

# World Languages and Cultures Intercultural Unit

## Intermediate Low/Mid (Grades 7-12)

<p><b><u>Unit Overview</u></b></p> <ul style="list-style-type: none"> <li>• <i>What is the theme or topic?</i></li> <li>• <i>What are the essential question(s) that will guide the learning process?</i></li> </ul>	<p><b>Theme or Topic:</b> Global Issues and Challenges</p> <p><b>Essential Question:</b> How does human behavior positively and negatively impact marine life and wildlife?</p>
<p><b>Intercultural Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• <i>What are the intercultural communication goals for this unit?</i></li> </ul>	<p><b>Intercultural Learning Outcomes:</b></p> <p><b>INVESTIGATE:</b></p> <ul style="list-style-type: none"> <li>• IL: I can investigate the positive and negative global impact of human behavior on marine and/or land biodiversity.</li> <li>• IM: I can compare ecosystem restoration projects in my own and other cultures.</li> </ul> <p><b>INTERACT:</b></p> <ul style="list-style-type: none"> <li>• I can work with my own peers or peers from the target culture to create a plan to positively impact a targeted ecosystem.</li> </ul>
<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• <i>How do the learning outcomes of this unit align to Ohio's 2020 <a href="#">Learning Standards</a> for World Languages and Cultures?</i></li> </ul>	<p><b>Interpretive Intercultural Communication:</b></p> <p>INT-C.IL.1. Compare products and practices related to everyday life or personal interests to help understand perspectives in native and other cultures.</p> <p>INT-C.IL.3. Understand the topic and relevant information in complex authentic informational texts.</p> <p>INT-C.IM.1. Compare products and practices from concrete researched topics or personal studies to understand perspectives in native and other cultures.</p> <p>INT-C.IM.3. Understand the main idea and supporting information in complex authentic informational texts.</p> <p><b>Interpersonal Intercultural Communication:</b></p> <p>INP-C.IL.3. Converse on a variety of familiar topics.</p> <p>INP-C.IM.3. Converse on a variety of familiar topics and some concrete topics.</p> <p><b>Presentational Intercultural Communication:</b></p> <p>P-C.IL.3. Inform on, describe and explain familiar and everyday topics.</p> <p>P-C.IM.3. Inform on, describe and explain a variety of familiar topics and some concrete researched topics.</p>

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<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>How will students demonstrate that they have met the learning goals of this unit?</i></li> <li>• <i>Assessments will align with <a href="#">proficiency-based outcomes and rubrics</a>.</i></li> </ul>	<p><b><u>Interpretive Task(s):</u></b></p> <p><b>IL:</b> I can understand basic facts and figures from Goal 14 or Goal 15 of the <a href="#">United Nations Sustainable Goals website</a> (read in the target language) about the global impact of humans on marine or land biodiversity.</p> <p><b>IM:</b> I can understand the key points of the marine or land restoration global targets from Goal 14 or Goal 15 of the <a href="#">United Nations Sustainable Goals website</a> (read in the target language)</p> <p><b><u>Interpersonal Task(s):</u></b></p> <p><b>IL:</b> I can exchange opinions with peers on the most important marine or land issues in my local area and in the target culture.</p> <p><b>IM:</b> I can exchange opinions with peers on the UN SDG targets that are applicable to land, marine or wildlife in my local area and the target culture.</p> <p><b><u>Presentational Task(s):</u></b></p> <p><b>IL:</b> I can make a media presentation to share simple ways to positively impact local or target culture marine life or wildlife.</p> <p><b>IM:</b> I can create and share an outline of a plan to positively impact local or target culture marine life or wildlife.</p>
<p><b>Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>• <i>How will students show what they already know about the unit topic?</i></li> </ul>	<p><b>Prior Knowledge Activity:</b></p> <p>Discussion forum or Google Form outside of class, in English or in the target language:</p> <ul style="list-style-type: none"> <li>• How often do you engage in activities outdoors or in nature? Where do you go to do these activities?</li> <li>• What are outdoor land activities that you (or others) do? What are outdoor water activities that you (or others) do?</li> <li>• What are some examples of human behavior that positively and negatively impact water and land biodiversity?</li> <li>• What are ways that you personally impact your local water or land?</li> <li>• What are ways that people could change to positively impact water or land now and in the future?</li> <li>• Is this a topic that you think is important? Why or why not?</li> </ul>

