

Unit 1: All About Me

Content Area: **World Language**
Course(s): **Health I**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

Unit Overview

Students use the target language in the three modes of communication to explore how preferences related to hobbies, community and cultural activities, and weekend/after school activities are similar and different in the home and target culture(s). (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Cultural Content Statement(s):

The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)

Interpretive:

They interpret authentic written and video/audio texts such as blogs, community bulletin boards, and advertisements that focus on community/cultural events and community service opportunities.

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to community/cultural events and community service opportunities.

Presentation:

They use sentences level discourse to describe how they and others are involved in community and cultural activities, how they and others contribute positively to their community, and the effect that friends, family, acquaintances, and community context have on their choices related to the above. They compare and contrast cultural practices related to community and cultural events that occur in the home and target culture(s).

Essential Questions:

- How do you describe yourself?

- How do you describe your age?
- When do you use personal greetings?
- How do you ask a question?

Enduring Understandings:

- Successful communication is knowing how, when and why to convey a message to different audiences.
- Language learning involves acquiring strategies to fill communication gaps
- The content of the world languages classroom encompasses the entire learning experience
- Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.
- Cultural perspectives are gained by using the language and through experience with its products and practices and members of one culture may make assumptions about other cultures based on their own attitudes, values and belief
- Describe yourself using physical characteristics,
- personality qualities, emotions, likes/dislikes, and pastimes.
- Use numbers to describe your age. Use personal greeting to say "hello" and "goodbye".
- You change your intonation to ask a question

Standards/Indicators/Student Learning Objectives (SLOs):

WL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
WL.NL.7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
WL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words,

phrases, and a few simple sentences on targeted themes.

WL.NM.7.1.NM.PRSNT.4

Copy/write words, phrases, or simple guided texts on familiar topics.

Lesson Titles:

- Introduce oneself and someone else
- Cultural practices/Perspectives - Greetings/Farewells/Expressions of Courtesy
- Cultural Practices - Names of People
- Formal and Informal Language
- Personality qualities/Physical characteristics/Personality Traits
- Cultural practices- Describe people
- Likes and dislikes and preferences about activities
- Cultural practices - Sports/Activities
- Subject Pronouns, Noun Gender, Subject /Adjective Agreement, Subjects and Verbs in sentences

Career Readiness, Life Literacies, & Key Skills:

- Global Perspectives
- Information Literacy
- Media Literacy
- Life and Career Skills
- Communication and Collaboration

TECH.9.4.8.CT

Critical Thinking and Problem-solving

TECH.9.4.8.TL

Technology Literacy

TECH.9.4.8.GCA

Global and Cultural Awareness

Inter-Disciplinary Connections:

English-reading/writing in target language

Sociology

LA.RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Equity Considerations

Amistad Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Summative Assessment:

- Unit Test including listening, speaking, reading, writing relating to the vocab, grammar and culture in the unit (All About ME)
- Inter-personal Speaking 1-2 min.
- Interpersonal writing 50+ words
- students write a short essay about themselves
- MPA
1: https://docs.google.com/document/d/1owqx7g8FQ1t77wU7WybwIvbQIJgZneWyhY_PycluQq4/edit

- Alternate Assessment
- Marking Period Assessment

Benchmarks

- Unit test that includes listening, reading, writing and speaking sections.
- Target Language Integrated Performance Assessments

Alternative Assessments

- Performance tasks
- Project-based assignments
- Problem-based assignments
- Presentations
- Reflective pieces
- Concept maps
- Case-based scenarios
- Portfolios

Resources & Materials:

- NJDOE Student Learning Standards for World Language
- Interactive Chalkboard PowerPoint presentation with audio, video, graphics, and practice activities - Introduction to grammar and structures
- Promethean Board
- Websites related to Spanish(see technology)
- Chromebooks
- Google suite with apps
- Google Classroom (questions, posts, assignments, shared documents and websites, polls)
- Google Docs (Document sharing, assignments)
- Google Sheets (Graphing, Graph Creation, Data Analysis)
- Google Forms (Surveys, formative and summative Assessments)
- Google Slides (Projects)

