

World Language 3: Arts & Culture

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...

- the study of another language fosters a better understanding of one's own language and culture.
- the perspectives, practices and products of a people define their culture.
- world language learning offers opportunities to uncover big ideas in and about other disciplines.
- language is a tool to connect with other people and the world.

ESSENTIAL QUESTIONS

- What is art and who decides?
- Does where you've been influence who you are?
- What does it mean to be culturally literate?

Acquisition

Students will know...

- that the imperfect tense is used to express ongoing and repeated actions in the past tense.
- that the future tense is used to express future events and plans.
- that the conditional mood is used to express hypothetical scenarios.
- 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 the perfect tenses are used to enhance one's ability to communicate in different time frames.
- that questioning and sentence structure vary from language to language.
- that verbs are conjugated differently in different tenses.
- that negative sentence structure varies from language to language.

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 conversations that are overheard:
 - o understanding the basic purpose of a message
 - o understanding messages related to their

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 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 related to local cuisine from target region; expressions related to art, music, and dance; famous works of art and artists from target region; traditional music and dance from the target region, traditional cultural celebrations, expressions for bartering, practical expressions for travel <u>thematic sub-topics and situations:</u> traveling to the target region, traditional celebrations within the family and abroad, getting lost and finding your way back <u>target region:</u> Africa, Latin America and the Caribbean, Germany	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 information on most familiar topics using a series of simple sentences: ○ talking about people, activities, events, and experiences ○ expressing their needs and wants ○ presenting information on plans, instructions, and directions ○ presenting songs, short skits, or dramatic readings ○ expressing their preferences on topics of interest ● 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 ○ writing questions to obtain information ● identifying common patterns in the products and practices of cultures: ○ exploring and referencing current and past examples of authentic culture ○ comparing and contrasting some behaviors or practices of other cultures and their own ● comparing familiar cultural beliefs and values: ○ describing some basic cultural viewpoints ○ making some generalizations about a culture ● interacting at a functional level in familiar cultural
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		contexts: ○ handling short interactions with peers and colleagues in familiar situations at school, work, or play ○ recognizing and referring to elements of traditional and pop culture ○ sometimes recognizing when they have caused a cultural misunderstanding and trying to correct it
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		● <i>communicate clearly</i> ● <i>adapt to change and be flexible</i> ● <i>be self-directed learners</i> ● <i>collaborate with others</i> ● <i>make judgments and decisions</i> ● <i>think creatively</i>

ACTFL Proficiency Guidelines 2012: 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 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

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