

Curriculum Map: Introduction to Language I

Meadville Area Middle School

Foreign Language Department

Course Description: This semester long course is designed to introduce the students to a second language and to develop interest in customs and life in other language-speaking countries. The emphasis is on vocabulary acquisition, speaking and listening opportunities, and cultural exploration and experiences.

Standards: NATIONAL STANDARDS IN FOREIGN LANGUAGE EDUCATION

Communication: Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics`.

Cultures: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections: Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons: Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Unit Title: 1 Hello, Goodbye

Suggested time frame: 2 weeks

Big Idea:

There are many similarities between languages, including words, phrases, and customs.
Communicating in another language begins now!

Essential Questions:

How can you begin a conversation with someone who speaks another language?

How can I introduce myself to others and explain where I am from?

What are similarities and differences between English and Spanish/French?

Competency	Vocabulary, Grammar, Cultural Information	Strategy	Resource
<ul style="list-style-type: none">• SWBAT participate in a basic conversation: greeting, saying good-bye, meeting people• SWBAT ask and answer “How are you?” and similar questions• SWBAT create a simple dialogue describing who they are• SWBAT implement common cultural courtesies, both in word and action• SWBAT choose the correct form of expression for formal and informal situations• SWBAT respond to classroom directions given in Another language• SWBAT use the target language alphabet for spelling (name, words), saying the alphabet in sequence, and choosing random letters	<ul style="list-style-type: none">• Basic conversational phrases, questions, answers• Class conversational phrases• Alphabet• Common French/Another language and English cognates• Formal and informal “you”	<ul style="list-style-type: none">• Conversational role-playing with varied scenarios• Q/A peer and teacher "interviews"• Games and Songs• Vocabulary Games including Pictionary, flyswatter game, Grab the Vocab, flashcards, etc.• Oral and written practice• Listening activities• Computer-based games (Kahoot, Quizlet Live)• Mini projects• Realia	<ul style="list-style-type: none">• Textbook, textbook-provided ancillary materials• YouTube videos• Computer-generated materials (PPT, etc.)• Conversational flash cards• Quizlet, Quizizz, and other web-based review decks• Authentic cultural resources

<ul style="list-style-type: none">• SWBAT compare and contrast the French/Spanish and English languages by referencing cognates			
---	--	--	--

Unit Title: 2 School Day

Suggested time frame: 2 weeks

Big Idea:

Classes and the classroom are “home” for a majority of the day during a school year.
Communicating in Another language begins now!

Essential Questions:

What objects do I see and use during the school day?
How is my school day the same or different as others’?

Competency	Vocabulary, Grammar, Cultural Information	Strategy	Resource
<ul style="list-style-type: none">• SWBAT identify classroom objects• SWBAT describe classes that they have• SWBAT describe classroom objects, including color and size	<ul style="list-style-type: none">• Essential classroom objects and school supplies• Basic class names (math, science, etc.) and descriptions• Sentence starters to speak about school topics• Colors• Size vocabulary	<ul style="list-style-type: none">• Conversational role-playing with varied scenarios• Q/A peer and teacher "interviews"• Games and Songs• Vocabulary Games including Pictionary, flyswatter game, Grab the Vocab, flashcards, etc.• Oral and written practice• Listening activities• Computer-based games (Kahoot, Quizlet Live)• Mini projects• Realia	<ul style="list-style-type: none">• Textbook, textbook-provided ancillary materials• YouTube videos• Computer-generated materials (PPT, etc.)• Conversational flash cards• Quizlet, Quizizz, and other web-based review decks• Authentic cultural resources

Unit Title: 3 The World of Numbers

Suggested time frame: 2 weeks

Big Idea:

Numbers are universal and a necessity for life.

Communicating in Another language begins now!

Essential Questions:

How do I need to use numbers to communicate in everyday life?

Can I put my number knowledge to use in other subjects, such as math?

How are numbers used differently in different cultures, and how can I adapt?

Competency	Vocabulary, Grammar, Cultural Information	Strategy	Resource
<ul style="list-style-type: none">• SWBAT count from 0-30• SWBAT recognize numbers from 31-100• SWBAT use numbers for various purposes, including math, money, and age)	<ul style="list-style-type: none">• Numbers 0-100• age• how many• math terms (=, +, -, /, *)	<ul style="list-style-type: none">• Conversational role-playing with varied scenarios• Q/A peer and teacher "interviews"• Games and Songs• Vocabulary Games including Pictionary, flyswatter game, Grab the Vocab, flashcards, etc.• Oral and written practice• Listening activities• Computer-based games (Kahoot, Quizlet Live)• Mini projects• Realia	<ul style="list-style-type: none">• Textbook, textbook-provided ancillary materials• YouTube videos• Computer-generated materials (PPT, etc.)• Conversational flash cards• Quizlet, Quizizz, and other web-based review decks• Authentic cultural resources

Unit Title: 4 A Year in the Life

Suggested time frame: 2 weeks

Big Idea:

Calendars exist around the world and help us to keep track of what is important.

