

UNIT OVERVIEW: Education

World Language

STAGE ONE: Identify Desired Results

Established Goals/Standards	Long-Term Transfer Goals	
	<p><i>At the end of the Education unit, students will use what they have learned to independently</i></p> <ul style="list-style-type: none"> Communicate in the target language, in various situations, about themselves and others. Be tolerant and sensitive to cultures different than their own 	
	Meaning	
	<p>Enduring Understandings <i>Students will understand that</i></p> <ul style="list-style-type: none"> Education is a life long process Language follows patterns that are often messy and unpredictable. Studying another culture offers insight into our own. Language learning involves acquiring strategies to fill communication gaps. Members of one culture may make assumptions about other cultures based on their own attitudes, values, and beliefs. 	<p>Essential Questions <i>Students will consider such questions as...</i></p> <p>How can I use new vocabulary to communicate in the target language?</p> <p>How does the content of the World Languages classroom help me understand who I am in the world in which I live?</p> <p>How can I survive and thrive using the target language in and outside of the classroom?</p> <p>How will recognizing grammatical patterns help me with language acquisition?</p> <p>How do the practices and perspectives of other cultures compare to my own?</p> <p>What is education vs. what is school?</p> <p>How does education vary globally?</p>
	Acquisition	
	<p><i>What knowledge will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> Students will learn vocabulary and useful phrases for education. Students will acquire syntax strategies; <i>Prepositions/ verbs of placement, expressions of frequency/opinion, simple verbs/regular verb, gender/adjective agreement, classroom commands/phrases.</i> Students will learn about the value of education, daily educational activities and lifestyles in the target culture, grading styles, and us of the 24 hour clock. 	<p><i>What skills will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> Students will apply education vocabulary in order to provide and obtain information related to: <ul style="list-style-type: none"> Time, calendar, student courses, schedules, school personnel Classroom objects/materials Ordinal/cardinal numbers 0-100 Students will use knowledge of syntax to communicate both expressively and receptively. Students will gain an appreciation of other culture's school systems.

[ACTFL Standards](#)

S1.1, 1.2, 1.3

2.1,

3.1

4.1, 4.2

5.1

STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence
<p>Criteria to assess understanding:</p> <p>Teacher created rubrics based on NYS Assessments.</p>	<p>Performance Task focused on Transfer:</p> <ol style="list-style-type: none"> 1. In this performance task, students will create and present either a: School Brochure or Daily School Schedule. <p><i>This performance task centers on ACTFL Standards</i></p> <p><i>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics</i></p> <p><i>3.1: Students reinforce and further their knowledge of <u>other disciplines</u> through the foreign language</i></p> <p>Teacher Created Rubric</p>
	<p>Other Assessment Evidence:</p> <p>Homework, Class Participation, Classwork (listening, reading and writing activities in TL), Informal Speaking Tasks, Quizzes, Unit Test</p>

T, M, A (Code for Transfer, Meaning Making and Acquisition)	STAGE THREE: Plan Learning Experiences					
	Learning Events:					Evidence of learning: (formative assessment)
Lessons 1-3: A, M	Lessons 1 through 3: Scholars identify and use education vocabulary with imagery, audio and kinesthetic activities in context.					
Lessons 4-5: A, M	EDUCATION	SCHOOL	HIGH-SCHOOL	ELEMENTARY	MIDDLE-SCHOOL	Daily Informal Assessment (Ticket Out the Door, Journals, Warm Up, Class Participation, Graphic Organizers) Lessons 1-8
	COLLEGE	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR	
	GRADUATE	BOOKS	HOME-WORK	PAPER	COMPUTER	
	WHITE-BOARD	SMART-BOARD	PENCIL	DESK	CHAIR	
	CLASSROOM	SUBJECTS	CLASS	MATH	SCIENCE	
Lessons 6-7 M,T	GYM/P.E	HISTORY	SOCIAL-STUDIES	MUSIC	ART	
	ENGLISH	AUDITORIUM	PRINCIPAL'S OFFICE	CAFETERIA	NURSE	
	FUN	EASY	HARD/DIFFICULT	STRICT	BORING	
Lesson 8: A, M, T	SCHEDULE	AFTER SCHOOL	INTERPRETER	HEALTH	SPANISH	
	FRENCH	COOKING	LANGUAGE	BATHROOM	DOOR	Quizzes
	Lessons 4 through 5: Scholars are using vocabulary in context and learning how to incorporate pronouns, prepositions, and verb placement into phrases and sentences. Scholars are learning grammatical strategies to express opinions about school and give simple commands. Scholars are practicing expressive and receptive activities.					Presentation (Lesson 7)
	Lessons 6 and 7: Scholars create and present a school brochure or daily school schedule.					Unit Test (Lesson 8)
	Lesson 8: Scholars will review education material and then take unit exam.					