

World Language 5: Personal & Public Identities

ESTABLISHED GOALS:		
<u>Competencies:</u> - 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 evaluate information from a variety of authentic audio resources in order to connect with diverse cultural perspectives - Students will demonstrate the ability to evaluate information from a variety of authentic print resources in order to connect with diverse cultural perspectives - Students will demonstrate the ability to evaluate relationships among products, practices and perspectives in order to compare them across cultures. <u>Content Standards:</u> - 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. - language and communication are at the heart of the human experience. - 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. - the study of another language expands one's personal and professional opportunities. - language is a tool to connect with other people and the world.	ESSENTIAL QUESTIONS - What constitutes and influences a person's identity? - Is it better to assimilate into a group or to retain one's individual identity?
Acquisition		
	Students will know... - that the passive voice may be used to express common practices. - that effective communication involves the integration of multiple verb tenses and moods. - that verbs are conjugated differently in different tenses and moods. - 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	Students will be skilled at... - participating with ease and confidence in conversations on familiar topics. - handling social interactions in everyday situations, sometimes even when there is an unexpected complication. - talking about events and experiences in various time frames. - describing people, places, and things: - exchanging information relating to areas of mutual interest - using the language to do a task that requires multiple steps

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.	others. ● that there are many levels of identity. ● that there are many factors that contribute to identity. ● that there are global challenges that are shared by all cultures. ● that there are both benefits and challenges to integration of multiple cultures in a society. ● that there are stereotypes associated with all cultures. ● 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 societal groups such as race, religion, ethnicity, nationality, hobbies, language, and age; expressions related to immigration and migration; expanded trigger words for the subjunctive mood; expanded transition words; common idiomatic expressions and catch phrases related to unit theme <u>thematic sub-topics and situations:</u> multiculturalism, generational issues immigration, migration, alienation, deportation personal challenges, overcoming stereotypes, fashion/beauty across time and cultures <u>target region:</u> integrated study of all regions where target language is spoken	○ using the language to handle a situation that may have a complication ● easily understanding the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies ● usually understanding a few details of what is overheard in conversations, even when something unexpected is expressed ● sometimes following what is heard about events and experiences in various time frames: ○ easily understanding straightforward information or interactions ○ understanding a few details in ads, announcements, and other simple recordings ○ sometimes understanding situations with complicating factors. ● 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:
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Content Area Literacy Standards		21st Century Skills
not applicable		● <i>reason effectively</i> ● <i>communicate clearly</i> ● <i>access and evaluate information</i> ● <i>apply technology effectively</i> ● <i>use systems thinking</i> ● <i>make judgments and decisions</i>

ACTFL Proficiency Guidelines 2012: Speaking & Writing: Intermediate-Mid; Reading & Listening: Intermediate-High

<i>Reading</i>	At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.
<i>Writing</i>	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.
<i>Listening</i>	At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.
<i>Speaking</i>	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			