



**LEVEL 3 UNIT 5 Novice High-Intermediate Low**

<b>Course:</b> World Language	<b>Grade Level:</b> Level 3
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<b>Unit Title:</b> The Conflict Within (Can't we all just get along?)	<b>Length of Unit:</b> ~ 6 weeks
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**Unit Summary:** Students will reflect upon the challenges to peaceful coexistence in a society. They will investigate subcultures and attitudes toward acculturation and assimilation. They will learn to explain challenges facing peaceful coexistence, solutions, and communicate their opinions about them.

**Stage 1- Desired Results**

<p><b>STANDARDS</b></p> <p><b>Interpretive (IL)</b> I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p><b>Interpersonal (NH)</b> I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced words, phrases,</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i> <b>communicate appropriately with people from other cultures.</b>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>No culture is monolithic.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will continue to consider the following question(s):</i></p> <p>How can different cultures coexist in a society?</p>
	<b>Acquisition</b>	
<i>Students will know...</i>	<i>Students will be able to</i>	

BoE Approval: 6/3/2019

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<p>simple sentences, and questions.</p> <p><b>Presentational (IL)</b> I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</p> <p><i>From ACTFL World Readiness Standards Modal Proficiency Benchmarks</i></p>	<p><b>Language Functions:</b></p> <ul style="list-style-type: none"> <li>● Give more detailed descriptions including contrasts, comparisons, and superlatives</li> <li>● Ask and respond with some details to a variety of informational and follow-up questions</li> <li>● Express a variety of emotions and feelings</li> <li>● Express preferences/opinions/advice with reasons</li> <li>● Tell a story or recount an event in a logical sequence of sentences</li> <li>● Express hopes, plans for the future with some details (ex: I would like to...; in order to become X, I will need to ...)</li> </ul> <p><b>Related Structures</b></p> <ul style="list-style-type: none"> <li>● Subjunctive mood</li> <li>● Future tense</li> <li>● Conditional tense</li> <li>● Imperative</li> </ul> <p><b>Priority Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Terms related to conflict resolution</li> <li>● Terms related to assimilation and acculturation</li> <li>● Background: Gender, Religion, Culture, Citizenship, Way of Life</li> <li>● Prejudices/tolerance</li> <li>● Employment/Education</li> <li>● Politics</li> </ul>	<p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify essential information in an authentic feature story</li> <li><input type="checkbox"/> Understand some information from a news report or social media post</li> <li><input type="checkbox"/> Identify the order of key events from a simple story read aloud</li> <li><input type="checkbox"/> Understand some specific, predictable actions and conversations in a video clip or movie</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in a conversation and exchange information about familiar, practiced topics.</li> <li><input type="checkbox"/> Exchange information using technology</li> <li><input type="checkbox"/> Interact online to get information and ask questions</li> <li><input type="checkbox"/> Interact to ask and answer simple questions</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Briefly summarize or retell something they've read or heard</li> <li><input type="checkbox"/> Tell/write about plans or something that happened</li> <li><input type="checkbox"/> Present a series of statements or reasons to support their point of view or opinion.</li> </ul> <p><i>From ACTFL World Readiness Standards "I can" statements</i></p>
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**Stage 2- Evidence**

<b>Evaluation Criteria</b>	<b>Assessment Evidence</b>
Task Rubric	PERFORMANCE TASK(S): French IPA German IPA Spanish IPA

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OTHER EVIDENCE

STUDENT SELF-ASSESSMENT & REFLECTION

### Stage 3- Learning Plan

#### Summary of Key Learning Events and Instruction

Learning Activity/Formative Assessment (Sample activities are listed from the beginning to the end of the unit).	Mode of Communication
<b>Hook:</b> Video/news broadcast of civil unrest	
Watch a news broadcast about cultural strife.	<i>Interpretive</i>
Exchange information about the challenges faced by members of subcultures.	<i>Interpersonal</i>
Present a series of statements supporting my opinion about multiculturalism	<i>Presentational</i>
Create a simple written or graphic advertisement about multiculturalism	<i>Presentational</i>

**Technology Integration:** <http://www.voki.com/> - allows student to select an avatar and record  
<https://screencast-o-matic.com/> or <https://www.screencastify.com/> - allows students to record voice with PPT slides

**Resources:**

**All:**

**French:**

**German:**

**Spanish:**

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