



LEVEL 1 UNIT 5 Novice Low- Mid

Course: World Language	Grade Level: Level 1
Unit Title: Vacation Time!	Length of Unit: ~ 6 weeks

Unit Summary: Students will learn to communicate in multiple tenses about future and past vacations. They will learn about popular vacation destinations in the target culture and be able to plan, discuss, and journal about a vacation. They will use the past tense to communicate about where they went and what they did.

Stage 1- Desired Results

<p>STANDARDS</p> <p>Interpretive (NM) 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 (NM) I can present information on both very familiar and everyday topics using a variety of practiced words, phrases, and simple sentences through spoken, written, or signed language.</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 free time is shaped and influenced by the culture in which they live.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s). . .</i></p> <p>How does culture influence vacation and free time?</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 ● Say that one is happy or sad 	<p><i>Students will be able to...</i> Interpretive</p> <ul style="list-style-type: none"> ☐ Recognize and identify words and phrases in an authentic text ☐ Recognize familiar words and phrases from a video ☐ Identify some key information in a text 	

BoE Approval: 6/3/2019

WL Curriculum Writing Team: C. Amador, L. Aronica, A. Black, H. Carey, C. Crowe, J. Denz, H. Fodor, 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><i>From ACTFL World Readiness Standards Modal Proficiency Benchmarks</i></p>	<ul style="list-style-type: none"> ● 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 ● Verb conjugations - present/near future/past ● Geographical prepositions ● Adjectives ● Agreements ● Geographical structures ● Adjective comparisons : ● Past tense in first and second person singular <p>Priority Vocabulary</p> <ul style="list-style-type: none"> ● Time ● Geography (structures, locations, adjectives) ● Clothing ● Activities ● Weather ● More than, less than, as as, ● Places ● to go, to be, to have ● to bring, to visit, to eat, to see, to buy ● to have to, to want 	<ul style="list-style-type: none"> ☐ Recognize some events from a story timeline <p>Interpersonal</p> <ul style="list-style-type: none"> ☐ Ask for and give information about familiar, practiced topics. ☐ Exchange information using technology ☐ Interact online to get information and ask questions ☐ Interact to ask and answer simple questions <p>Presentational</p> <ul style="list-style-type: none"> ☐ Identify/name people or items ☐ List activities, events, or preferences ☐ Present a brief description of a person or event <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 Interpersonal Interpretive Presentational	PERFORMANCE TASK(S): French IPA German IPA

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	Spanish IPA
	OTHER EVIDENCE
	STUDENT SELF-ASSESSMENT & REFLECTION

Stage 3- Learning Plan

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: Students view travel video to target country	
Read or listen to weather report and decide what activities and what to pack for the day.	<i>Interpretive reading</i>
Read/look at brochures/websites for different attractions and demonstrate comprehension. (Tripadvisor)	<i>Interpretive reading</i>
Keep a journal for where you went and what you did on your vacation?	<i>Presentational writing</i>
Write a postcard to a friend talking about your vacation	<i>Presentational writing</i>
Create a slideshow of pictures from your vacation	<i>Presentational Speaking</i>
Ask and answer about vacation plans; where they go/went and what they do/did	Interpersonal Speaking

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: