Course: World Language	**Grade Level:** Level 1
Unit Title: Who am I?	**Length of Unit:** ~ 6 weeks

Unit Summary: Students will begin their study of their new language by examining their place in the world. They will look at their own personal and public identities and how those fit in a global world. They will learn to communicate who they are and what their place in the world is as well as their feelings about it. Students will be able to recognize basic information and use prepared statements to navigate their surroundings.

Stage 1- Desired Results

STANDARDS	Transfer	
Interpretive (NL) I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced words, phrases, and simple sentences in texts that are spoken, written, or signed.	*Students will be able to independently use their learning to…* **communicate appropriately with people from other cultures.**	
	Meaning	
Interpersonal (NL) I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced words, phrases, simple sentences, and questions.	ENDURING UNDERSTANDINGS *Students will understand that…* Students will understand that describing oneself is an important component to communication.	ESSENTIAL QUESTIONS *Students will continue to consider the following question(s). . .* Who am I?
	Acquisition	
Presentational (NL) I can present information on both very familiar and everyday topics using a variety of practiced words,	*Students will know…* **Language Functions:**	*Students will be able to…* **Interpretive**

phrases, and simple sentences through spoken, written, or signed language.

From ACTFL World Readiness Standards Modal Proficiency Benchmarks

- Give a description using one or two short adjectives or adverbs
- Respond to a simple question
- Say that one is happy or sad
- Say that one likes or doesn't like something
- Recount what one is doing in short, memorized sentences
- Express one's plans simply for later in the day, the next day, weekend

Related Structures/patterns

- Basic greetings and goodbyes
- My name is…., nice to meet you
- Nationalities and adjective agreement
- Where do you live? I live… simple prepositions
- Numbers to 31
- Do you like… I like, don't like + nouns and their definite article
- They speak (target language) in...

Priority Vocabulary

- Common courtesies & greetings, names
- Nationalities
- Cities, countries, continents
- Adjectives expressing feelings
- Numbers to 100
- Months for giving birthdays
- ABCs last name and texting codes
- Birthdate
- Nouns for likes/dislikes
- Conjunctions - and, or, because

❏ Recognize and identify words and phrases in an authentic text
❏ Recognize familiar words and phrases from a video
❏ Identify some key information in a text
❏ Recognize some events from a story timeline

Interpersonal
❏ Ask for and give information about familiar, practiced topics.
❏ Exchange information using technology
❏ Interact online to get information and ask questions
❏ Interact to ask and answer simple questions

Presentational
❏ Identify/name people or items
❏ List activities, events, or preferences
❏ Present a brief description of a person or event

From ACTFL World Readiness Standards "I can" statements

Stage 2- Evidence

Evaluation Criteria	Assessment Evidence
Task Rubric Standard Rubric Interpretive Standard Rubric Presentational Standard Rubric Interpersonal Sub-categories Interpretive Rubric Sub-categories Presentational Rubric Sub-categories Interpersonal Rubric	PERFORMANCE TASK(S): French L1U1 IPA Interpersonal Organizer for support German L1U1 IPA Spanish L1U1 IPA Supporting image 1 Supporting Image 2
	OTHER EVIDENCE STUDENT SELF-ASSESSMENT & REFLECTION link to DRAFT

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

Learning Activity/Formative Assessment *(Sample activities are listed from the beginning to the end of the unit).*	Mode of Communication
Hook: Work with video or images that are based on If the World Were a Village of 100 People. Present a context like language. Give the categories and ask students to predict the correct percentage before showing. Students can view a video that shows the breakdown for the US (https://www.youtube.com/watch?v=mCTaiKxpWSA). Then, the language specific version could be used to compare some of the statistics to those for a country where the target language is spoken.	*Interpretive* *Presentational*
Read an infographic about greetings in the target culture and make comparisons with your culture.	*Interpretive Reading*
Read an infographic about sports/leisure activities in the target culture and discuss which ones you like with a partner	*Interpretive Reading / Interpersonal speaking*
Read a very simple article about the geography country/countries in the target culture and complete a graphic organizer with basic facts.	*Interpretive Reading*
When given a picture of people greeting each other in the target culture, create a dialog of what they might be saying.	*Presentational Speaking / Writing*

Complete a survey of the class's likes/dislikes and compare them to those in the target culture	*Interpersonal speaking / writing* *Interpretive reading*
Have students demonstrate how one would greet/say goodbye to their friends, family, and teachers then show students how target language speakers greet and say goodbye to various. Then compare using a chart/diagram	*Presentational Speaking*
Interview a partner and complete a venn diagram comparing your age, nationality, likes/dislikes, etc.	Interpersonal Speaking/ Writing
Fill out a form with your personal information	Presentational Writing
Complete an information gap activity in which you and a partner ask and answer questions about a target language celebrities' birthdays	Interpersonal Speaking / writing
Read a series of Tweets in which members of the target culture discuss their likes/dislikes and write down how you would respond to each Tweet.	Interpretive Reading/Interpersonal Speaking and Writing
Read a simple children's story about a member of the target culture who is expressing his/her likes and fill in a graphic organizer with the plot elements of the story.	Interpretive reading
Watch a cartoon and answer basic questions about what you see/hear.	Interpretive listening/ viewing
Listen to a song and give basic information about the singer/narrator.	Interpretive listening

Technology Integration: http://www.voki.com/ - allows student to select an avatar and record
https://screencast-o-matic.com/ or https://www.screencastify.com/ - allows students to record voice with PPT slides

Resources:
All: What if Everyone Lived in Just One City? Interesting video in English about population. This would be assigned for viewing at home. Class lessons would then build on that information. There would not be a worksheet or anything for them to do with the video at home.
French: Si le monde était un village
German: Wenn es nur 100 Menschen auf der Welt gäbe...
Spanish: http://www.aztecanoticias.com.mx/infografias/157/-a-qu-dedicas-tu-tiempo-libre-
Si el mundo fuera una aldea
¿Cuántos continentes hay y cuáles son?
RAP ¿Cuántos continentes hay en la tierra