

Unit 3: Interrogatives 6-8

Content Area: **World Language**

Course(s): **Generic Course, French Fundamentals, German Fundamentals, French I, German I, Spanish I CP, Spanish Fundamentals I, World Language 6, Spanish Fundamentals**

Time Period: **6 weeks**

Length: **Cycle**

Status: **Published**

Academic Vocabulary

Include all question words for all levels

Note: add BECAUSE to the list

Objective 2

SWBAT:

- Construct questions utilizing correct sentence construction, accents and punctuations.
- Develop responses to basic conversational questions utilizing "because" in the target language.
- Deduce the correct interrogative in teacher/ generated/ student generated questions.

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

WL.7.1.NM.B.C.1	Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.B.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
WL.7.1.NM.B.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.B.L.1.c	State needs and preferences.
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.C.L.1.a	Make lists.
WL.7.1.NM.C.L.1.b	State needs and preferences.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.

Objective 3

SWBAT:

Students will create:

- questions utilizing all 8 interrogatives in the target language.

Students will formulate responses:

- utilizing the word “because” in the target language.
- making connections between prior/current concepts to give more details.

Students will design questions and initiate a conversation entirely in the target language in collaborative groups.

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target

	culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.A.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
WL.7.1.NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.A.L.1	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.
WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.B.L.1.c	State needs and preferences.
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.C.L.1.a	Make lists.
WL.7.1.NM.C.L.1.b	State needs and preferences.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.

Summative Assessment

•Aural/oral assessments
•Group Projects
•in-class Projects
•Interpersonal activities
•Interpretive activities
•Performance assessment
•Picture prompts for oral or written assessment
•Presentational activities
•Quizzes
•Reading comprehension
•Role plays
•Skits
•take home projects
•Test
•Unit Tests

Proficiency scale

Proficiency Scale		
NJ CCCS for		
Strand:		
Topic: Interrogatives/ Forming questions		
Grade/Course: 6th Grade World Language		
Score	In addition to Score 3.0, I can: be creative and ambitious in forming and responding to questions in the target language	Sample Activities
4.0	<p>I can:</p> <ul style="list-style-type: none"> -form questions using all 8 question words in the target language <p>I can respond:</p> <ul style="list-style-type: none"> - using the word “because” in the Target language. - making connections between prior/current concepts to give more details. <p>I can: design questions and initiate a conversation entirely in the target language in collaborative groups.</p>	
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>I can ask:</p> <ul style="list-style-type: none"> - Questions using complete sentences and correct 	•

	grammar, accents and punctuation. I can respond to basic conversational questions using “because” in the target language. I can: identify the correct interrogative in teacher generated/ student generated questions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	I can: identify and recognize: -5-7 interrogatives I can distinguish: -interrogatives within questions discussed in class/ given to me by the teacher -meaning of the teacher generated questions with the help of interrogatives. I can do the previous mentioned skills with help, I have not yet reached the goal of forming creative questions and using ambitious responses	•
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, I can partially identify interrogatives and their use in the target language	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

21st century life and careers

CAEP.9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

CAEP.9.2.8.B.4

Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

CAEP.9.2.8.B.6

Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

Formative Assessment and Performance opportunities

•Culture readings
•Informal classroom conversations
•Informal paired conversations
•Information gap activities
•Information gap activities
•Interactive games and activities
•Listening comprehension
•Multimedia presentations
•Presentational activities
•Reading comprehension
•Role plays
•Skill based worksheets
•Skits/ videos
•Surveys

Differentiation

•Cultural based activities
•Extra time to think and reflect, i.e. wait time
•Follow all accommodations from 504 plans and IEPs
•Make assessments ongoing, interactive process
•More group work and pair work
•More visual and oral resources available
•Offer options for projects that reflect different learning styles and interests
•Restate learning goal/ activity in own words
•Shortening the length of material but retaining authenticity
•Study guides
•Teachers notes readily available
•Word bank/ word wall

Unit resources

•Academic games	.
•Realidades textbook	.
•C'est a toi workbook w.s. (French)	.
•Discovering French textbook	.
•Exploring French/ Spanish textbook	.
•Geni@l Klick (German)	.
•Powerpoint presentations	.
•Role play rubric	.

•Teacher created worksheets	.
•Test and quizzes	.