

# Unit 1: All about Me-Picture Perfect September

Content Area: **World Language**  
Course(s): **Generic Course**  
Time Period: **1st Marking Period**  
Length: **2 Weeks**  
Status: **Published**

## Unit Overview

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Students will choose a photo from a folder that will be loaded on-line. Students will use the present tense to answer teacher generated questions about the person in the photo to the best of their ability. Students will be using third person. Students will infer many things about the person since they are taken from all walks of life. Students will create a screencast reading of their project in target language. Students will be assessed on written and verbal platforms.

## Transfer

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By the end of this unit, students will be able to independently use their learning to...

1. write and speak about someone in the third person
2. Talk and write about others physical traits and clothing
3. Describe where a person is from, their age, their likes and dislikes with regard to sports and hobbies and foods and beverages
4. use the present tense with some complex sentence structures
5. to be able to create a response for another's work

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## **Meaning**

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## **Understandings**

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Students will understand:

1. how the grammar tenses work and how to use them to articulate characteristics and traits
2. how characteristic traits are functional in everyday life
3. how everyday relationship problems are similar in both cultures
4. how emotional responses are human oriented not language oriented

## **Essential Questions**

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Students will keep considering...

1. What physical characteristics do people possess?
2. Should we assign characteristics to gender to age groups to people of certain cultures?
3. What styles seem to be timeless, and which seem to be for a certain era?
4. What factors influence how people are perceived?
5. How do cultures drive sports and hobbies and foods and beverages?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know:

1. how to describe others using physical details
2. how to recall expressing likes and dislike with regard to sports and hobbies and foods and beverages
3. how to express in writing, and spoken form present tense concepts and somewhat complex sentences
4. how to recall expressing seasonal and weather elements

### **Students will be skilled at...**

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Students will be skilled at...

1. describing different personality traits and how they can be a benefit/liability in different situations
2. knowing how to change tenses, from past, present and future to discuss the story and integrate concepts into their daily routine
3. express what traits are good to have compassion, empathy, anger, remorse
4. compare cultures and human character traits
5. creating a response as one character to another showing emotion and demonstrating inflection and cultural nuances

## **Academic Vocabulary**

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### **Target 2 Comprehension**

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1. understand some unique qualities individuals may have
2. understanding appropriate interpersonal communication
3. Explain differences or similarities between cultures

### **target 3 level 3 analysis**

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1. evaluate character traits
2. classify cultural similarities and differences with regard to sports and hobbies and foods and beverages
3. Categorize how clothing can somewhat determine season and climate
4. make evaluations based on a photograph

### **Target 4 knowledge utilization**

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1. see how certain clothing styles and physical characteristics can help determine a persons age
2. research clothing styles to cultures
3. be able to figure out a way to respond about personal like or dislikes with regard to a sample project

### **Target 1**

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## Target 2

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## Target 3

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## Learning Goal 3

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Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

## Target 1

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## Target 2

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## Target 3

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## Summative Assessment

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1. Written project
2. verbal assessment

## 21st Century Life and Careers

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CRP.K-12.CRP9.1

CRP.K-12.CRP4.1

**CRP.K-12.CRP2.1**

**CRP.K-12.CRP12.1**

Select all applicable standards from the applicable standards

### **Formative Assessment and Performance Opportunities**

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1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Dictation exercises
9. Question and answer
10. Choral response
11. Teacher observation
12. Short activities produced by teacher and/or students

### **Accommodations/Modifications**

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- Presentation/response:

content is given from multiple access points, books, movies, video, music and digital media not just print

sharing notes or information for understanding

copy of notes

scale for unit given

use of TPRS methods for multiple learning strategies

respond in audio or written

use of dictionary

allow use of laptop for notes instead of hand writing

calculator when necessary

- Setting:

seat preference

testing environment

use of manipulative

noise buffer

- Timing:

additional time

breaks between tasks

- Scheduling:

may be taken in/with CST

- Organization:

help with time management

marking text/notes in or with colors

coordinating planner-weekly outlook

- Assignment:

complete fewer problems or different assignment

modify projects or assignments for specific individuals

## **Unit Resources**

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1. Online photo album

2. teacher generated questions to answer

3. screencastify activity
4. proficiency scale
5. rubric

#### **SCORE 4.0**

I can:

- discuss character using skills obtained in Score 2.0 and 3.0.
- read and write using complex sentences to describe the person and life they have from the photo
- add rich detail of culture from learned material about the person
- read using good pronunciation and rhythm

#### **SCORE 3.0**

I can analyze and explain:

- The unique details of the person in my photo
- using third person present tense forms and details about my photo
- by inference season, weather, and geographical information
- physical details about the person in the photo

#### **SCORE 2.0**

I can identify and explain the following:

- physical traits in basic language using phrases and words
- clothing in words or phrases
- identify and infer certain likes and dislikes of sport and hobbies and food and beverages

#### **SCORE 1.0**

- With help, I have a partial understanding of some simple details and processes I can identify minor complex ideas and processes found in Score 2.0 and Score 3.0 with support

#### **SCORE 0.0**

- Even with help, no understanding or skill demonstrated



## Interdisciplinary Connections

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LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.