



Level 3 UNIT 2- Novice High to Intermediate Low

Course: World Language		Grade Level: Level 3	
Unit Title: Did I do that?		Length of Unit: ~ 6 weeks	
Unit Summary: .Students will use developing language skills to investigate and discuss environmental issues in their own culture and other cultures represented by the target language.			
Stage 1- Desired Results			
<p>STANDARDS</p> <p>Interpretive (IL)</p> <p>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)</p> <p>I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced words, phrases,</p>	Transfer		
	<i>Students will be able to independently use their learning to... communicate appropriately with people from other cultures.</i>		
	Meaning		
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>The environment is impacted by everything we do in our daily lives.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s):</i></p> <p>How do my choices affect the environment?</p>	
	Acquisition		
<p><i>Students will know...</i></p> <p>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></p> <p>Interpretive</p> <ul style="list-style-type: none"> Identify essential information in an authentic feature story 		

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<p>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 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</p> <ul style="list-style-type: none"> • Past tense • Future tense • Imperative • subjunctive <p>Priority Vocabulary</p> <ul style="list-style-type: none"> • Terms related to environmental issues and causes. • Terms related to conservation. 	<ul style="list-style-type: none"> ❑ Understand some information from a news 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>

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STUDENT SELF-ASSESSMENT & REFLECTION

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: Video on environment	
Read articles, news reports and infographics	Interpretive
Listen to news broadcast/podcast on environmental issues	Interpretive
Ask and respond to simple questions about a scientific infographic	Interpersonal
Exchange information about environmental issues	Interpersonal
Have a conversation and provide suggestions on how to impact the environment	Interpersonal
Develop a simple survey for my peers.	Presentational
Write a personal plan of action	Presentational
Create a plan for 1 thing that people can do to impact the environment	Presentational
Describe and compare environmental challenges of their own culture and other cultures around the globe.	Presentational

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: