



Level 4 UNIT 5 Intermediate Low-Mid

Course: World Language	Grade Level: Level 4
Unit Title: Androids and Electric Sheep	Length of Unit: ~ 6 weeks
Unit Summary: Students will reflect upon the role of technology in influencing society. They will look at discoveries, inventions, and technology 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

STANDARDS 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. 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. Presentational(IM) I can communicate information, make presentations, and express my thoughts about familiar topics,	Transfer	
	<i>Students will be able to independently use their learning to...</i> communicate appropriately with people from other cultures.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> discoveries, inventions and technology have a lasting impact on a society.	ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s):</i> How have discoveries, inventions and technology shaped our culture?
	Acquisition	
<i>Students will know...</i> Language Functions:	<i>Students will be able to...</i> Interpretive <input type="checkbox"/> Understand essential information in an	

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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>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"> • Give more detailed descriptions including comparatives and superlatives • Ask and respond with details to a wide variety of questions including follow-up questions that request details • 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, and plans for the future, and possibilities with explanations (if x existed, people could y because...) <p>Related Structures/patterns</p> <ul style="list-style-type: none"> • Variety of moods and timeframes • Relative pronouns • Relative clauses <p>Priority Vocabulary</p> <ul style="list-style-type: none"> • Technology words • Computer terms • Internet terms • Actions: invent/create/download/subscribe/etc 	<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>
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Stage 2- Evidence

Evaluation Criteria	Assessment Evidence
<p>Task Rubric</p> <p>Standard Rubric Interpretive</p> <p>Standard Rubric Presentational</p> <p>Standard Rubric Interpersonal</p> <p> </p> <p>Sub-categories Interpretive Rubric</p> <p>Sub-categories Presentational Rubric</p>	<p>PERFORMANCE TASK(S):</p> <p>French IPA</p> <p>German IPA</p> <p>Spanish IPA</p> <hr/> <p>OTHER EVIDENCE</p>

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
Hook: Challenge: living off the grid https://www.youtube.com/watch?v=XcQurmXeISE	
watch videos on the target culture and analyze how technology has influenced the culture (L)	Interpretive
read text about discoveries and analyze their impact on the target culture (R)	Interpretive
discuss the impact of technology	Interpersonal
present findings on how discoveries, technology and inventions impact the society (S/W)	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:

All:

French:

German:

Spanish: