

UNIT OVERVIEW: Personal Identification

World Language

STAGE ONE: Identify Desired Results			
Established Goals/Standards	Long-Term Transfer Goals		
	<p>ACTFL Standards</p> <p>S1.1, 1.2, 1.3</p> <p>2.1, 2.2</p> <p>3.2</p> <p>4.1, 4.2</p> <p>5.1</p>		
	<p><i>At the end of the Personal Identification 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		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p>Enduring Understandings <i>Students will understand that</i></p> <ul style="list-style-type: none"> Personal Identification consists of Physical and Personality Description. 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. </td> <td style="width: 50%;"> <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> </td> </tr> </table>	<p>Enduring Understandings <i>Students will understand that</i></p> <ul style="list-style-type: none"> Personal Identification consists of Physical and Personality Description. 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>Enduring Understandings <i>Students will understand that</i></p> <ul style="list-style-type: none"> Personal Identification consists of Physical and Personality Description. 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>		
	Acquisition		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <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 physical and personality description. Students will acquire syntax strategies; <i>gender, quantity, adjective agreement, and placement of adjectives</i> Students will learn about the greetings and salutations patterns of other cultures. </td> <td style="width: 50%;"> <p><i>What skills will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> Students will apply personal identification 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. </td> </tr> </table>	<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 physical and personality description. Students will acquire syntax strategies; <i>gender, quantity, adjective agreement, and placement of adjectives</i> Students will learn about the greetings and salutations patterns of other cultures. 	<p><i>What skills will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> Students will apply personal identification 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.
<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 physical and personality description. Students will acquire syntax strategies; <i>gender, quantity, adjective agreement, and placement of adjectives</i> Students will learn about the greetings and salutations patterns of other cultures. 	<p><i>What skills will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> Students will apply personal identification 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. 		

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, 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>Peer Interview: "Interview with a friend"</p> <p>Step 1: Partners greet one another. Step 2: Partners introduce themselves to one another. Step 3: Partners ask and respond to five questions of their choice using unit vocabulary and grammar. Step 4: Partners provide a salutation to one another. Step 5: Perform dialogue.</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 1-3: A, M</p> <p>Lessons 4-6: A, M</p> <p>Lesson 7: M</p> <p>Lessons 8-9: M,T</p> <p>Lesson 10: A, M, T</p>	<p>Learning Events:</p> <p>Lessons 1 through 3: Scholars identify and use vocabulary with imagery, audio and kinesthetic activities in context.</p> <table border="1" data-bbox="358 491 1328 947"> <tr> <td>alphabet</td> <td>you</td> <td>hard-of-hearing</td> <td>school</td> <td>good</td> </tr> <tr> <td>numbers 1-30</td> <td>me</td> <td>high-school</td> <td>go-to</td> <td>so-so</td> </tr> <tr> <td>who</td> <td>my</td> <td>live</td> <td>from</td> <td>nothing-much</td> </tr> <tr> <td>what</td> <td>name</td> <td>address</td> <td>hello</td> <td>nice-meet-you</td> </tr> <tr> <td>when</td> <td>last-name</td> <td>born</td> <td>hi</td> <td>age</td> </tr> <tr> <td>where</td> <td>deaf</td> <td>months (s-e-p-t)</td> <td>how-you?</td> <td>learn</td> </tr> <tr> <td>why</td> <td>hearing</td> <td>years (1998)</td> <td>fine</td> <td>sign</td> </tr> <tr> <td>birthday</td> <td>phone</td> <td>number</td> <td>street</td> <td>boy</td> </tr> <tr> <td>girl</td> <td>man/male</td> <td>woman/female</td> <td>ethnicity (your choice)</td> <td>eyes (color)</td> </tr> <tr> <td>hair-(color, length)</td> <td>age-you?</td> <td>teacher</td> <td>gender</td> <td>pregnant</td> </tr> <tr> <td>height</td> <td>fat</td> <td>bad</td> <td>like</td> <td>don't-like</td> </tr> <tr> <td></td> <td>thin</td> <td></td> <td></td> <td></td> </tr> </table> <p>Lessons 4 through 6: Scholars are using vocabulary in context and learning how to modify adjectives and verbs. Scholars are learning grammatical strategies to describe themselves and others.</p> <p>Lesson 7: Scholars are practicing expressive and receptive activities.</p> <p>Lessons 8 and 9: Scholars create and present a dialogue. Embedded Curriculum Performance Task</p> <p>Lesson 10: Scholars will review material and then take unit exam.</p>					alphabet	you	hard-of-hearing	school	good	numbers 1-30	me	high-school	go-to	so-so	who	my	live	from	nothing-much	what	name	address	hello	nice-meet-you	when	last-name	born	hi	age	where	deaf	months (s-e-p-t)	how-you?	learn	why	hearing	years (1998)	fine	sign	birthday	phone	number	street	boy	girl	man/male	woman/female	ethnicity (your choice)	eyes (color)	hair-(color, length)	age-you?	teacher	gender	pregnant	height	fat	bad	like	don't-like		thin				<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 1-10</p> <p>Quizzes</p> <p>Dialogue (Lesson 9)</p> <p>Unit Test (Lesson 10)</p>
alphabet	you	hard-of-hearing	school	good																																																														
numbers 1-30	me	high-school	go-to	so-so																																																														
who	my	live	from	nothing-much																																																														
what	name	address	hello	nice-meet-you																																																														
when	last-name	born	hi	age																																																														
where	deaf	months (s-e-p-t)	how-you?	learn																																																														
why	hearing	years (1998)	fine	sign																																																														
birthday	phone	number	street	boy																																																														
girl	man/male	woman/female	ethnicity (your choice)	eyes (color)																																																														
hair-(color, length)	age-you?	teacher	gender	pregnant																																																														
height	fat	bad	like	don't-like																																																														
	thin																																																																	