

Commercial Township School District
 Content Area: World Languages
 Grade: PK-2
 Unit 1B: My Body

Unit Summary
<p>This unit will introduce vocabulary that relates to parts of the face and body as a prerequisite to the Family unit for 4th and 5th grades. Students will identify parts of the face and recycle numbers and colors vocabulary. They will also learn body parts using song and movement. Preschool will also be exposed to emotions vocabulary as a cross-content topic.</p> <p>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.</p> <p style="text-align: center;">Strands: A: Interpretive Mode, B: Interpersonal Mode, and C: Presentational Mode</p> <p style="text-align: center;">Five Cs (communication, cultures, connections, comparisons, and communities) are used as the foundations to the curriculum.</p>
Student Learning Objectives
<ul style="list-style-type: none"> • State and identify parts of the face and body. (7.1.NM.A1)
<ul style="list-style-type: none"> • Describe themselves and someone else using parts of the face and body vocabulary. (7.1.NM. C.4)
<ul style="list-style-type: none"> • Ask and respond to questions pertaining to the face and body. (7.1.NM.B.4)

Unit Pacing	
<p>This unit pacing is for one marking period where grades PK-2 students meet for 40 minutes or nine times a year.</p>	
Concepts/Skills	Formative Assessment
<p style="text-align: center;"><u>Concepts</u></p> <ul style="list-style-type: none"> • Emotions • Parts of the face • Parts of the body • Family members 	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> • Identify emotions visually • State emotions vocabulary in the target language • Identify and state parts of the face and body • Identify and state family members

- Colors recycled
- Numbers recycled

Unit Learning Targets/Skills

Students will be able to ...

Interpretive Mode K-3

...compare words learned for emotions in English in the general classroom to words learned in Spanish.

...Identify emotions when prompted orally.

...use numbers and colors vocabulary in connections with emotions vocabulary.

Interpersonal Mode K-3

...respond to questions pertaining to emotions.

Presentational Mode PK-3

draw faces showing six types of emotions as prompted orally.

Unit Resources

- Power point
- Flashcards
- Manipulatives
- Videos
- Songs- Sonrisas®, youtube.com
- Game-Simon says
- Websites
- Arts/Crafts
- Puppets

District/School Summative Assessments

- Individually draw faces for all six emotions learned when prompted orally
- Express facially all emotions learned when prompted orally
- Assess, by matching all vocabulary, via images/pictures
- Describe themselves using parts of the face and body orally
- Draw a picture of their family and label each person/pet
- Create a scrapbook of each member labeled with vocabulary learned in this unit

Interdisciplinary Connections

Students will be exposed to topics they are also learning in the general education class allowing them to connect to their learning through different methods.

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, accepting diversity, and providing positive experiences.

Prior Learning

Students will be expected to understand basic greeting, numbers (according to grade level), and some commands.

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