**UNIT OVERVIEW: Personal Identification World Language**

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| **STAGE ONE: Identify Desired Results** | | | |
| Established Goals/Standards | [ACTFL Standards](http://www.actfl.org/node/192)  S1.1, 1.2, 1.3  2.1, 2.2  3.2  4.1, 4.2 | Long-Term Transfer Goals |
| *At the end of the Education unit, scholars will use what they have learned to independently*   * *Communicate in the target language about education and extracurricular activities.* * *Be aware and understanding of cultures that are different than their own.* | |
| Meaning | |
| Enduring Understandings  *Students will understand that*   * Educational activities happen in and out of the classroom. * Education, educational experiences, and educational opportunities differ around the world. * Language learning involves acquiring strategies to fill communication gaps (i.e. circumlocution). * Members of one culture may make assumptions about other cultures based on their own attitudes, values, practices and beliefs. | Essential Questions  *Students will consider such questions as…*  How does our educational experience influence our  opportunities?  How can I use new vocabulary/grammar to communicate in the target language?  How will grammatical patterns help me with language acquisition?  What is education vs. what is school?  How does education vary globally? |
| Acquisition | |
| *What knowledge will students learn as part of this unit?*   * Students will learn vocabulary and useful phrases for:   + Extracurricular activities and clubs   + Classroom objects/materials   + Classroom activities/rules * Students will practice and incorporate linguistic structures such as:   + The verbs “to have”, “to know” and other irregular verbs   + Affirmative and Negative words   + Preterit Tense   + Comparatives | *What skills will students learn as part of this unit?*   * Use regular and irregular verbs in the present tense to communicate about educational experiences. * Use comparatives and affirmative/negative words to communicate educational experiences. * To form the regular, preterit tense in order to relate past educational experiences. * Use expressive language with grammatical accuracy to describe and compare educational experience, activities and materials. * Students will discover and discuss other cultures’ educational practices. |

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| **STAGE TWO: Determine Acceptable Evidence** | |
|  | Assessment Evidence |
| Criteria to assess understanding:    Teacher created rubrics based on NYS Assessments. | Performance Task focused on Transfer: “Daily Routine” – A Children’s Book  In this performance task, students will work in partners to write a series of two children’s books in the target language. One partner will focus on morning routine and the other partner will focus on evening routine in order to prepare for a special event. Each book must consist of at least 5 pages in the target language. Each page must have a full sentence using a reflexive verb, unit vocabulary, and an illustration. The project will be graded according to a teacher-made rubric.. ***This performance task centers on ACTFL Standards 1.1, 1.2, 1.3***  Children’s Books: “Daily Routine”  Step 1: Scholars choose partners and time of day for their event.  Step 2: Scholars produce rough draft.  Step 3: Scholars conference with teacher to review rough draft.  Step 4: Partners complete final draft and illustrate their stories.  Step 5: Students present their stories.  [Teacher Created Rubric](file:///C:\Users\1226210\Desktop\speaking%20rubric.pdf) |
| Other Assessment Evidence:  Homework, Class Participation, Classwork (listening, reading and writing activities in TL), Informal Speaking Tasks, Quizzes, Unit Test |

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| T, M, A  *(Code for Transfer, Meaning Making and Acquisition)* | **STAGE THREE: Plan Learning Experiences** | | |
| Lessons 1-3:  A, M  Lessons 4-6:  A, M  Lesson 7:  M  Lessons 8-9:  M,T  Lesson 10:  A, M, T | Learning Events:  Lessons 1 through 3: Scholars identify and use vocabulary with imagery, audio and/or kinesthetic activities in context.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | To go to bed | To shave | To fix one’s hair | To take a bath | To take a shower | | numbers 1-1000 | To brush | To comb | To wake up | To get up | | To wash | To paint nails | To put on makeup | To put on | To get ready | | To dry | To get dressed | To take off (clothing) | Perfume/cologne | Brush | | Belt | Deodorant | Shower | Jewelry items | Parts of the face | | Sale | Bargain | Entrance | exit | Stores | | Gift | Credit | Gift card | Cash | Check | | Cash register | Light | Dark | Bright | Cotton | | Leather | Wool | Silk | Loose | Tight | | To be in style | Brand | Size (shoe) | Size (clothes) | To look for | | To pay | To try on | To find | To spend | Price | | To choose | Other questions & phrases |  |  |  |   Lessons 4 through 6: Scholars use vocabulary in context and explore the patterns of reflexive verbs. Scholars employ strategies to describe their routines and clothing and the routine and clothing of others.  Lesson 7: Scholars are practicing expressive and receptive activities.  Lessons 8 and 9: Scholars create and present their Children’s Books.  Lesson 10: Scholars will review material and then take unit exam. | Evidence of learning: *(formative assessment)*  Daily Informal Assessment (Ticket Out the Door, Journals, Warm Up, Class Participation, Graphic Organizers) Lessons 1-10  Quizzes  Children’s Book (Lesson 9)  Unit Test (Lesson 10) |