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<p><b>Language Functions, Forms and Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <i>What are the <a href="#">language functions</a> students will need to meet the learning outcomes of this unit?</i></li> <li>• <i>What are the essential structures and vocabulary students will need to meet the learning outcomes of this unit?</i></li> </ul>	<p><b>Language functions:</b> Describing people, places, and things • Describing actions • Comprehending text or media • Making claims • Making predictions • Asking Informational Questions • Asking Clarifying Questions • Expressing and Supporting Opinions • Comparing • Contrasting • Explaining Cause and Effect • Outlining • Summarizing.</p> <p><b>Language forms and structures taught in context or as chunks of language:</b> Impersonal subjunctive to give recommendations • Commands • Past tense and future tense of relevant verbs • Comparatives and superlatives.</p> <p><b>Vocabulary taught in context or learned independently, related to:</b> Environment • Land and/or water biodiversity • (Dis)agreement expressions.</p>
<p><b>Instructional Resources &amp; Strategies</b></p> <ul style="list-style-type: none"> <li>• <i>Universal Design for Learning and Tier 1 &amp; 2 activities</i></li> <li>• <i>What authentic, cultural, and learning resources and activities will help all students meet the learning outcomes of this unit?</i></li> </ul>	<p><b>Universal Design for Learning Strategies:</b></p> <ul style="list-style-type: none"> <li>• Students will have the choice of focusing on land or water biodiversity, as well as the local and target cultures they want to investigate, based on their interests.</li> <li>• Students will be able to access texts and media from a variety of sources/complexity (short videos or interviews, infographics, headlines or short articles, UN SDG website, blogs, social media, etc.).</li> <li>• Students will have the choice of how they want to present their final media presentation or outline (slideshow, written, video, poster, etc.).</li> <li>• Students can choose to work independently or with a small group.</li> <li>• There will be a broad range of Tier 1 whole class activities and small group activities throughout the unit to meet the needs and language proficiency levels of as many students as possible.</li> <li>• Tier 2 supports and scaffolds will be provided for identified needs or needs that appear during the unit such as for English learners, students with disabilities or gifted students (one-on-one with the teacher, extension activities, more frequent progress checks, language support tools, immediate feedback, etc.)</li> </ul>

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### **Authentic and cultural resources for formative activities:**

- [United Nations Sustainable Goals website](#) (in the target language).
- [Ecosystem restoration projects](#) (in the target language).
- Local and target language websites for land and water sustainability (Audubon, nature and water conservatories, zoos, department of natural resources, wildlife refuges, parks, etc.).
- Social media accounts from the organizations above.

### **Interpretive reading and listening/viewing activities:**

Interpretive reading, viewing and listening activities of target language text and media will be scaffolded for understanding using the [ACTFL Appendix D literacy template and rubric](#).

**Interpersonal activities** (*varied between partners, small groups and whole class. If students have a target language sister school, questions could be discussed with that group, also, either live in real time, or in writing/video asynchronously*):

- Talk about water or land activities and resources that are available in your area, state or country.
- Share information that you have researched on the human impact and other issues affecting water or land in your area, state or country, as well as in the target cultures.
- Choose one issue you would like to focus on related to water or land biodiversity and why it is important to you.
- Brainstorm a simple plan to positively impact water or land in your own and/or the target culture.
- [Performance-based rubrics](#) can be used to assess learner progress.

**Presentational writing and speaking/signing activities** (*If students have a target language sister school, the final presentations could be shared live or asynchronously between both groups*):

- Create simple infographics to demonstrate and share the knowledge you have gathered about water or land biodiversity issues, the UN SDGs, and relevant information.
- Make real or imaginary social media posts or succinct videos to increase awareness of a land or water issue.
- Final IL: Make a simple media presentation to show ways to positively impact water or land biodiversity.
- Final IM: Make an outline of a plan or campaign to address a water or land issue either locally or in the target culture.
- [Performance-based rubrics](#) can be used to assess learner progress.

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### Student Engagement/Reflection

- *How will students see the relevance of this unit to their life or future goals?*

### College, Career or Life Connections:

At the end of the unit, students will fill out a survey in English. They will then share responses in small group discussions in the target language, using guided questions.

### Survey Questions in English:

1. What information from this unit had the biggest impact on you (e.g., surprising, interesting, sobering, etc.)?
2. What do you know now that you didn't know before?
3. What emotions were brought up by the information in this unit (e.g., anger, hope, frustration, excitement, etc.) and why?
4. How will the issues of water and/or land biodiversity impact your future life, life goals, or career goals? Give reasons to explain your response.
5. What new insights about yourself and others have you learned from this? What might change in you from thinking about this topic?

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**Guided questions for small group sharing in the target language** (these questions would be written and discussed in the target language):

1. What information from this unit had the biggest impact on you personally?
2. What types of emotions did you have during this unit. Why?
3. Will you make any changes in your current or future life based on this unit?

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### Lesson Sample in French

As an introduction to UN SDG #14, LA VIE AQUATIQUE (Life Below Water) students will answer comprehension questions based on Goal #14 from the UN SDG website in French. <https://www.un.org/sustainabledevelopment/fr/oceans/> Based on the [ACTFL literacy template and rubric](#).

1. **KEY WORDS:** In the following text, identify at least 8 words in French that are related to issues affecting aquatic life:

_____	_____	_____	_____
_____	_____	_____	_____

# 14 VIE AQUATIQUE



L'océan est à la base des phénomènes mondiaux qui rendent notre planète habitable pour l'humanité. L'eau de pluie, l'eau potable, les conditions météorologiques, le climat, les côtes, une grande partie de nos aliments et même l'oxygène de l'air que nous respirons, tous sont fournis et régulés par les océans.

La gestion prudente de cette ressource vitale mondiale est un élément clé pour un avenir durable. Cependant, à l'heure actuelle, les eaux côtières se détériorent continuellement à cause de la pollution, et l'acidification des océans a un effet de confrontation sur le fonctionnement des écosystèmes et de la biodiversité. Cela a également un impact négatif sur la pêche artisanale.

La sauvegarde de notre océan doit rester une priorité. De plus, la biodiversité marine est essentielle à la santé des hommes et à celle de notre planète. Les aires marines protégées doivent être gérées efficacement et dotées de ressources suffisantes. De même, des réglementations doivent être mises en place pour réduire la surpêche, la pollution marine et l'acidification des océans.

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**2. KEY DETAILS:** Five of the following details are mentioned in the “fact and figures” text below. Two details are not mentioned. Write the letter of the detail next to the line in the text where it is mentioned.

- a. Since the beginning of the Industrial Revolution, ocean acidity levels have risen almost 30%.
- b. Billions of people rely on the biodiversity of oceans to meet their daily needs.
- c. Oceans absorb carbon dioxide and help reduce the effects of global warming.
- d. Oceans are the largest source of protein for billions of people around the world.
- e. Almost all of the water on earth is contained in the oceans.
- f. There have been almost a quarter of a million living species identified in the oceans.
- g. Fishing subsidies are contributing to overfishing and the depletion of many fish species.

- Les océans couvrent les trois quarts de la surface de la Terre, contiennent 97% de l'eau de la Terre, et représentent 99% des espaces de vie disponibles sur terre en volume
- Plus de trois milliards de personnes dépendent de la biodiversité marine et côtière pour subvenir à leurs besoins
- Globalement, la valeur de marché des ressources et industries marines et côtières est estimée à 3000 milliards de dollars par an, soit environ 5% du PIB mondial
- Les océans contiennent près de 200 000 espèces identifiées, mais les chiffres réels pourraient se compter en millions
- Les océans absorbent environ 30% du CO2 produit par les humains et atténuent les impacts du réchauffement climatique
- Les océans sont la plus grande source mondiale de protéines, avec plus de 3 milliards de personnes dépendantes des océans pour leurs principales sources de protéines
- La pêche maritime emploie directement ou indirectement plus de 200 millions de personnes

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**3. ORGANIZATIONAL FEATURES: How is this text organized? Choose all that apply and explain why you chose each organizational feature—what were the clues in the text?**

a. Cause and effect

b. Chronological

c. Problems and Solutions

d. Goals and Targets

Justification from the text to support your answer(s): \_\_\_\_\_

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14.1 D'ici à 2025, prévenir et réduire nettement la pollution marine de tous types, en particulier celle résultant des activités terrestres, y compris les déchets en mer et la pollution par les nutriments

14.2 D'ici à 2020, gérer et protéger durablement les écosystèmes marins et côtiers, notamment en renforçant leur résilience, afin d'éviter les graves conséquences de leur dégradation et prendre des mesures en faveur de leur restauration pour rétablir la santé et la productivité des océans

14.3 Réduire au maximum l'acidification des océans et lutter contre ses effets, notamment en renforçant la coopération scientifique à tous les niveaux

14.4 D'ici à 2020, réglementer efficacement la pêche, mettre un terme à la surpêche, à la pêche illicite, non déclarée et non réglementée et aux pratiques de pêche destructrices et exécuter des plans de gestion fondés sur des données scientifiques, l'objectif étant de rétablir les stocks de poissons le plus rapidement possible, au moins à des niveaux permettant d'obtenir un rendement constant maximal compte tenu des caractéristiques biologiques

14.5 D'ici à 2020, préserver au moins 10 % des zones marines et côtières, conformément au droit national et international et compte tenu des meilleures informations scientifiques disponibles



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#### 4. GUESSING MEANING FROM CONTEXT: Based on the text in question #3, write what these phrases probably mean in English.

14.1 : D'ici à 2025, prévenir et réduire nettement la pollution marine de tous types.

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14.3 Réduire au maximum l'acidification des océans et lutter contre ses effets.

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14.4 D'ici à 2020, réglementer la pêche, mettre un terme à la surpêche et à la pêche illicite.

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#### 5. GLOBAL PERSPECTIVES : Answer the following questions in English, based on your own knowledge and the information that you read in the previous texts:

- a. Tell three or more issues that are threatening the oceans or marine life globally.
- b. Tell three or more reasons why it is vital to protect the oceans and the marine environment.
- c. What do you already know about steps that people in the USA or other countries have taken to protect the oceans and water sources?

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### SCORING RUBRIC:

	<b>STRONG COMPREHENSION SKILLS</b>	<b>MEETS COMPREHENSION TARGETS</b>	<b>DEVELOPING COMPREHENSION SKILLS</b>	<b>EMERGING COMPREHENSION SKILLS</b>
<b>Key Words</b>	Identifies all key words appropriately	Identifies majority of key words appropriately	Identifies half of key words appropriately	Identifies a few key words appropriately
<b>Key Details</b>	Identifies all key details within the text and labels text accurately	Identifies the majority of key details within the text and labels text accurately	Identifies half of key details within the text and may or may not label text accurately	Identifies a few key details within the text and may or may not label text accurately
<b>Organizational Features</b>	Identifies the organizational features of the text and provides appropriate rationale.	Identifies the organizational features of the text; misses some key points of rationale.	Identifies in part the organizational features of the text; misses some key points of rationale or does not provide rationale.	Attempts to identify the organizational features of the text but is not successful.
<b>Meaning from Context</b>	Identifies meaning of unfamiliar words and phrases in the text; inferences are accurate.	Identifies meaning of unfamiliar words and phrases in the text; most of the inferences are plausible but some may not be accurate.	Identifies meaning of unfamiliar words and phrases in the text; most of the inferences are plausible but many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or missing.
<b>Global Perspectives</b>	Identifies global perspectives in the text accurately and with detail.	Identifies most global perspectives in the text accurately and with some detail.	Identifies some global perspectives in the text accurately. Minimal detail provided.	Identification of global perspectives is minimal, superficial or lacking.