



LEVEL 1 UNIT 4 Novice Low-Mid

Course: World Language	Grade Level: Level 1
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Unit Title: Education and School	Length of Unit: ~ 6 weeks
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Unit Summary: Students will begin to build robust vocabulary to assist their budding language abilities as they explore communicating about education and school across the world in cultures of the target language. Students will compare their educational experience to those of other communities and use comparison structures to express those similarities and differences in the educational process, opportunity and outcomes of other communities.

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,</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>communicate appropriately with people from other cultures.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Students will understand that not everyone has the same access to educational opportunities; and systems differ across communities.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s) . . .</i></p> <p>What is learning like and who has access?</p>
	Acquisition	
<p><i>Students will know...</i></p> <p>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 	<p><i>Students will be able to...</i></p> <p>Interpretive</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize and identify words and phrases in an authentic text <input type="checkbox"/> Recognize familiar words and phrases from a video 	

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<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"> ● Say that one is happy or sad ● 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"> ● When do you have...class? ● Interrogative words ● Prepositions ● Comparison Structures <p>Priority Vocabulary</p> <ul style="list-style-type: none"> ● Movement Verbs ● Useful Verbs ● Prepositions ● Comparisons ● School Supplies ● Means of Transportation ● School Related ● School Schedule Related <p>Comprehensive Vocab List Sheet for above categories</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify some key information in a text <input type="checkbox"/> Recognize some events from a story timeline <p>Interpersonal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask for and give information about familiar, practiced topics. <input type="checkbox"/> Exchange information using technology <input type="checkbox"/> Interact online to get information and ask questions <input type="checkbox"/> Interact to ask and answer simple questions <p>Presentational</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify/name people or items <input type="checkbox"/> List activities, events, or preferences <input type="checkbox"/> 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
<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</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: Video about a school in target culture	
Researching and analyzing schedules of students from various target language countries	<i>Interpretive reading</i>
What do you need for class: Prices of school supplies - have students shop online in target language	<i>Interpretive reading</i>
Discussing what school supplies are important	<i>Interpersonal speaking</i>
Discussing how school day is organized	<i>Interpersonal speaking</i>
Researching how students get to school	<i>Interpretive reading</i>
Discussing the importance of school	<i>Interpersonal speaking</i>
Examine which supplies different cultures deem “necessary” for learning	<i>Interpersonal speaking / presentational speaking and writing</i>
Mystery Hangout with another school in the target language culture. Students use what they know about target culture and context clues in the video background to guess where the other students are and engage in a conversation with those students about their school, school day, etc.	<i>Interpretive listening/Interpersonal Speaking</i>
Compare your school, class schedule, and daily routines with target culture	<i>Presentational</i>

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: <https://www.youtube.com/watch?v=OOZtjdsV8cc> School life in Mexico <https://www.youtube.com/watch?v=bOKsjCZqvrM> The schools of Cuba



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