



**Level 3 UNIT 1 Novice High-Intermediate Low**

<b>Course:</b> World Language	<b>Grade Level:</b> Level 3
<b>Unit Title:</b> Gooooooooals!	<b>Length of Unit:</b> ~ 6 weeks
<b>Unit Summary:</b> Students will use the target language to examine global challenges to identify one that most piques their interests, investigate potential careers that can address those issues, and determine a pathway to that career.	

**Stage 1- Desired Results**

<p><b>STANDARDS</b></p> <p><b>Interpretive (IL)</b> I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p><b>Interpersonal (NH)</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.</p> <p><b>Presentational (IL)</b> I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i> <b>communicate appropriately with people from other cultures.</b>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that ...</i></p> <p>the decisions made today will impact the future; goals are needed in planning.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will continue to consider the following question(s):</i></p> <p>What problems do I want to help solve? What goals do I need to set to make that happen?</p>
	<b>Acquisition</b>	
<i>Students will know...</i>	<i>Students will be able to...</i>	

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>connected sentences through spoken, written or signed language.</p> <p><i>From ACTFL World Readiness Standards Modal Proficiency Benchmarks</i></p>	<p><b>Language Functions:</b></p> <ul style="list-style-type: none"> <li>● Give basic to detailed descriptions including contrasts, comparisons, and superlatives</li> <li>● Ask and respond with some details to informational and follow-up questions</li> <li>● Express emotions and feelings</li> <li>● Express preferences/opinions/advice with reasons</li> <li>● Tell a story or recount an event in a logical sequence of sentences</li> <li>● Express hopes, plans for the future (ex: I hope to...; I will...)</li> </ul> <p><b>Related Structures/patterns</b> (any of these, as pertinent by language)</p> <ul style="list-style-type: none"> <li>● Future tense</li> <li>● Narrative past and preterit</li> <li>● Subjunctive</li> <li>● conditional</li> </ul> <p><b>Priority Vocabulary</b></p> <p>Terms related to :</p> <ul style="list-style-type: none"> <li>● Professions</li> <li>● training/education</li> <li>● Global challenges (identify)</li> <li>● Goals</li> <li>● Long-term</li> <li>● Short-term</li> <li>● Other work-related vocab as needed</li> </ul>	<p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify essential information in an authentic feature story</li> <li><input type="checkbox"/> Understand some information from a news report or social media post</li> <li><input type="checkbox"/> Identify the order of key events from a simple story read aloud</li> <li><input type="checkbox"/> Understand some specific, predictable actions and conversations in a video clip or movie</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in a conversation and exchange information about familiar, practiced topics.</li> <li><input type="checkbox"/> Exchange information using technology</li> <li><input type="checkbox"/> Interact online to get information and ask questions</li> <li><input type="checkbox"/> Interact to ask and answer simple questions</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Briefly summarize or retell something they've read or heard</li> <li><input type="checkbox"/> Tell/write about plans or something that happened</li> <li><input type="checkbox"/> Present a series of statements or reasons to support their point of view 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><b>Task Rubric</b></p> <p><a href="#">Standard Rubric Interpretive</a></p> <p><a href="#">Standard Rubric Presentational</a></p>	<p>PERFORMANCE TASK(S):</p> <p>French IPA</p> <p>German IPA</p> <p>Spanish IPA</p>

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[Standard Rubric Interpersonal](#)

[Sub-categories Interpretive Rubric](#)

[Sub-categories Presentational](#)

[Rubric](#)

[Sub-categories Interpersonal](#)

[Rubric](#)

OTHER EVIDENCE

STUDENT SELF-ASSESSMENT & REFLECTION [link to DRAFT](#)

### 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
<b>Hook:</b> Youtube video/activity (Dear Future me...)	
Read a very simple article about the jobs/careers in the target culture and complete a graphic organizer with basic facts.	Interpretive Reading
Read an infographic about jobs/careers in the target culture and discuss which ones you like with a partner	Interpretive Reading / Interpersonal speaking
Ask and answer questions about a job opening	Interpersonal
Describe a school or workplace	Presentational Speaking/Writing
When given a picture of people greeting each other in the target culture, create a dialog of what they might be saying.	Presentational Speaking / Writing
Write about roles in a simple school or work routine.	Presentational Writing
Use a website in the target language to explore career paths in the foreign country and the steps and education necessary to pursue those career paths. Students will then give a presentation on that career path (what you need to do follow that path, a typical work day, and typical salary)	Interpretive Reading/Presentational Speaking
Develop a simple survey for my peers, about my school or another topic.	Presentational Writing
Write questions to obtain additional information about something I read online.	Presentational Writing

**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

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**Resources:**

**All:**

**French:**

**German:**

**Spanish:**

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