

Commercial Township School District
Content Area: World Languages
Grade:6-8
Unit 1: All About Me

Unit Summary

This unit teaches students to communicate, in basic terms, by using new vocabulary to greet someone. They will be enabled to introduce themselves, ask/respond to questions about their name, ask/answer to questions about how they are feeling. The focus will be to create a level of comfort when beginning to use the target language as well as an environment that will allow them to improve on speaking, listening, and writing skills.

Standard 7: 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.

Strands: A: Interpretive Mode, B: Interpersonal Mode, and C: Presentational Mode

Linguistic Content Statements

Interpretive: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- o Respond to learned questions.
- o Ask memorized questions.
- o State needs and preferences.
- o Describe people, places, and things.

Presentational: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- o Make lists.
- o State needs and preferences.
- o Describe people, places, and things.

Cultural Content Statement(s): Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Five C's: Communication, cultures, connections, comparisons, and communities are used as the foundation to the curriculum.

Student Learning Objectives

- Use appropriate greetings and leave taking from the target culture in a variety of scenarios. 7.1.NM.B3
- Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language). 7.1.NM.B3
- Skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify pastime activities and preferences related to these activities
- Ask and respond to memorized questions about preferences related to pastime activities using digital tools and face-to-face communication.
- List culturally specific and personal pastime activities.

Unit Pacing

This unit pacing is for one marking period where grades 6-8 students meet once a week for 45 minutes.

Concepts/Skills

Concepts

- Culturally appropriate expressions and gestures to greet and take leave
- How to raise or lower intonation when asking different types of questions (depending on grade level)

Unit Learning Targets/Skills

Students will be able to ...

Interpretive Mode

...greet and take leave in a culturally acceptable manner.

Formative Assessment

Students who understand the concepts are able to:

- Use appropriate greetings and leave taking from the target culture in conversation (oral)
- Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language (oral)
- List pastimes based on likes and dislikes (written)

...understand some basic information when someone talks about likes and dislikes related to pastime activities and sports.

Interpersonal Mode

...ask and respond to the question, "¿Cómo te llamas?".

...ask and respond to the question, "¿Cómo estás?" using 3 different answers.

...greet teacher and peers using 5 phrases pronounced correctly.

...greet teacher and peers according to the appropriate time of day.

...Ask memorized questions (yes/no, either/or, and short response) related to preferences of pastime activities and sports.

...Answer simple questions (yes/no, either/or, and short response) inquiring about my preferences as they relate to pastime activities and sports.

Presentational Mode

...categorize pastimes and sports based on whether they are popular in the United States, the target culture, or in both places.

- Ask/respond to what is liked and disliked when comparing to your peers (oral interview)

Unit Resources

- Power point
- Flashcards
- Videos
- Songs
- Games
- Websites
- Crafts
- Puppets
- Model conversations(Real Spanish®)

District/School Summative Assessments

Oral Conversations

- Basic greeting with the teacher and partner
- Oral conversations(asking/responding to How are you? And What is your name?)
- Oral conversations greeting according to the time of day and where you are from.

Written/Oral

- categorize pastimes and sports based on whether they are popular in the United States, the target culture, or in both places by completing a Venn diagram using pictures
- Write a short paragraph stating your name and preferences when it comes to pastimes

--	--

Interdisciplinary Connections

Students will write words in Spanish and use greetings to reinforce social skills and describe themselves and others via personality traits and physical characteristics. (Language Arts, Character Development)

Future Learning

This unit will support future learning by providing students the opportunity to feel comfortable when learning a second language, helping them start good learning habits, and accepting diversity.

Prior Learning

Students should know how to say a basic greeting using 'hello and goodbye', greetings at different times of the day and proper intonation should already be understood and used properly.

Modifications

- Teach the language using multiple input/output strategies — visual, auditory, tactile, and kinesthetic
- Use visual aids when appropriate. Examples are picture clues for words, hand and mouth movements to illustrate a sound, or color coded endings to illustrate gender and subject/verb agreement.
- Provide guided pair work activities to practice and reinforce a concept, pairing a strong student with a weaker student.
- Organize language concepts from simple to complex.
- Help the student think about the language concept to be learned and to explain the concept in his/her own words. This process helps the student understand why certain rules or procedures occur in the language of study. Knowing why assists the student in learning to develop self-confidence in identifying and correcting his/her own errors.

21st Century Themes and Skills

Communication and collaboration
Global Awareness
Social and Cross-Cultural Skills

