | | | |
| CASE Unit Planner | | | | | | | | |
| Name of Teacher: **Shannon Wall** | | | | Grade Level:  **7** | | | | |
| Subject Area: **Spanish** | | | | Cross Curricular Opportunities: Y  **Language Arts, Computers** | | | | |
| Unit Title: **Location Words** | | | | Estimated Duration of Unit (between 2-9 weeks): **2 weeks** | | | | |
| Overview of Unit**: Students will be introduced to new Spanish vocabulary and review the conjugation and meaning of the word ESTAR. The new vocabulary includes location words (next to, near, far from, above, below) and buildings (gym, store, pool, park, supermarket, restaurant, library, post office, house)** | | | | | | | | |
| Forms of Text (nonfiction/fiction): V**en Conmigo – Adeldente** | | | | Teaching Strategies: **Modeling, Cooperative Learning, Whole Group and Small Group Instruction, Technology, and Discussion** | | | | |
| Catholic Identity Connections: **Students will work together cooperatively and compassionately. Each class will start with the Padre Nuestro** | | | | | | | | |
| Assessment (authentic/published - summative/formative):  **Authentic – Students will receive grades on completed map and drawing**  **Formative – Students will be expected to give an oral presentation**  **Summative – Students will complete a test and also write a short paragraph** | | | | | | | | |
| Standard Number | | Standards | | | | | |
| FL.O.L11.1.01 | | Exchange brief oral and written information about a variety of topics incorporating level-appropriate vocabulary. | | | | | |
| FL.O.LII.1.02 | | Exchange and understand information including preferences and emotions | | | | | |
| FL.O.LII.1.12 | | Create and present spoken and written communications based on level-appropriate vocabulary and structure | | | | | |
| FL.O.LII.1.10 | | Produce comprehensible intonation and pronunciation | | | | | |
| **Standards** | | **Description of Activity** | | | **Resources** | **Timeline** | |
|  | | Review previous vocabulary of the verb ESTAR and correct conjugation | | | Textbook | Day 1 | |
|  | | Introduce new vocabulary to the students | | | Textbook | Day 2 | |
|  | | Students work together in small groups to complete a worksheet with location words. This will be assessed and corrected together in class | | | Workbook | Day 3 | |
|  | | Interactive game day. Students will be given a building name in Spanish on card stock. I will read a paragraph aloud to the class that describes where the buildings are located. Students must stand in the appropriate place to match the map at the end. | | | Small groups/whole class – listening | Day 4 | |
|  | | Whole class interactive smartboard game to review vocabulary | | | Whole class – interactive smartboard | Day 5 | |
|  | | Students work alone on creating a paragraph describing locations of buildings. These must include new building vocabulary and location vocabulary. | | | Individual work – Written assessment | Day 6 | |
|  | | Oral presentations – Students will read their oral presentations to the group. While one student is reading, the other students are trying to translate what they are reading by completing maps. Oral presentations must include new building vocabulary and location vocabulary and at least 5 buildings. | | | Individual work – Oral assessment | Day 7/8 | |
|  | | Review of all new vocabulary | | | Whole class discussion | Day 9 | |
|  | | Test on all vocabulary | | | Written assessment - TEST | Day 10 | |
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| **Teaching Strategies Checklist** | | | | | | | | |
| Writing | | | | | | | | |
| X | Paragraph | | | | | | | |
| X | Essay (narratives, fairy tales, realistic fiction) | | | | | | | |
|  | Summary | | | | | | | |
| X | Research | | | | | | | |
| X | Detailed answers (text supported) | | | | | | | |
| X | Notes (note taking skills, outlines) | | | | | | | |
| X | Complete sentences | | | | | | | |
| Reading | | | | | | | | |
| X | Informational text | | | | | | | |
|  | Lexile | | | | | | | |
|  | Complex literature | |  |  | | |  | |
| X | Speaking | | | | | | | |
| X | Listening | | | | | | | |
| X | Varied strategies and instructional methods | | | | | | | |
| X | Critical thinking in whole class discussion | | | | | | | |
| X | Student led activities | | | | | | | |
|  | common core standards (literature circles) | | | | | | | |
| Technology | | | | | | | | |
| X | Smart board | | | | | | | |
| X | Computers | | | | | | | |
|  | iPads | | | | | | | |
|  | PowerPoint, Elmo etc. | | | | | | | |
| Differentiated Instruction | | | | | | | | |
|  | Used multiple resources | | | | | | | |
|  | Domain Vocabulary | | | | | | | |
| X | Cross-Curricular | | | | | | | |
|  | Collaborative engagement (meaningful feedback) | | | | | | | |
|  | Higher level learning and teaching | | | | | | | |
| Assessment | | | | | | | | |
| X | Project based | | | | | | | |
| X | Writing prompt | | | | | | | |
|  | Portfolio | | | | | | | |
| X | Observation | | | | | | | |
| X | Quiz | | | | | | | |
| X | Technology based | | | | | | | |
| X | Test | | | | | | | |
| X | Student created test | | | | | | | |
| X | Presentation | | | | | | | |
|  | Journal | | | | | | | |
| X | Think, pair, share | | | | | | | |
|  | Summary | | | | | | | |
| X | Oral questioning | | | | | | | |
|  | Analogy | | | | | | | |
|  | PowerPoint, or movie maker | | | | | | | |
| Authenticity | | | | | | | | |
| X | Various activities | | | | | | | |
| X | Inquiry, research and evidence | | | | | | | |
| X | Evidence of time management and planning | | | | | | | |
| X | Problem solving strategies | | | | | | | |
| Summary of unit upon completion: | | | | | | | | |
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