

World Language 3: Where I've Been & Where I'm Going

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 analyze information from a variety of authentic audio resources in order to connect with diverse cultural perspectives - Students will demonstrate the ability to analyze information from a variety of authentic print resources in order to connect with diverse cultural perspectives - Students will demonstrate the ability to analyze 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... - culture and language evolve and are influenced by people, time and place. - language is a multi-faceted, multi-layered system of communication. - 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. - the study of another language expands one's personal and professional opportunities. - language is a tool to connect with other people and the world.	ESSENTIAL QUESTIONS - Does your past influence your future path? - Does what you do define who you are?
Acquisition		
Students will know...		Students will be skilled at...
- that the preterite tense is used to express completed actions in the past. - that the imperfect tense is used to express ongoing and repeated actions in the past. - that the future tense is used to express future events and plans. - that verbs are conjugated differently in different tenses. - that effective communication involves the integration of multiple verb tenses and moods. - that questioning and sentence structure vary from language to language. - that negative sentence structure varies from language to language.		- participating in conversations on a number of familiar topics using simple sentences. - handling short social interactions in everyday situations by asking and answering simple questions: - having a simple conversation on a number of everyday topics - asking and answering questions on factual information that is familiar to me - using the language to meet their basic needs in familiar situations - understanding the main idea in short, simple messages and presentations on familiar topics - understanding the main idea of simple

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.	● 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 and corresponding 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> common idiomatic expressions and catchphrases, expressions related to family structures and roles, expanded sports, pastimes, and extracurricular activities, formal and informal greetings, salutations, and closing statements for correspondence, expanded emotions and expressions of sentiment, professions, expressions of personal strengths and weaknesses <u>thematic sub-topics and situations:</u> adolescence, talking about heroes, participating in sports and afterschool activities, utilizing buildings and places in a town, developing personal relationships, writing resumes and applications, obtaining employment, future professional plans <u>target region:</u> Africa, Latin America and the Caribbean, Germany	conversations that are overheard: ○ understanding the basic purpose of a message ○ understanding messages related to their basic needs. ○ understanding questions and simple statements on everyday topics when they are part of the conversation. ● understanding the main idea of short and simple texts when the topic is familiar: ○ understanding messages in which the writer tells or asks the student about topics of personal interest ○ identifying some simple information needed on forms ○ identifying some information from news media ● 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 briefly about most familiar topics. ● presenting information using a series of simple sentences: ○ writing about people, activities, events, and experiences ○ preparing materials for a presentation ○ writing about topics of interest ○ writing basic instructions on how to make or do something
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Content Area Literacy Standards		21st Century Skills
not applicable		● <i>communicate clearly</i> ● <i>apply technology</i> ● <i>interact effectively with others</i> ● <i>adapt to change and be flexible</i>

ACTFL Proficiency Guidelines 2012: Speaking: Novice-High, Reading, Writing, Listening: Intermediate-Low

Reading	At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length
Writing	Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.
Listening	At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.
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:

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