

World Language 1: My School

ESTABLISHED GOALS:		
<u>Competencies:</u> - Students will demonstrate the ability to exchange information, concepts, and ideas with a variety of speakers and/or readers in order to interact with cultural competence and understanding. - Students will demonstrate the ability to present information, concepts, and ideas to an audience of listeners in order to communicate with cultural competence and understanding. - Students will demonstrate the ability to present information, concepts, and ideas to an audience of readers in order to communicate with cultural competence and understanding. - Students will demonstrate the ability to interpret information from a variety of authentic audio resources in order to connect with diverse cultural perspectives - Students will demonstrate the ability to interpret information from a variety of authentic print resources in order to connect with diverse cultural perspectives - 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	Transfer	
	Students will be able to independently use their learning to communicate effectively in the target language with cultural competence and understanding.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - the perspectives, practices and products of a people define their culture. - culture and language evolve and are influenced by people, time and place. - language learning involves taking risks and learning from one's mistakes. - the language we use changes with the situation and recipient audience. - language is a tool to connect with other people and the world.	ESSENTIAL QUESTIONS How do my surroundings influence my experiences?
Acquisition		
Students will know... - 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 modify. - that there is agreement between the subject and verb. - that negative sentence structure varies from language to language. - that letters and letter combinations are pronounced differently in different languages. - that there are cultural norms of etiquette and respect that are used when conversing with others. - that speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of		Students will be skilled at... - communicating on very familiar topics using a variety of words and phrases that have been practiced and memorized: - greeting and leaving people in a polite way - introducing themselves and others - answering a variety of simple questions - making some simple statements in a conversation - asking some simple questions - communicating basic information about themselves and people they know - communicating some basic information about their everyday lives - recognizing some familiar words and phrases when they are heard spoken: - understanding a few courtesy phrases - recognizing and sometimes understanding

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. ● 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.	communication. ● that educational systems vary from culture to culture. ● that there are multiple ways to express time. ● 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> school supplies, school subjects, prepositions, expressions of want and need, question words, transition words, conjunctions, clothing, continued study of common regular verbs and their conjugations (-ar, -ir, -er / -er, -ir, -re) related to school life, expanded time telling expressions <u>target region:</u> Canada, Spain	basic information in words and phrases that have been memorized. ○ recognizing and sometimes understanding words and phrases that have been learned for specific purposes. ● understanding some learned or memorized words and phrases when reading: ○ recognizing words, phrases, and characters with the help of visuals ○ recognizing words, phrases, and characters when they are associated with previously known things ● presenting personal information and information on some other very familiar topics using a variety of words, phrases, and memorized expressions: ○ presenting information about themselves and others using words and phrases ○ expressing their likes and dislikes using words, phrases, and memorized expressions ○ presenting information about familiar items in their immediate environment ○ talking about their daily activities using words, phrases, and memorized expressions ○ presenting simple information about something that has been learned using words, phrases, and memorized expressions ● writing lists and memorized phrases on familiar topics: ○ filling out simple forms with some basic personal information ○ writing about themselves using learned phrases and memorized expressions ○ listing their daily activities and writing lists that help them in their day-to-day lives ○ writing notes about something that has been learned using lists, phrases, and memorized expressions ● 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
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		cultures and their own - identifying some basic cultural beliefs and values: - identifying some beliefs and values related to age, gender, social class, and ethnicity - identifying some characteristics of national identity - identifying ways in which cultures are globalized - functioning at a survival level in an authentic cultural context: - imitating some simple patterns of behavior in familiar settings across cultures - using memorized language and very basic cultural knowledge to interact with others - using memorized language and very basic knowledge of the culture to accomplish simple, routine tasks
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		<i>collaborate with others</i> <i>apply technology effectively</i> <i>be self-directed learners</i> <i>implement innovations</i> <i>work creatively with others</i>

ACTFL Proficiency Guidelines 2012: Novice-Mid	
Reading	At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.
Writing	Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.
Listening	At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

Speaking	Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.
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<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>			
<i>Language Arts Integration</i>		<i>Mathematics Integration</i>	
1.OA.1 Use		1.OA.1 Use	
<i>Technology Integration</i>		<i>District Materials</i>	
1.OA.1 Use			

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