Unit 1: Worldly Wisdom

Content Area: **World Language**
Course(s): **Lang Immers**
Time Period: **Semester 1**
Length: **10 weeks**
Status: **Published**

Standards

	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
7.1.AL.IPRET.1	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRET.2	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRET.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.IPRET.4	Demonstrate an understanding of most content of other academic disciplines.
7.1.AL.IPRET.5	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
7.1.AL.IPRET.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.IPRET.9	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
7.1.AL.IPRET.10	Collect, share, and analyze data related to global issues including climate change.
7.1.AL.IPERS.1	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.4	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPERS.6	Converse with members of the target culture with understanding about contemporary global issues, including climate change.
7.1.AL.PRSNT.1	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSNT.3	Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSNT.4	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSNT.6	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.
ELL.11-12.1	English language learners communicate for Social and Instructional purposes within the school setting
ELL.11-12.1.R	Reading
ELL.11-12.1.R.3	Categorize (e.g., best, maybe, unlikely) post-secondary options from multiple sources using illustrated graphic organizers
ELL.11-12.1.R.4	Make judgments about post-secondary options from multiple sources using illustrated graphic organizers (e.g., checklists of types of evidence)

ELL.11-12.2.L	Listening
ELL.11-12.2.L.4	Compare the literal meaning and satirical meaning of visually supported speech
ELL.11-12.2.L.5	Infer the speaker's purposes in satirical speech
ELL.11-12.3.S	Speaking
ELL.11-12.5.W	Writing

Enduring Understanding

1. Students will understand how to take information from short, leveled news articles. **ELL.11-12.1.R.4**. Make judgments about post-secondary options from multiple sources using illustrated graphic organizers (e.g., checklists of types of evidence

2. Students will understand how to plan and outline a detailed paragraph. **ELL.11-12.1.R.3**. Categorize (e.g., best, maybe, unlikely) post-secondary options from multiple sources using illustrated graphic organizers

3. Students will understand how to support their ideas with facts and evidence. **FL.AL.7.1.AL.PRSNT.4**. Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.

Essential Questions

1. Why is writing important?

2. What is going on in the world today?

3. What is an opening sentence, body and a conclusion sentence in a paragraph?

Knowledge and Skills

The Performance Expectations for this unit are:

INTERPERSONAL MODE

- engage in the oral exchange of information, options, and ideas in a variety of time frames in formal and informal situations. FL.AL.7.1.AL.IPERS.1
- engage in the oral exchange of information and to clarify meaning by using a variety of strategies. FL.AL.7.1.AL.IPERS.2
- state and support opinions in oral interactions. FL.AL.7.1.AL.IPERS.3
- use a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of

topics. FL.AL.7.1.AL.IPERS.5

PRESENTATIONAL MODE

- engage in the written exchange of information, opinions, and ideas in a variety of frames in formal and informal situations. FL.AL.7.1.AL.PRSNT.2
- write formal and informal correspondence in a variety of media using appropriate formats and conventions FL.AL.7.1.AL.PRSNT.3
- uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics. FL.AL.7.1.AL.PRSNT.4
- self-monitor and adjust language production. FL.AL.7.1.AL.PRSNT.35

INTERPRETIVE MODE

- demonstrate comprehension of content from authentic audio, audiovisual, and visual resources. FL.AL.7.1.AL.IPRET.2
- demonstrate comprehension of a variety of vocabulary, including idiomatic and culturally authentic expressions. FL.AL.7.1.AL.IPRET.1
- identify the distinguishing features of authentic audio, visual, and audiovisual resources. FL.AL.7.1.AL.IPRET.3
- demonstrate and understand the features of target cultures and communities. FL.AL.7.1.AL.IPRET.4

Transfer Goals

1. Students will be able to maintain an awareness of their environment and the world through reading.
2. Students will be able to express their emotions though writing and oral communication.
3. Students will be able to distingush between fact and opinion.

Resources

Teacher will use the following activities, projects and techniques:

1. Compare/Contrast project (Writing Portion)

2. Google Slides presentations

3. Teacher created handouts

4. BreakingNewsEnglish.com leveled articles

5. Weekly and daily homework and classwork assignments (including reading comprehension and writing activities)

6. Teacher created writing activities

7. New York Times picture Prompt

8. Quizlet for vocabulary

9. Current event videos with teacher created questionaire and writing prompt.

10. On-line ELL resources

11. Jam Board

12. Kahoot

13. NYT UpFront magazine

Assessments

https://docs.google.com/document/d/1lo2AIasvf4HI9gJfGI60hDv57y4d5XKz4Hmy8MukXIQ/edit

Modifications

https://docs.google.com/document/d/1cUIE1QRfV7jJNjgU2NdcW1x91UAyDENe/edit