# Unit 2: Short and Sweet

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

## Standards

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| | 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.6 | Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences. |
| 7.1.AL.IPRET.7 | Infer the meaning of some unfamiliar words and phrases in academic and formal contexts. |
| 7.1.AL.IPRET.8 | Analyze elements of the target language that do not have a comparable linguistic element in English. |
| 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.3 | Maintain conversations by comparing and contrasting preferences, opinions, and advice 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.2 | Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture. |
| 7.1.AL.PRSNT.3 | Offer and support opinions and use persuasive language when presenting ideas and information. |
| 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 |

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| 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.11-12.1.R.5 | Draw conclusions on post-secondary options from claims in multiple sources of information |
| ELL.11-12.2.L | Listening |
| ELL.11-12.2.L.4 | Compare the literal meaning and satirical meaning of visually supported speech |
| ELL.11-12.4.R | Reading |
| ELL.11-12.5.W | Writing |

## Enduring Understanding

1. Students will understand how to retain key information from a short story or film. **ELL.11-12.1.R.5**. Draw conclusions on post-secondary options from claims in multiple sources of information

2. Students will understand how to analyze the plot of a short story or film. **FL.AL.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
3. Students will understand how the relationship between written and cinematic fiction. **ELL.11-12.2.L.4**. Compare the literal meaning and satirical meaning of visually supported speech.

## Essential Questions

1. Why don't all stories follow the same format?

2. How are films and books similar and differ?

3. What formal/informal vocabulary is used stories?

## 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 write a fictitious short story.
2. Students wil be able to use diverse vocabulary when expressing their opinions and thoughts.
3. Students will be able to distinguish between fiction and non-fiction stories.

## Resources

Teacher will use the following activities, projects and techniques:

1. Short Story Project

2. Google Slides Presentations

3. Teacher created handouts

4. On-line resources

5. Leveled Short Stories

6. Weekly and daily homework and classwork assignments (including reading comprehension and writing

activities)

7. Teacher created writing activities

8. Short Story films

9. NYT UpFront magazine

10. Jam Board

11. Kahoot

## Assessments

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

## Modifications

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