Everyone in the world celebrates special days; some are similar, and some are different.

Communicating in Another language begins now!

Essential Questions:

How do different communities mark the passing of time?

What days are important to me? To my friends and family? To my country? To other cultures around the world?

Competency	Vocabulary, Grammar, Cultural Information	Strategy	Resource
<ul style="list-style-type: none">• SWBAT give day, month, and season as prompted• SWBAT read and write the current day/date with accuracy• SWBAT discuss their birthday• SWBAT identify the month (and date) of major US and international holidays	<ul style="list-style-type: none">• Days, months, seasons• Date formation vocabulary• US and international holidays• Cultural differences in calendars• How to read and use a calendar	<ul style="list-style-type: none">• Conversational role-playing with varied scenarios• Q/A peer and teacher "interviews"• Games and Songs• Vocabulary Games including Pictionary, flyswatter game, Grab the Vocab, flashcards, etc.• Oral and written practice• Listening activities• Computer-based games (Kahoot, Quizlet Live)• Mini projects• Realia	<ul style="list-style-type: none">• Textbook, textbook-provided ancillary materials• YouTube videos• Computer-generated materials (PPT, etc.)• Conversational flash cards• Quizlet, Quizizz, and other web-based review decks• Authentic cultural resources

Unit Title: 5 What Time is it? At What Time does this Happen?

Suggested time frame: 2 weeks

Big Idea:

The world operates on a time schedule.

Being able to tell time and follow a schedule are necessary life skills.

Communicating in Another language begins now!

Essential Questions:

How are schedules used in my life?

Can I read and use various clock styles?

How does telling time vary around the world?

Competency	Vocabulary, Grammar, Cultural Information	Strategy	Resource
<ul style="list-style-type: none">• SWBAT give the time, including time of day (AM/PM)• SWBAT give the divisions of the hour• SWBAT express and read daily class schedules• SWBAT read both digital and analog clocks• SWBAT tell what time it is and at what time different classes begin and end.	<ul style="list-style-type: none">• What time is it? At what time?• It is...• At...• Time vocabulary (:15, :30, :45, morning, afternoon, evening, noon, midnight)	<ul style="list-style-type: none">• Conversational role-playing with varied scenarios• Q/A peer and teacher "interviews"• Games and Songs• Vocabulary Games including Pictionary, flyswatter game, Grab the Vocab, flashcards, etc.• Oral and written practice• Listening activities• Computer-based games (Kahoot, Quizlet Live)• Mini projects• Realia	<ul style="list-style-type: none">• Textbook, textbook-provided ancillary materials• YouTube videos• Computer-generated materials (PPT, etc.)• Conversational flash cards• Quizlet, Quizizz, and other web-based review decks• Authentic cultural resources

Unit Title: 6 Free Time

Suggested time frame: 2 weeks

Big Idea:

Education looks different in different classes, schools, and cultures.

Language continues to build and can be applied across multiple settings.

There are many similarities between languages, including words, phrases, and customs.

Communicating in Another language begins now!

Essential Questions:

How do I discuss my classes and my schedule with others?

How is “time” viewed and discussed in different cultures? Do we all have the same concept of “time”?

What aspects of education are similar/different in different cultures?

What terms/expressions can I use to enrich my communication skills?

Competency	Vocabulary, Grammar, Cultural Information	Strategy	Resource
<ul style="list-style-type: none">• SWBAT share and describe their favorite sports, hobbies, and activities• SWBAT compare and contrast classmates’ interests• SWBAT ask and answer questions about personal interests	<ul style="list-style-type: none">• Sports• Hobbies• Activities• Verbs: to play, to do• Simple descriptors (a lot, often, a little, always, etc.)• Sentence starters• Questions and answers• Contradiction statements	<ul style="list-style-type: none">• Conversational role-playing with varied scenarios• Q/A peer and teacher "interviews"• Games and Songs• Vocabulary Games including Pictionary, flyswatter game, Grab the Vocab, flashcards, etc.• Oral and written practice• Listening activities• Computer-based games (Kahoot, Quizlet Live)• Mini projects• Realia	<ul style="list-style-type: none">• Textbook, textbook-provided ancillary materials• YouTube videos• Computer-generated materials (PPT, etc.)• Conversational flash cards• Quizlet, Quizizz, and other web-based review decks• Authentic cultural resources

Unit Title: 7 Creative Communication

Suggested time frame: 2 weeks

Big Idea:

Expressing likes and dislikes are valuable means to communicate with others.
Communicating in Another language begins now!

