Unit 2 - School Days

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

Unit Overview

In this unit, language learners will learn vocabulary about items found in a school setting. This includes phrases, adjectives, and verbs, focused on school and school related activities, including but not limited to numbers, shapes, colors, days, school related items, transportation, etc.

Enduring Understandings

Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.

Essential Questions

How can you describe things in your classroom/community using another language?
What types of things that are found in your classroom/school can you name?
What are the differences between a classroom/school in the US and other target language countries?
What subjects do you take in school? • What day and time do you have certain classes? • What takes places during these classes?

Learning Objectives

Label and match school subjects.
Answer yes/no questions pertaining to school subjects within a typical school schedule.
Express which classes/subjects they like and/or dislike.
Express time vocabulary.
Tell and ask what time it is currently.
State at what time a class is on a school schedule.
Tell someone what classes they take and when.
Write out their current school schedule.
Explain their school schedule to someone else.
Compare and contrast a typical American schedule to one from a country of the target language.
Ask and respond to questions regarding school subjects and scheduling.
Answer questions based on a conversation that they hear or read about someone’s school schedule.
Listen to/read and identify common school-related and everyday activities.
Explain different modes of transportation.
Describe how they get to school from home
Basic vocabulary for school subjects.

Career Exploration – Students will examine careers in education/schools in Italy.

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

	Different types of jobs require different knowledge and skills.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling.
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
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.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
L.WF.3.3.A	Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
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. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
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		