

World Language 2: Childhood

ESTABLISHED GOALS:

Competencies:

- 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.

Content Standards:

- 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

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...

- knowledge of culture drives meaningful communication.
- the perspectives, practices and products of a people define their culture.
- culture and language are interrelated and influence how people behave.
- language learning involves taking risks and learning from one's mistakes.
- strategies used to acquire a language are transferable to other areas of learning throughout life.

ESSENTIAL QUESTIONS

- What role do you play in the world?
- What is my purpose?
- Does the past you influence the present you?

Acquisition

Students will know...

- that there is a distinct structure for expressing comparative and superlative phrases.
- that the imperfect tense is used to express ongoing and repeated actions in the past tense.
- that the preterite tense is used to express completed actions in the past tense.
- that effective communication involves the integration of multiple verb tenses and moods.
- that questioning and sentence structure vary from language to language.
- that there is agreement between the subject and verb.
- that there is agreement in gender and number between adjectives and the nouns that they modify.
- that negative sentence structure varies from

Students will be skilled at...

- communicating and exchanging information about familiar topics using phrases and simple sentences, sometimes supported by memorized language
- handling short social interactions in everyday situations by asking and answering simple questions:
 - o exchanging some personal information.
 - o exchanging information using texts, graphs, or pictures
 - o asking for and giving simple directions
 - o making plans with others
 - o interacting with others in everyday situations
- often understanding words, phrases, and simple sentences related to everyday life.
- recognizing pieces of information and sometimes

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. ●	language to language. ● that speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication. ● 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> childhood hobbies and pastimes, extended family, comparatives and superlatives, extended descriptive adjectives (physical and emotional), toys and games <u>thematic sub-topics and situations:</u> describing childhood experiences, comparing oneself to others around the world <u>target region:</u> France, Mexico, Germany	understanding the main topic of what is being said: ○ sometimes understanding simple questions or statements on familiar topics ○ understanding simple information when presented with pictures and graphs ○ sometimes understanding the main topic of conversations that are overheard. ● understanding familiar words, phrases, and sentences within short and simple texts related to everyday life ● sometimes understanding the main idea of what was read ● usually understanding short simple messages on familiar topics: ○ sometimes understanding short, simple descriptions with the help of pictures or graphs. ○ sometimes understanding the main idea of published materials ○ understanding simple everyday notices in public places on familiar topics ● presenting basic information on familiar topics using practiced language comprised of phrases and simple sentences: ○ presenting information about their lives using phrases and simple sentences ○ telling about a familiar experience or event using phrases and simple sentences ○ presenting basic information about a familiar person, place, or thing using phrases and simple sentences ○ presenting information about others using phrases and simple sentences ○ giving basic instructions on how to make or do something using phrases and simple sentences ○ presenting basic information about something that has been learned using phrases and simple sentences ● writing short messages and notes on familiar topics related to everyday life: ○ writing information about their daily lives in a letter, blog, discussion board, or email message
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Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		● <i>be self-directed learners</i> ● <i>communicate clearly</i> ● <i>make judgments and decisions</i> ● <i>think creatively</i>

ACTFL Proficiency Guidelines 2012: Novice-High

Reading	At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.
Writing	Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.
Listening	At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.
Speaking	Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions. Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

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

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