



### LEVEL 2 UNIT 1 Novice Mid-High

<b>Course:</b> World Language	<b>Grade Level:</b> Level 2
<b>Unit Title:</b> Welcome Home!	<b>Length of Unit:</b> ~ 6 weeks

**Unit Summary:** Students will review their previous study of their target language by examining homes and communities in the target culture. They will look at their homes and communities and compare them to others around the world. They will learn to explain differences and communicate their opinions about them. Students will be able to interpret basic information and use prepared statements to explain and express opinions about it.

#### Stage 1- Desired Results

<b>STANDARDS</b>	<b>Transfer</b>	
<b>Interpretive (NH)</b> 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.	<i>Students will be able to independently use their learning to...</i> <b>communicate appropriately with people from other cultures.</b>	
<b>Interpersonal (NM)</b> 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.	<b>Meaning</b>	
<b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i>  How others live is influenced by culture.	<b>ESSENTIAL QUESTIONS</b> <i>Students will continue to consider the following question(s). . .</i>  How is the way in which people live a reflection of their culture?	
<b>Presentational (NH)</b> I can present information on both very familiar and everyday topics using a variety of practiced words,	<b>Acquisition</b>	
<b>Language Functions:</b>	<i>Students will know...</i>	<i>Students will be able to...</i> <b>Interpretive</b> <input type="checkbox"/> Identify some information in an authentic text <input type="checkbox"/> Recognize some information from a news

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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>	<ul style="list-style-type: none"> <li>● Give a basic description &amp; make simple comparisons using frequently used adjectives and adverbs</li> <li>● Ask and respond to simple, memorized questions</li> <li>● Express basic emotions and feelings</li> <li>● Express preferences/ opinions in simple sentences</li> <li>● Tell someone about my day, activities, an event in a simple sequence of sentences</li> <li>● Express hopes, plans for the future simply (ex: I hope to...; I will...)</li> </ul> <p><b>Related Structures/patterns</b></p> <ul style="list-style-type: none"> <li>● Comparative/Superlative</li> <li>● More ___ than, less ___ than, as ___ as</li> <li>● The most ___, the least___.</li> </ul> <p><b>Priority Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Nationalities</li> <li>● In the city/in the suburbs/in the country</li> <li>● Adjectives expressing feelings/opinions</li> <li>● Conjunctions - and, or, but, because</li> </ul>	<ul style="list-style-type: none"> <li>☐ report or social media post</li> <li>☐ Identify the order of key events from a simple story read aloud</li> <li>☐ Recognize some actions and conversations in a video clip or movie</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>☐ Ask for and give information about familiar, practiced topics.</li> <li>☐ Exchange information using technology</li> <li>☐ Interact online to get information and ask questions</li> <li>☐ Interact to ask and answer simple questions</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>☐ Write the sequence of events from something they've read or heard</li> <li>☐ Tell/write about plans or something that happened</li> <li>☐ Present a brief description of an event or opinion</li> </ul> <p><i>From ACTFL World Readiness Standards "I can" statements</i></p>
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**Stage 2- Evidence**

<b>Evaluation Criteria</b>	<b>Assessment Evidence</b>
<p>Task Rubric</p> <p><a href="#">Standard Rubric Interpretive</a></p> <p><a href="#">Standard Rubric Presentational</a></p> <p><a href="#">Standard Rubric Interpersonal</a></p> <p><a href="#">Sub-categories Interpretive Rubric</a></p> <p><a href="#">Sub-categories Presentational Rubric</a></p> <p><a href="#">Sub-categories Interpersonal</a></p>	<p>PERFORMANCE TASK(S):</p> <p><a href="#">French IPA</a> <a href="#">French IPA infographic</a> <a href="#">German IPA</a> <a href="#">Spanish IPA</a></p> <hr/> <p>OTHER EVIDENCE</p> <p>STUDENT SELF-ASSESSMENT &amp; REFLECTION <a href="#">link to DRAFT</a></p>

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### Stage 3- Learning Plan

*Summary of Key Learning Events and Instruction*

Learning Activity/Formative Assessment <i>(Sample activities are listed from the beginning to the end of the unit).</i>	Mode of Communication
<b>Hook:</b> Song about home in target language	
Read a very simple article about the geography country/countries in the target culture and complete a graphic organizer with basic facts.	<i>Interpretive Reading</i>
Complete a survey of the class's opinions and compare them to those in the target culture	<i>Interpersonal speaking / writing Interpretive reading</i>
Interview a partner and complete a venn diagram comparing your home, neighborhood etc.	<i>Interpersonal Speaking/ Writing</i>
Complete an information gap activity in which you and a partner ask and answer questions about a target language celebrity's home	<i>Interpersonal Speaking / writing</i>
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.	<i>Interpretive Reading/Interpersonal Speaking and Writing</i>
Read a simple children's story about a member of the target culture who is talking about his/her home and fill in a graphic organizer with the plot elements of the story.	<i>Interpretive reading</i>
Watch a cartoon and answer basic questions about what you see/hear.	<i>Interpretive listening/ viewing</i>
Listen to a song and give basic information about the singer/narrator.	<i>Interpretive listening</i>
Talk with others to ask for and give information and opinions about their homes and communities	<i>Interpersonal</i>
Read and listen to text about homes and communities and answer questions demonstrating comprehension.	<i>Interpretive</i>
Compare their home and community to those in target cultures	<i>Presentational</i>
Explain differences in homes and communities across cultures and why these differences exist	<i>Presentational</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:**