



LEVEL 2 UNIT 4 Novice Mid-High

Course: World Language	Grade Level: Level 2
Unit Title: Healthy, Wealthy, and Wise	Length of Unit: ~ 6 weeks

Unit Summary: Students will continue their study of the target language by learning about how to maintain a healthy lifestyle. They will look at their own lifestyles and will compare them to the lifestyles of people in the target cultures.

Stage 1- Desired Results

<p>STANDARDS</p> <p>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	
	<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>Lifestyle choices can be influenced by one’s culture</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s). . .</i></p> <p>How do my choices affect my well-being?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p>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></p> <p>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"> ● Comparisons ● Verbs with infinitives ● Subjunctive <p>Priority Vocabulary</p> <ul style="list-style-type: none"> ● Food ● Diet ● Healthy activities ● Choices ● Lifestyles 	<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
<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> <hr/> <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: Survey on health habits	
Read a menu from a school lunch programs and compare	<i>Interpretive</i>
Look at a schedule for a gym in another culture	<i>Interpretive</i>
Give advice on healthy habits	<i>Interpersonal</i>
Investigate how lifestyle choices influence well being in our own and the target cultures by watching simple videos on health-related topics.(L)	<i>Interpretive</i>
Interpret simple texts about health-related topics in order to identify how lifestyle choices influence well-being in their own and other cultures.(R)	<i>Interpretive</i>
Discuss health habits and give advice on how to improve well-being.(S)	<i>Interpersonal</i>
Explain how their lifestyle choices affect their well-being as well as those of their target culture peers.(S,W)	<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: