

# World Language 4: Experiences in Art and 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

## *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.
- 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.
- the perspectives, practices and products of a people define their culture.
- culture and language are interrelated and influence how people behave.
- culture and language evolve and are influenced by people, time and place.
- learning another language enables one to access cultural perspectives that can be lost in translation.

### ESSENTIAL QUESTIONS

- Does art affect culture or does culture affect art?

## *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 questioning and sentence structure vary from language to language.
- that speaking, listening, reading and writing skills are developed by using the interpersonal,

*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

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| <p>perspectives that are available through the language and its 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>interpretative and presentational modes of communication.</p> <ul style="list-style-type: none"> <li>• that negative sentence structure varies from language to language.</li> <li>• that speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication.</li> <li>• that there are cultural norms of etiquette and respect that are used when conversing with others</li> <li>• that cultural products and practices are influenced by geographical location.</li> <li>• that all cultures have distinct beliefs, values, products, and practices, as influenced by their respective histories.</li> <li>• that the intersection of diverse cultures creates a globalized society.</li> </ul> <p><u>vocabulary:</u> expressions related to artistic, literary, and philosophical movements; significant musicians, artists, writers, designers, and/or thinkers and their works, famous monuments, expressions related to literature and literary analysis, expressions related to television and film, artistic genres, common idiomatic expressions and catch phrases related to unit theme</p> <p><u>thematic sub-topics and situations:</u> exploring artistic contributions across cultures and regions around the world where the target language is spoken</p> <p><u>target region:</u> the Caribbean, South America, Germany (*in this unit, students will be exposed to significant art and artists, writers, and thinkers from all regions where the target language is spoken)</p> | <ul style="list-style-type: none"> <li>○ exchanging information about subjects of special interest to them.</li> </ul> <ul style="list-style-type: none"> <li>• understanding the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</li> <li>• understanding the main idea in conversations are overheard: <ul style="list-style-type: none"> <li>○ understanding basic information in ads, announcements, and other simple recordings</li> <li>○ understanding the main idea of what they listen to for personal enjoyment</li> <li>○ understanding messages related to their everyday life</li> </ul> </li> <li>• understand the main idea of texts related to everyday life and personal interests or studies: <ul style="list-style-type: none"> <li>○ understanding simple personal questions</li> <li>○ understanding basic information in ads, announcements, and other simple texts</li> <li>○ understanding the main idea of texts read for personal enjoyment</li> <li>○ reading simple written exchanges between other people</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 on a wide variety of familiar topics using connected sentences: <ul style="list-style-type: none"> <li>○ writing messages and announcements</li> <li>○ writing short reports about something that has been learned or researched</li> <li>○ composing communications for public distribution</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</li> </ul> </li> </ul> |
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|                                        |  | <ul style="list-style-type: none"> <li>examples of authentic culture <ul style="list-style-type: none"> <li>○ comparing and contrasting some behaviors or practices of other cultures and their own</li> </ul> </li> <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>reason effectively</i></li> <li>● <i>make judgements and decisions</i></li> <li>● <i>interact effectively with others</i></li> <li>● <i>think creatively</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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

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| <b>Reading</b>   | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Writing</b>   | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Listening</b> | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Speaking</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 |

| <b>Evaluative Criteria</b> | <b>Assessment Evidence</b> |
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|                            | 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