

Commercial Township School District
Content Area: World Languages
Grade: PK-3
Unit 1A: 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. The Novice Mid-Level of all strands will be the expectations set for each unity.

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.

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.

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

Five Cs (communication, cultures, connections, comparisons, and communities) are used as the foundations to the curriculum.

Student Learning Objectives

- Use appropriate greetings and leave taking from the target culture in a variety of scenarios.
- Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).

Unit Pacing

This unit pacing is for one marking period where grades PK-2 students meet for 40 minutes or nine times and 3rd grade meets twice a week for 40 minutes, Day 1 being dedicated to 1A All About Me.

Concepts/Skills

Concepts

Unit Learning Targets/Skills

Students will be able to ...

Interpretive Mode K-3

...comprehend when greeted to in the target language.

...identify greetings in writing

Formative Assessment

Students who understand the concepts are able to:

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Interpersonal Mode K-3

- ... 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.

Presentational Mode- Third Grade

- ...write the Spanish phrase that corresponds to 1 of 3 greeting pictures.
- ...write their name using a complete Spanish sentence.

Unit Resources

- Power point
- Flashcards
- Videos
- Songs-Sonrisas CD, youtube.com
- Games-onlinefreespanish.com, bbc languages
- Websites
- Crafts
- Puppets
- Model conversations(Real Spanish®)
- Interactive Notebooks-see Unit-Interactive Notebooks

District/School Summative Assessments

Oral Conversations

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

Interdisciplinary Connections

Students will write words in Spanish and use greetings to reinforce social skills. (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'.

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

21st Century Themes and Skills

Communication and collaboration

Global Awareness