



LEVEL 1 UNIT 3 Novice Low

Course: World Language	Grade Level: Level 1
Unit Title: My Free Time Activities	Length of Unit: ~ 6 weeks

Unit Summary: Students will begin to advance their language usage by adding verb conjugations and infinitives into their skillset as they learn how to navigate around every day free time activities. They will learn how to listen and read as well as interact with and communicate about free time activities in basic, prepared ways. Additionally, students will learn about how free time activities vary across cultures and what they might look like in countries where the target language is spoken.

Stage 1- Desired Results

<p>STANDARDS 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.</p> <p>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.</p> <p>Presentational (NL) I can present information on both very familiar and everyday topics using a variety of practiced words,</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i> communicate appropriately with people from other cultures.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Students will understand that daily life is shaped and influenced by the culture in which they live.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s). . .</i></p> <p>What role does where I live play in my daily activity choices?</p>
	Acquisition	
<p><i>Students will know...</i></p>	<p><i>Students will be able to...</i> Interpretive <input type="checkbox"/> Recognize and identify words and phrases in</p>	

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<p>phrases, and simple sentences through spoken, written, or signed language.</p> <p><i>From ACTFL World Readiness Standards Modal Proficiency Benchmarks</i></p>	<p>Language Functions:</p> <ul style="list-style-type: none"> ● 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 <p>Related Structures/patterns</p> <ul style="list-style-type: none"> ● Verbs in present tense ● Verb + infinitive ● Conjugations ● To go + infinitive <p>Priority Vocabulary</p> <ul style="list-style-type: none"> ● Regular activities (regular verbs) ● Activity vocab ● To like, to prefer, to hate ● Conjunctions (and, but, or) ● To go + infinitive ● To do 	<p>an authentic text</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize familiar words and phrases from a video <input type="checkbox"/> Identify some key information in a text <input type="checkbox"/> Recognize some events from a story timeline <p>Interpersonal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask for and give information about familiar, practiced topics. <input type="checkbox"/> Exchange information using technology <input type="checkbox"/> Interact online to get information and ask questions <input type="checkbox"/> Interact to ask and answer simple questions <p>Presentational</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify/name people or items <input type="checkbox"/> List activities, events, or preferences <input type="checkbox"/> Present a brief description of a person or event. <p><i>From ACTFL World Readiness Standards "I can" statements</i></p>
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Stage 2- Evidence

Evaluation Criteria	Assessment Evidence
<p>Task Rubric Standard Rubric Interpretive Standard Rubric Presentational Standard Rubric Interpersonal</p> <p>Sub-categories Interpretive Rubric Sub-categories Presentational Rubric Sub-categories Interpersonal Rubric</p>	<p>PERFORMANCE TASK(S): French IPA German IPA Spanish IPA</p> <hr/> <p>OTHER EVIDENCE</p> <hr/> <p>STUDENT SELF-ASSESSMENT & REFLECTION</p>

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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: Video highlighting activity in target culture	
Listen to someone talk about things they do with some personal details and demonstrate comprehension.	<i>Interpretive listening</i>
Read an activity infographic or graph and answer questions.	<i>Interpretive reading</i>
Read autobiographical authentic texts about real or imaginary people or characters from the target cultures and share details on what you learn about that person.	<i>Interpretive reading / presentational speaking or writing</i>
You will be an exchange student. Write an email to your new host sibling. Talk about things you like to do. Suggest an activity Be sure to ask questions to find out more about what your host sibling likes to do.	<i>Presentational writing</i>
Create a multimedia presentation in which you talk about things people do in your chosen country.	<i>Presentational writing</i>
Create a graph or infographic and use it to talk about activities.	<i>Interpersonal listening and speaking / presentational writing</i>
Have a conversation where you talk about things you do in your country, express personal preferences, and make comparisons. Find similarities and differences between you and your partner.	<i>Interpersonal speaking / listening</i>
Sharing information about self/exchange student identify with others in the community on class blog	<i>Presentational writing</i>

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:

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All:
French:
German:
Spanish:

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