



LEVEL 2 UNIT 2 Novice Mid-High

Course: World Language		Grade Level: Level 2	
Unit Title: My daily routines (One Day at a Time) (Wake me up before you go-go) (A Day in the Life...)		Length of Unit: ~ 6 weeks	
Unit Summary: Students will continue their study of the target language by learning how to communicate about daily routines and activities			
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>Daily routines are a product of / influenced by the culture in which one lives.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s) . . .</i></p> <p>why their daily routines differ from those in the target language culture.</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 		

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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"> ● Reflexive verbs in the present/past ● Idiomatic uses of reflexive verbs ● Present tense ● Simple future tense ● <p>Priority Vocabulary</p> <ul style="list-style-type: none"> ● Reflexive verbs ● Body parts ● Personal care ● Activities ● Sports ● Schedule ● 	<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>
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Stage 2- Evidence

Evaluation Criteria	Assessment Evidence
Task Rubric Interpersonal Interpretive Presentational	PERFORMANCE TASK(S): French IPA German IPA Spanish IPA

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OTHER EVIDENCE

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: Movie clip/movie talk (Pee Wee's Big Adventure: morning routine https://www.youtube.com/watch?v=cGW_FMpRVUc)	
Say or write something about my daily routine	<i>Interpersonal</i>
Express to a friend how my routine differs from someone in the target culture.	<i>Interpersonal</i>
Ask why someone engages in the daily activities that they do.	<i>Interpersonal</i>
Write and talk about my daily routine	<i>Presentational</i>
Write about my health	<i>Presentational</i>
Talk/write about the daily routines of a member of the target culture	<i>Presentational</i>
Recognize differences between my daily routine and that of people from different cultures	<i>Interpretive</i>
Read about other people's daily routines	<i>Interpretive</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:

French:

German:

Spanish:

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