



Level 4 UNIT 4 Intermediate Low-Mid

Course: World Language	Grade Level: Level 4
Unit Title: I got somethin' to sell ya!	Length of Unit: ~ 6 weeks

Unit Summary: Students will reflect upon the role of media and marketing in influencing society. They will look at the nature of marketing and media and explore its role influencing products, practices, and perspectives. Students will be able to interpret information and explain and express opinions about it

Stage 1- Desired Results

<p>STANDARDS</p> <p>Interpretive (IM) 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>Interpersonal (IL) 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>Presentational (IM) I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of</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> marketing has a lasting impact on a society.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s):</i> How does marketing influence products, practices, and perspectives?</p>
	Acquisition	
<p><i>Students will know...</i> Language Functions:</p>	<p><i>Students will be able to...</i> Interpretive <input type="checkbox"/> Understand essential information in an</p>	

BoE Approval: 6/3/2019

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<p>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"> ● Give detailed descriptions including comparisons and superlatives ● Ask and respond with some details to a variety of informational and follow-up questions ● Express a variety of emotions and feelings ● Express preferences/opinions/advice with reasons ● Tell a story or recount an event in a logical sequence of sentences ● Express hopes, dreams, plans for the future with some details (ex: I would like to...; in order to become X, I will need to ...) <p>Related Structures/patterns</p> <ul style="list-style-type: none"> ● Conditional ● Comparative/Superlative ● Imperative ● Subjunctive <p>Priority Vocabulary</p> <ul style="list-style-type: none"> ● Forms of Media ● Forms of Advertising ● Audience ● Customers ● Companies ● Products ● Activites 	<ul style="list-style-type: none"> ☐ authentic feature story ☐ Understand some basic facts from a news report ☐ Identify the order of key events from a simple story read aloud ☐ Understand simple everyday actions and conversations in a video clip or movie <p>Interpersonal</p> <ul style="list-style-type: none"> ☐ Participate in a conversation and exchange information ☐ Exchange information using technology ☐ Interact online to obtain and exchange information ☐ Interact to share ideas with others <p>Presentational</p> <ul style="list-style-type: none"> ☐ Talk/write about an experience related to hobbies or activities ☐ Tell/write a simple story about a memory or event ☐ Present basic facts related to an event, information, or a review, and support their point of view or opinion using evidence. <p><i>From ACTFL World Readiness Standards “I can” statements</i></p>
Stage 2- Evidence		
Evaluation Criteria	Assessment Evidence	

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<p>Task Rubric Standard Rubric Interpretive Standard Rubric Presentational Standard Rubric Interpersonal</p> <p>Sub-categories Interpretive Rubric Sub-categories Presentational Rubric Sub-categories Interpersonal Rubric</p>	<p>PERFORMANCE TASK(S): French IPA German IPA Spanish IPA</p>
	<p>OTHER EVIDENCE</p> <p>STUDENT SELF-ASSESSMENT & REFLECTION</p>

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

<p style="text-align: center;">Learning Activity/Formative Assessment <i>(Sample activities are listed from the beginning to the end of the unit).</i></p>	<p style="text-align: center;">Mode of Communication</p>
<p>Hook: Show a home shopping show in the target language</p>	
<p>watch advertisements of products in the target culture and determine what techniques are used to influence the audience (L)</p>	<p>Interpretive</p>
<p>read texts about marketing and identify how advertisers influence customers (R)</p>	<p>Interpretive</p>
<p>discuss the influence of marketing on one's life.</p>	<p>Interpersonal</p>
<p>present and prepare a marketing campaign for a target language audience.(S/W)</p>	<p>Presentational</p>

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:

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