

World Language 4: Global Conflicts

ESTABLISHED GOALS:

Competencies:

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

- knowledge of culture drives meaningful communication.
- 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.

ESSENTIAL QUESTIONS

- Is war ever justified?
- How do people respond when their survival is threatened?

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.
- that speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication.

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:
 - starting, maintaining, and ending a conversation on a variety of familiar topics
 - talking about my daily activities and personal preferences
 - using the language to handle tasks related to their personal needs
 - exchanging information about subjects of 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.

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 the decision to wage war has profound consequences on a society, its people, and culture. ● that all individuals are entitled to certain fundamental human rights. ● that there are global challenges that are shared by all cultures. ● that keeping current on global events is critical to being a global citizen. ● 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. <u>vocabulary</u>: expressions related to war, poverty in the target region, and human rights violations, common idiomatic expressions and catch phrases related to unit theme <u>thematic sub-topics and situations</u>: the causes and effects of war (historical and/or modern) in the target region and in other target regions around the world. <u>target region</u>: the Caribbean, South America, Germany	● 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 ● making presentations on a wide variety of familiar topics using connected sentences: ○ making a presentation about their personal and social experiences ○ making a presentation on something that has been learned or researched ○ making a presentation about common interests and issues and stating their viewpoint ● 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 ○ 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: - o handling short interactions with peers and colleagues in familiar situations at school, work, or play - o recognizing and referring to elements of traditional and pop culture - o sometimes recognizing when they have caused a cultural misunderstanding and trying to correct it
Content Area Literacy Standards		21st Century Skills
not applicable		● <i>reason effectively</i> ● <i>make judgments and decisions</i> ● <i>solve problems</i> ● <i>communicate clearly</i> ● <i>interact effectively with others</i>

ACTFL Proficiency Guidelines 2012: 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 Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution. Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives. Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>			
<i>Language Arts Integration</i>		<i>Mathematics Integration</i>	
1.OA.1 Use		1.OA.1 Use	
<i>Technology Integration</i>		<i>District Materials</i>	
1.OA.1 Use			