



LEVEL 1 UNIT 5 Novice Low- Mid

Course: World Language	Grade Level: Level 1
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Unit Title: Vacation Time!	Length of Unit: ~ 6 weeks
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Unit Summary: Students will learn to communicate in multiple tenses about future and past vacations. They will learn about popular vacation destinations in the target culture and be able to plan, discuss, and journal about a vacation. They will use the past tense to communicate about where they went and what they did.

Stage 1- Desired Results

<p>STANDARDS Interpretive (NM) 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 (NM) I can present information on both very familiar and everyday topics using a variety of practiced words, phrases, and simple sentences</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i> communicate appropriately with people from other cultures.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> Students will understand that free time is shaped and influenced by the culture in which they live.	ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s) . . .</i> How does culture influence vacation and free time?
	Acquisition	
	<i>Students will know...</i> Language Functions: <ul style="list-style-type: none"> Give a description using one or two short 	<i>Students will be able to...</i> Interpretive <ul style="list-style-type: none"> <input type="checkbox"/> Recognize and identify words and phrases in an authentic text

BoE Approval: 6/3/2019

WL Curriculum Writing Team: C. Amador, L. Aronica, A. Black, H. Carey, C. Crowe, J. Denz, S. Frazer, J. Lewis, E. Lipinski, J. Mora, I. Munoz, J. Pappas, J. Porto, R. Pesch, D. SaraZguro, G. Schiada, J. VandeMoortel, J. Vidrine, D. Voulamandis, W. Witt

<p>through spoken, written, or signed language.</p> <p><i>From ACTFL World Readiness Standards Modal Proficiency Benchmarks</i></p>	<p>adjectives or adverbs</p> <ul style="list-style-type: none"> ● 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"> ● Question structure ● Verb conjugations - present/near future/past ● Geographical prepositions ● Adjectives ● Agreements ● Geographical structures ● Adjective comparisons : ● Past tense in first and second person singular <p>Priority Vocabulary</p> <ul style="list-style-type: none"> ● Time ● Geography (structures, locations, adjectives) ● Clothing ● Activities ● Weather ● More than, less than, as as, ● Places ● to go, to be, to have ● to bring, to visit, to eat, to see, to buy ● to have to, to want 	<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>
Stage 2- Evidence		
Evaluation Criteria	Assessment Evidence	

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<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):</p> <p>French IPA German IPA Spanish IPA</p> <p>OTHER EVIDENCE</p> <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: Students view travel video to target country	
Read or listen to weather report and decide what activities and what to pack for the day.	<i>Interpretive reading</i>
Read/look at brochures/websites for different attractions and demonstrate comprehension. (Tripadvisor)	<i>Interpretive reading</i>
Keep a journal for where you went and what you did on your vacation?	<i>Presentational writing</i>
Write a postcard to a friend talking about your vacation	<i>Presentational writing</i>
Create a slideshow of pictures from your vacation	<i>Presentational Speaking</i>
Ask and answer about vacation plans; where they go/went and what they do/did	Interpersonal Speaking

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:

French:

German:

Spanish:

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