

Unit 5: Activities

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: **Weeks**
Status: **Published**

Unit Overview

Students will identify up to 25 verbs describing activities and describe likes and dislikes in the target language.

Students will be able to hold a conversation in which they can; refuse or accept an invitation and describe his/her daily routine by conjugating regular verbs.

Students will analyze differences across cultures in leisure time activities and likes and dislikes. Students need previous knowledge of places and the calendar in order to give a more detailed description.

Students recognize cultural activities relating to school, family and the community.

Transfer

Students will be able to independently use their learning to...

- Express likes and dislikes in the target language.
- Explain and talk about his/her daily routine by conjugating regular verbs.
- Compare/contrast cultural differences in leisure time activities.
- Refuse an invitation using the correct negation or accept an invitation in the target language.

Meaning

Understandings

Students will understand that...

- There are cultural differences between the way the target culture spends their leisure time and the way Americans spend their leisure time.
- There are grammatical differences in language when expressing likes and dislikes in the target language.

- Verbs must be conjugated correctly for each subject pronoun.

Essential Questions

Students will keep considering...

- What do teens/young people in the target culture like to do in their leisure time?
- How do I describe things I do and do not do in the target language?
- How can I express feelings and emotions and exchange opinions about likes and dislikes?
- How can I describe my daily routine in the target language?

Application of Knowledge and Skill

Students will know...

Students will know...

- Up to 25 verbs about activities
- How to refuse or accept an invitation
- How to conjugate regular verbs
- How to describe likes and dislikes of self and others
- Cultural differences in cultural activities relating back to family, community and school.

Students will be skilled at...

Students will be skilled at...

- Accepting and refusing an invitation.
- Describing likes and dislikes of self and others in the target language.
- Explaining cultural differences in leisure time activities relating back to family, community and school.
- Describing daily routines in the target language.

- Providing and obtaining information, expressing feelings and emotions and exchanging opinions.

Academic Vocabulary

What do you like to do?

Do you like to....?

To study

To draw

To sing

To play (sports/instruments)

To listen

To watch (tv/movie)

To skate

To swim

To celebrate

To dance

To surf the web

To work

To travel

To talk/text with friends

To use

To practice

To walk

I like

I don't like

Target 2

Students will identify:

- at least 15-19 activities in the target language.
- give brief explanations of likes and dislikes in the target language.

Students will develop and construct:

- descriptions of their daily routine using the correct conjugation of regular verbs.
- conversations with another person in the target language in which students can give brief descriptions of their daily routine, give opinions and accept/refuse an invitation.

Students will compare/contrast:

- cultural differences in leisure time activities.
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Target 3

Students will :

- identify 20-25 activity vocabulary in the target language.
- give detailed opinions using likes and dislikes of activities.

Students will create:

- a detailed description of their daily life by conjugating regular verbs and describing their daily routine in the target language.
- a conversation with another person in the target language in which students can give opinions, refuse and accept invitations and describe their day to day routine.

Students will analyze:

- differences/similarities between leisure time activities in the target culture and the US.

Summative Assessment

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| •Oral and written projects |
| •Oral assessment |
| •Role plays |
| •Tests/quizzes |

21st Century Life and Careers

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| 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

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| • Homework |
| • Class participation |
| • Grammar/ Vocab Worksheets |
| • Group discussions |
| • Mini conversations |
| • Oral drills |
| • Paired activities |
| • Self assessment of learned topics |
| • Written activities |

Differentiation/Enrichment

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| • 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 | . |

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| •Teachers notes readily available | . |
| •Word banks/ word wall | . |

Unit Resources

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| • Teacher created worksheets |
| •Academic games |
| •Realidades textbook |
| •Discovering French textbook |
| •Exploring French/Spanish textbook |
| •Geni@l Klick (German) |
| •Powerpoint presentations |
| •Role play instructions and rubric |
| •Test and quizzes |