



LEVEL 3 UNIT 6 Novice High-Intermediate Low

Course: World Language	Grade Level: Level 3
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Unit Title: Global Conflict (Give Peace a Chance)	Length of Unit: ~ 6 weeks
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Unit Summary: Students will reflect upon the challenges to peaceful coexistence in the world. They will investigate sources of conflict and strategies for conflict resolution. They will learn to explain challenges facing peaceful coexistence, solutions, and communicate their opinions about them.

Stage 1- Desired Results

STANDARDS Interpretive (IL) 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. Interpersonal (NH) I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced words, phrases,	Transfer	
	<i>Students will be able to independently use their learning to...</i> communicate appropriately with people from other cultures.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> Culture influences the resolution or perpetuation of conflict.	ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s):</i> What are the challenges to peaceful coexistence between societies?
	Acquisition	
<i>Students will know...</i>	<i>Students will be able to ...</i>	

BoE Approval: 6/3/2019

WL Curriculum Writing Team: C. Amador, L. Aronica, A. Black, H. Carey, C. Crowe, J. Denz, S. Frazer, J. Lewis, E. Lipinski, J. Mora, I. Munoz, J. Pappas, J. Porto, R. Pesch, D. SaraZguro, G. Schiada, J. VandeMoortel, J. Vidrine, D. Voulamandis, W. Witt

<p>simple sentences, and questions.</p> <p>Presentational (IL) 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>Language Functions:</p> <ul style="list-style-type: none"> • Give more detailed descriptions including contrasts, comparisons, and superlatives • Ask and respond with some details to a variety of informational and follow-up questions • Express a variety emotions and feelings • Express preferences/opinions/advice with reasons • Tell a story or recount an event in a logical sequence of sentences • Express hopes, dreams, plans for the future, and possibilities with some details <ul style="list-style-type: none"> ◦ Ex: If everyone had enough water, there would be peace in X because... <p>Related Structures/patterns</p> <ul style="list-style-type: none"> • Subjunctive • Future • Conditional • Past Subjunctive <p>Priority Vocabulary</p> <ul style="list-style-type: none"> • Conflict • Environment/Pollution • Resources/Scarcity • Prejudices • Beliefs/Religion • Organizations • Politics/Alliances/Multinational Organizations 	<p>Interpretive</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify essential information in an authentic feature story <input type="checkbox"/> Understand some information from a news report or social media post <input type="checkbox"/> Identify the order of key events from a simple story read aloud <input type="checkbox"/> Understand some specific, predictable actions and conversations in a video clip or movie <p>Interpersonal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in a conversation and exchange information about familiar, practiced topics. <input type="checkbox"/> Exchange information using technology <input type="checkbox"/> Interact online to get information and ask questions <input type="checkbox"/> Interact to ask and answer simple questions <p>Presentational</p> <ul style="list-style-type: none"> <input type="checkbox"/> Briefly summarize or retell something they've read or heard <input type="checkbox"/> Tell/write about plans or something that happened <input type="checkbox"/> Present a series of statements or reasons to support their point of view or opinion. <p><i>From ACTFL World Readiness Standards "I can" statements</i></p>
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Stage 2- Evidence

Evaluation Criteria	Assessment Evidence
<p>Task Rubric Standard Rubric Interpretive Standard Rubric Presentational</p>	<p>PERFORMANCE TASK(S): French IPA German IPA Spanish IPA</p>

Standard Rubric Interpersonal Sub-categories Interpretive Rubric Sub-categories Presentational Rubric Sub-categories Interpersonal Rubric	OTHER EVIDENCE STUDENT SELF-ASSESSMENT & REFLECTION
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Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

Learning Activity/Formative Assessment <i>(Sample activities are listed from the beginning to the end of the unit).</i>	Mode of Communication
Hook: Video about global conflict	
Draw conclusions about the topic and related information from texts about conflict in target cultures to examine sources of conflict and strategies for resolutions.(R)	<i>Interpretive Reading</i>
Read, listen and watch information about various types of conflict in order to identify sources of conflict in target cultures. (R/L)	<i>Interpretive Reading and listening</i>
Request and provide information about conflict	<i>Interpersonal</i>
Express, ask about and react to preferences, feelings, or opinions discussing sources of conflict in their own lives	<i>Interpersonal</i>
Give advice regarding resolving conflicts and asking or answering practiced and some original questions to keep the conversation on topic	<i>Interpersonal</i>
Explain challenges to peaceful coexistence	<i>Presentational</i>
Express thoughts and opinions about how a conflict can be resolved.	<i>Presentational</i>

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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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