

# World Language 3: Global Citizenship

## 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 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.

### 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...*

- 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.
- world language learning offers opportunities to uncover big ideas in and about other disciplines.
- learning another language enables one to access cultural perspectives that can be lost in translation.
- language is a tool to connect with other people and the world.

### ESSENTIAL QUESTIONS

- Who or what defines what is right?
- How does where I live impact how I live?

## *Acquisition*

*Students will know...*

- that effective communication involves the integration of multiple verb tenses and moods.
- that the subjunctive mood is used to make suggestions, give recommendations, and express opinions.
- that verbs are conjugated differently in different tenses and moods.
- that questioning and sentence structure vary from language to language.
- that negative sentence structure varies from language to language.
- that speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of

*Students will be skilled at...*

- 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:
  - o having a simple conversation on a number of everyday topics
  - o asking and answering questions on factual information that is familiar to me
  - o 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

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| <p>cultures.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● WRSLL 5.1: use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</li> <li>● WRSLL 5.2: set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</li> </ul> | <p>communication.</p> <ul style="list-style-type: none"> <li>● that there are cultural norms of etiquette and respect that are used when conversing with others.</li> <li>● that medical care and practices vary from culture to culture.</li> <li>● that access to medical care varies from culture to culture.</li> <li>● that worldly diseases vary from culture to culture.</li> <li>● that keeping current on global events is critical to being a global citizen.</li> <li>● that educational opportunities vary based upon economic systems and geographical locations.</li> <li>● that the availability of resources influences a country's way of life.</li> <li>● that cultural products and practices are influenced by geographical location.</li> <li>● that all cultures have distinct beliefs, values, products, and practices.</li> <li>● that the intersection of diverse cultures creates a globalized society.</li> </ul> <p><u><b>vocabulary:</b></u> expressions related to human rights (medical / health care), conservation (water, energy, natural resources), economics (poverty, education), and current medical events (prosthetics, new technology, diet fads)</p> <p><u><b>thematic sub-topics and situations:</b></u> exploring human rights, access to medical care in target region, environmental issues in the target region, economic situation of the target region and its impact on the inhabitants, education in the target region</p> <p><u><b>target region:</b></u> Africa, Latin America and the Caribbean, Germany</p> | <p>conversations that are overheard:</p> <ul style="list-style-type: none"> <li>○ understanding the basic purpose of a message</li> <li>○ understanding messages related to their basic needs.</li> <li>○ understanding questions and simple statements on everyday topics when they are part of the conversation.</li> </ul> <ul style="list-style-type: none"> <li>● understanding the main idea of short and simple texts when the topic is familiar: <ul style="list-style-type: none"> <li>○ understanding messages in which the writer tells or asks the student about topics of personal interest</li> <li>○ identifying some simple information needed on forms</li> <li>○ identifying some information from news media</li> </ul> </li> <li>● presenting information on most familiar topics using a series of simple sentences: <ul style="list-style-type: none"> <li>○ talking about people, activities, events, and experiences</li> <li>○ expressing their needs and wants</li> <li>○ presenting information on plans, instructions, and directions</li> <li>○ presenting songs, short skits, or dramatic readings</li> <li>○ expressing their preferences on topics of interest</li> </ul> </li> <li>● writing briefly about most familiar topics.</li> <li>● presenting information using a series of simple sentences: <ul style="list-style-type: none"> <li>○ writing about people, activities, events, and experiences</li> <li>○ preparing materials for a presentation</li> <li>○ writing about topics of interest</li> <li>○ writing basic instructions on how to make or do something</li> <li>○ writing questions to obtain information</li> </ul> </li> <li>● identifying common patterns in the products and practices of cultures: <ul style="list-style-type: none"> <li>○ exploring and referencing current and past examples of authentic culture</li> <li>○ comparing and contrasting some behaviors or practices of other cultures and their own</li> </ul> </li> </ul> |
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|                                        |  | <ul style="list-style-type: none"> <li>● comparing familiar cultural beliefs and values: <ul style="list-style-type: none"> <li>○ describing some basic cultural viewpoints</li> <li>○ making some generalizations about a culture</li> </ul> </li> <li>● interacting at a functional level in familiar cultural contexts: <ul style="list-style-type: none"> <li>○ handling short interactions with peers and colleagues in familiar situations at school, work, or play</li> <li>○ recognizing and referring to elements of traditional and pop culture</li> <li>○ sometimes recognizing when they have caused a cultural misunderstanding and trying to correct it</li> </ul> </li> </ul> |
| <b>Content Area Literacy Standards</b> |  | <b>21<sup>st</sup> Century Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| not applicable                         |  | <ul style="list-style-type: none"> <li>● <i>communicate clearly</i></li> <li>● <i>adapt to change and be flexible</i></li> <li>● <i>be self-directed learners</i></li> <li>● <i>collaborate with others</i></li> <li>● <i>analyze media</i></li> <li>● <i>access and evaluate information</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                     |

| <b>ACTFL Proficiency Guidelines 2012: Intermediate-Low</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Reading</b>                                             | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Writing</b>                                             | 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. |
| <b>Listening</b>                                           | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <b><i>Speaking</i></b> | Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely. Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives |
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| <b><i>Evaluative Criteria</i></b> | <b><i>Assessment Evidence</i></b> |
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|                                   | PERFORMANCE TASK(S):              |
|                                   | OTHER EVIDENCE:                   |

| <i>Summary of Key Learning Events and Instruction</i>        |                                                              |
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| <b><i>Language Arts Integration</i></b>                      | <b><i>Mathematics Integration</i></b>                        |
| <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> | <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> |

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| <b><i>Technology Integration</i></b>                         | <b><i>District Materials</i></b> |
| <ul style="list-style-type: none"><li>• 1.OA.1 Use</li></ul> |                                  |