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Use available sources to identify information about people (e.g. physical characteristics, personality qualities, and age). (Blooms: Remembering, Understanding, Applying)
- Ask and respond to questions about physical characteristics and personality qualities. (Blooms: Remembering, Understanding, Applying)
- Use appropriate greetings in a variety of scenarios. (Blooms: Remembering, Understanding)
- Use appropriate intonation for asking questions. (Blooms: Remembering, Understanding, Applying)
- Describe self and others, including family members. (Blooms: Remembering, Understanding, Applying)
- Retell grade level-appropriate text orally and/or written including physical characteristics and personality qualities by creating a presentation. (Blooms: Remembering, Understanding,

Applying)

- Use available sources to identify pastime activities and preferences related to these activities. (Blooms: Remembering, Understanding, Applying)
- Ask and respond to questions related to pastime activities. (Blooms: Remembering, Understanding, Applying)
- List culturally specific and personal pastime activities. (Blooms: Remembering, Understanding, Applying)
- Retell grade level-appropriate text orally and/or written including preferences related to pastime activities by creating a presentation. (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating)
- Academic Enrichment
- Peer Mentoring
- Organizational Management
- Homework Clinic

Formative Assessment:

Warm-up:

- Oral review- How do you describe yourself? Brainstorm words you remember.
- Rapid fire questions-Who remembers vocab to describe yourself?
- Video clips of people describing themselves
- Worksheet practice-workbook pages, grammar review pages
- Music
- Guided practice- teacher/student
- Individual practice-students
- Group work- students work cooperatively to answer question related to vocab
- Choral response

Anticipatory Set:

- 2-5 minute activity related to days topic
- Current events
- Discovery Channel short video clips relating to vocab/grammar
- Youtube video clips
- Hot seat questioning in target language
- Student Q&A stating date, objective, homework, and important dates prompted in target language
- Oral questioning with oral and/or written response
- Explain a concept in student's own words

Closure:

- Exit ticket
- Hot seat (rapid fire questions)
- Oral questioning and answers
- Review of days lesson

- Worksheet guided review practice

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

ELL Modifications

- Digital translator

Microsoft word translation feature

Google dictionary extension-students can click on word and it will translate it for them in English

- Readings/literature in native language
- Alternate assignments with basic vocabulary
- Allow assignments to be written in native language until basic proficiency in English
- Bilingual Directions
- Extra time for assignments
- Allowance of support personnel
- Intentional grouping with students who can assist ELL student
- Reduce written/reading assignments-provide alternate assessments, including oral assessments
- Use of video in native language to reinforce concepts
- Manipulatives where possible
- Use visuals
- Use graphic organizer
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience.
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Academic Enrichment
- Peer Mentoring
- Organizational Management
- Homework Clinic

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

Speaking

- Providing alternate speaking assessments
- Letsrecap.com (Allow student to record on their own and submit)
- Google Voice/Screencastify (Allow student to record on their own and submit)
- 1:1 Student Speaks with Teacher only
- Consult Speech Therapist or Counselor about assignment to help with IEP and preparation
- Provide an alternate assessment (written)
- Writing
- Use of a scribe or talk-to text
- Allow use of computer for taking notes
- Duolingo.com (Student paced language practice)

Listening

- Preferential seating
- Allow student to have access to the listening source to be able to listen to multiple times
- Edpuzzle (Allow students to watch videos with teacher annotations)

General

- Reduce assignment requirements or break into smaller assignments
- Allow use of computer for taking notes
- Paraphrase directions
- Use graphic organizers
- Time out or guidance support when frustrated
- Preferential seating
- Access to accurate notes/copy of teacher's notes
- Intentional grouping
- Use of assignment book with teacher notations
- Parent daily/weekly reports
- teaching the main ideas/concepts to be taught and repeating them in several different ways over several different days
- providing students with content vocabulary prior to teaching a lesson including that vocabulary

- providing study guides that don't lead the student to study too much extraneous information/scaffolded study guides
- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
- modeling and showing lots of examples
- allowing co-teaching with general education and special education teachers in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- direct teaching and/or assistance for organization, social skills/peer interactions
- speaking to students privately when redirecting behaviors
- reducing homework length to just those most important for review
- monitoring student moods/behavior fluctuation patterns to report to case manager
- Academic Enrichment
- Peer Mentoring
- Organizational Management
- Homework Clinic

