ACTFL Proficiency Level: Novice Mid - Novice High Student Grade Level: \_\_7\_\_\_\_

Unit Theme: Por la ciudad \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Daily Lesson Plan: Los edificios públicos\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1 2 3 4 5 6 7 8 9 10

Essential Question: How have the different occupying cultures influenced the formation of cities in Spain?

Enduring Understanding: Societies are influenced by other cultures in a multitude of ways. Through the introduction of other languages, religions, economics, and arts, nations adapt, evolve, and expand in many ways.

Instructor: Joann Gavigan\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LESSON OBJECTIVES

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| **C**ommunication/ Language Functions | **C**ulture/ **C**ommunity | Cross-content / Multiple Intelligences **C**onnections | In the **TARGET LANGUAGE** students will be able to: |
| 7.1.NH.C.1  7.1.NH.A.6  7.1.NM.C.5  7.1.NH.B.5  7.1.NM.C.5 | Product(s):  Roman city -public buildings  Practice(s):  activities done in / around plaza  Perspective(s): | Social Studies  Spatial  Logical Mathematics  Interpersonal  Linguistic | 1. present basic information at the word and memorized phrase level about a Pre-Romance group using PowerPoint slide.  2. recognize words and phrases and infer meaning of highly contextualized unfamiliar words in Spanish website.  3. describe buildings found near plaza.  4. state activities s/he does in plaza.  5. draw and label plaza, with buildings |
| Assessment: class participation / drawing with labels | | | |

SEQUENCE OF INSTRUCTIONAL ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Interpretive | | Interpersonal | | Presentational | | Description of Activity |
| **aural** | **visual / written** | **aural / oral** | **visual / written** | **oral** | **visual / written** |  |
|  |  |  |  |  | 7.1.NM.C.1 | **DO NOW:** Pre-Romance group to present information using PowerPoint slide. Other students will take notes on organizer. As class, discuss possible influences of group on language, especially toponyms. |
| 7.1.NH.A.6 | 7.1.NH.A.6 |  |  | 7.1.NM.C.5 |  | 1. Using website *Cultura Clásica - Obras públicas y urbanismo*, continue to explore Roman cities, with buildings around the plaza:   * edificios públicos * edificios conmemorativos   ¿Qué hay cerca de la plaza? ¿Cómo es? |
|  |  | 7.1.NM.B.5 |  |  |  | 2. Class discussion about activities done in or around the plaza. ¿Qué haces en \_\_\_\_? |
|  |  |  |  |  | 7.1.NM.C.5 | **CLOSURE:** add buildings to your homework drawing. Label and turn in. |
|  |  |  |  |  |  | **HOMEWORK:** Create foldable for new vocabulary |

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| VOCABULARY AND GRAMMATICAL STRUCTURES | |
| RECEPTIVE (what the students will hear/see) | EXPRESSIVE (what the students will produce) |
| ¿Qué hay cerca del foro (la plaza)?  la plaza / el templo / la iglesia / la mezquita / la sinagoga / la estatua / la fuente / *la basílica* / *la curia* / la alcaldía / el correo / el banco / la policía / el arco / la puerta  ¿Cómo es \_\_\_\_?  ¿Qué haces en \_\_\_\_\_\_?  hablar / pasar el rato con ... / charlar / rezar / asistir a la misa (servicio) / jugar / escuchar música / leer / sacar dinero / hacer un depósito / pagar los impuestos / comprar estampillas / mandar cartas / hablar con el policía | la plaza / el templo / la iglesia / la mezquita / la sinagoga / la estatua / el parque / la fuente / *la basílica* / *la curia* / la alcaldía / el correo / el banco / la policía / el arco / la puerta  \_\_\_\_ es (adj).  adjetivos - grande / mediano / pequeño / antiguo / viejo / nuevo  Yo \_\_\_\_\_\_o en \_\_\_\_\_\_.  hablar / pasar el rato con ... / jugar / escuchar música / leer / hablar con el policía |

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| MATERIALS NEEDED | |
| BY THE INSTRUCTOR | BY THE STUDENT |
| PowerPoint presentation  proxima  vocabulary list  foldable | presentation  homework - layout of Roman city |

|  |
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| Adaptations For Special Needs:  1. IEP: check in with individual students |

REFERENCES

Obras públicas y urbanismo. *Cultura Clásica*. (August 8, 2010). http://recursos.cnice.mec.es/latingriego/Palladium/cclasica/esc336ca1.php

**los edificios públicos español 7**

la plaza the plaza \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

el templo the temple \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

la iglesia the church \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

la mezquita the mosque \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

la sinagoga the synagogue \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

la estatua the statue \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

la fuente the fountain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

la alcaldía the mayor's office \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

el correo the post office \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

el banco the bank \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

la policía the police station \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

el arco the arch \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

la puerta the gate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Escribe la palabra española y corta la línea horizontal.

the plaza \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

doble aquí

the temple \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

the church \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

the mosque \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

the synagogue \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

the statue \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

the fountain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

the mayor's office \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

the post office \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

the bank \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

the police station \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

the arch \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

the gate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_