

# Unit 1 - Introducing Oneself: Greetings and Farewells

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

## Unit Overview

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

## Enduring Understandings

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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

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Understanding how people greet each other in the target language.

Why are there 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

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Greet and leave people in a polite way.

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.

State my name and ask someone's name.

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)

Career Exploration – Explore careers that require learning another language.

## Standards: Content

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WL.NL.7.1.NL.IPERS	Interpersonal Mode of Communication
WL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
WL.NL.7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
WL.NL.7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
WL.NL.7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
WL.NL.7.1.NL.IPRET	Interpretive Mode of Communication
WL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
WL.NL.7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
WL.NL.7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
WL.NL.7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
WL.NL.7.1.NL.PRSNT	Presentational Mode of Communication
WL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
WL.NL.7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
WL.NL.7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
WL.NL.7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
	Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.
	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
	Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.
	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
	Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

## Standards: Interdisciplinary

ELA.K-12.1	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
ELA.L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
ELA.L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
ELA.L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
ELA.L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
ELA.L.RF.K.1.C	Understand that words are separated by spaces in print.
ELA.L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
ELA.SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps.
CS.K-2.8.1.2.DA.2	Store, copy, search, retrieve, modify, and delete data using a computing device.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.TL.2	Create a document using a word processing application.
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
TECH.9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.  Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

## 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
<a href="#">Assessment Evidence Resource</a>	

## **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	Credit Profile	Career Awareness and Planning

	Solving			
	Civic Financial Responsibility	Financial Psychology		