



LEVEL 2 UNIT 6 Novice Mid-High

Course: World Language	Grade Level: Level 2
-------------------------------	-----------------------------

Unit Title: Digital and Social Media Influences	Length of Unit: ~ 6 weeks
--	----------------------------------

Unit Summary: . Students will continue their study of the target language to understand the role (and impact) of digital and social media on their daily lives.

Stage 1- Desired Results

<p>STANDARDS Interpretive (NH) 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 (NM) 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 (NH) I can present information on both very familiar and everyday topics using a variety of practiced words, phrases, and simple sentences</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>Societies connect in multiple ways.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s) . . .</i></p> <p>How does digital and social media influence how people connect?</p>
	Acquisition	
<p><i>Students will know...</i> Language Functions:</p> <ul style="list-style-type: none"> ● Give a basic description & make simple comparisons using frequently used adjectives and adverbs 	<p><i>Students will be able to...</i> Interpretive</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify some information in an authentic text <input type="checkbox"/> Recognize some information from a news report or social media post 	

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>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"> ● Ask and respond to simple, memorized questions ● Express basic emotions and feelings ● Express preferences/ opinions in simple sentences ● Tell someone about my day, activities, an event in a simple sequence of sentences ● Express hopes, plans for the future simply (ex: I hope to...; I will...) <p>Related Structures/patterns</p> <ul style="list-style-type: none"> ● Compare and contrast ● Future ● Subjunctive ● <p>Priority Vocabulary</p> <ul style="list-style-type: none"> ● Types of social media ● Words of frequency ● Comparative phrases 	<ul style="list-style-type: none"> ❑ Identify the order of key events from a simple story read aloud ❑ Recognize some actions and conversations in a video clip or movie <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 (name, list, short,)</p> <ul style="list-style-type: none"> ❑ Write the sequence of events from something they've read or heard ❑ Tell/write about plans or something that happened ❑ Present a brief description of an event or opinion <p><i>From ACTFL World Readiness Standards "I can" statements</i></p>
---	---	---

Stage 2- Evidence

Evaluation Criteria	Assessment Evidence
<p>Task Rubric Interpersonal Interpretive Presentational</p>	<p>PERFORMANCE TASK(S): French IPA German IPA Spanish IPA</p> <p>(interview a partner about their social media usage. What do you use? How often? What's it like to not use your phone for a whole day?) You're disconnecting for a day. You're going to come back and tell us all about what other things you did to occupy your time . Tell us what you could and couldn't do, and what else you did.</p>

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

OTHER EVIDENCE

STUDENT SELF-ASSESSMENT & REFLECTION
Included in each IPA document.

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: Put down the phone article and connect to people in real life (German article)	
Interview each other about social media use	<i>Interpersonal</i>
Read infographics/short text about use of social media in the target culture	<i>Interpretive</i>
Watch videos about social media and determine the role it plays in the target culture(L)	<i>Interpretive</i>
Read short texts about social media and make comparisons between the target culture and their culture (R)	<i>Interpretive</i>
Present information about the impact of social media (S/W)	<i>Presentational</i>
Discuss with others and compare our opinions of different forms so social media	<i>Interpersonal</i>
Discuss how social media use has changed during their lifetime	<i>Interpersonal</i>
Discuss effects of social media use on day to day life	<i>Interpersonal</i>
Read about social media use in the target culture and compare with their own culture	<i>Interpretive / presentational</i>

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

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: