



LEVEL 2 UNIT 5: Novice Mid-High You got a friend in me

Course: World Language	Grade Level: Level 2
Unit Title: You've got a friend in me	Length of Unit: ~ 6 weeks

Unit Summary: Students will continue their study of the target language by examining the concept of friendship in the target culture. They will look at the qualities that they look for in a friend and compare to those of others around the world. They will learn to explain differences and communicate their opinions about them. Students will be able to interpret information, explain and express opinions about it, and compare it to their own experience

Stage 1- Desired Results

<p>STANDARDS Interpretive (NH) 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 (NM) 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 (NH) I can present information on both very familiar and everyday topics</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> What we look for and see in others is influenced by culture.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s). . .</i> What characteristics and qualities do I look for in others?</p>
	Acquisition	
<p><i>Students will know...</i> Language Functions:</p>	<p><i>Students will be able to</i> Interpretive</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>using a variety of practiced words, 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 basic description and make simple comparisons using frequently used adjectives and adverbs ● Ask and respond to simple, memorized questions ● Express basic emotions and feelings ● Express preferences/ opinions in simple sentences ● Tell someone about my day, activities, an event in a simple sequence of sentences ● Express hopes, plans for the future simply (ex: I hope to...; I will...) <p>Related Structures/patterns</p> <ul style="list-style-type: none"> ● question structure ● possessive pronouns ● Modal verbs ● comparative/superlative adjectives <p>Priority Vocabulary</p> <ul style="list-style-type: none"> ● to be ● to have ● to know (knowledge vs. people) ● regular activities (reg. verbs) ● characteristics vocab ● activity vocab ● personal and descriptive adjectives 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify some information in an authentic text <input type="checkbox"/> Recognize some information from a news report or social media post <input type="checkbox"/> Identify the order of key events from a simple story read aloud <input type="checkbox"/> Recognize some actions and conversations in a video clip or movie <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"/> Write the sequence of events from something they've read or heard <input type="checkbox"/> Tell/write about plans or something that happened <input type="checkbox"/> Present a brief description of an event or opinion <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</p>	<p>PERFORMANCE TASK(S): French IPA German IPA Spanish IPA</p> <hr/> <p>OTHER EVIDENCE</p>

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
Hook: Song about friendship	<i>Interpretive</i>
Read a very simple article about the friendship in the target culture and complete a graphic organizer with basic facts.	<i>Interpretive Reading</i>
Understand someone describing a friend or someone else important to them and identify what characteristics are valued in the target culture.	<i>Interpretive listening</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 ideas of friendship, etc.	<i>Interpersonal Speaking/ Writing</i>
Complete an information gap activity in which you and a partner ask and answer questions about their friends target language	<i>Interpersonal Speaking / writing</i>
Read a series of Tweets in which members of the target culture discuss their friends 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 friend 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>
Describe friends and what characteristics are valued using appropriate terms.	<i>Presentational</i>
Describe friendship and compare differences in the concept of friendship between countries	<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:

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