



### 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?

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...	<ul style="list-style-type: none"> <li>by answering questions using information found in authentic resources.</li> <li>by creating a timeline using information found in authentic resources.</li> <li>by answering questions using information found in authentic resources.</li> </ul>
2. 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...	<ul style="list-style-type: none"> <li>by having conversations with classmates (and others).</li> <li>by conversing with classmates.</li> <li>by interviewing classmates (and others).</li> <li>by conversing with classmates.</li> <li>by interviewing classmates (and others).</li> </ul>
3. 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...	<ul style="list-style-type: none"> <li>by creating written and visual “museum content.”</li> <li>by creating a written and visual “time capsule.”</li> <li>by creating a personal infographic or profile.</li> <li>by giving a demonstration or showing a visual with an oral presentation.</li> </ul>
4. 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...	<ul style="list-style-type: none"> <li>by creating written and visual “museum content.”</li> <li>by creating written and visual “museum content.”</li> </ul>
5. Cultural Comparisons [compare]	I can identify similarities and differences between generations past and present in the U.S. and the target culture...	<ul style="list-style-type: none"> <li>by completing a double bubble map.</li> </ul>

Resource: [NYS Learning Standards for World Languages](#)

Resource: [NYS World Language Performance Indicators for Modern Languages, Categories 1-2](#)

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.

LANGUAGE TOOLBOX		
Key Language Functions	Supporting Language Structures	Supporting Vocabulary
<b>Ask and answer questions</b> <b>Ask and give opinions</b>  <b>Compare</b>  <b>Describe</b> characteristics, activities, objects, and influences of past generations  <b>Inform</b> about a tradition passed down	<ul style="list-style-type: none"> <li>Present Tense (P)</li> <li>Question formation (P)</li> <li>Conjunctions in questions and statements (C)</li> <li>Comparison structures (C)</li> <li>Negation structures and placement (C)</li> <li>Third-person (singular and plural) of continuous past tense (e.g., imperfect) (C)</li> <li>Adjective order &amp; agreement (P)</li> <li>Third-person (singular and plural) of continuous past tense (e.g., imperfect) (C)</li> <li>Present Tense (P)</li> <li>Third-person (singular and plural) of continuous past tense (e.g., imperfect) (C)</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives that express opinions</li> <li>Adjectives that identify characteristics</li> <li>Verbs that identify activities</li> <li>Nouns that identify objects and events</li> <li>Sequence words</li> </ul>

RESOURCES AND MATERIALS
Authentic Resources
<b>Arabic</b> Chart of Generations - <a href="https://futureuae.com/ar-AE/Mainpage/Item/7424/-كيف-تتشكل-الأجيال-جيل-19-كيف-تتشكل-الأجيال-جيل-19">https://futureuae.com/ar-AE/Mainpage/Item/7424/-كيف-تتشكل-الأجيال-جيل-19-كيف-تتشكل-الأجيال-جيل-19</a> الناشئة-في-أوقات-المخاطر-والأزمات Chart of Generations - <a href="https://almanfa.com/2020/07/22/ال-كيف-تتشكّل-ال-صناعة-الأجيال-الزّاجية-كيف-تتشكّل-ال-صناعة-الأجيال-الزّاجية">https://almanfa.com/2020/07/22/ال-كيف-تتشكّل-ال-صناعة-الأجيال-الزّاجية-كيف-تتشكّل-ال-صناعة-الأجيال-الزّاجية</a> Saudi Generations Report - <a href="https://www.extendad.info/saudigeneration/">https://www.extendad.info/saudigeneration/</a> Video: The customs and traditions of the old days - <a href="https://youtu.be/nbeCfkPOCS8">https://youtu.be/nbeCfkPOCS8</a>  <b>Chinese</b> What generation are you in? - <a href="https://www.youtube.com/watch?v=HFR7rcgCGpM">https://www.youtube.com/watch?v=HFR7rcgCGpM</a> Chart of Generations - <a href="https://zhuanlan.zhihu.com/p/429332531">https://zhuanlan.zhihu.com/p/429332531</a> Generation Biographies - <a href="https://topic.udn.com/event/gen2">https://topic.udn.com/event/gen2</a> Video: Passing down traditional Lahu culture: <a href="https://gs.ifeng.com/c/8NYcq3uyTtj">https://gs.ifeng.com/c/8NYcq3uyTtj</a>

## 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/AAAAAAAAADzw/2K9TJu1\\_3w4iJ4G0CvoHXVNSmrXi7A3ggCEw/s1600/Generaciones.jpg](https://4.bp.blogspot.com/-12RRlosia5w/WEgghsfNz2I/AAAAAAAAADzw/2K9TJu1_3w4iJ4G0CvoHXVNSmrXi7A3ggCEw/s1600/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](https://planoinformativo.com/stock12/image/2023/ABRIL/29/lideres_1.jpg)

and [https://planoinformativo.com/stock12/image/2023/ABRIL/29/lideres\\_2.jpg](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>

Taxonomía de generaciones (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](#)