

Diocese of Wheeling-Charleston

Unit Planner

Name of Teacher: Johanna Caruso		Grade Level: 7		
Subject Area: Spanish Exploratory		Cross Curricular Opportunities: Opportunities to interact with the Morgantown community to note cultural and historical differences and growth.		
Unit Title: Extent of Spanish Language Influence in Morgantown		Estimated Duration of Unit: Three weeks as a Friday activity		
Overview of Unit: Students and the teacher will initially meet to discuss the spread of Spanish in Morgantown. First,there will be a kind of round table meeting where different places and categories of research will be decided. Such places would include the downtown area,malls,hotels and restaurants.As far as health care is concerned there would be hospitals and nursing homes,andWVU as well as local schools would be researched. Parks and dog parks could provide more information.Finally churches are included.				
Forms of Text (non fiction/fiction): no actual text used		Teaching Strategies: Research gathering,organizing and presentation		
Catholic Identity Connections: Catholic churches are included in this survey. Broadening the culture of the community.				
Assessment (authentic/published - summative/formative): summative/formative				
Standard Number	Standards	Description of Activity	Resources	Day of Lesson
FL.S.FLEX.1	Communication-Presentational-delivering information in spoken and written forms	Town meeting environment-Teachers and students discuss areas of research such as parks,churches,education,the downtown area(including restaurants and hotels),malls,and healthcare facilities. Students pair up,each taking a different part of the community to examine for bilingual signs in stores and employees acting as translators.WVU could provide students with information about how many sections of Spanish	Classroom-smartboard or whiteboard	Day 1-first meeting

		are taught compared to other foreign languages as could elementary,middle and high schools.There would be a week for data to be collected until the next meeting .		
FL.O.FLEX.2	Culture-practices-patterns of social interactions	Students would go about collecting data and talking to different employees.They could take pictures as evidence to back up their reports,getting everything ready for the next meeting	Ipads,camera phones and notebooks	
FL.S.FLEX.3	Connections-acquire information and make connections to other disciplines(community development)	The following week when we are together again,there could be a discussion of findings.It is sometimes interesting to make predictions before seeing results just to see if they are valid. I would make the prediction that because WVU is part of the community,there is more of an influence in Morgantown than in other towns.		Day 2-second meeting
FL.S.FLEX.4	Comparisons-develop insights into the interaction of culture and language by comparing native and target languages(interaction of the two cultures).	The third session could be devoted to developing a chart of the top areas of influence in our town and the reasons for this outcome. I recommend that the project be done over a three week period as a Friday activity.WE would also need to discuss why the findings are what they are.		Day 3-third meeting
FL.O.FLEX.5	Communities-opportunities to use the target language beyond the school setting and explore careers in which knowledge of another language and culture are needed.			
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x	Data collected for project
	Detailed answers (text supported)
x	Notes (note taking skills, outlines)
x	Complete sentences
Reading	
	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
x	common core standards (literature circles)
Technology	
x	Smartboard
x	Computers
x	iPads
	Powerpoint, Elmo etc.
Differentiated Instruction	
x	Used multiple resources
x	Domain Vocabulary
x	Cross-Curricular
x	Collaborative engagement (meaningful feedback)
x	Higher level learning and teaching
Assessment	
x	Project based
	Writing prompt
	Portfolio

x	Observation
	Quiz
x	Technology based
	Test
	Student created test
x	Presentation
x	Journal
x	Think, pair, share
x	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:	
I think that students would be curious about the hispanic influence in our community. The class would have about 20 students enrolled. Students could work in pairs to investigate different aspects of our town and return to class to report findings. One class period would be designated to assign groups different areas of research. The next week 1 day could be designated to discuss and evaluate data, and the following week a day could be set aside to develop a chart about the top areas of influence in our town. The project could be done each week as a Friday activity.	