



Level 4 UNIT 1 Intermediate Low-Mid

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| Course: World Language | Grade Level: Level 4 |
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| Unit Title: I am what I am | Length of Unit: ~ 6 weeks |
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Unit Summary: Students will reflect upon the roles their background and experiences have had in shaping the person they are. They will look at their personal experiences and compare them to others around the world. They will learn to explain differences and communicate their opinions about them. Students will be able to interpret information and use prepared statements to explain and express opinions about it

Stage 1- Desired Results

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| <p>STANDARDS</p> <p>Interpretive(IM) 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(IL) I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.</p> <p>Presentational(IM) I can communicate information, make presentations, and express my thoughts about familiar topics,</p> | Transfer | |
| | <i>Students will be able to independently use their learning to...</i> | |
| | communicate appropriately with people from other cultures. | |
| | Meaning | |
| | <p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>who we are is a result of a number of factors such as religion, language, gender, and culture.</p> | <p>ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s):</i></p> <p>How do my origin, location, and experiences influence who I am?</p> |
| Acquisition | | |
| <p><i>Students will know...</i></p> <p>Language Functions:</p> | <p><i>Students will be able to...</i></p> <p>Interpretive</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand essential information in an | |

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

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| <p>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"> ● Give detailed descriptions including comparisons and superlatives ● Ask and respond with some details to a variety of informational and follow-up questions ● Express a variety of emotions and feelings ● Express preferences/opinions/advice with reasons ● Tell a story or recount an event in a logical sequence of sentences ● Express hopes, dreams, plans for the future with some details (ex: I would like to...; in order to become X, I will need to ...) <p>Related Structures/patterns</p> <ul style="list-style-type: none"> ● Past tense ● Comparatives ● Conjunctions/Subordinate clauses <p>Priority Vocabulary</p> <ul style="list-style-type: none"> ● Activities ● Personal/cultural traits ● Background: Gender, Religion, Culture, Citizenship, Way of Life | <ul style="list-style-type: none"> ☐ authentic feature story ☐ Understand some basic facts from a news report ☐ Identify the order of key events from a simple story read aloud ☐ Understand simple everyday 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 ☐ Exchange information using technology ☐ Interact online to obtain and exchange information ☐ Interact to share ideas with others <p>Presentational</p> <ul style="list-style-type: none"> ☐ Talk/write about an experience related to hobbies or activities ☐ Tell/write a simple story about a memory or event ☐ Present basic facts related to an event, information, or a review, and support their point of view or opinion using evidence. <p><i>From ACTFL World Readiness Standards “I can” statements</i></p> |
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Stage 2- Evidence

| Evaluation Criteria | Assessment Evidence |
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| Task Rubric Interpersonal Interpretive Presentational | PERFORMANCE TASK(S): French IPA German IPA Spanish IPA OTHER EVIDENCE STUDENT SELF-ASSESSMENT & REFLECTION: link to DRAFT |

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Stage 3- Learning Plan

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 |
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| Hook: Video/reading on stereotypes of Americans | |
| watch videos focusing on cultural stereotypes in order to evaluate the validity of these stereotypes. | Interpretive |
| read texts about cultural stereotypes in order to evaluate the validity of these stereotypes. | Interpretive |
| discuss personal experiences, videos and text | Interpersonal |
| discuss the validity of cultural stereotypes that I have investigated. | Interpersonal |
| summarize articles and compare and contrast stereotypes. | Presentational |
| analyze the validity of cultural stereotypes that I have investigated. | Presentational |
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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: