

Jay Curriculum: Unit Cover Page

Unit title: Workings of the Language

Grade Level: 9-12

Content Area(s): MCL

Date Created:

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Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

- D K-2 1, 2
- D 3-4 1,2,3
- D 5-8 1,2,3
- D 9-12 1,2,3,4,5

Unit: Workings of the Language

Brief Summary of Unit/Topic

Summary:

There will be a study of the distinct sounds and structure of the F/S languages, a comparison of these languages with English, and a look into the exchange and derivation of words from one language to another.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

French/Spanish

Many of our words come from the F/S language and vice versa.

Many F/S words are derived from Latin.

There is an interrelationship of language families.

The languages of the world have influenced each other.

Students will know:

There is a different order of words in other languages, a difference in alphabet, and different spelling and pronunciation rules. There is a formal & informal way of using the F/S language.

Students will be able to:

Put words together in basically correct manner.

Recognize the language when spoken.

Enduring Understanding/s:

Languages have different grammatical structures. Translation is an art because some phrases cannot be translated exactly from one language to another. An appreciation of the difficulties of learning a language.

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students ? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)
Students learn the alphabet & the different sounds of F/S	D(K-2) 1, 2			
Students makes some sort of oral presentation for each chapter. These performance tasks are based in a large part on grammar, sentence structure, and pronunciation. They also use the 2 forms of addressing.	D(5-8) 1, 2, 3; D(9-12) 2, 4 D(2-4) 3			
Quizzes, Tests, Prompts:				
There is a writing section on every unit test which is graded based primarily on grammar structure and correctness	D(9-12) 2,4 D(5-8) 1			
Other Evidences:				
Students' homework sentences are written on the board and the class analyzes the sentence structure and grammar accuracy. The students make the changes on the board.	D(5-8) 1 D(9-12) 2,4			
Student Self Assessment:				
Students quiz each other in paired activities and give each other a "grade" based on grammar. Each student has his/her partners correct answers. Students help assess each others compositions. Students analyze sentence structure from homework written on the chalkboard	D(5-8) 1 D(9-12) 2, 4			

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

Every day the difficulties and differences in the S/F language come up in class.

The students read the poem "Hints on Pronunciation" which clearly demonstrates the difficulties of learning English. There is another handout as well, which is English sentences which show the difficulties of English.

Students make posters illustration proverbs and moral lessons in Spanish/F which are excellent examples of the fact that languages do not translate directly from one to the other (D (9-12) 1; D(3-4) 1,2)

There is constant discussion about the derivation of words. (D (K-2) 2)

Ex: azucar – sugar comes from Arabia
 Agua – water from Latin
 Mosquito (used in English) = Spanish word

REFERENCES: