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| **Department:** | | World Languages | | | | |
| **Course:** | | Level 1 | | | | |
| **AP Theme** | | **Personal and Public Identities** | | | | |
| **Topic:** | | **Getting to Know You** | | | | |
| **Learning Scenario** | | Students will begin by exploring who they are, where they live, their nationality and heritage. They will then become a citizen of the world in preparation for traveling and living abroad as they take on a new international identity as an exchange student. They will consider the advantages of knowing more than one language and identify where their new language is spoken. They will learn to introduce themselves and will meet others using their new language and will be able to exchange personal information such as emails and phone numbers. They will be able to talk about their age and give the date of their birthday to new acquaintances. They will be able to talk with others about likes and dislikes commenting on things they like and don’t like to do. In addition to the unit goals, students will be able to verbalize reasons for learning a language and one or two strategies that might make language learning easier for them. They will become familiar with the target language that is needed to conduct class in the target language. | | | | |
| **Cultural Topics** | | **Cultural Topics Embedded in Authentic Text**   * national id/school id/passport images * videos showing self introductions * movie scenes-greeting / leaving * phone number patterns * license plates * pattern for giving a date * where different countries are on a map, location of countries * number of continents varies by culture | | | | |
| **Standard(s):** | | All World-Readiness Standards for Learning Languages are addressed in this unit.  Common Core Anchor Standards: | | | | |
| **Stage 1**  **Desired Results** | | | | | | |
| **Enduring Understandings** | | Everyone has a unique identity.  Our identity is shaped by where we live. | | | | |
| **Essential Question** | | Who am I? | | | | |
| **Skills / Functions**  what students will know and be able to do | | | | **Knowledge**  what students will need in terms of vocabulary and structures to demonstrate their knowledge | | |
|  | | | | **Structures/**  **Grammar** | | **Vocabulary**  **Topics** |
| recognize and use classroom expressions with visual support (separate list of terms) | | | |  | | Greetings  Leave Takings  How are you?  Introductions  Contact info  Numbers  Months  Age  Where live  Nationalities  Cardinal directions  Likes/dislikes  School subjects  Sports/activities |
| explain in English how learning a foreign language compares to learning a sport or musical instrument | | | |  | |
| name study strategies that I might use to learn a language | | | |  | |
| greet and say good-bye to others | | | |  | |
| say how I am and inquire about others | | | | 1st & 2nd person verb forms | |
| use common courtesy expressions | | | |  | |
| introduce myself and meet others | | | | 1st & 2nd person verb forms | |
| ask for and exchange personal information | | | | 1st & 2nd person verb forms | |
| give my age and ask others for their age; ask for and give birthdate | | | | date pattern  to have with age  1st & 2nd person verb forms | |
| ask and answer questions about where I live, where I am from and my nationality | | | | where  adj. agreement  from (place)  1st & 2nd person verb forms | |
| state where a country is in relation to others | | | | in, near | |
| ask and answer questions about likes and dislikes | | | | definite articles  negation (not)  to like + noun  1st & 2nd person verb forms | |
| ask and answer questions about what I and others like and don’t like to do | | | | to like + infinitive  1st & 2nd person verb forms | |
| ask for and give reasons for likes and dislikes | | | | why/because  1st & 2nd person verb forms | |
| **Stage 2**  **Assessment Evidence** | | | | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | | | | |
| Interpretive | Students will read and listen to autobiographical authentic texts about real or imaginary people/characters from the target culture(s). They will demonstrate comprehension by answering questions in English. | | | | | |
| Interpersonal | Students will participate in an unrehearsed role-play where they will meet a peer from another country. They will ask and answer questions to identify things that they have in common and things that are unique to each person. | | | | | |
| Presentational | Students will create a short, digital presentation to introduce themselves and their new identity. The digital presentations will be posted online for others to review. They will also write a short introductory letter to a potential host family. | | | | | |
| **Stage 3**  **Formative Assessments/Learning Experiences** | | | | | | |
| **Interpretive** | | | **Interpersonal** | | **Presentational** | |
|  | | | * Students call in to google voice to respond to a prompt. * Continual use of inner/outer circle type activities, think-pair-share to work on interpersonal communication. | | * Adopt exchange student identities & share identity with others. * Fill out passport. * Complete an exchange student application. * Teacher introduces self through images and photos. Add images and photos for each topic. This may be a model of how students build a personal introduction by end of unit. * Teacher creates avatar. Have students create personal avatar. | |
| **Resources** | | | | | **Technology Integration** | |
| **General** | | | | | blabberize.com  voki.com  sock puppet Ipad app  skype.com  edmodo.com  puppet pals  epals.com | |
| 1000 Families – Uwe Ommer | | | | |
| **French** | | | | |
| Article on French School in English : protests about Wednesdays  <http://www.newsela.com/articles/france-school/id/1760/#articles/france-school/id/1767/> | | | | |
| **German** | | | | |
|  | | | | |
| **Spanish** | | | | |
| Video introductions - <http://karenschairer.blogspot.com/> | | | | |