

Commercial Township School District
Content Area: World Languages
Grade: 8
Unit 5: Conjugation/High Frequency Words

Unit Summary

Students will begin to learn about verb endings, pronouns, first, second and third persons, and how to conjugate present tense verbs in the target language. Students will become familiar with present tense conjugations for regular verbs with -ar, -er, and -ir endings. This will prepare them to continue into Spanish at the secondary level, expose them to an abundance of vocabulary, and provide opportunities to expand their knowledge of and use of the vocabulary.

In this unit, students will also be expected to learn 36 High Frequency Words in Spanish. The focus of the unit is to aggressively expose students to vocabulary as a foundation to their continued studies at the secondary level.

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.

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

Student Learning Objectives

- Conjugate regular verbs with –ar, -er, and –ir endings. (7.1.NM.A5)
- Acquire knowledge on common vocabulary used frequently. (7.1.NM.A.1)
- Understand subject pronouns and how they determine conjugation. (7.1.NM.C.3)
- Create sentences, in writing, using conjugated regular verbs and present orally. (7.1.NM.C.4)

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

Present tense conjugations for regular verbs with –ar, -er, and –ir endings
 Regular verbs and verb endings
 Subject Pronouns
 First, second, third persons

Unit Learning Targets/Skills

Students will be able to ...

- ...identify regular verbs and their three endings
- ...conjugate regular verbs (-ar, -er, -ir)
- ...identify singular and plural forms of subject pronouns
- ...explain first, second, and third persons

Formative Assessment

Students who understand the concepts are able to:

- Conjugate -ar, -er- and -ir verbs using a conjugator tool
- Understand singular and plural forms of subject pronoun.
- Identify regular verbs and why the forms change
- Explain first, second, and thirds persons' as it pertains to conjugating
- Improve on their knowledge of high frequency words

Unit Resources

- Power point
- Videos
- Songs

District/School Summative Assessments

- Use conjugated regular verbs in sentences
- Present sentences orally in all tenses
- Know all frequency words

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| <ul style="list-style-type: none">➤ Websites➤ Games | |
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Interdisciplinary Connections

Students will increase their knowledge of vocabulary and grammar rules allowing them to compare grammar rules to their first language and their understanding of language in general. (Language Arts)

Future Learning

This unit will support future learning by allowing students to discover or compare grammar to their own language, which will open the door to other opportunities.
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Prior Learning

Students should know basic vocabulary and feel comfortable with intonation and speaking the language.

Modifications

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| <ul style="list-style-type: none">– 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. |
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21st Century Themes and Skills

Communication and collaboration Global Awareness
