

World Language 4: How do I Fit in?

ESTABLISHED GOALS:

Competencies:

- Students will demonstrate the ability to exchange information, concepts, and ideas with a variety of speakers and/or 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...

- language and communication are at the heart of the human experience.
- the study of another language fosters a better understanding of one's own language and culture.
- language learning involves taking risks and learning from one's mistakes.
- world language learning offers opportunities to uncover big ideas in and about other disciplines.
- strategies used to acquire a language are transferable to other areas of learning throughout life.
- language is a tool to connect with other people and the world.

ESSENTIAL QUESTIONS

- Can one be part of a group and maintain one's personal identity?

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, express opinions, doubts, and beliefs, and to hypothesize.
- that verbs are conjugated differently in different tenses and moods.
- that there are cultural norms of etiquette and respect that are used when conversing with others.
- that questioning and sentence structure vary from language to language.
- that negative sentence structure varies from language to language.

Students will be skilled at...

- participating in conversations on familiar topics using sentences and series of sentences.
- handling short social interactions in everyday situations by asking and answering a variety of questions.
- saying what they want to say about themselves and their everyday life:
 - o starting, maintaining, and ending a conversation on a variety of familiar topics
 - o talking about my daily activities and personal preferences
 - o using the language to handle tasks related to their personal needs
 - o exchanging information about subjects of

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 many levels of identity in a given culture. ● that cultural products and practices are influenced by geographical location. ● that all cultures have distinct beliefs, values, products, and practices, as influenced by their respective histories. ● that the intersection of diverse cultures creates a globalized society. ● that family structures vary from culture to culture. <u>vocabulary:</u> expressions related to government, education, and citizenship, historical events pertaining to the target region studied, expressions related to various professional pathways, expressions related to politics and social issues, expressions related to ethics, values, and personal beliefs, expressions related to holidays and celebrations in the target region, common idiomatic expressions and catch phrases related to unit theme <u>thematic sub-topics and situations:</u> national identity and historical perspectives, professional life, gender roles, character, values, personal beliefs, family structures in target region, cultural celebrations in the target region, exploring post-secondary institutions around the world <u>target region:</u> the Caribbean, South America, Germany	special interest to them. ● understanding the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. ● understanding the main idea in conversations are overheard: ○ understanding basic information in ads, announcements, and other simple recordings ○ understanding the main idea of what they listen to for personal enjoyment ○ understanding messages related to their everyday life ● understand the main idea of texts related to everyday life and personal interests or studies: ○ understanding simple personal questions ○ understanding basic information in ads, announcements, and other simple texts ○ understanding the main idea of texts read for personal enjoyment ○ reading simple written exchanges between other people ● 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 on a wide variety of familiar topics using connected sentences: ○ writing messages and announcements ○ writing short reports about something that has been learned or researched ○ composing communications for public distribution ● identifying common patterns in the products and practices of cultures: ○ exploring and referencing current and past examples of authentic culture
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Content Area Literacy Standards		21st Century Skills
not applicable		● <i>reason effectively</i> ● <i>interact effectively with others</i> ● <i>communicate clearly</i> ● <i>make judgments and decisions</i>

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

Reading	At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.
Writing	Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.
Listening	At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from 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