

# Unit 1: All About Me 6-8

Content Area: **World Language**  
Course(s): **Generic Course, World Language 7, WorldLanguage 8, French Fundamentals, German Fundamentals, French I, German I, Spanish I CP, Spanish Fundamentals I, World Language 6, Spanish Fundamentals**  
Time Period: **3 weeks**  
Length: **Cycle**  
Status: **Published**

## Unit Overview

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Students will learn phonetic sounds through alphabet, basic greetings, courtesy phrases, expressing feelings, differences in formality, introductions and expressing personal information. Students will view differences in culture between target society and their own.

## Established Goals

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- Greet people at different times of the day.
- Introduce self to others.
- Establish the difference between being formal and informal.
- Give the complete date including the year, numbers and day of the week.

## Transfer

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

- Form and pronounce words using the phonetic sounds including new vocabulary that has not been introduced yet.
- Greet and take leave of someone in different scenarios including differences in being formal and informal.
- Hold a basic conversation including personal information appropriate for the person being spoken to.
- Discover that interactions between the target culture and United States mainstream culture are different in terms of formality and cultural norms.

What kinds of long term, independent accomplishments are desired?

- Students will be able to hold a conversation expressing basic information.
- Students will feel comfortable using phonetic sounds and letters to read and write using words they know and do not know.

## Meaning

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## **Understandings**

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Students will understand that...

- Successful communication is knowing how, when and why to convey a message to different audiences.
- Learning a different language/culture leads to greater understandings of one's own and other languages/cultures and why people think and act in different ways.
- There are additional skills needed in order to learn another world language, i.e. strategies and techniques.

## **Essential Questions**

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- Students will keep considering...
  - How will you develop confidence to engage in conversation in the target language?
  - How do you initiate a conversation with a native speaker?
  - How can you use the native alphabet in order to pronounce and spell words correctly?
  - How does learning an additional language help you become a global citizen and enhance your own life?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- Alphabet and phonetic sounds
- Greetings and farewells
- Courtesy phrases
- Introductions
- Feelings
- Differences in formality
- Vocabulary on personal information

## **Students will be skilled at...**

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Students will be skilled at...

- Engaging in a basic conversation with a native speaker .
- Communicating effectively with a level of comfort despite errors/pauses made in conversation.
- Using the alphabet and phonetic sounds to correctly spell and pronounce vocabulary.

## **Academic Vocabulary**

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Hi (informal)

Good morning

Good afternoon

Good evening

Bye (informal)

See you later

See you soon

See you tomorrow

Good-bye (formal)

Nice to meet you

Please (formal and informal)

Thank you

Excuse me/ Pardon me

You're welcome

Bless you ( after a sneeze)

Welcome (to a place)

I'm sorry

Good luck

Yes

No

How are you? (formal and informal)

Well/good

very well/good

so-so

bad

very bad

not bad

alright

What is your name?

What is her name/ his name?

My name is..

His/Her name is...

Mon-Fri

Numbers 0-100

Jan- Dec

What is the date today?

What is day of the week?

Today is...

Yesterday

Tomorrow

The date is...

## **Learning Goal**

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Students will be able to communicate basic greetings in the target language including days of the week and date.

Proficiency Scale		
NJ CCCS for		
Strand:		
Topic: All About Me		
Grade/Course: 6 <sup>th</sup> Grade World Language		
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>- Conduct a detailed introduction including concepts and skills obtained in Score 2.0 and 3.0.</li> <li>- Formulates and responds to everyday conversational questions</li> <li>- Is able to apply basic phonetic sounds utilizing the alphabet in order to pronounce words in the target language</li> <li>- Classifying and recognizing, days of the weeks, colors, months and numbers in the 100s.</li> </ul>	<p><b>Sample Activities</b></p>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Reinforcing the school culture utilizing common courtesy phrases in the target language.</li> <li>• Construct the complete date combining the days of the weeks, numbers and months.</li> <li>• Classifying and recognizing, days of the weeks, colors, months and numbers from 40-100.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Greetings according to the times of the day</li> <li>• Compare the difference between You-Formal/Informal</li> <li>• Categorize / Identify cognates in the target language</li> <li>• Classify /recognize, days of the weeks, colors, months and numbers from 1-39.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more</b></p>	

	<b>complex ideas and processes.</b>	
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

## Target 1

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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.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	Cultural
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.7	Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
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.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.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.C.1	Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
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.C.7	Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

## Target 2

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TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.

## Summative Assessment

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•Group/ individual projects
•Interpersonal activities
•Interpretive activities
•Presentational activities
•Quizzes
•Role play/ skits/ performance assessment
•Test

## Proficiency Scale

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<b>SCORE 4.0</b>	Students will apply concepts to create sentences including:
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	<ul style="list-style-type: none"> <li>-25 or more classroom objects</li> <li>-noun and adjective agreement</li> <li>-numbers in the thousands</li> <li>-making words plural</li> </ul> <p>Students will be able to give a detailed analysis of:</p> <ul style="list-style-type: none"> <li>- differences in education including cultural practices and materials.</li> </ul>
<b>3.0</b>	<p><b>SCORE</b> Student will compare and contrast:</p> <ul style="list-style-type: none"> <li>-differences in education between Target culture and US culture.</li> <li>-differences in materials used in school.</li> </ul> <p>Students will construct sentences using:</p> <ul style="list-style-type: none"> <li>- 20-25 classroom objects</li> <li>-noun/adjective agreement</li> <li>-making words plural</li> <li>-numbers in the hundreds</li> </ul> <p>Students will use concepts to:</p> <ul style="list-style-type: none"> <li>-quantify classroom objects using “How much/How many?” in the Target language.</li> </ul>
<b>2.0</b>	<p><b>SCORE</b></p> <p>The student will identify and explain the following:</p> <ul style="list-style-type: none"> <li>- categorizing/ identifying classroom object cognates</li> <li>- classifying/recognizing 10-15 classroom objects</li> <li>-noun and adjective agreement utilizing colors.</li> </ul>
<b>SCORE 1.0</b>	<ul style="list-style-type: none"> <li>- With help, a partial understanding of some of the simpler details and processes and some of the minor complex ideas and processes found in score 2.0 and score 3.0</li> </ul>
<b>SCORE 0.0</b>	<ul style="list-style-type: none"> <li>- Even with help, no understanding or skill demonstrated</li> </ul>



## 21st Century Life and Careers

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Select all applicable standards from the applicable standards.

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

## Differentiation

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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
•Teachers notes readily available
•Word banks/ word wall

## **Enrichment**

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1. Provide extra resources and supplement lessons with online resources and authentic learning materials.
2. Provide opportunities for students to go above and beyond learned material by providing more vocabulary, giving information on where students can do research on their own and time for students to use that information and turn key to the rest of the class.
3. Allow students to use taught information at a more analytical level and allow students to use higher order thinking and reasoning skills.

## **Unit Resources**

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•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 instructions and rubric
•Teacher created worksheets
•Test and quizzes