

World Language 6th Grade:

An Exploration of Language and Culture

ESTABLISHED GOALS:		
<u>Competencies:</u> - Students will demonstrate the ability to exchange information, concepts, and ideas with a variety of speakers in order to interact with cultural competence and understanding. - Students will demonstrate the ability to exchange information, concepts, and ideas with a variety of readers in order to interact with cultural competence and understanding. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. - Students will demonstrate the ability to describe relationships among products, practices and perspectives in order to compare them across cultures. <u>Content Standards:</u> - WRSLL 1.1: interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. - WRSLL 1.2: understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. - WRSLL 1.3: present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers - WRSLL 2.1: use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. - WRSLL 2.2: use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied - WRSLL 3.1: build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. - WRSLL 3.2: access and evaluate information and diverse perspectives that are available through the language and its cultures. - WRSLL 4.1: use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. - WRSLL 4.2: use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	Transfer	
	<i>Students will be able to independently use their learning to interact respectfully with others based on their understanding of diverse cultures, languages, and perspectives.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - the study of another language fosters a better understanding of one's own language and culture. - language learning involves taking risks and learning from one's mistakes. - the language we use changes with the situation and recipient audience. - strategies used to acquire a language are transferable to other areas of learning throughout life. - language is a tool to connect with other people and the world. - culture and language evolve and are influenced by people, time and place. - world language learning offers opportunities to uncover big ideas in and about other disciplines.	ESSENTIAL QUESTIONS How are different languages and cultures connected to your own language?
Acquisition		
<i>Students will know...</i> - that greetings vary depending on the time of day. - that greetings vary depending on whom you are speaking with. - that questioning and sentence structure vary from language to language. - that there is agreement in gender and number between adjectives and the nouns that they		<i>Students will be skilled at...</i> - communicating on some very familiar topics using single words and phrases that have been practiced and memorized: - greeting their peers. - introducing themselves to others. - answering a few simple questions. - recognizing a few memorized words and phrases

• WRSLL 5.1: use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. • WRSLL 5.2: set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement..	modify. • that letters and letter combinations are pronounced differently in different languages. • that there are culturally appropriate gestures for greeting others. • that there are cultural norms of etiquette and respect that are used when conversing with others. • that cultural products and practices are influenced by geographical location. • that all cultures have distinct beliefs, values, products, and practices. • that the intersection of diverse cultures creates a globalized society. <u>vocabulary:</u> expressions of greeting and farewell, descriptive adjectives, family members <u>target languages:</u> French and Spanish	when they are heard spoken: ○ occasionally identifying the sound of a word. ○ occasionally understanding isolated words that have been memorized, particularly when accompanied by gestures or pictures. • identifying a few memorized words and phrases when reading: ○ connecting some words, phrases, or characters to their meanings. • presenting personal information and information on some other very familiar topics using single words or memorized phrases: ○ reciting learned words and phrases. ○ stating the names of familiar people, places, and objects in pictures and posters using words or memorized phrases. ○ introducing themselves to a group. ○ reciting short memorized phrases, parts of poems, and rhymes. • copying some familiar words or phrases: ○ copying some words that are seen on the wall or board, in a book, or on the computer. ○ writing words and phrases that have been learned. ○ labeling familiar people, places, and objects in pictures and posters. • Identifying some common products and practices of cultures: ○ identifying some common products related to home and community life of other cultures and their own. ○ identifying some common practices related to home and community life of other cultures and their own. • identifying some basic cultural beliefs and values.
Content Area Literacy Standards		21 st Century Skills
not applicable		• interact effectively with others • communicate clearly • think creatively • be self-directed learners • apply technology effectively

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ACTFL Proficiency Guidelines 2012: Novice-Low	
Reading	At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.
Writing	Writers at the Novice Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected
Listening	At the Novice Low sublevel, listeners are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts
Speaking	Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the intermediate level, and cannot therefore participate in true conversational exchange.

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Summary of Key Learning Events and Instruction	
Language Arts Integration	Mathematics Integration
● 1.OA.1 Use	● 1.OA.1 Use

<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	