



### LEVEL 2 UNIT 3 Novice Mid-High

<b>Course:</b> World Language	<b>Grade Level:</b> Level 2
-------------------------------	-----------------------------

<b>Unit Title:</b> Childhood	<b>Length of Unit:</b> ~ 6 weeks
------------------------------	----------------------------------

**Unit Summary:** . Students will continue their study of the target language by exploring the ways childhood experiences impact development and general outlook and assumptions. They will learn to ask and respond to questions relating to childhood experiences and characteristics.

#### Stage 1- Desired Results

<p><b>STANDARDS</b> <b>Interpretive (NH)</b> 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><b>Interpersonal (NM)</b> 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><b>Presentational (NH)</b> I can present information on both very familiar and everyday topics using a variety of practiced words,</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>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Past experiences influence personal identity.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s). . .</i></p> <p>How has my past impacted who I am today?</p>
	<b>Acquisition</b>	
	<p><i>Students will know...</i> <b>Language Functions:</b></p> <ul style="list-style-type: none"> <li>● Give a basic description &amp; make simple comparisons using frequently used adjectives and adverbs</li> </ul>	<p><i>Students will be able to...</i> <b>Interpretive</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify some information in an authentic text</li> <li><input type="checkbox"/> Recognize some information from a news report or social media post</li> </ul>

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>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"> <li>● Ask and respond to simple, memorized questions</li> <li>● Express basic emotions and feelings</li> <li>● Express preferences/ opinions in simple sentences</li> <li>● Tell someone about my day, activities, an event in a simple sequence of sentences</li> <li>● Express hopes, plans for the future simply (ex: I hope to...; I will...)</li> </ul> <p><b>Related Structures/patterns</b></p> <ul style="list-style-type: none"> <li>● When one was a child...</li> <li>● One used to...</li> <li>● One used to be like...</li> </ul> <p><b>Priority Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Childhood activities</li> <li>● Personality traits</li> <li>● Past and present tense signifiers</li> </ul>	<ul style="list-style-type: none"> <li>❑ Identify the order of key events from a simple story read aloud</li> <li>❑ Recognize some actions and conversations in a video clip or movie</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>❑ Ask for and give information about familiar, practiced topics.</li> <li>❑ Exchange information using technology</li> <li>❑ Interact online to get information and ask questions</li> <li>❑ Interact to ask and answer simple questions</li> </ul> <p><b>Presentational (name, list, short, )</b></p> <ul style="list-style-type: none"> <li>❑ Write the sequence of events from something they've read or heard</li> <li>❑ Tell/write about plans or something that happened</li> <li>❑ Present a brief description of an event or opinion</li> </ul> <p><i>From ACTFL World Readiness Standards "I can" statements</i></p>
---	---	---

**Stage 2- Evidence**

Evaluation Criteria	Assessment Evidence
Task Rubric <a href="#">Interpersonal</a> <a href="#">Interpretive</a> <a href="#">Presentational</a>	PERFORMANCE TASK(S): French IPA German IPA Spanish IPA  OTHER EVIDENCE

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

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
<b>Hook:</b> Childhood games and target language equivalents	
Watch simple videos in order to find out what childhood is like in the target culture (L)	<i>Interpretive</i>
Read simple stories in order to learn what it's like to be a child in the target culture (R)	<i>Interpretive</i>
Discuss with others what they were like as children and how they have changed and why.	<i>Interpersonal</i>
Describe how childhood is different in my own culture and the target culture and analyze the reason for these differences. (S/W)	<i>Presentational</i>

**Technology Integration:**

**Resources:**

**All:**

**French:**

**German:**

**Spanish:**