



Level 4 UNIT 4 Intermediate Low-Mid

Course: World Language	Grade Level: Level 4
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Unit Title: I got somethin' to sell ya!	Length of Unit: ~ 6 weeks
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Unit Summary: Students will reflect upon the role of media and marketing in influencing society. They will look at the nature of marketing and media and explore its role influencing products, practices, and perspectives. Students will be able to interpret information and explain and express opinions about it

Stage 1- Desired Results

<p>STANDARDS 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, using sentences and series of connected sentences through</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>marketing has a lasting impact on a society.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s):</i></p> <p>How does marketing influence products, practices, and perspectives?</p>
Acquisition		
<p><i>Students will know...</i></p> <p>Language Functions:</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 	<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 authentic feature story <input type="checkbox"/> Understand some basic facts from a news report <input type="checkbox"/> Identify the order of key events from a simple 	

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>spoken, written, or signed language.</p> <p><i>From ACTFL World Readiness Standards Modal Proficiency Benchmarks</i></p>	<ul style="list-style-type: none"> ● 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"> ● Conditional ● Comparative/Superlative ● Imperative ● Subjunctive <p>Priority Vocabulary</p> <ul style="list-style-type: none"> ● Forms of Media ● Forms of Advertising ● Audience ● Customers ● Companies ● Products ● Activites 	<p>story read aloud</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand simple everyday actions and conversations in a video clip or movie <p>Interpersonal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in a conversation and exchange information <input type="checkbox"/> Exchange information using technology <input type="checkbox"/> Interact online to obtain and exchange information <input type="checkbox"/> Interact to share ideas with others <p>Presentational</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talk/write about an experience related to hobbies or activities <input type="checkbox"/> Tell/write a simple story about a memory or event <input type="checkbox"/> 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
<p>Task Rubric</p> <p><u>Interpersonal</u></p> <p><u>Interpretive</u></p> <p><u>Presentational</u></p>	<p>PERFORMANCE TASK(S):</p> <p>French IPA</p> <p>German IPA</p> <p>Spanish IPA</p>

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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 <i>(Sample activities are listed from the beginning to the end of the unit).</i>	Mode of Communication
Hook: Show a home shopping show in the target language	
watch advertisements of products in the target culture and determine what techniques are used to influence the audience (L)	Interpretive
read texts about marketing and identify how advertisers influence customers (R)	Interpretive
discuss the influence of marketing on one's life.	Interpersonal
present and prepare a marketing campaign for a target language audience.(S/W)	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: