**Unit 4**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Department:** | | **World Language** | | |
| **Course:** | | **Grade 7** | | |
| **Theme** | | **Contemporary Life** | | |
| **Topic:** | | **Life as an Exchange Student** | | |
| **Learning Scenario** | | Students will have a chance to select a city or town where they would like to live as an exchange student. In preparation for their time abroad they will become experts on their new community. They will research their city using tools such as google earth to become familiar with the neighborhood and will use online resources to locate the home where they will live and the school they will attend. They will also identify their real or fictional host family. Students will make plans for what they will do on free days and will include information on how they will get around town. Students will also create a packing list based on anticipated activities and local weather condition. | | |
| **Standard(s):** | |  | | |
| **Stage 1: Desired Results** | | | | |
| **Understandings** | | Language opens doors to the world.  Culture and environment shape our communities.  What is important in a culture is often invisible. | | |
| **Essential Questions** | | What are the advantages and disadvantages of moving out of our comfort zone?  What defines a community?  How do we begin to understand another culture? | | |
| **Skills / Functions**  what students will know and be able to do | | | **Knowledge**  what students will need in terms of vocabulary and structures to demonstrate their knowledge | |
|  | | | **Vocabulary** | **Grammar** |
| name places common to most communities and say what they do there or why they go there | | | bank, grocery store, mall, hospital, pharmacy, office, store, Police Station, Fire Station, Park, Street, post office, *library, grocery store, mall, school, pharmacy, store, hospital, office*  neighborhood, *street,* community, town square, courthouse, *pool, building, museum*, gym, gas station, *library, post office,* fire station, police station, *bank, grocery store, pharmacy, park* (Zócalo), farmer's market, "anything store" (Sp. almacén, Fr. monoprix) |  |
| ask for and follow basic directions; use a map to describe basic locations of everyday places | | | next to, in front of, behind, near, far, to the left, to the right, here, there | prepositional phrases |
| discuss the activities they and others do in various places | | | to go to the movies, to ski, to climb, to swim, to rest, to ride a bike) when (weather). |  |
| compare and contrast Glenview community to their “exchange city”  compare and contrast different community models | | |  |  |
| relate geography to weather | | | Seasons/weather: summer, fall, winter, spring, sunny, windy, warm/cold, it's raining, it's snowing, extension = cloudy, hail, icy, foggy)  cloudy, hail, icy, foggy, dry, humid, storms, lightning, thunder, earthquakes, flood, tornado, tsunami, |  |
| use cardinal directions and the metric systems to locate their city or town and say where it is in relation to known features | | | key, metric system, distance, \*cardinal directions, \*Where is...?  \*It is (located) \*How far is...?  north, south, east, west |  |
| discuss modes of transportation | | | School bus, car, to walk, to ride a bike, (by) *car, bus, train, bicycle, train/bus station* |  |
| describe a local school found abroad and compare it to your school | | | Schedules  \*Dress/uniform  \* How get to school |  |
| comment on what they will pack and why | | |  |  |
| will say what they did while abroad | | |  |  |
| **Stage 2: Assessment Evidence** | | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | | |
| Interpretive | Students will read and view short texts on life in different cities. They will use the information from the texts to create an schedule for their time abroad. | | | |
| Interpersonal | They will attend a welcome home party where they will pair to share their experiences asking and answering questions based on picture prompts. | | | |
| Presentational | Students will document their time abroad by creating a reflective journal that captures their experiences and conveys what they did and learned while abroad. They will create a presentation that can be shared with others to sell them on the benefits of being an exchange student in (city). | | | |
| **Formative Assessments** | | | **Other Summative Assessments** | |
|  | | |  | |
| Stage 3: Learning Activities | | | | |
| **Hook** | |  | | |
| **Activities**  Teacher and student created:  Treasure Hunt- Treasure Hunt (cardinal directions, commands)  current events - community newspaper with hi-lighting community events & resources, upcoming events calendar etc.  prepare information on their community/school community for potential exchange students, those who speak languages other than English | | | | |
| **Resources** | | | | |
|  | | | | |