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| Unit Plan Context |
| Language / Course: Any Language / Grade 9 (Cat. 1-2) or Grade 10 (Cat. 3-4) | Length of Unit: 6 weeks |
| Proficiency Checkpoint and Proficiency Target:From Checkpoint B - Intermediate Low |
| Meaningful Unit Title: From Generation to Generation |
| NYS World Language Anchor Theme: A. Identity & Social Relationships | NYS World Language Anchor Topic:A. Identity |
| Integrated NYS World Language Topics:A. Celebrations, Customs, & Traditions B. Leisure C. Technology, Media, & Social Media  |
| Brief Unit Overview: Each step of this unit plan contributes to the creation of a classroom “museum” that includes artifacts of generations present and past as well as live presentations.**Focus on Current Generation:** This unit begins with students **interpreting** authentic resources with descriptions of their generation and influences on it by answering questions and starting completion of a timeline. Students **ask and give opinions** about the characteristics, activities, objects, and influences included in the descriptions. Students **ask and answer questions** with one another about their individual similarities and differences within their described generation. Students then **compare** themselves individually to the typical descriptions by creating personal profiles to be displayed in the classroom museum.**Focus on Past Generations:** This unit continues with students **interpreting** authentic resources with descriptions of past generations and influences on them by answering questions and completing the timeline they previously started. Students **ask and give opinions** about the characteristics, activities, objects, and influences included in the descriptions. Students may also **ask questions** of members of past generations about their individual similarities and differences within their described generation. Students then **describe** the characteristics, activities, objects, and influences of past generations by creating written and visual museum content.**Focus on Target Culture Generations:** Next, students **interpret** authentic resources with descriptions of target culture generations and influences on them by answering questions and completing a target culture generations timeline. Students **ask and answer questions** with one another about generational similarities and differences across cultures. Students then **describe** the characteristics, activities, objects, and influences of target culture generations by creating written and visual museum content. Students then **compare** generations across cultures by completing a double bubble map.**Focus on What is Passed from Generation to Generation:** Students **identify** traditions passed down from generation to generation in the target culture from authentic resources by answering questions. Students **describe** target culture traditions passed down from generation to generation by creating written and visual museum content. Students **ask and answer questions** with one another about traditions passed down to them from prior generations. Students **inform** others about a tradition passed down to them by giving an oral presentation that includes a visual or demonstration. |
| Inquiry Question(s): * How are people similar to and different from others within and across generations?
* What is passed on from generation to generation?
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| Standards and Functions | Unit-Level Can-Do Statements | Acceptable Evidence |
| 1. Interpretive Communication

[understand, interpret, analyze] | I can identify characteristics, activities, objects, and influences of generations past and present… I can identify traditions passed from generation to generation…  | * by answering questions using information found in authentic resources.
* by creating a timeline using information found in authentic resources.
* by answering questions using information found in authentic resources.
 |
| 1. Interpersonal Communication

[exchange information, express feelings, express preferences, express opinions] | I can ask and give opinions of activities and objects of generations past and present…I can ask and answer questions about individual similarities and differences within a defined generation… I can ask and answer questions about traditions passed down from a previous generation…  | * by having conversations with classmates (and others).
* by conversing with classmates.
* by interviewing classmates (and others).
* by conversing with classmates.
* by interviewing classmates (and others).
 |
| 1. Presentational Communication

[describe, inform, narrate, explain, persuade] | I can describe activities, objects, and influences of generations past and present…I can compare myself to my generation as it is typically described…I can inform others about a tradition passed down to me… | * by creating written and visual “museum content.”
* by creating a written and visual “time capsule.”
* by creating a personal infographic or profile.
* by giving a demonstration or showing a visual with an oral presentation.
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| 1. Cultural Practices & Products

[identify, describe, explain] | I can describe target culture generations past and present… I can describe a target culture tradition passed down from generation to generation… | * by creating written and visual “museum content.”
* by creating written and visual “museum content.”
 |
| 1. Cultural Comparisons

[compare] | I can identify similarities and differences between generations past and present in the U.S. and the target culture… | * by completing a double bubble map.
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Resource: [NYS Learning Standards for World Languages](http://www.nysed.gov/common/nysed/files/programs/world-languages/nys-learning-standards-for-world-languages-2021.pdf)

Resource: [NYS World Language Performance Indicators for Modern Languages, Categories 1-2](http://www.nysed.gov/common/nysed/files/programs/world-languages/proficiency-ranges-and-performance-indicators-for-modern-languages-cat-1-2-1-pager-11x17.pdf)

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| Summative Performance Tasks |
| Interpretive Task | Interpersonal Task | Presentational Task |
| Task 1: You interpret an authentic resource about a “time capsule” or artifacts left by one or more members of a target culture generation by answering questions. | Task 3: You ask and answer questions about objects in each other’s time capsules with a partner, and you compare similarities and differences. | Task 2: You describe activities, objects, and influences that represent you to a future generation by creating a personal “time capsule” that includes visuals and written statements. |

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| Language Toolbox |
| Key Language Functions | Supporting Language Structures | Supporting Vocabulary |
| **Ask and answer questions****Ask and give opinions** **Compare** **Describe** characteristics, activities, objects, and influences of past generations **Inform** about a tradition passed down | * Present Tense (P)
* Question formation (P)
* Conjunctions in questions and statements (C)
* Comparison structures (C)
* Negation structures and placement (C)
* Third-person (singular and plural) of continuous past tense (e.g., imperfect) (C)
* Adjective order & agreement (P)
* Third-person (singular and plural) of continuous past tense (e.g., imperfect) (C)
* Present Tense (P)
* Third-person (singular and plural) of continuous past tense (e.g., imperfect) (C)
 | * Adjectives that express opinions
* Adjectives that identify characteristics
* Verbs that identify activities
* Nouns that identify objects and events
* Sequence words
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| Resources and Materials |
| Authentic Resources |
| **Arabic**Chart of Generations - [https://futureuae.com/ar-AE/Mainpage/Item/7424/جيل-19-كيف-تتشكل-الأجيال-الناشئة-في-أوقات-المخاطر-والأزمات](https://futureuae.com/ar-AE/Mainpage/Item/7424/%D8%AC%D9%8A%D9%84-19-%D9%83%D9%8A%D9%81-%D8%AA%D8%AA%D8%B4%D9%83%D9%84-%D8%A7%D9%84%D8%A3%D8%AC%D9%8A%D8%A7%D9%84-%D8%A7%D9%84%D9%86%D8%A7%D8%B4%D8%A6%D8%A9-%D9%81%D9%8A-%D8%A3%D9%88%D9%82%D8%A7%D8%AA-%D8%A7%D9%84%D9%85%D8%AE%D8%A7%D8%B7%D8%B1-%D9%88%D8%A7%D9%84%D8%A3%D8%B2%D9%85%D8%A7%D8%AA)Chart of Generations - [https://almanfa.com/2020/07/22/صناعة-الأجيال-الزُجاجية-كيف-تتسبّب-ال/](https://almanfa.com/2020/07/22/%D8%B5%D9%86%D8%A7%D8%B9%D8%A9-%D8%A7%D9%84%D8%A3%D8%AC%D9%8A%D8%A7%D9%84-%D8%A7%D9%84%D8%B2%D9%8F%D8%AC%D8%A7%D8%AC%D9%8A%D8%A9-%D9%83%D9%8A%D9%81-%D8%AA%D8%AA%D8%B3%D8%A8%D9%91%D8%A8-%D8%A7%D9%84/)Saudi Generations Report - <https://www.extendad.info/saudigeneration/>Video: The customs and traditions of the old days - <https://youtu.be/nbeCfkP0CS8> **Chinese**What generation are you in? - <https://www.youtube.com/watch?v=HFR7rcgCGpM>Chart of Generations - <https://zhuanlan.zhihu.com/p/429332531>Generation Biographies - <https://topic.udn.com/event/gen2>Video: Passing down traditional Lahu culture: <https://gs.ifeng.com/c/8NYcq3uyTtj> **French**Characteristics of Generations and Social Media Usage -<https://www.ecommerce-nation.fr/generation-influence-comportement-achat/>Chart of Generations - [https://53.fs1.hubspotusercontent-na1.net/hubfs/53/les-differentes-generations.png?