



LEVEL 1 UNIT 2 Novice Low

Course: World Language	Grade Level: Level 1
Unit Title: My Friends and Family	Length of Unit: ~ 6 weeks

Unit Summary: Students will continue their introduction to the target language by learning how to communicate around topics of friends and family. Through building on their beginner’s vocabulary and grammar, they will understand when and how people say simple things about families and friends as well as be able to prepare basic statements that communicate information about friends and families. Additionally, students will learn how family and friendship structures differ across cultures.

Stage 1- Desired Results

<p>STANDARDS Interpretive (NL) I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced words, phrases, and simple sentences in texts that are spoken, written, or signed.</p> <p>Interpersonal (NL) 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>Presentational (NL) I can present information on both very familiar and everyday topics using a variety of practiced words,</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></p> <p>Students will understand that concepts of family and friendship vary across cultures.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s). . .</i></p> <p>Who are the people in my life?</p>
	Acquisition	
<p><i>Students will know...</i> Language Functions:</p> <ul style="list-style-type: none"> ● Give a description using one or two short adjectives or adverbs ● Respond to a simple question 	<p><i>Students will be able to...</i> Interpretive</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize and identify words and phrases in an authentic text <input type="checkbox"/> Recognize familiar words and phrases from a 	

BoE Approval: 6/3/2019

WL Curriculum Writing Team: C. Amador, L. Aronica, A. Black, H. Carey, C. Crowe, J. Denz, S. Frazer, H. Fodor, 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>phrases, and simple 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"> ● Say that one is happy or sad ● Say that one likes or doesn't like something ● Recount what one is doing in short, memorized sentences ● Express one's plans simply for later in the day, the next day, weekend <p>Related Structures/patterns</p> <ul style="list-style-type: none"> ● question structure (inversion, est-ce que, ¿.?) ● possessive adjectives, comparatives ● comparative adjectives ● <p>Priority Vocabulary</p> <ul style="list-style-type: none"> ● to be ● to have ● regular activities (reg. verbs) ● sport vocab ● activity vocab ● personal and descriptive adjectives ● 	<p>video</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify some key information in a text <input type="checkbox"/> Recognize some events from a story timeline <p>Interpersonal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask for and give 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"/> Identify/name people or items <input type="checkbox"/> List activities, events, or preferences <input type="checkbox"/> Present a brief description of a person or event <p><i>From ACTFL World Readiness Standards "I can" statements</i></p>
---	--	---

Stage 2- Evidence

Evaluation Criteria	Assessment Evidence
<p>Task Rubric</p> <p>Interpersonal</p> <p>Interpretive</p> <p>Presentational</p>	<p>PERFORMANCE TASK(S):</p> <p>French IPA</p> <p>German IPA</p> <p>Spanish IPA</p> <hr/> <p>OTHER EVIDENCE</p> <p>STUDENT SELF-ASSESSMENT & REFLECTION.</p>

Stage 3- Learning Plan

BoE Approval: 6/3/2019

WL Curriculum Writing Team: C. Amador, L. Aronica, A. Black, H. Carey, C. Crowe, J. Denz, S. Frazer, H. Fodor, 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

Summary of Key Learning Events and Instruction

Learning Activity/Formative Assessment <i>(Sample activities are listed from the beginning to the end of the unit).</i>	Mode of Communication
Hook: Video or song about family	
Compare family sizes between countries	<i>Interpretive</i>
Describe a celebration that is important to you	<i>Presentational</i>
Express what you think makes a family	<i>Presentational / Interpersonal</i>
Express why family/friends are important	<i>Presentational / Interpersonal</i>
Explain a celebration	<i>Presentational / Interpersonal</i>
Identify/name family members and give relationship	<i>Presentational</i>
Explain what you do with family/friends	<i>Presentational</i>
Compare information about two different families from different places in the target culture	<i>Interpretive</i>
Read an infographic about families in the target culture	<i>Interpretive</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:

French:

German:

Spanish: