

Course and Curriculum Design Tool*

**Districts have local control over course and curriculum development.*

All information in this document is strictly guidance for using the components of the Model Curriculum.

SCHOOL YEAR: _____ **Sample Unit**

Language / Level: **Level 3**

Final Targeted Proficiency Level(s): **Intermediate Low**

Ohio's World Language Standards

UNITS	
<i>(Title, theme, topics, etc.)</i>	
1. Communication and Media - <i>Effective Advertisements</i> Career Connections - Marketing	5.
2.	6.
3.	7.
4.	8.

CULTURAL KNOWLEDGE AND UNDERSTANDINGS FOR THIS COURSE

Refer to: [Cultures Standard](#); [Intercultural Can-Do Statements](#)

<p>1.</p> <p>I can compare and contrast elements of effective advertisements in my own and other cultures.</p> <p>I can determine what makes products appealing to people in my own and other cultures.</p>	<p>5.</p>
<p>2.</p>	<p>6.</p>
<p>3.</p>	<p>7.</p>
<p>4.</p>	<p>8.</p>

Unit 1 – Advertisements and Marketing

* View a [sample lesson](#) from this unit

<p><u>Unit Overview:</u> Theme or topic</p> <p>Essential question(s)</p>	<p>Theme or topic: Communication and Media; Career Connections</p> <p>Essential question(s): How do I make a product appealing to people in the target culture? How does culture influence what people buy?</p>
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p>What will students be able to do/communicate by the end of this unit, and in what context?</p> <ul style="list-style-type: none"> • Communication: Interpretive, Interpersonal and Presentational Can-Do Statements • Culture: Intercultural Can-Do Statements 	<p>I can compare and contrast elements of effective advertisements in my own and other cultures.</p> <p>I can determine what makes products appealing to people in my own and other cultures.</p> <p>I can create an advertisement to market a product in the target culture.</p>
<p>Standards and Competencies:</p> <p>Grade levels: K-12 6-12 9-12</p>	<p>Interpretive: # 2c, 2d</p> <p>Interpersonal: # 1b, 1e; 2b, 2e; 3c</p> <p>Presentational: # 1c, 1e</p> <p>Cultural: # 1g, 1h</p>
<p>Proficiency Level of Tasks in This Unit:</p>	<p>Intermediate Low</p>

<p><u>Integrated Performance Assessment (IPA):</u> <i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>* <u>ACTFL Appendix D</u> template is useful for creating Interpretive activities.</p>	<p><u>Authentic Resource</u> (general or specific): Video and text ads from the target culture, featuring U.S. products</p> <p>Interpretive Task Overview (reading and/or listening): Watch the commercials and read the print/web ads. Use a graphic organizer to evaluate what makes each ad effective, what you would change to make the ad more effective, cultural comparison to American version of ad, etc.</p> <p>Interpersonal Task Overview (written or oral): Discussion in small groups, based on the interpretive task. Discuss the effectiveness of each of the ads, what you would change and why, how would the ad be marketed differently in the U.S., etc. Use evidence from the ads to support your response.</p> <p>Presentational Task Overview (written or oral): You are working for a U.S. company that wants to extend its market overseas. In groups of 2 – 3 create an ad for a current or a new U.S. product that will be marketed in your target culture.</p>
<p>Language <u>Functions</u>, Structures, Vocabulary: <i>Overview of the content students will know by the end of this unit</i></p>	<p>Language Functions: compare and contrast; persuade; analyze and explain; summarize; create a slogan or catch phrase.</p> <p>Structures/grammar (general or specific): Imperative form of verbs (regular, irregular, reflexive; negative and affirmative); adjective formation; comparatives and superlatives.</p> <p>Vocabulary (general or specific): Vocab related to advertisements; expressions of opinion, agreement, disagreement.</p>

<p><u>Pre-Assessment of Prior Knowledge:</u> <i>How will students show what they already know about the topic of this unit?</i></p>	<p>Pre-assessment activity:</p> <ul style="list-style-type: none"> - Pre-quiz or activity over adjective formation and verb commands. - Pre-discussion over what students think are the components of effective advertisements/commercials, examples of effective ads, etc.
<p><u>Authentic/Cultural Resources:</u> <i>What audio, video or text will we use throughout this unit for practice?</i></p>	<p>Authentic/Cultural Resources (general or specific):</p> <ul style="list-style-type: none"> - Website with infographic of effective components of French ads. - Videoclips and print/web ads of U.S. products advertised in France (Toyota, Coke, Volkswagen, Burger King, McDo's Happy Meal, Nike, etc.) - Youtube, Google images, Google.fr
<p><u>Formative Practice and Assessments:</u> <i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> - Read and watch a variety of ads from the target culture for American and French products. - Do comparison/analysis of how products are marketed in the USA and in France. <p>Interpersonal:</p> <ul style="list-style-type: none"> - Discuss (as a class and in small groups with follow up) how effective sample ads are, what would I change, does it make me want to buy this product, etc. <p>Presentational:</p> <ul style="list-style-type: none"> - Create spontaneous and short slogans and ads (visual and drawn) for various products. Have students give ideas for products. Practice and give feedback individually, small group, and whole class. <p>Culture:</p> <ul style="list-style-type: none"> - Research/discuss what makes an effective ad in the USA vs France. - Teacher provides info, or students research and share with classmates.

	<p>Vocab: Quizlet for vocab practice and games; vocab quizzes on paper or QUIA.</p> <p>Grammar: Introduce and/or review grammar in context. Conjuguemos.com for verb practice; verb/grammar quizzes on paper or QUIA.</p> <p>Other: - Bell ringer activities targeting the unit material that has already been covered. - Informal assessment of individuals in small group and whole class setting; Kahoot, Quizlet live, QUIA, games, circumlocution, etc.</p>
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Overview of helpful instructional strategies for this unit (diverse learners, native speakers, technology, career connections, etc.)</i></p>	<p>Tech Integration: Online ads; Quizlet Live; Kahoot; Create a video ad; Post student ads on teacher website and have students give feedback as to which products they would buy and why.</p> <p>Native Speakers: Use as resource for products in target culture, popular ads and slang expressions that could be used in an ad.</p> <p>Students with Disabilities: - Online grammar and vocab practice allows for extended practice at home. - Post links in teacher website to all print and video ads so students can read/watch them ahead of time and after, at their own pace. - Use graphic organizers to help students scaffold the steps in evaluating the effectiveness of ads.</p> <p>Gifted Students: - Keep requirements of ad creation open-ended and challenge students to be as creative as possible. Brainstorm as a class a variety of ways to make an impact visually, with text, colors, images, etc.</p> <p>Career connections: -Brainstorm how knowledge of marketing can be helpful in various professions (advertising; marketing; international business, restaurants, etc). -Watch PBS videos of Ohio companies that have international ties and how they appeal to their customers overseas.</p>