Essential Questions:

What do I have in common with others in the room? In my community? In my country? Around the world?
How can I express preferences and learn others' preferences?

Competency	Vocabulary, Grammar, Cultural Information	Strategy	Resource
<ul style="list-style-type: none"> • SWBAT employ sentence starters and regular verb infinitives to communicate about a variety of topics • SWBAT describe activities they enjoy/dislike (etc.) • SWBAT exchange information and compare/contrast activities 	<ul style="list-style-type: none"> • I like/ love/ hate/ prefer/ want/ have to, etc. • Regular verbs (infinitive form) • Basic questions and responses • And you? 	<ul style="list-style-type: none"> • Conversational role-playing with varied scenarios • Q/A peer and teacher "interviews" • Games and Songs • Vocabulary Games including Pictionary, flyswatter game, Grab the Vocab, flashcards, etc. • Oral and written practice • Listening activities • Computer-based games (Kahoot, Quizlet Live) • Mini projects • Realia 	<ul style="list-style-type: none"> • Textbook, textbook-provided ancillary materials • YouTube videos • Computer-generated materials (PPT, etc.) • Conversational flash cards • Quizlet, Quizizz, and other web-based review decks • Authentic cultural resources

Unit Title: 8 The People in Our Lives

Suggested time frame: 2 weeks

Big Idea:

People influence us every day.
Communicating in another language begins now!

Essential Questions:

Can I identify the relationships that I have with people?

How can I describe those relationships to others?

What relationships are valuable in other cultures?

Competency	Vocabulary, Grammar, Cultural Information	Strategy	Resource
<ul style="list-style-type: none">• SWBAT identify and describe the people who influence their lives: family (and pets), friends, neighbors, influencers• SWBAT ask and answer questions about immediate and extended family	<ul style="list-style-type: none">• Family vocabulary: immediate and extended• Person-related vocabulary (friend, neighbor, influencer, etc.)• Animal (pet) vocabulary• Basic questions and answers about family• Descriptors• I have...• My...	<ul style="list-style-type: none">• Conversational role-playing with varied scenarios• Q/A peer and teacher "interviews"• Games and Songs• Vocabulary Games including Pictionary, flyswatter game, Grab the Vocab, flashcards, etc.• Oral and written practice• Listening activities• Computer-based games (Kahoot, Quizlet Live)• Mini projects• Realia	<ul style="list-style-type: none">• Textbook, textbook-provided ancillary materials• YouTube videos• Computer-generated materials (PPT, etc.)• Conversational flash cards• Quizlet, Quizizz, and other web-based review decks• Authentic cultural resources

Unit Title: 9 The World Around Us

Suggested time frame: 2 weeks

Big Idea:

Each culture in the world is unique and fascinating.

We have unlimited opportunities to learn from other cultures.

Communicating in Another language begins now!

Essential Questions:

What do people in other cultures value? Practice? Create?

How can I learn from studying other languages and cultures?

What opportunities arise as I study and learn other languages and cultures?

Competency	Vocabulary, Grammar, Cultural Information	Strategy	Resource
<ul style="list-style-type: none">• SWBAT learn and explore various cultures around the world, and investigate how knowing other languages can impact professional (career) and personal opportunities	<ul style="list-style-type: none">• Basic geography, climate, foods, arts, history, government, currency, home life, school life, famous figures, entertainment, etc.• cultural topics will be sprinkled throughout the semester or used as a culminating unit	<ul style="list-style-type: none">• Conversational role-playing with varied scenarios• Q/A peer and teacher "interviews"• Games and Songs• Vocabulary Games including Pictionary, flyswatter game, Grab the Vocab, flashcards, etc.• Oral and written practice• Listening activities• Computer-based games (Kahoot, Quizlet Live)• Mini projects• Realia	<ul style="list-style-type: none">• Textbook, textbook-provided ancillary materials• YouTube videos• Computer-generated materials (PPT, etc.)• Conversational flash cards• Quizlet, Quizizz, and other web-based review decks• Authentic cultural resources