

UNIT OVERVIEW: Family

World Language

STAGE ONE: Identify Desired Results			
Established Goals/Standards	<a href="#">ACTFL Standards</a>  S1.1, 1.2, 1.3  2.1, 2.2  3.2  4.1, 4.2  5.1	Long-Term Transfer Goals	
		<i>At the end of the Family unit, students will use what they have learned to independently</i> <ul style="list-style-type: none"> <li>Communicate in the target language, in various situations, about family and pets.</li> <li>Be tolerant and sensitive to cultures different than their own</li> </ul>	
		Meaning	
		<b>Enduring Understandings</b> <i>Students will understand that</i> <ul style="list-style-type: none"> <li>Family consists of relationships, family members, pets; describing family members by name, age, physical description; and routines.</li> <li>Language follows patterns that are often messy and unpredictable.</li> <li>Studying another culture offers insight into our own.</li> <li>Language learning involves acquiring strategies to fill communication gaps.</li> <li>Members of one culture may make assumptions about other cultures based on their own attitudes, values, and beliefs.</li> </ul>	<b>Essential Questions</b> <i>Students will consider such questions as...</i>  How can I use new vocabulary/grammar to communicate in the target language?  How does what we know about our family shape the way we view ourselves?  How will grammatical patterns help me with language acquisition?  How do the practices and perspectives of other families relate to my own?
		Acquisition	
		<i>What knowledge will students learn as part of this unit?</i> <ul style="list-style-type: none"> <li>Students will learn vocabulary and useful phrases for family, pets and routines.</li> <li>Students will acquire structure of age telling; possessives; comparatives.</li> <li>Students will learn about family celebrations/traditions of other cultures.</li> </ul>	<i>What skills will students learn as part of this unit?</i> <ul style="list-style-type: none"> <li>Students will apply family vocabulary in order to provide and obtain information.</li> <li>Students will use knowledge of syntax to communicate both expressively and receptively.</li> <li>Students will gain an appreciation of other cultures.</li> </ul>

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> <p>In this performance task, scholars introduce their families to exchange students from target language country at the school's Open House. They may include names, ages, nationalities/origins, etc. <b><i>This performance task centers on ACTFL Standards 1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 5.1A.</i></b></p> <p>Scholars write script, dialogue, song, poem: they introduce family members using skits or role play, fine arts; poster, podcast, Power point, book, photo album; compose a song or rap using the target language.</p> <p><a href="#">Teacher Created Rubric</a></p>
	<p>Other Assessment Evidence:</p> <p>Homework, Class Participation, Classwork (listening, reading and writing activities in TL), Informal Speaking, Writing, Listening, and Reading Tasks, Quizzes, Unit Test, project-based assessment.</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 vocabulary with imagery, audio and kinesthetic activities in context.			FAMILY Daily Informal Assessment (Ticket Out the Door, Journals, Warm Up, Class Participation, Graphic Organizers) Lessons 1-10  DIVORCED Quizzes  DEAD Dialogue (Lesson 9)  BABY (Lesson 10)  <

--	--	--