

UNIT OVERVIEW: Physical Environment

World Language

STAGE ONE: Identify Desired Results		
Established Goals/Standards	Long-Term Transfer Goals	
	ACTFL Standards	<i>At the end of the Physical Environment unit, students will use what they have learned to independently</i>
	S1.1, 1.2, 1.3	<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
	2.1,	
	Meaning	
3.1	Enduring Understandings <i>Students will understand that</i> <ul style="list-style-type: none"> Physical Environment is made up of Season, Climate, Weather, Geography, and Directions. Language follows patterns that are often messy and unpredictable. Studying the physical environment of 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. 	Essential Questions <i>Students will consider such questions as...</i> <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>How does geography play a role in a person's daily life?</p>
4.1, 4.2		
5.1		
	Acquisition	
	<i>What knowledge will students learn as part of this unit?</i> <ul style="list-style-type: none"> Students will learn vocabulary and useful phrases for Physical Education. Students will acquire syntax strategies; <i>Interrogative words, expressions of frequency/opinion, simple verbs/regular verb, weather expressions</i> Students will learn about the affect Physical Environment can have on a culture's daily life. 	<i>What skills will students learn as part of this unit?</i> <ul style="list-style-type: none"> Students will apply physical environment vocabulary in order to provide and obtain information related to: <ul style="list-style-type: none"> Seasons, Climate, Weather Geographical Features Directions Students will use knowledge of syntax to communicate both expressively and receptively. Students will gain an appreciation of another culture's physical environment.

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"> In this performance task, students will create and present a: Season's Project. <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>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																																													
<p>Lessons 1-2: A, M</p> <p>Lesson 3: A, M</p> <p>Lesson 4 M,T</p> <p>Lesson 5: A, M, T</p>	<p>Learning Events:</p> <p>Lessons 1 and 2: Scholars identify and use physical environment vocabulary with imagery, audio and kinesthetic activities in context.</p> <table border="0" data-bbox="289 688 1185 1176"> <tr> <td>All months</td> <td>YESTERDAY</td> <td>SUN</td> <td>WINTER</td> <td>WARM</td> </tr> <tr> <td>Days of the week</td> <td>FUTURE</td> <td>PARTLY-CLOUDY</td> <td>SPRING</td> <td></td> </tr> <tr> <td>CALENDAR</td> <td>PAST</td> <td>RAIN</td> <td>SUMMER</td> <td></td> </tr> <tr> <td>MONTH</td> <td>2-DAYS-AGO</td> <td>SNOW</td> <td>WEATHER</td> <td></td> </tr> <tr> <td>WEEK</td> <td>HIGH</td> <td>CLOUDY</td> <td>TEMPERATURE</td> <td></td> </tr> <tr> <td>WEEKEND</td> <td>LOW</td> <td>WIND</td> <td>DEGREES</td> <td></td> </tr> <tr> <td>TODAY/PRESENT</td> <td>PRECEPTION</td> <td>LIGHTENING</td> <td>COLD</td> <td></td> </tr> <tr> <td>TOMORROW</td> <td>THUNDER-STORM</td> <td>FALL</td> <td>HOT</td> <td></td> </tr> </table> <p>Lessons 3: 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 physical environment and give simple commands. Scholars are practicing expressive/receptive/interactive activities.</p> <p>Lessons 4: Scholars create and present a Seasons Project.</p> <p>Lesson 5: Scholars will review physical environment material and then take unit exam.</p>					All months	YESTERDAY	SUN	WINTER	WARM	Days of the week	FUTURE	PARTLY-CLOUDY	SPRING		CALENDAR	PAST	RAIN	SUMMER		MONTH	2-DAYS-AGO	SNOW	WEATHER		WEEK	HIGH	CLOUDY	TEMPERATURE		WEEKEND	LOW	WIND	DEGREES		TODAY/PRESENT	PRECEPTION	LIGHTENING	COLD		TOMORROW	THUNDER-STORM	FALL	HOT		<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 1-5</p> <p>Quizzes</p> <p>Presentation (Lesson 4)</p> <p>Unit Test (Lesson 5)</p>
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