



Level 4 UNIT 6 Intermediate Low-Mid

Course: World Language	Grade Level: Level 4
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Unit Title: Let Freedom Ring!	Length of Unit: ~ 6 weeks
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Unit Summary: Students will reflect upon the fact every human being has basic rights. They will look at the rights afforded to them 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 explain and express opinions about it.

Stage 1- Desired Results

<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>Presentational (IM) I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</p> <p>Interpersonal (IL) I can participate in spontaneous</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>there are basic human rights that all individuals deserve.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s):</i></p> <p>How do individuals and cultures determine human rights, needs, and privileges?</p>
Acquisition		
<p><i>Students will know...</i></p> <p>Language Functions:</p> <ul style="list-style-type: none"> Give more detailed descriptions, including comparatives and superlatives 	<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 	

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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>spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.</p> <p><i>From ACTFL World Readiness Standards Modal Proficiency Benchmarks</i></p>	<ul style="list-style-type: none"> ● Ask and respond with some details to a variety of informational and follow up questions ● Express a variety of feelings and emotions ● 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, and possibilities with some details <ul style="list-style-type: none"> ○ Ex: If I could live anywhere in the world, I would live in XX because... <p>Related Structures/patterns</p> <ul style="list-style-type: none"> ● Comparatives ● Modal Verbs ● Subjunctive mood in a variety of tenses ● Indicative mood in a variety of tenses ● Relative clauses <p>Priority Vocabulary</p> <ul style="list-style-type: none"> ● Laws ● Rights ● Oppression ● Religion ● Freedom/Liberty ● Life/Death 	<ul style="list-style-type: none"> report <input type="checkbox"/> Identify the order of key events from a simple story read aloud <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
Task Rubric Interpersonal Interpretive Presentational	PERFORMANCE TASK(S): French IPA German IPA Spanish IPA OTHER EVIDENCE STUDENT SELF-ASSESSMENT & REFLECTION

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: Topical news broadcast	
watch videos of news stories on human rights violations in target cultures to identify the human rights issues of that culture.(L)	Interpretive
read primary sources and current events articles on human rights violations in order to identify the human rights issues of that culture. (R)	Interpretive
discuss the significance of fundamental human rights to a culture.(S)	Interpersonal
explain some of the fundamental human rights, needs and privileges within a culture. (S/W)	Presentational
write a persuasive essay arguing which human rights are fundamental	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: [Universal Declaration of Human Rights](#)

All:

French: [La Déclaration universelle des droits de l'homme](#)

German: [Die Allgemeine Erklärung der Menschenrechte](#)

Spanish: [Declaración Universal de Derechos Humanos](#)