



LEVEL 3 UNIT 5 Novice High-Intermediate Low

Course: World Language		Grade Level: Level 3	
Unit Title: The Conflict Within (Can't we all just get along?)		Length of Unit: ~ 6 weeks	
<p>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.</p>			
Stage 1- Desired Results			
<p>STANDARDS</p> <p>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.</p> <p>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,</p>	Transfer		
	<p><i>Students will be able to independently use their learning to...</i> communicate appropriately with people from other cultures.</p>		
	Meaning		
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>No culture is monolithic.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider the following question(s):</i></p> <p>How can different cultures coexist in a society?</p>	
	Acquisition		
<p><i>Students will know...</i></p> <p>Language Functions:</p> <ul style="list-style-type: none"> Give more detailed descriptions including contrasts, comparisons, and superlatives 	<p><i>Students will be able to</i></p> <p>Interpretive</p> <ul style="list-style-type: none"> Identify essential information in an authentic feature story 		

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<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>	<ul style="list-style-type: none"> ● Ask and respond with some details to a variety of informational and follow-up questions ● Express a variety of emotions and feelings ● Express preferences/opinions/advice with reasons ● Tell a story or recount an event in a logical sequence of sentences ● Express hopes, plans for the future with some details (ex: I would like to...; in order to become X, I will need to ...) <p>Related Structures</p> <ul style="list-style-type: none"> ● Subjunctive mood ● Future tense ● Conditional tense ● Imperative <p>Priority Vocabulary</p> <ul style="list-style-type: none"> ● Terms related to conflict resolution ● Terms related to assimilation and acculturation ● Background: Gender, Religion, Culture, Citizenship, Way of Life ● Prejudices/tolerance ● Employment/Education ● Politics 	<ul style="list-style-type: none"> ❑ Understand some information from a news report or social media post ❑ Identify the order of key events from a simple story read aloud ❑ Understand some specific, predictable actions and conversations in a video clip or movie <p>Interpersonal</p> <ul style="list-style-type: none"> ❑ Participate in a conversation and exchange information about familiar, practiced topics. ❑ Exchange information using technology ❑ Interact online to get information and ask questions ❑ Interact to ask and answer simple questions <p>Presentational</p> <ul style="list-style-type: none"> ❑ Briefly summarize or retell something they've read or heard ❑ Tell/write about plans or something that happened ❑ 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
Task Rubric Interpersonal Interpretive Presentational	PERFORMANCE TASK(S): French IPA German IPA Spanish IPA 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/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: