

Young Scholars of Western Pennsylvania Charter School

Turkish 7-8 YSWPCS

- Unit Title

On the Air!

Essential questions

What makes culture? Why is it important to learn about cultural values? How can I be informed about the news?

Standards

Targeted Standards:

1. Communication

- Interpersonal: discuss, express, exchange work in groups
- Interpretive: comprehend information, listen to presentations
- Presentational: participate, prepare, present

2. Culture

- Gain insight
- Understand cultural practices

3. Connections

- Reinforce content of language being studied with current social practices

4. Comparisons

- Discuss the point of view of the culture being studied and their own

5. Community

- Participate in an activity
- Interact with classmates and perform

- Consult resources to obtain information

Enduring understandings/Objectives

Students will understand that cultural values, current events, news in the target language are necessary to make connections.

Language / Communication

Language Functions (Do)

- Participate

in

conversation

- Exchange

information

- Express

feelings

- Exchange

opinions

- Work in

groups

- Present a

television

talk show

(Do) Language

Grammatical

Structures (Know)

Express

feelings

(verb)

Vocabulary (Know)

Values, belief,

opinion,

character traits

(lis),

Feelings

(Do) Language

Culture(s)

(Know)

- Compare

the life of a

young

person in

the culture

being

studied and

their own

- Gain insight

into

patterns of

behavior of

culture

being

studied

- Make

connections

between

skills they

are

learning

and current

social

issues

Subject Content Connections

Science:

- Science

experiments

(belief/et

hics)

Mathematics:

-

Percentag

e/rations

of

divorce

rate

Geography:

Beliefs/v

alues

changing

according

to regions

- Discuss

Turkish

arts

(ebru,

calligrap

hy,

miniature

painting)

Language Arts:

- discuss

opinions

on current

events

- research

current

events

- compare

and

contrast

values

Learning Activities , Performances

Duration:3 weeks

Beginning

- About discussions

- Engage in conversations

to provide and obtain

information, express

feelings and emotions and

exchange opinions

Middle

- Let's discuss current

events

- Interviews

End

- Creating a talk show

- Unit Title

In the News

Essential questions

How are we informed about the news/events in our life? How do we communicate with others?

Standards

ACTFL national standards

1. Communication: Students discuss, share opinions, work collaboratively; compose, read and interpret correspondence; plan and present a

project to classmates, write an article for a team newspaper, present information about current events.

2. Culture: Students gain insight into the patterns of behavior of the culture being studied and use art media to reflect that culture.

3. Connections: Students further their knowledge of the target language in an interdisciplinary fashion.

4. Comparisons: Students are able to give sociologically correct information on current events of the culture being studied.

5. Communities: Students use the language both within and beyond the school setting.

Outcomes/Objectives/Progress Indicators:

Students will be able to:

- Discuss current events and weather conditions
- Correspond with a student pen pal
- Narrate their ideas, emotions, and life experiences to another student
- Participate with fellow classmates to create a group newspaper

Enduring understandings/Objectives

Students will understand that it is important to find ways to be informed about the news in their communities.

Language / Communication

Language

Functions (Do)

- read a
selected
article
from a
Target
Language
newspape
r
- create a
story
about a
fictional
local hero
- read and
understand
Internet
text
materials
related to
young
people in
the Target
Language
(TL)
culture
- write a
pen pal
letter,
read and

respond
to their
classmate
s' letters
Grammatical
Structures
(Know)
- use the
imperfect
and
presen
t
perfect
tenses
- use a
series
of
short
paragr
aphs
with
presen
t and
past
tenses,
that
narrate
s a
special

event
in a
the life
of a
young
person
in the
TL
culture
Vocabulary
(Know)
Article
Column
Writer
Author
Advertisement
Verbs; to
write, to read,
to speak,
interview, to
ask questions,
to request
Culture(s)
(Know)
- types of
leading
newspaper
s
- well

known
columnists
- various
sections in
the
newspaper
(sports,
classifieds
etc.)

Subject Content Connections

Subject Content
Connections (Know) Essential

Science:

- weather,
meteorology

Mathematics:

-money, currency
-statistics

Geography:

- locations,
names of places

Art:

- draw
cartoons/caricatures

Language Arts:

- read articles

Learning Activities , Performances

Duration: 3 weeks

Beginning

- Let's Read the

newspaper

- Picture Walk of the

newspaper

- Students discuss

about their favorite

sections in the

newspaper

Middle

- Correspondence

- Writing a sports article

- Editorials

- Classified advertisements

End

- Creating our

newspapers

- Presenting our

newspapers

- Unit Title

My Future World

Essential questions

What professions and positions are suitable for me? How do I plan for my future career?

Standards

ACTFL national standards

1. Communication

- o 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
- o 1.2: Students understand and interpret written and spoken language on a variety of topics.
- o 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

1. Connections

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

1. Communities

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

Outcomes/Objectives/Progress Indicators:

Students will be able to:

- Discuss professions and other positions of gainful employment
- Discuss future events
- Make plans for preparing for future employment
- Work collaboratively
- Communicate in paragraphs and series of paragraphs

Enduring understandings/Objectives

Students will understand that career planning is important to be successful in life.

Language / Communication

Language

Functions (Do)

- Explaining

why he or she

chose that job

- Describing

what kind of

training or

education he or

she needed to
have for that job
- Describing the
work or job
environment he
or she
experiences
every day
- Describing the
monetary gains
for that job
- Describing the
positive
personal and
professional
aspects of the
- Describing the
negative
personal and
professional
aspects of the
- Referring to
the collage he or
she has prepared
in advance for
illustration of all
of the above
Grammatical
Structures

(Know)
-future tense
- verb (will, want)

Vocabulary

(Know)
-job, career,
profession,
Occupations(list)

-preparation

Culture(s)

(Know)
- types of
professions in
Turkey

- interview
process/job
application

Subject Content Connections

Subject Content

Connections

(Know)

Science:

- Famous

Turkish

Scientists

-

Becoming

g a

scientist

Mathematics:

- Salary

Geography:

Locations

/places to

study

certain

professio

ns

-

Workplac

es

Art:

-

Famous/

well

known

Turkish

artists

Language Arts:

- A job

interview

- Write a

paragraph

-Presentation/speaking

Learning Activities , Performances

Duration: 3 weeks

Beginning

- Let's talk about our
future

Middle

- Career options
- Job faire
- My priorities for the
future

- Interview of a working
person

End

- Culminating project
rehearsal and
presentations

- Unit Title

My Leisure Activities and phrases

Essential questions

What is your hobby? What do you do in your spare time?

Standards

Targeted Standards:

12.1.S3.C: Recognize advanced vocabulary through listening and reading selections.

12.2.S2.B: Recognize expanded vocabulary terms through reading and listening.

12.3.S1.B: Know typical expressions and gestures for basic social interactions in the target culture.

Outcomes/Objectives/Progress Indicators:

- 1. Students will comprehend expressions of likes/dislikes , frequency and location when reading short sentences
- 2. Students will use expressions of likes/dislikes, frequency and location in oral interaction
- 3. Students will write expressions of likes/dislikes, frequency and location by writing short sentences in a letter format

Enduring understandings/Objectives

SWBAT talk about and describe a community, Talk about sports and other free-time activities, Talk about attending cultural events, Obtain information, Provide information, Express likes and dislikes.

Language / Communication

Language

Functions

Asking

informational

questions

Asking

clarifying

questions

Expressing

needs and likes

Describe daily

tasks

Grammatical

Structures

Future Tense

affirmative

Buffer letter “y”

Vocabulary

Daily used

verbs

Daily tasks

Culture(s)

Describe and compare

leisure

Compare and contrast the

daily routines

in your culture

and other

cultures

Subject Content Connections

Subject

Content

(Connections)

History :

Compare and

contrast the daily

life of people from

Pennsylvania.

Technology and

engineering :

Describe the

potential impact of

humanmade

processes on

changes to Earth`s

resources and how

they affect everyday

Civics and

government:

Describe the

responsibilities of

citizen in daily life

and compare the

citizens rights from

different countries

Learning Activities , Performances

Duration: 3 weeks

Beginning

Teacher guides students to create a chart of likes and dislikes for an imaginary figure. The class chooses which figure that might be, (singer, movie star, athlete, cartoon figure, another teacher at the school, etc.) Teacher includes expressions of location and frequency in this chart. Teacher recycles the information with yes/no, either/or, who/what/when/where questions to keep the students engaged in the process.

Teacher writes the class's choices on the board or on an Overhead

Transparency that is projected on the screen in front of the classroom

Middle

Teacher passes out two versions of a typical young person's calendar for an A/B activity. One version is Calendar A and the other is Calendar B.

Sections of each calendar are "blank" and the opposite calendar has that information. Students are to sit with a classmate who has a different calendar. Students are to ask their partner in the TL which activity the person plans for each of the blank spaces. The partner has that information and provides it. The students are to write down in the blank spaces what their partner tells them

End

Students fill in a blank monthly planner with typical daily routines for themselves and their family members

- Unit Title

Class Banquet

Essential questions

How much is one pound of tomatoes, how do you prepare this meal? What is the ingredient?

Standards

Targeted Standards:

12.1.S1.B: Know common vocabulary forms and structures used in basic speaking and

12.1.S1.D: Know simple sentence and question structures in order to

12.3.S2.A: Describe the products and customs of the target culture.

12.6.S1.A: Know where in the local and regional community knowledge of classical language and culture is useful.

Outcomes/Objectives/Progress Indicators:

- Students will review a variety of vocabulary related to food and health.
- Students will be able to ask and respond to questions related to preparing a specific recipe with friends.
- Students will be able to respond to a variety of questions related to health and nutrition.

Enduring understandings/Objectives

SWBAT identify and describe food , vegetables and ingredients of meals

Language / Communication

Language

Functions

Know

common

vocabulary

forms and

structures

used at

the market

Demonstrate communicating ability in simple sentences at shopping with others

Describe about the fruits and vegetables and how to prepare food

Grammatical Structures

Identify gerunds and infinitives

Recognize the difference between Gerunds

infinitives and verbs

Classify noun

cases

Vocabulary

Vocabulary

(Fruits and
vegetables,)

Verbs

(cutting,
cooking,
baking,
Frying,
peeling,
pouring)

Food , Local

and

international

food

Culture(s)

Describe and

compare

traditional and

international

food

Explain your

food habits

Discuss how

breakfast,

lunch and

dinner is made

in your
country

Subject Content Connections

Subject

Content

(Connections)

Geography :

Explain and illustrate

how geographic

tools are used to

organize and

change eating habits

Environment and

Ecology : Explain

how fruits and

vegetables are

derived from natural

resources.

Describe the

process of

converting raw

materials such as

fruits to fruit juice or

jam to consumer

Economics : Explain

the effects that

changes

in price have on

buyers and sellers (
why we pay different
rates in different
states or regions for

Learning Activities , Performances

Duration: 3 weeks

Beginning

Students will introduce
different fruits and
vegetables unique to their
countries.

Middle

Students may prepare a
presentation using power
point or Prezi.

Students may prepare a
project using charts
magazines and colored
papers demonstrating
preparation of traditional
food

End

Students will prepare fruit
salad in classroom

- Unit Title

Communication

Essential questions

What is the most common way of communication?

What is the best way of communication?

What is the easiest way of communication?

Standards

Targeted Standards:

12.1.1.S1.E: Find words used in magazines, commercials and advertisements influenced by the target

12.1.S1.B: Know common vocabulary forms and structures used in basic speaking and

12.3.S1.B: Know typical expressions and gestures for basic social interactions in the target

Outcomes/Objectives/Progress Indicators:

Students will identify different types of television shows and movies and talk about them in pairs or small groups.

Students will discuss what hardware they use to access the Internet.

Students will describe in writing a portion of a film or television show they see in class

Enduring understandings/Objectives

SWBAT identify and describe different ways of communication, compare communications devices and criticize classical and modern ways of communications.

Language / Communication

Language

Functions

Describe

movies

and

television

shows

they and

their

friends

enjoy(ed)

Talk about

the music

they

listen(ed)

to

Discuss

which

computer

programs

and online

websites

they

use(d)

Grammatical

Structures

Identify

gerunds and

infinitives

Recognize the

differenc

between

Gerunds

infinitives and

verbs

Classify noun

cases

Vocabulary

Verbs

(graduating,
marrying, living,
moving, studying,
etc.)

Places

countries,
cities

Occupations

Languages

Culture(s)

Describe and

compare life

styles

Compare and

contrast the

stages of life

Subject Content Connections

Subject

Content

(Connections)

Geography

Explain

how the

geographic

changes

or

challenges

affected the
communica
tion of
people
History
 Identify and
compare
the
communica
tion devices
people
used to
communica
te over the
history

Learning Activities , Performances

Duration: 3 weeks

Beginning :

If Teacher has Internet access, he
or she shows a website on the
class computer or on a laptop.

Teacher explains what he or she
does with this website. Teacher
discusses which other websites he
or she uses, how often and for
how long

Middle :

Teacher creates an imaginary

person or the class chooses a famous person, such as a movie or television star. Teacher leads a brainstorm about which types of Internet websites this imaginary or famous person uses, what he or she does on these websites, and how long or often this person uses these websites.

End :

Teacher writes down the text of the brainstorming on the front board or on a blank overhead transparency. Teacher reinforces vocabulary by asking yes/no, either/or and who/what/when/where/why questions.

