



**LEVEL 3 UNIT 4 - Novice high to intermediate low**

<b>Course:</b> World Language	<b>Grade Level:</b> Level 3
<b>Unit Title:</b> Keep Moving Forward (Milestones)	<b>Length of Unit:</b> ~ 6 weeks
<b>Unit Summary:</b> Students will use developing language skills to investigate and discuss rites of passage and the definitions of an adult in their own culture others represented by the target language.	

**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>Presentational (IL)</b> I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</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>Culture, opportunity, and location shape interests, rights and responsibilities.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will continue to consider the following question(s):</i></p> <p>How does where you are from influence your passage into adulthood and adult responsibilities?</p>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p><b>Language Functions:</b></p>	<p><i>Students will be able to...</i></p> <p><b>Interpretive</b></p> <p><input type="checkbox"/> Identify essential information in an authentic</p>

BoE Approval: 6/3/2019

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<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><i>From ACTFL World Readiness Standards Modal Proficiency Benchmarks</i></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</b></p> <ul style="list-style-type: none"> <li>● Subjunctive mood</li> <li>● Future tense</li> <li>● Past tenses</li> <li>● Conditional</li> <li>● Comparative and superlative structures</li> </ul> <p><b>Priority Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Terms related to responsibilities in adult life: <ul style="list-style-type: none"> <li>○ Rites of passage</li> <li>○ Job interview</li> <li>○ Scheduling</li> </ul> </li> <li>● Tolerance</li> <li>● Acceptance</li> <li>● Judgment</li> <li>● Diversity</li> </ul>	<p>feature story</p> <ul style="list-style-type: none"> <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**

Evaluation Criteria	Assessment Evidence
Task Rubric IPA	PERFORMANCE TASK(S): French IPA German IPA Spanish IPA

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OTHER EVIDENCE

STUDENT SELF-ASSESSMENT & REFLECTION

### 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> Video/song about growing up	
Read about religious rites in other cultures.	Interpretive
Watch documentary videos on the life in target language areas in order to identify rites of passage in the target culture.	Interpretive
Interpret texts about rites of passage in the target culture in order to compare interests, rights and responsibilities in their own and target cultures.	Interpretive/Presentational
Read job postings and select one to apply for.	Interpretive/Presentational
Read and respond to an invitation	Interpretive/Interpersonal
Discuss their reactions to the differences between rites of passage in their own and target cultures and what defines an adult	Interpersonal
Conduct a job interview/interview for a desired job	Interpersonal
Write an invitation to celebrate a milestone/rite of passage	Presentational
Write a blog post about a celebration or event	Presentational

**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:**

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**All:**  
**French:**  
**German:**  
**Spanish:**

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