**UNIT OVERVIEW: Personal Identification World Language**

|  |
| --- |
| **STAGE ONE: Identify Desired Results** |
| Established Goals/Standards | [ACTFL Standards](http://www.actfl.org/node/192)S1.1, 1.2, 1.32.1, 2.23.24.1, 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.
 |

|  |
| --- |
|  **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 BookIn 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%3A%5CUsers%5C1226210%5CDesktop%5Cspeaking%20rubric.pdf) |
| Other Assessment Evidence:Homework, Class Participation, Classwork (listening, reading and writing activities in TL), Informal Speaking Tasks, Quizzes, Unit Test |

|  |  |
| --- | --- |
| T, M, A*(Code for Transfer, Meaning Making and Acquisition)* | **STAGE THREE: Plan Learning Experiences** |
| Lessons 1-3:A, MLessons 4-6: A, MLesson 7: MLessons 8-9: M,TLesson 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 1-10QuizzesChildren’s Book (Lesson 9)Unit Test (Lesson 10) |