Testing modifications:

- Word banks, multiple choice, matching questions help when possible
 - Less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
 - Allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
 - Re-test
 - Extra time for assignments
 - Read aloud tests/quizzes and assignments
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- Allow for redos/retakes
 - Assign fewer problems at one time (e.g., assign only odds or evens)
 - Differentiated center-based small group instruction
 - Extra time on assessments
 - Highlight key directions
 - If a manipulative is used during instruction, allow its use on a test
 - Opportunities for cooperative partner work
 - Provide reteach pages if necessary
 - Provide several ways to solve a problem if possible
 - Provide visual aids and anchor charts
 - Test in alternative site

- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Extended listening passage and activities
 - Extended reading passages with comprehension questions
 - Writing activities with concentration on advanced grammar
 - Speaking activities for extended periods of time
 - Authentic realia activities
 - Project Based Learning Activities
 - Examine illustrations in textbooks and convert them into target language.
 - Student led/directed discussions
 - Inquiry based learning
 - Modeling
 - Jigsaw
 - Argumentation and debate
 - Journal article analysis
 - Graph and/or map analysis / interpretation
 - Encourage students to explore concepts in depth and encourage independent studies or investigations.
 - Determine where students' interests lie and capitalize on their inquisitiveness.
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 - Free Response Question (FRQs) - both written and oral
 - Academich Enrichment
 - Peer Mentoring
 - Organizational Management
 - Homework Clinic
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- Alternate assignments/enrichment assignments
 - Enrichment projects
 - Extension activities
 - Higher-level cooperative learning activities
 - Pairing direct instruction with coaching to promote self-directed learning
 - Provide higher-order questioning and discussion opportunities
 - Provide texts at a higher reading level
 - Tiered assignments
 - Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be

considered:

- Organizational management
 - Homework clinic
 - Allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
 - allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
 - modeling and showing lots of examples
 - Re-test
 - Extra time for assignments
 - speaking to students privately when redirecting behaviors
 - reducing homework length to just those most important for review
 - Academich Enrichment
 - Peer Mentoring
 - Organizational Management
 - Homework Clinic
-
- Additional time for assignments
 - Adjusted assignment timelines
 - Agenda book and checklists
 - Answers to be dictated
 - Assistance in maintaining uncluttered space
 - Books on tape
 - Concrete examples
 - Extra visual and verbal cues and prompts
 - Follow a routine/schedule
 - Graphic organizers
 - Have students restate information
 - No penalty for spelling errors or sloppy handwriting
 - Peer or scribe note-taking
 - Personalized examples
 - Preferential seating
 - Provision of notes or outlines
 - Reduction of distractions
 - Review of directions
 - Review sessions
 - Space for movement or breaks
 - Support auditory presentations with visuals
 - Teach time management skills
 - Use of a study carrel
 - Varied reinforcement procedures
 - Work in progress check

Technology Materials and Standards

Quizlet.com - Learn, Flashcards, Writing, Listening, Matching, Gravity, QuizletLive

<https://quizlet.com/129967318/exploratory-spanish-greetings-goodbyes-flash-cards/>

<https://quizlet.com/147989916/spanish-alphabet-flash-cards/>

<https://quizlet.com/446620458/spanish-adjective-noun-agreement-flash-cards/>

<https://quizlet.com/337684791/subject-pronouns-flash-cards/>

<https://quizlet.com/264235042/bv1ch0-spanish-greetings-goodbyes-and-courtesy-words-flash-cards/>

Kahoot.it - Jumble and quiz games for vocab and grammar review

<https://create.kahoot.it/details/duplicate-of-spanish-greetings/5dba4824-8b8b-4001-84d8-1cf5ed052274>

Gimkit.com- formative assessment quizzes and games

<https://www.gimkit.com/view/5dd545a156f855002271b75a>

<https://www.gimkit.com/view/5dcd52dd30820e00220268d0>

<https://www.gimkit.com/view/5db7395490491c0022e0f29e>

Computer Science and Design Thinking Standards

CS.K-2.8.1.2.NI.2

Describe how the Internet enables individuals to connect with others worldwide.

CS.K-2.8.2.2.EC.1

Identify and compare technology used in different schools, communities, regions, and parts of the world.