



Level 3 UNIT 3 Novice High-Intermediate Low

Course: World Language	Grade Level: Level 3
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Unit Title: The beauty within	Length of Unit: ~ 6 weeks
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Unit Summary: Students will continue their study of the target language by exploring and discussing the perception of beauty in their own culture and the target culture.

Stage 1- Desired Results

<p>STANDARDS Interpretive (IL) 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>Presentational (IL) I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i> communicate appropriately with people from other cultures.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Concepts of beauty differ across cultures and are reflections of those cultures.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s):</i></p> <p>What makes someone beautiful? How are perceptions of beauty and creativity established?</p> <p>How do ideals of beauty and aesthetics influence daily life?</p> <p>How do the arts both challenge and reflect cultural</p>

BoE Approval: 6/3/2019

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<p>sentences through spoken, written, or signed language.</p> <p>Interpersonal (NH) 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><i>From ACTFL World Readiness Standards Modal Proficiency Benchmarks</i></p>		<p>perspectives?</p>
Acquisition		
	<p><i>Students will know...</i></p> <p>Language Functions:</p> <ul style="list-style-type: none"> ● Give basic to detailed descriptions including contrasts, comparisons, and superlatives ● Ask and respond with some details to informational and follow-up questions ● Express emotions and feelings ● Express preferences/opinions/advice with reasons ● Tell a story or recount an event in a logical sequence of sentences ● Express hopes, plans for the future (ex: I hope to...; I will...) <p>Related Structures</p> <ul style="list-style-type: none"> ● comparatives/superlatives ● subjunctive ● past tense <p>Priority Vocabulary</p> <ul style="list-style-type: none"> ● Terms related to physical beauty, personal and cultural traits. 	<p><i>Students will be able to...</i></p> <p>Interpretive</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify essential information in an authentic feature story <input type="checkbox"/> Understand 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"/> Understand some specific, predictable actions and conversations in a video clip or movie <p>Interpersonal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in a conversation and exchange 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"/> Briefly summarize or retell something they've read or heard <input type="checkbox"/> Tell/write about plans or something that happened <input type="checkbox"/> Present a series of statements or reasons to support their point of view or opinion. <p><i>From ACTFL World Readiness Standards "I can" statements</i></p>

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Stage 2- Evidence

Evaluation Criteria	Assessment Evidence
Task Rubric Standard Rubric Interpretive Standard Rubric Presentational Standard Rubric Interpersonal Sub-categories Interpretive Rubric Sub-categories Presentational Rubric Sub-categories Interpersonal Rubric	PERFORMANCE TASK(S): French IPA German IPA Spanish IPA
	OTHER EVIDENCE STUDENT SELF-ASSESSMENT & REFLECTION

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

<i>Learning Activity / Formative Assessment</i> <i>(Sample activities are listed from the beginning to the end of the unit)</i>	<i>Mode of communication</i>
Hook: Present work: Is this art? Is it beautiful?	
Discuss the influences that the ideals of beauty have on their own lives as well as the lives of people in the target culture.	<i>Interpersonal</i>
Discuss the current perception of beauty in our world and answer questions such as who establishes the definition, how is it done, does it change and how has it changed?	<i>Interpersonal</i>
Study and compare the expression of the ideals of beauty in the arts from their own community as well as the target culture.	<i>Presentational/Interpretive</i>
Interpret lyrics of a song.	<i>Interpretive</i>

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Identify main events in an important fairytale from a culture.	<i>Interpretive</i>
Identify some major events in a recorded children's story.	<i>Interpretive</i>
Identify some specific, predictable actions in an excerpt from a graphic novel.	<i>Interpretive</i>
Make simple comparisons of a variety of people, including friends, and family members.	<i>Presentational</i>
Describe the physical appearance of a friend or family member.	<i>Presentational</i>
Use level-appropriate language concepts to communicate information, make presentations, and express my thoughts about what makes someone beautiful in the target culture, and compare with my personal definition of beauty using simple sentences	<i>Presentational</i>
Give a presentation recommending something I like, such as a movie, television show, famous athlete, celebrity, or historical figure.	<i>Presentational</i>
Give or write a series of reasons why an art or music style is appealing to me.	<i>Presentational</i>
Exchange advice to choose an outfit for an event.	<i>Interpersonal</i>
Interact with friends to identify kinds of photos I think are appropriate to post on social media	<i>Interpersonal</i>
Compare and contrast concepts of beauty across cultures	<i>Interpersonal</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: