

Commercial Township School District  
Content Area: World Languages  
Grade: 4-5  
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 unit.

**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 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 information about people (e.g. physical characteristics, personality qualities, and age). (7.1.NM.A1, 7.1.NM.A4)
- Ask and respond to memorized questions about physical characteristics and personality qualities using digital tools and face-to-face communication. (7.1.NM.B1, 7.1.NM.B4)
- Describe self and others. (7.1.NM.C4)

**Unit Pacing**

**This unit pacing is for one marking period where grades 4-5 students meet twice a week for 40 minutes.**

Concepts/Skills	Formative Assessment
<p style="text-align: center;"><b><u>Concepts</u></b></p> <ul style="list-style-type: none"> <li>• Culturally appropriate expressions and gestures to greet and take leave</li> </ul>	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> <li>• Use appropriate greetings and leave taking from the target culture.</li> </ul>

- How to raise or lower intonation when asking different types of questions (depending on grade level)
- Physical Characteristics
- Personality Traits

### Unit Learning Targets/Skills

*Students will be able to ...*

#### Interpretive Mode

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

#### 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.

...use digital tools and face-to-face communication to:

...understand some basic information when someone describes themselves and others.

...understand when someone is stating their age and telling where they are from.

#### Presentational Mode

...use words, phrases, and memorized sentences to describe myself including details about my physical characteristics and my personality qualities.

...use words, phrases, and memorized sentences to describe others based on their physical characteristics and their personality qualities.

...tell my age and the age of others.

- Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language).

- match pictures based on oral descriptions of physical and/or personality traits. (4)
- draw a picture based on oral descriptions of physical and/or personality traits. (5)

- Create a birthday cake stating age in writing. (4)
- Create a presentation describing themselves using physical characteristics and personality traits. (5)

Unit Resources	District/School Summative Assessments
<ul style="list-style-type: none"> <li>➤ Power point</li> <li>➤ Flashcards</li> <li>➤ Videos</li> <li>➤ Songs-Rockalingua.com</li> <li>➤ Games</li> <li>➤ Websites</li> <li>➤ Crafts</li> <li>➤ Model conversations(Real Spanish®)</li> </ul>	<p style="text-align: center;"><u>Oral Conversations</u></p> <ul style="list-style-type: none"> <li>➤ Basic greeting with the teacher and partner</li> <li>➤ Basic oral conversations(asking/responding to How are you? And What is your name?)</li> <li>➤ Basic greeting according to the time of day</li>   <li>➤ Introduce myself and others. (Soy)</li> <li>➤ Ask for some personal information such as name, age, and where someone is from. (4)</li> <li>➤ Provide personal information such as name, age, and where I am from. (4)</li>   <li>➤ Ask memorized questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities. (5)</li> <li>➤ answer simple questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities. (5)</li> </ul>

Interdisciplinary Connections
<p>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)</p>

Future Learning
<p>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.</p>
Prior Learning
<p>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.</p>

### **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