



**Level 4 UNIT 2 Intermediate Low-Mid**

<b>Course:</b> World Language	<b>Grade Level:</b> Level 4
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<b>Unit Title:</b> Don't put me in a box!	<b>Length of Unit:</b> ~ 6 weeks
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**Unit Summary:** Students will reflect upon the role of culture in influencing relationships and societal roles. They will look at the nature of relationships and societal roles 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 information and explain and express opinions about it

**Stage 1- Desired Results**

<p><b>STANDARDS Interpretive (IM)</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 (IL)</b> I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.</p> <p><b>Presentational (IM)</b> I can communicate information, make presentations, and express</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to</i>  <b>communicate appropriately with people from other cultures.</b></p>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b>  <i>Students will understand that...</i>             Culture and the expectations of others influence societal roles.</p>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will continue to consider the following question(s):</i>            Who tells you what you can do; and what if you don't want to do that?</p>
	<b>Acquisition</b>	
<p><i>Students will know...</i>  <b>Language Functions:</b></p>	<p><i>Students will be able to...</i>  <b>Interpretive</b></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>my thoughts about familiar topics, using sentences and series of connected 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 detailed descriptions including comparisons and superlatives</li> <li>● Ask and respond with some details to a variety of informational and follow-up questions</li> <li>● Express a variety of 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, dreams, plans for the future with some details (ex: I would like to...; in order to become X, I will need to ...)</li> </ul> <p><b>Related Structures/patterns</b></p> <ul style="list-style-type: none"> <li>● Comparatives</li> <li>● Conjunctions/Subordinate clauses</li> <li>● Past Tense</li> </ul> <p><b>Priority Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Cultural traits</li> <li>● Background: Gender, Religion, Culture, Way of Life</li> <li>● Relationships</li> <li>● Activities/Roles</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand essential information in an authentic feature story</li> <li><input type="checkbox"/> Understand some basic facts from a news report</li> <li><input type="checkbox"/> Identify the order of key events from a simple story read aloud</li> <li><input type="checkbox"/> Understand simple everyday 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</li> <li><input type="checkbox"/> Exchange information using technology</li> <li><input type="checkbox"/> Interact online to obtain and exchange information</li> <li><input type="checkbox"/> Interact to share ideas with others</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Talk/write about an experience related to hobbies or activities</li> <li><input type="checkbox"/> Tell/write a simple story about a memory or event</li> <li><input type="checkbox"/> Present basic facts related to an event, information, or a review, and support their point of view or opinion using evidence.</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 <a href="#">Standard Rubric Interpretive</a> <a href="#">Standard Rubric Presentational</a> <a href="#">Standard Rubric Interpersonal</a>	PERFORMANCE TASK(S): French IPA German IPA Spanish IPA

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[Sub-categories Interpretive Rubric](#)  
[Sub-categories Presentational Rubric](#)  
[Sub-categories Interpersonal Rubric](#)

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> Students vote on class activity, but pick a group to exclude: discuss/compare voting rights in US to target culture	
Watch videos that address the evolution of societal roles and compare and contrast these roles in different cultures.	Interpretive
Read texts that address the evolution of societal roles and compare and contrast these roles in different cultures	Interpretive
Discuss the evolution of societal roles.	Interpersonal
Analyze the evolution of societal roles in various cultures.	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

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**Resources:**

**All:**

**French:**

**German:**

**Spanish:**

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