\_gl=1\*187lrwf\*\_ga\*MTk1MjU0Mzc5MS4xNjg0NTE4NDcy\*\_ga\_57BHR4YHPH\*MTY4NDUxODQ3MS4xLjAuMTY4NDUxODQ3MS42MC4wLjA.](https://53.fs1.hubspotusercontent-na1.net/hubfs/53/les-differentes-generations.png?_gl=1*187lrwf*_ga*MTk1MjU0Mzc5MS4xNjg0NTE4NDcy*_ga_57BHR4YHPH*MTY4NDUxODQ3MS4xLjAuMTY4NDUxODQ3MS42MC4wLjA.)Usages et attitudes des générations - <https://www.inflexia-marketing.com/generations-et-usages/>Infographie: La génération Z au travail - <https://fr.hrmaps.eu.com/infographie-la-generation-z-simpose-sur-le-marche-de-travail/> Article: Ma mère a toujours fait comme ça! - <https://social.shorthand.com/MoocAndCo/uyFK5TQyzP/ma-mere-a-toujours-fait-comme-ca.html> **German**Chart of Generations - <https://www.panadress.de/news/generation-xyz/>Austrian Youth Poll - <https://cdn.statcdn.com/Infographic/images/normal/12176.jpeg>German Gen Z Poll Results - <https://de.statista.com/infografik/6792/generation-z_-eigentlich-ganz-vernuenftig/>Video: Generationen: <https://studyflix.de/jobs/karriere-tipps/generationen-4838>**Italian**Chart of Generations - <https://www.intribetrend.com/it/resource/blog/generazioni-a-confronto-dagli-over-55-alla-generazione-z>Generations Chart - <https://www.skuola.net/scuola/generazione-z.html>Characteristics of Generations - <https://www.ienonline.org/ien/generazioni-al-lavoro/>Gen-Z Social Media Use - <https://www.skuola.net/scuola/generazione-z.html>Air B&B Experience: Pasta fatta a mano con nonna - <https://www.airbnb.it/experiences/55449> **Spanish**Mochila de Ayer y Hoy - <https://i.pinimg.com/564x/05/f8/79/05f879d73d6bc76bf1e0d5d68b823aa0.jpg>Generations and Technology - [https://4.bp.blogspot.com/-12RRlosia5w/WEgghsfNz2I/AAAAAAAADzw/2K9TJu1\_3w4iJ4G0CvoHXVNSmrXi7A3ggCEw/s1600/Generaciones.jpg](https://www.siliconweek.com/wp-content/uploads/2018/04/Generaciones.jpg)Casi Creativo - Juegos del Pasado - <https://www.youtube.com/watch?v=2zkPzxhevIU>Hoy volvemos a ser niños - <https://planoinformativo.com/stock12/image/2023/ABRIL/29/lideres_1.jpg> and <https://planoinformativo.com/stock12/image/2023/ABRIL/29/lideres_2.jpg>Characteristics of Generations - <https://www.tvazteca.com/gira-vive/vive-al-dia/notas/y-tu-a-que-generacion-perteneces>Taxonomia de generactiones (Spain) - <https://www.losreplicantes.com/articulos/quienes-millennials-todo-sobre-generaciones/>Comprehensive Info on Generations (Mexico) - <https://www.cinconoticias.com/generacion-silenciosa/>Generaciones de Costa Rica - <https://blog.unimercentroamerica.com/costa-rica-cuenta-con-su-propio-estudio-de-generaciones>Infografía: Estadísticas para conocer a los Gen Z - <https://www.postedin.com/blog/infografia-gen-z/> |
| Other Materials |
| Graphic Organizers: Interpretive Communication Guide; Timeline Template; Personal and Generation Profile Templates; Double Bubble Map; Time Capsule Template |

Resource: [NYS World Language Standards Authentic Resources Wakelet](https://wakelet.com/%40NYSWorldLanguageStandardsInitiative)