

# World Language 5: Art, Activism, and the Media

## 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 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.

### 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.
- 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.
- world language learning offers opportunities to uncover big ideas in and about other disciplines.
- learning another language enables one to access cultural perspectives that can be lost in translation.

### ESSENTIAL QUESTIONS

- How do the arts both challenge and reflect cultural perspectives?

## Acquisition

*Students will know...*

- 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 mass media can reflect or redefine our concepts of culture and society.
- that mass media has the power to enforce, embolden, critique, or subdue societal or cultural

*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:
  - o exchanging information relating to areas of mutual interest
  - o using the language to do a task that requires multiple steps

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| <p>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>values.</p> <ul style="list-style-type: none"> <li>● that propaganda is a tool to influence decision making.</li> <li>● the value of cultural diversity, as well as cohesion, within and across groups.</li> <li>● that there are cultural and artistic responses to persistent human issues.</li> <li>● that artistic movements, forms, and products may reflect cultural, political, and societal issues and concerns.</li> <li>● that art may serve as the voice of the people.</li> <li>● that art and artists may stimulate societal, political, and cultural change.</li> <li>● that there are many levels of identity in a given culture.</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 common and 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 film, music, theater, visual art, and the performing arts, expressions related to social and political issues, expressions related to the media, current laws related to theme, common idiomatic expressions and catch phrases related to unit theme</p> <p><u>thematic sub-topics and situations:</u> the social, cultural, and political influence of art, significant artists and writers and their contributions to social and political issues, sensationalism and propaganda in the media</p> <p><u>target region:</u> integrated study of all regions where target language is spoken</p> | <ul style="list-style-type: none"> <li>○ using the language to handle a situation that may have a complication</li> <li>● easily understanding the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies</li> <li>● usually understanding a few details of what is overheard in conversations, even when something unexpected is expressed</li> <li>● sometimes following what is heard about events and experiences in various time frames: <ul style="list-style-type: none"> <li>○ easily understanding straightforward information or interactions</li> <li>○ understanding a few details in ads, announcements, and other simple recordings</li> <li>○ sometimes understanding situations with complicating factors.</li> </ul> </li> <li>● easily understanding the main idea of texts related to everyday life, personal interests, and studies.</li> <li>● sometimes following stories and descriptions about events and experiences in various time frames: <ul style="list-style-type: none"> <li>○ understanding accounts of personal events or experiences</li> <li>○ sometimes following short, written instructions when supported by visuals</li> <li>○ understanding the main idea of and a few supporting facts about famous people and historic events</li> </ul> </li> <li>● making presentations on a wide variety of familiar topics using connected sentences: <ul style="list-style-type: none"> <li>○ making a presentation about their personal and social experiences</li> <li>○ making a presentation on something that has been learned or researched</li> <li>○ making a presentation about common interests and issues and stating their viewpoint</li> </ul> </li> <li>● writing on topics related to school, work, and community in a generally organized way.</li> <li>● writing some simple paragraphs about events and experiences in various time frames: <ul style="list-style-type: none"> <li>○ writing about school and academic topics</li> <li>○ writing about work and career topics</li> <li>○ writing about community topics and events</li> </ul> </li> </ul> |
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|                                        |  | <ul style="list-style-type: none"> <li>○ writing about an entertainment or a social event</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 examples of authentic culture</li> <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <i>not applicable</i>                  |  | <ul style="list-style-type: none"> <li>● <i>reason effectively</i></li> <li>● <i>communicate clearly</i></li> <li>● <i>access and evaluate information</i></li> <li>● <i>apply technology effectively</i></li> <li>● <i>use systems thinking</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| <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>                               |
| <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> | <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> |
| <i>Technology Integration</i>                                | <i>District Materials</i>                                    |
| <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> |                                                              |