Unit 2 - Introducing Oneself: Greetings & Farewells

Content Area: **World Language**
Course(s): **World Language Grade K**
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

In this unit students will learn simple greetings, farewells, and other pleasantries.

Enduring Understandings

People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.

Essential Questions

Understanding how people greet each other in the target language.
Why are their differences between saying hello and goodbye to our friends, my teachers, and other adults.
Why is it important to learn a foreign language?
How does learning a foreign language relate to other content areas?
How can one use a foreign language to help better understand one's own native language? What fundamental sound system is used in the target language?

Learning Objectives

Greet and leave people in a polite way.
Greetings/Farewells (Hello/Good morning/Good afternoon/Good evening/Goodbye)
Understand how to use authentic expressions in the target language to greet people
Understand when someone greets you.
Demonstrate ability to say hello and goodbye to someone my age or younger.
Say hello and goodbye to my teacher, professor, or supervisor.
Introduce myself to others.
Ask others what their name is.
State my name and ask someone's name.
Explain the importance of studying another language.
Understand how to use authentic expressions in the target language to greet people
Express their name and ask a classmate what their name using think-pair-share
Basic commands (Stop, Look, Listen, Raise your hand, Stand Up, Sit Down, Wash your hands, Pay attention)
Classroom Procedures (Raise your hand, Pay attention, Listen, Follow Directions)

Standards: Content

7.1.NM.IPRET	Interpretive Mode of Communication
1	Communicate
	Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.
	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
2	Cultures
	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
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.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
3	Connections
	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
4	Comparisons
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
	Develop insight into the nature of language and culture in order to interact with cultural competence.
7.1.NM.IPERS	Interpersonal Mode of Communication
5	Communities
	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
	Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
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.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PRSNT	Presentational Mode of Communication
	Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.
	Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Standards: Interdisciplinary

L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling.
L.WF.4.2.B	Write affixed words that involve a sound or spelling change in the base word.
L.WF.5.2.B	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
L.WF.5.2.C	Ensure agreement between subject and verb and between pronoun and antecedent.
L.WF.4.2.C	Spell grade-appropriate words correctly, consulting references as needed.
L.WF.3.2	Demonstrate command of the conventions of encoding and spelling.

L.WF.3.2.B	Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
L.WF.3.2.C	Identify language of word origin, as noted in dictionaries.
L.WF.3.3.A	Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.

Assessment Evidence

Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative & Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment
Assessment Evidence Resource	

Instructional Resources

YouTube Kids, Computer, Internet, Duolingo, Word Reference, Pictures showing various emotions (happy/sad/tired, etc.), crayons, markers, glue sticks, construction paper, scissors, and other art supplies. iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website, My First English-Italiano Learning Library (la mia prima biblioteca delle parole Inglese-Italiano)

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness	X	Relationship Skills
	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		