Unit 3: Equality for All

Content Area: **World Language**
Course(s): **Lang Immers**
Time Period: **Semester 2**
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.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.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.5	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.
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.
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.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	English language learners communicate information, ideas and concepts necessary for

	academic success in the content area of Language Arts
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.11-12.4.R	Reading

Enduring Understanding

1. Students will understand how to follow a longer reading and retain pertinent character, plot, and thematic information. **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 format and plan a five paragraph essay. **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.

3. Students will understand the use of expressing opinion as a tool for today's current events. **FL.AL.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

Essential Questions

1. What is the difference between being equal and being the same?

2. What is a thesis statement and why do we need one?

3. Why is expressing one's opinion important? Why and how is it utilized?

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. Understand how writing and posters are tools for social and current events.
2. Vocabulary development of writing a strong thesis statement.
3. Understand to make an effective essay with an opening paragraph, body and conclusion paragraph

Resources

Teacher will use the following activities, projects and techniques:

1. Group essay project

2. Google Slides presentations

3. Teacher created handouts

4. Book at teacher's discretion

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

6. Teacher created writing activities

7. On-line ELL tools

8. New York Times Picture Prompts

9. New York Times UpFront magazine

10. Quizlet for vocabulary

11. Current event videos and articles

12. Jam Board

13. Kahoot

Assessments

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

Modifications

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