

Culture Thematic Unit Plan Level 2- up

Class: _____ Theme: _____ Unit No. _____ Date: _____

<p>Low Order Tasks</p> <p>Prelude to and preparation for "High Order Tasks"</p> <p>Practice new vocabulary on theme in various ways</p> <p>The same 50 words are recycled throughout these activities</p> <p>Not necessarily, but generally in this order</p> <p>Listening Speaking Reading Writing</p> <p>35% of the quarter mark</p>	<p>Activities:</p> <p>"Overture" [LISTENING] [SPEAKING] [READING][WRITING] - The theme is introduced as students take notes in the <i>Cornell Note taking Format</i>. (Often using presentation software like <i>PowerPoint</i>.) Although normally done once at the start of a theme, this activity may be repeated later. While presented in the target language, students may need assistance in English with new words or explanations that go beyond the presentation notes. Students then create questions in the target language on their notes and each ask/answer each other's questions. <i>New vocabulary is bound up in the information students are to learn.</i></p>	<p>Evaluation</p> <ul style="list-style-type: none"> Students create questions on the notes Participation in the Q&A activity Quizzes (listening-based) on the information 	<p>Time</p> <p>2-3 classes</p>
	<p>"Slot Completion" [READING] – using vocabulary and statements from the notes, students place the target vocabulary in a logical place in a sentence.</p>	<p>Informally reviewed together</p>	<p>20 min</p>
	<p>"Interview" [SPEAKING] – interview a partner on the current theme.</p>	<p>Interview rubric</p>	<p>30 min</p>
	<p>"Circumlocution" [READING, LISTENING]– match up the words with their definition in the target language – reading and through listening.</p>	<p>Informally reviewed together</p>	<p>20 min</p>
	<p>"True-False" [READING, LISTENING]– Simple true-false questions on the notes.</p>	<p>Informally reviewed together</p>	<p>15 min</p>
	<p>"Guided Reading" [READING]– Instructor guides class through a reading on the theme topic. One method: instructor reads aloud as students read along, periodically stopping and asking questions on the most likely meaning of new words and/or comprehension questions which students record.</p>	<p>Informally reviewed together, but may be turned in for a mark.</p>	<p>30 min</p>
	<p>"Search and Translate" [READING] – A series of sentences has been lifted from a text, translated to English, and rearranged. Students read the text and, as they do, identify the location of the English text and number the sentences in their proper order.</p>	<p>May be graded as percentage correct.</p>	<p>30 min</p>
	<p>"Linguistics" [WRITING, SPEAKING]– traditional explanation of a grammar point with linguistics discussion</p>	<p>Informal</p>	<p>20 min.</p>
	<p>"Transformations" [WRITING, SPEAKING] – application of the grammar lesson in written exercises (not necessarily using the theme vocabulary)</p>	<p>Students are provided the answers after they try themselves. Only error-free papers receive full credit.</p>	<p>2 classes</p>
	<p>"Oral Transformations" [SPEAKING] – follow structured drills to make the grammatical transformations in simulated conversation pieces - textbook</p>	<p>Informal</p>	<p>1-2 classes</p>
	<p>"Translations" [WRITING] – translations using the grammar lesson from English to the target language</p>	<p>Percentage correct</p>	<p>30 min.</p>
	<p>"Independent Reading" [READING] – Students read a short selection on the theme independently and respond to questions on comprehension and most probable meaning of unknown words as derived from context. Sometimes this is a web quest.</p>	<p>Percentage correct</p>	<p>20 min</p>
	<p>"Open Composition" [WRITING]– Use notes to create a composition in the target language on the theme. This is usually done using computer software: word processor, presentation software, or web page design.</p>	<p>Open Composition Rubric</p>	<p>1 class</p>
	<p>"Error Analysis" – [WRITING] Common errors that students had made on the Open Composition are examined, imitated, and corrected.</p>	<p>Students are given sentences to correct which commit the target errors.</p>	<p>2 classes</p>

<p>High Order Tasks</p> <p>Game-like activities call upon students to incorporate previously-learned material.</p> <p>Practice the words and structures in more spontaneous ways</p> <p>Broaden scope to include previously learned material</p> <p>Listening Speaking Reading Writing</p> <p>Performance-based; demonstration of skill without aid</p> <p>55% of the quarter mark</p>	<p>Activities:</p>		
	<p>"Props" – randomly select a prop associated with theme and speak on it for 30 – 45 seconds (optional partner). OR</p> <p>"News Conference" – student tries to guess his/her assigned role based on questions the class prepares. OR</p> <p>"Interpreter" - Pair of students improvises a randomly-drawn situation as teacher repeats everything each says. OR</p> <p>"Password" - In pairs, students are assigned a word and have to get their partner to guess the word from clues they improvise in the target language.</p>	<p>Rubric for Interpreter</p> <p>"Props" and "News Conference" are often not graded.</p> <p>Participation in "Password" usually merits full credit.</p>	<p>1 class, dep. on class size</p>
	<p>"Improv" – improvise conversations on randomly-selected topics (not all on theme)</p>	<p>Rubric – 90 second sample</p>	<p>2-3 classes a few a day</p>
	<p>"Sketch" – In groups of 3-4, students devise a sketch incorporating unit vocabulary and expressions.</p>		
	<p>"Listening Comprehension" – respond to multiple-choice comprehension questions on passages (associated with theme)</p>	<p>Percentage correct <i>or</i> informal</p>	<p>20 min.</p>
	<p>"Composition Test" – compose a writing sample on the theme without notes or aids of any kind</p>	<p>Rubric</p>	<p>25 min.</p>
	<p>"Short-Response" – respond in the target language to short situations associated with the theme vocabulary</p>	<p>Rubric</p>	<p>20 min.</p>
	<p>"Independent Reading" – independent readings on the theme</p>	<p>Percentage correct <i>or</i> informal</p>	<p>20 min.</p>
<p>Three Week Test – measure of material since the last Three Week Test in listening, writing (grammar), and reading.</p>			