

Unit 1: All about Me- Review Unit September

Content Area: **World Language**
Course(s): **Generic Course**
Time Period: **1st Marking Period**
Length: **1 Week**
Status: **Published**

Unit Overview

Covering topics from German I, students will be able to recall topics and details within topics to create a review project on a particular theme. Students will be able to recall nouns, pronouns, verbs and adjectives as well as idiomatic phrases. Students will create a project with pictures of items, create sentences using vocabulary learned in detail. Students will also create/find an audio or video that depicts the main concept themes taught in the unit. Students will learn to convey their thoughts using present tense. Students will create a 3-5 minute project.

Transfer

By the end of this unit Students will be able to independently use their previous learning to...

1. Listen to, read and speak about a specific topic in some depth
2. Talk and write about others topics as a response
3. Describe like and dislike using details learned when discussing a topic
4. use simple present tense sentence structure and addition of sentences with direct objects.
5. to be able to use adjectives in descriptions of the topic

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

WL.7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NH.A.C.6	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.)
WL.7.1.NH.A.C.7	Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
WL.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
WL.7.1.NH.C.C.9	Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)
WL.7.1.NH.C.L.1.a.2	Give reasons.

Meaning

Understandings

Students will understand:

1. how the present tense grammarworks and how to use them to articulate themes and topics
2. how the topics are functional in everyday life
3. how everyday relationships are similar in both cultures
4. how topics are similar in both cultures referencing sports, clothes, music, family, food and beverage, weather and physical descriptions

Essential Questions

Students will keep considering...

1. how will themes be addressed to gain further understanding?
2. Do we have additional ways to describe these topics?
3. How are topics similar or different to the two cultures?
4. What factors influence how music, sports, clothing and styles become or stay fashionable?
5. How do describe feelings or emotions?

Application of Knowledge and Skill

Students will know...

Students will know:

1. how to describe others using physical details
2. how to talk about weather, seasons, time, temperature and geographical location
3. what physical traits family members have
4. how to talk about food and beverages and sports and hobbies

Students will be skilled at...

Students will be skilled at...

1. describing topics in detail

2. knowing how the present tense functions to create meaningful dialogue
3. express thoughts using complete sentences
4. comparing cultures

Academic Vocabulary

Target 2 Comprehension

1. understand what is being described by others
- 2 represent topics and ideas so others can read or hear them
3. Explain relationship between two cultures and their similarities

target 3 level 3 analysis

1. compare and contrast likes and dislikes on topics covered
2. predict outcomes of weather patterns
3. Categorize sports and hobbies by season, culture, and type
4. distinguish between cultural nuances

Target 4 knowledge utilization

1. what are some differing features both here and in Europe that can be attributed to climate and geographical location

2. research some distinct fashion styles that are culturally similar and some that are unique
3. be able to take a position on a sport or hobby using idiomatic phrases and statements to validate your position

Target 1

Target 2

Target 3

Learning Goal 3

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

Target 1

Target 2

Target 3

Summative Assessment

1. Mid-unit quizzes vocabulary
2. Verbal created emotional response using and demonstrating different personality traits
3. Cumulative summary
4. mid-unit quiz on tense use and construction

21st Century Life and Careers

CRP.K-12.CRP9.1

CRP.K-12.CRP4.1

CRP.K-12.CRP2.1

CRP.K-12.CRP12.1

Select all applicable standards from the applicable standards

Formative Assessment and Performance Opportunities

1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Dictation exercises
9. Question and answer
10. Choral response

11. Teacher observation

12. Short activities produced by teacher and/or students

Accommodations/Modifications

- Hybrid environment: listing of information on google classroom, creation of groups through share documents, teacher given instructions through multiple access written and audio possible video
- Presentation/response:

content is given from multiple access points, books, movies, video, music and digital media not just print

sharing notes or information for understanding

copy of notes

scale for unit given

use of TPRS methods for multiple learning strategies

respond in audio or written

use of dictionary

allow use of laptop for notes instead of hand writing

calculator when necessary

- Setting:

seat preference

testing environment

use of manipulative

noise buffer

- Timing:

additional time

breaks between tasks

- Scheduling:

may be taken in/with CST

- Organization:

help with time management

marking text/notes in or with colors

coordinating planner-weekly outlook

- Assignment:

complete fewer problems or different assignment

modify projects or assignments for specific individuals

Unit Resources

1. teacher activities, along with online sources

3. screencastify activity

4. vocabulary and grammar from teacher documents loaded to classroom

SCORE 4.0

I can:

- discuss concepts using skills obtained in Score 2.0 and 3.0.
- Respond and add detail to questions or statements and use direct objects
- apply the present tenses in conversation or written response to show understanding of others text and how it relates to me
- Use detailed information to give detailed information about a topic or theme

SCORE 3.0

I can analyze and explain:

- The difference between weather, seasons, clothing styles
- how styles, weather, sports and hobbies, food and beverages can be similar or different in different cultures
- I can identify and explain different weather patterns, seasons, and time
- I can respond to statements or questions

SCORE 2.0

I can identify and explain the following:

- topics or themes that either I have created or were created by other
- Compare and contrast physical traits, clothing, sports and hobbies, food and beverages
- identify adjectives in a sentence

SCORE 1.0

- With help, I have a partial understanding of some simple details and processes I can identify minor complex ideas and processes found in Score 2.0 and Score 3.0 with support

SCORE 0.0

- Even with help, no understanding or skill demonstrated

Interdisciplinary Connections

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.