

7th grade, Unit #3, World Language, Presentations and Introductions

Content Area: **Generic Content Area**
Course(s): **Generic Course**
Time Period: **November**
Length: **3 weeks**
Status: **Published**

Enduring Understanding

Making plans and introductions are an important part of conversation in a foreign language.

Essential Questions

How do I meet new people and make plans with them in the Hispanic world?

Common Core Standards

FL.3-12.7.1.NH.B.A.2.7	Express an opinion and preference.
FL.3-12.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
FL.3-12.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
FL.3-12.7.1.NH.B.A.2.5	Request, suggest, and make arrangements.
FL.3-12.7.1.NH.B.A.2.6	Extend, accept, and decline an invitation.
FL.3-12.7.1.NH.B.J	Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)
FL.3-12.7.1.NH.C.F	Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
FL.3-12.7.1.NH.C.G	The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)

Student Learning Objectives

Correctly use the contractions al and del when making introductions.

Make introductions in a variety of social settings.

Use words of courtesy when responding to an introduction.

Make plans for a future event.

Demonstrate comprehension of an authentic cultural invitation to an event and the language it needs.

Instructional Activities

Introduce the indirect object pronouns te, le, and les with presento and apply them to making presentations of various people (familiar, formal, and plural).

Review contractions al and del. Students fill in the blanks on smart board activity to make proper introductions.

Partner activities to practice making introductions: introduce a friend, introduce a fictional person/group of people.

Role-play various greeting and introductions scenarios. Present role-plays to the class.

Authentic Invitation Activity: te invito a ... invitations (teacher created or online examples). Ask and answer questions orally or in writing pertaining to the invitations.

Create an invitation or a flyer for a cultural event using correct unit vocabulary.

Ask and answer basic questions about a future event. Report information either orally or in writing.

Authentic Assessment: 1) Create a dialog in which students introduce one another, respond to introductions, and relay information about the upcoming by asking and answering questions. or 2) Students introduce several characters from a culturally authentic book e.g. Esperanza Rising, Taking Sides, Flight to Freedom. Students engage in a question/answer session with the class to further relay information about the characters in an interview scenario.

Interdisciplinary Connections

ELA: Interviewing techniques, Literature, Dramatization and role-playing, Public speaking

Technology: Creation of advertisement or invitation

Texts and Resources

Microsoft publisher/word

Glogster (www.glogster.com)

Audacity (audacity.sourceforge.net)

Assessment

Quiz on unit vocabulary and grammar

Collected and graded homework and classwork assignments

Accuracy when asking and answering questions

Rubric for evaluation of role-play and dialog/character introduction performance assessment

Rubric for evaluation of invitation or flyer activity