



Level 4 UNIT 3 Intermediate Low-Mid

Course: World Language	Grade Level: Level 4
Unit Title: Art/Life/Art/Life/Art	Length of Unit: ~ 6 weeks

Unit Summary: . Students will learn how the arts reflect the attitudes, ideas, and values a culture across time.

Stage 1- Desired Results

<p>STANDARDS</p> <p>Interpretive (IM) I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p>Interpersonal (IL) I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.</p> <p>Presentational (IM) I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i> communicate appropriately with people from other cultures.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>arts reflect the attitudes, ideas, and values of a culture across time.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s):</i> How do the arts reflect the perspectives of a culture?</p>
	Acquisition	
	<p><i>Students will know...</i> Language Functions:</p> <ul style="list-style-type: none"> ● Give detailed descriptions including comparisons and superlatives ● Ask and respond with some details to a variety of informational and follow-up questions ● Express a variety of emotions and feelings ● Express preferences/opinions/advice with reasons 	<p><i>Students will be able to...</i> Interpretive</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand essential information in an authentic feature story <input type="checkbox"/> Understand some basic facts from a news report <input type="checkbox"/> Identify the order of key events from a simple story read aloud <input type="checkbox"/> Understand simple everyday actions and

BoE Approval: 6/3/2019

WL Curriculum Writing Team: C. Amador, L. Aronica, A. Black, H. Carey, C. Crowe, J. Denz, H. Fodor, S. Frazer, J. Lewis, E. Lipinski, J. Mora, I. Munoz, J. Pappas, J. Porto, R. Pesch, D. SaraZguro, G. Schiada, J. VandeMoortel, J. Vidrine, D. Voulamandis, W. Witt

<p><i>From ACTFL World Readiness Standards Modal Proficiency Benchmarks</i></p>	<ul style="list-style-type: none"> • Tell a story or recount an event in a logical sequence of sentences • Express hopes, dreams, plans for the future with some details (ex: I would like to...; in order to become X, I will need to ...) <p>Related Structures/patterns</p> <ul style="list-style-type: none"> • Comparative/superlative • Giving opinions • Subjunctive <p>Priority Vocabulary</p> <ul style="list-style-type: none"> • Terms related to concepts of beauty and aesthetics, intellect, innovation • Inner beauty vs outer beauty • Vocabulary related to artistic and literary movements 	<p>conversations in a video clip or movie</p> <p>Interpersonal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in a conversation and exchange information <input type="checkbox"/> Exchange information using technology <input type="checkbox"/> Interact online to obtain and exchange information <input type="checkbox"/> Interact to share ideas with others <p>Presentational</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talk/write about an experience related to hobbies or activities <input type="checkbox"/> Tell/write a simple story about a memory or event <input type="checkbox"/> Present basic facts related to an event, information, or a review, and support their point of view or opinion using evidence. <p><i>From ACTFL World Readiness Standards “I can” statements</i></p>
---	--	--

Stage 2- Evidence

Evaluation Criteria	Assessment Evidence
Task Rubric Interpersonal Interpretive Presentational	PERFORMANCE TASK(S): French IPA German IPA Spanish IPA OTHER EVIDENCE STUDENT SELF-ASSESSMENT & REFLECTION

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

BoE Approval: 6/3/2019

WL Curriculum Writing Team: C. Amador, L. Aronica, A. Black, H. Carey, C. Crowe, J. Denz, H. Fodor, S. Frazer, J. Lewis, E. Lipinski, J. Mora, I. Munoz, J. Pappas, J. Porto, R. Pesch, D. SaraZguro, G. Schiada, J. VandeMoortel, J. Vidrine, D. Voulamandis, W. Witt

Learning Activity/Formative Assessment (Sample activities are listed from the beginning to the end of the unit).	Mode of Communication
Hook: View performance art installation and discuss meaning	
watch an audiovisual presentation about artistic movements or an artist's work	Interpretive
read about a work of art, cultural patrimony, and/or aesthetic evolution	Interpretive
discuss their ideas about beauty, aesthetics	Interpersonal
support points of view about cultural beauty and aesthetics	Interpersonal
challenge points of view about beauty and aesthetics in speaking and writing	Interpersonal
present about the aesthetic interpretation and history of a work of art or cultural patrimony (items of cultural importance)	Presentational
write about similarities and differences across cultures and over time concerning art, beauty, and cultural aesthetics	Presentational

Technology Integration: <http://www.voki.com/> - allows student to select an avatar and record
<https://screencast-o-matic.com/> or <https://www.screencastify.com/> - allows students to record voice with PPT slides

Resources:

All:

French:

German:

Spanish: