



LEVEL 1 UNIT 6 Novice Low-Mid

Course: World Language	Grade Level: Level 1
Unit Title: What's for Dinner?	Length of Unit: ~ 6 weeks

Unit Summary: Students will learn to communicate in multiple tenses their preferences for certain types of food. They will learn how to read a menu in the target language as well as order food and make shopping lists. They will use tenses to communicate about their past likes and dislikes as well as their desires for food. They will also learn about the differences in how meals are enjoyed by others around the world.

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,</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 food choices and options are 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>How does culture influence food choices and options?</p>
	Acquisition	
<p><i>Students will know...</i> Language Functions:</p>	<p><i>Students will be able to...</i> Interpretive <input type="checkbox"/> Recognize and identify words and phrases in</p>	

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>phrases, and simple sentences through spoken, written, or signed language.</p> <p><i>From ACTFL World Readiness Standards Modal Proficiency Benchmarks</i></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"> ● To go, near future ● Because... ● 1st and 2nd person ● 3rd person <p>Priority Vocabulary</p> <ul style="list-style-type: none"> ● Restaurant ● Specialty stores / grocery store ● Meals (breakfast, lunch, dinner, snack...) ● Food / drink ● To eat / to drink 	<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>
---	---	---

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> <p>STUDENT SELF-ASSESSMENT & REFLECTION Included in each IPA document.</p>

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

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: Food ad(s) in target culture	
Students research chosen country's habits relating to food and the perspective behind it	<i>Interpretive reading</i>
Read menus and nutrition labels	<i>Interpretive reading</i>
Order and offer food	<i>Interpersonal Speaking</i>
Review various meals by expressing opinion	<i>Presentational speaking/writing</i>
Research meal practices, attitudes and beliefs in target cultures by watching simple videos.	<i>Interpretive listening/reading</i>
Ask about ingredients and food preferences.	<i>Interpersonal speaking/listening</i>
Write a shopping list or menu	<i>Presentational Writing</i>
Describe how their meal practices, attitudes and beliefs compare to those in a target culture.	<i>Presentational speaking/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:

All:

French:

German:

Spanish: