

Planned Course: Culture & Conversation 1		Course Number:	Department: Modern Language
Unit: 1 - Greetings and Introductions		Grade Level: 7th	
Estimated Time: German: 1 Week	Level/Track: Exploratory	Date Approved: August 10, 2020	
French: 1 Week			
Spanish: 1 Week			
PA Academic Standards	▶Core Concepts (in question format) <ul style="list-style-type: none"> ● Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>PA Standards <i>12.1 A-F, 12.3 A, B, 12.5 A, C, D</i></p> <p>ACTFL Standards</p> <p>1.1, 1.2, 1.3 Communicate in the target languages by: speaking, listening, reading, writing.</p> <p>2.1, 2.2 Demonstrate understanding of world locations through their products and practices.</p> <p>3.1, 3.2 Use the target languages to acquire information in other subject areas: make connections.</p> <p>4.1, 4.2 Compare the target languages and cultures to English and other languages.</p>	<p>AP Themes: Contemporary Life, Personal and Public Identity</p> <p><i>Essential Questions:</i></p> <p>▶How can I greet in the Target Language?</p> <ul style="list-style-type: none"> ● Greetings ● Courtesies ● Goodbyes ● How are you? ● Introductions ● Cultural comparisons <p>▶How are typical names different and similar to typical American names?</p> <ul style="list-style-type: none"> ● Target Language name selection <p>▶What does the alphabet in the target language sound like?</p> <ul style="list-style-type: none"> ● Recite the alphabet in the target language ● Spell words in Target Language ● Accent marks <p>▶How can I follow classroom</p>	<p>MODES:</p> <p><u>Interpretive (audio, visual and audio visual):</u> Students listen to authentic materials in which a person is introducing him/herself</p> <p><u>Interpretive (written and print):</u> Students read authentic profiles of people speaking the target language e.g. Twitter, Facebook profiles</p> <p><u>Interpersonal (spoken):</u> Students conduct interviews with peers asking them for basic information about them.</p> <p><u>Interpersonal (written):</u> Students write text message-style text to peers telling about themselves and asking for information.</p> <p><u>Presentational (spoken):</u> Students present a dialogue prepared with a partner where they introduce themselves and have a short conversation with a partner.</p>	<p>Formative: exit tickets, interviews by teacher, observation, Schoology activities and digital games such as Quizlet and Kahoot. Formative assessments will focus on modes of communication.</p> <p>Performance Assessment: Differentiated assessment where students complete a learning contract where they have a choice of how they would like to introduce themselves and describe basic things about themselves. (e.g. make a Voice thread, create a song, present to the class). Performance assessments based on all modes of communication.</p> <p>Summative Assessment: Assessment based on all</p>
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5.1, 5.2 Participate in multi-lingual communities beyond the classroom.	<p>directions in the Target Language, ask for things I need, give commands, and respond to questions?</p> <ul style="list-style-type: none"> • Understand, respond to, and give commands • Classroom object vocabulary 	<p><u>Presentation (written):</u> Students prepare written evidence where they describe themselves. Students have a choice for this presentation e.g. Padlet, Blogster, Schoology, Lucidpress, Flipgrid etc.</p>	<p>modes of communication where students demonstrate mastery of beginning to communicate in the Target Language.</p>
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