

UNIT OVERVIEW: Leisure

World Language

STAGE ONE: Identify Desired Results		
Established Goals/Standards	Long-Term Transfer Goals	
	ACTFL Standards	
	S1.1, 1.2, 1.3	<p><i>At the end of the Leisure 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 what they do in their free time and what others do in their free time. Be aware and understanding of cultures different than their own
	2.1, 2.2	
	Meaning	
3.2	Enduring Understandings	Essential Questions
4.1, 4.2	<p><i>Students will understand that</i></p> <ul style="list-style-type: none"> Leisure practices vary around the world and by culture. 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><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 culture influence values, beliefs and practices in regards to leisure activities?</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 leisure practices and perspectives of other cultures compare to my own?</p>
5.1		
	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 providing and obtaining information on: <ul style="list-style-type: none"> Sports, hobbies, activities, interests Daily Routines Teams, Sports Parts of the Day Holidays/Vacation Students will acquire syntax strategies such as: <ul style="list-style-type: none"> Regular and Irregular Verbs Transition Words Negative Statements Simple Future Students will learn about the leisure practices and sports culture of people from the Target Culture and compare them to their own. 	<p><i>What skills will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> Students will apply leisure vocabulary in order to provide and obtain information. Students will use knowledge of syntax to communicate both expressively and receptively. Students will gain an appreciation of other cultures' leisure and sports activities.

STAGE TWO: Determine Acceptable Evidence

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	Assessment Evidence
Criteria to assess understanding: Teacher created rubrics based on NYS Assessments.	<p>Performance Task focused on Transfer:</p> <p>In this performance task, the school year has just begun and scholars are meeting each other for the first time. You want to find out about one another. <i>This performance task centers on ACTFL Standards 1.1, 1.2, 1.3</i></p> <p>Storyboard: Students will illustrate 7 different activities for the 7 days of the week and write at least 2 phrases in TL beneath each activity.</p> <p>Teacher Created Rubric</p>
	<p>Other Assessment Evidence: 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																																																							
<p>Lessons 1-2: A, M</p> <p>Lessons 3: A, M</p> <p>Lessons 4: M,T</p> <p>Lesson 5: A, M, T</p>	<p>Learning Events:</p> <p>Lessons 1 through 2: Scholars identify and use vocabulary with imagery, audio and kinesthetic activities in context.</p> <table border="1" data-bbox="289 577 1258 1102"> <tr> <td>TO PLAY</td> <td>MORNING</td> <td>AFTERNOON</td> <td>NOON</td> <td>NIGHT</td> </tr> <tr> <td>EVERY</td> <td>SING</td> <td>DANCE</td> <td>WRITE</td> <td>LISTEN TO MUSIC</td> </tr> <tr> <td>TO GO</td> <td>READ</td> <td>TO DRAW</td> <td>PLAY (AN INSTRUMENT)</td> <td>TO SLEEP</td> </tr> <tr> <td>TO COOK</td> <td>TO EAT</td> <td>PLAY VIDEO GAMES</td> <td>WATCH TV</td> <td>SPEND TIME WITH FRIENDS</td> </tr> <tr> <td>RUN</td> <td>SPORTS</td> <td>BASEBALL</td> <td>FOOTBALL</td> <td>BASKETBALL</td> </tr> <tr> <td>SOCCER</td> <td>TENNIS</td> <td>HOCKEY</td> <td>TO GO CAMPING</td> <td>ICE-SKATING</td> </tr> <tr> <td>CHEERLEADING</td> <td>TO SWIM</td> <td>BOWLING</td> <td>TO GO FISHING</td> <td>TO GO SKIING</td> </tr> <tr> <td>VOLLEYBALL</td> <td>TEAM</td> <td>GYMNASTICS</td> <td>WRESTLING</td> <td>GOLF</td> </tr> <tr> <td>MARTIAL ARTS</td> <td>TO TALK ON THE PHONE</td> <td>TO USE THE COMPUTER</td> <td>TO WALK</td> <td>TO HIKE</td> </tr> <tr> <td>TO SKATEBOARD</td> <td>TO RIDE A BIKE</td> <td>BOXING</td> <td></td> <td></td> </tr> </table> <p>Lessons 3: Scholars are using vocabulary in context and learning how to use the verbs “to play” and “to go”. Scholars are learning grammatical strategies to describe where they will be going and what they will be doing.</p> <p>Lesson 4: Scholars create a Story Board highlighting 7 different leisure activities.</p> <p>Lesson 5: Scholars will review material and then take unit exam.</p>					TO PLAY	MORNING	AFTERNOON	NOON	NIGHT	EVERY	SING	DANCE	WRITE	LISTEN TO MUSIC	TO GO	READ	TO DRAW	PLAY (AN INSTRUMENT)	TO SLEEP	TO COOK	TO EAT	PLAY VIDEO GAMES	WATCH TV	SPEND TIME WITH FRIENDS	RUN	SPORTS	BASEBALL	FOOTBALL	BASKETBALL	SOCCER	TENNIS	HOCKEY	TO GO CAMPING	ICE-SKATING	CHEERLEADING	TO SWIM	BOWLING	TO GO FISHING	TO GO SKIING	VOLLEYBALL	TEAM	GYMNASTICS	WRESTLING	GOLF	MARTIAL ARTS	TO TALK ON THE PHONE	TO USE THE COMPUTER	TO WALK	TO HIKE	TO SKATEBOARD	TO RIDE A BIKE	BOXING			<p>Evidence of learning: <i>(formative assessment)</i></p> <p>Daily Informal Assessment (Ticket Out the Door, Journals, Warm Up, Class Participation, Graphic Organizers) Lessons 1-4</p> <p>Quizzes</p> <p>Mini Project (Lesson 4)</p> <p>Unit Test (Lesson 5)</p>
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