- Unit Title

Famous People

Essential questions

When did you graduate from high?, When did you get married? When did you apply for a job? When did you retire?

Standards

Communication, Culture, Connections, Comparisons, Communities

Enduring understandings/Objectives

SWBAT identify different stages of life, observe and tell famous peoples life stories, compare peoples lifes, dramatize their lifes from birth.

Students will be able to describe their life stages from birth. Introduce family members and famous people and compare their lives.

Language / Communication

Language

Functions

Discuss

different

life stories

Compare

stages of

life

Discover

different

life styles

Analyze

success

stories

Grammatical

Structures

Identify

gerunds and

infinitives

Recognize the

differenc

between

Gerunds

infinitives and

verbs

- Classify noun

cases

Vocabulary

- Verbs

(graduating,

marrying, livi

ng, moving, st

udyng.)

- Places

countries,

cities

- Occupations

- Languages

Culture(s)

- Describe and

compare life

styles

- Compare and

contrast the

stages of life

Subject Content Connections

Subject

Content

(Connections)

Geography

- Explain the

human

characterist
ics
of places a
nd regions
using the
following
criteria:
 Population
 Culture
 Settlement
 Economic
activities
 Political
activities
History
 Identify
the social,
political,
cultural,
and econo
mic contrib
utions of
Famous
peoples life
such as
politicians
social
works or
sportsman

from
Pennsylvan
ia
Career Education
and Work
 Relate
careers to
individual
interests,
abilities,
and
aptitudes.
And
compere
with people

Learning Activities , Performances

Learning Activities ,
Performances
(Formative Assessments)
 Students will introduce one
famous person from
different countries.
 Students may prepare a
presentation using power
point or Prezi.
 Students may prepare a
project using charts
magazines and colored

papers

Students will create a time

line story using their

pictures from their birth to

today's date

Students will get their best

actor, singer or scientist's

photos and tell their stories

showing their posters

- Unit Title

Virtual Voyage

Essential questions

Where would you like to travel? When would you like to travel? How many days would you like to stay? How would you like to pay?

Standards

Targeted Standards:

12.1.S1.D: Know simple sentence and question structures in order to

12.2.S1.C: Know common vocabulary forms and structures used in basic speaking and writing.

12.3.S1.B: Know typical expressions and gestures for basic social interactions in the target culture.

Enduring understandings/Objectives

SWBAT Discuss the proper use of the Internet, Plan a travel itinerary with a team of classmates, Simulate making travel agency reservations for a tour and hotels, Write a daily journal about traveling in the target language country or countries.

Outcomes/Objectives/Progress Indicators:

Students will work with partners both orally and in writing assignments.

Students will be able to use oral and written paragraphs and series of paragraphs.

Students will be able to discuss traveling with classmates

Students will be able to talk about making preparations for travel at a travel agency

Students will be able to communicate in oral paragraphs and strings of paragraphs

Language / Communication

Language

Functions

Discuss the

proper use of

the Internet.

Research and

read

information

on traveling

to a country

where the

target

language is

spoken.

Communicate

in oral

paragraphs or

strings of

paragraphs

Grammatical

Structures

Future Tense

Affirmative

Future Tense

Questions

Structures Vocabulary

- Travelling
- Tickets
- Booking
- Online
- Canceling
- Scheduling
- Reservation
- Paying
- Airport
- Itinerary

Culture(s)

- Compare the
travel culture
in your
country and
other countries

Subject Content Connections

Subject

Content

(Connections)

Geography :

Countries, oceans,

rivers and

mountains,

Music : different

country musics

Art: Paintings of

famous artists from
various countries
History : capitals of
great empires and
great ancient cities

Learning Activities , Performances

Duration: 3 weeks

Beginning

Teacher leads class discussion
about students' prior travel
experiences.

Where did students go?

How long was their trip?

What did they see?

What did they do?

What did they learn?

Middle

Teacher has several examples of
travel agency brochures or
advertisements that he or she
has found on the Internet.

Teacher shows these to the class
and discusses the content of
these materials. Teacher writes
any new vocabulary on the board
in the target language and in the
students' native language. Then
Teacher provides a written and

hopefully illustrated itinerary of a trip that he or she has taken in the past.

Teacher asks who, what, when, where, why questions about the content of the brochure, itinerary and slide show to assure students' engagement and comprehension of the material.

The brochure, written itinerary, and slide show provide a model for what the students will be producing in their culminating activities or projects for this unit.

End

Teacher asks students to assemble with their Unit Project team. Teacher provides each team with a copy of The Rules for Good Traveling, or Teacher has written the rules on the board.