



Level 3 UNIT 1 Novice High-Intermediate Low

Course: World Language		Grade Level: Level 3	
Unit Title: Gooooooooals!		Length of Unit: ~ 6 weeks	
Unit Summary: Students will use the target language to examine global challenges to identify one that most piques their interests, investigate potential careers that can address those issues, and determine a pathway to that career.			
Stage 1- Desired Results			
<p>STANDARDS</p> <p>Interpretive (IL) 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.</p> <p>Interpersonal (NH) 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 (IL) I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through</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>the decisions made today will impact the future; goals are needed in planning.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s):</i></p> <p>What problems do I want to help solve? What goals do I need to set to make that happen?</p>	
	Acquisition		
	<p><i>Students will know...</i> Language Functions:</p> <ul style="list-style-type: none"> Give basic to detailed descriptions including contrasts, comparisons, and superlatives 	<p><i>Students will be able to...</i> Interpretive</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify essential information in an authentic feature story <input type="checkbox"/> Understand some information from a news 	

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>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 with some details to informational and follow-up questions ● Express emotions and feelings ● Express preferences/opinions/advice with reasons ● Tell a story or recount an event in a logical sequence of sentences ● Express hopes, plans for the future (ex: I hope to...; I will...) <p>Related Structures/patterns (any of these, as pertinent by language)</p> <ul style="list-style-type: none"> ● Future tense ● Narrative past and preterit ● Subjunctive ● conditional <p>Priority Vocabulary</p> <p>Terms related to :</p> <ul style="list-style-type: none"> ● Professions ● training/education ● Global challenges (identify) ● Goals ● Long-term ● Short-term ● Other work-related vocab as needed 	<ul style="list-style-type: none"> □ report or social media post □ Identify the order of key events from a simple story read aloud □ Understand some specific, predictable 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 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"> □ Briefly summarize or retell something they've read or heard □ Tell/write about plans or something that happened □ Present a series of statements or reasons to support their point of view or opinion. <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>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 link to DRAFT</p>

Stage 3- Learning Plan

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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: Youtube video/activity (Dear Future me...)	
Read a very simple article about the jobs/careers in the target culture and complete a graphic organizer with basic facts.	Interpretive Reading
Read an infographic about jobs/careers in the target culture and discuss which ones you like with a partner	Interpretive Reading / Interpersonal speaking
Ask and answer questions about a job opening	Interpersonal
Describe a school or workplace	Presentational Speaking/Writing
When given a picture of people greeting each other in the target culture, create a dialog of what they might be saying.	Presentational Speaking / Writing
Write about roles in a simple school or work routine.	Presentational Writing
Use a website in the target language to explore career paths in the foreign country and the steps and education necessary to pursue those career paths. Students will then give a presentation on that career path (what you need to do follow that path, a typical work day, and typical salary)	Interpretive Reading/Presentational Speaking
Develop a simple survey for my peers, about my school or another topic.	Presentational Writing
Write questions to obtain additional information about something I read online.	Presentational Writing

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: