

Subject group and level	Language acquisition – capable communicator	Unit duration	About 20 hours
Unit title			

Global context and exploration	Personal and cultural expression: artistry, craft, creation, beauty
Key concept	Culture
Related concept(s)	Audience, purpose
Statement of inquiry	Purpose and audience impact the way we express our cultural identity
Inquiry questions (questions like these will be developed by teachers and students)	
Factual	What is culture?
Conceptual	How do we express our own cultural identity?
Debatable	Does understanding your own culture make you more empathetic?

Objectives	Summative assessment tasks	Relationship between summative assessment tasks and statement of inquiry
Criterion A: Comprehending spoken and visual text	<p>Task 1 Comprehending spoken and visual text Task set by school. 2 texts linked to each other and the global context – 1 text must contain visual. Maximum total length of texts - 7 minutes Questions on all texts and all strands of Criterion A. Please indicate clearly which strand of the criterion is being assessed in each question. Questions and responses must be in target language.</p>	Students will engage with and respond to the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. They will construct meaning and draw conclusions from information, main ideas and supporting details and interpret conventions.
Criterion B: Comprehending written and visual text	<p>Task 2 Comprehending written and visual text Task set by school. 2 texts linked to each other and the global context – 1 text must contain visual. Maximum total length of texts: 800-900 words. Questions on all texts and all strands of Criterion B. Time allowance: 60 minutes.</p>	Students will engage with and respond to the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. They will construct meaning by identifying stated and implied information, main ideas and supporting details, including aspects of

	<p>Please indicate clearly which strand of the criterion is being assessed in each question. Questions and responses must be in target language.</p>	<p>format, style and the author’s purpose for writing.</p>
<p>Criterion C: Communicating in response to spoken and/or written and/or visual text Criterion D: Using language in spoken and/or written form</p>	<p>Task 3 Interactive Oral Students will engage in a conversation with their teacher in response to one of the following written, visual or written-visual stimuli. The student must speak for 3-4 minutes and the whole recording must not last more than 6 minutes. Preparation time: 10 minutes</p> <p>1. Written stimulus “Culture is something that unites people” – Anastaysia O. Discuss.</p> <p>2. Visual stimulus Discuss the various traditions in your community/country/the world.</p> <p>3. Written-visual stimulus ‘We are what we wear’. Discuss the images and caption.</p> <p>4. Written stimulus Task to be confirmed.</p> <p>5. Visual stimulus Task to be confirmed.</p> <p>6. Written-visual stimulus Task to be confirmed.</p>	<p>Students will engage in an unrehearsed conversation with their teacher in response to one of the stimuli provided. They will share ideas and express opinions and feelings about global cultures using a range of vocabulary, grammatical structures and conventions. Students will use clear pronunciation and intonation and language to suit the context. Students will organize information and ideas and use a wide range of cohesive devices.</p>

<p>Criterion C: Communicating in response to spoken and/or written and/or visual text</p> <p>Criterion D: Using language in spoken and/or written form</p>	<p>Task 4 Writing Task</p> <p>Students will respond to one of the following written, visual or written-visual stimuli.</p> <p>Students must write 200-250 words.</p> <p>1. Written stimulus You are giving a speech at a school conference about culture and language entitled: 'We should create one global language that everybody in every country should speak.' Write the text of your speech.</p> <p>2. Visual stimulus Write an article about one of these cultural events or an event taking place in your community.</p> <p>3. Written-visual stimulus 'School uniforms are designed to create equal environments in schools'. Considering this statement, write a letter to the principal/head of your school, expressing your opinion about the school uniform/dress code at your school.</p> <p>4. Written stimulus Task to be confirmed.</p> <p>5. Visual stimulus Task to be confirmed.</p> <p>6. Written-visual stimulus Task to be confirmed.</p>	<p>Students will respond in written form to one of the stimuli provided. They will write about the concept of culture using a range of vocabulary, grammatical structures and conventions. They will organize information and ideas and use a wide range of cohesive devices. Students will express their ideas and feelings and communicate with a sense of audience and purpose appropriate to the text type specified.</p>
--	--	---

Language acquisition – capable level

Task 3 : Interactive oral

Option 1 : Written stimulus

Requirements:	10 minutes preparation time – the student may make notes to refer to during the recording. The use of dictionaries is not permitted.
Total recording:	6 minutes – the student must speak for 3-4 minutes.
Instructions:	“Culture is something that unites people” – Anastaysia O. Discuss.

These materials are produced to exemplify marking standards and are for in-school use only.

“Culture is something that unites people” – Anastaysia O.

Discuss.

These materials are produced to exemplify marking standards and are for in-school use only.

Language acquisition – capable level

Task 3 : Interactive oral

Option 2 : Visual stimulus

Requirements:	10 minutes preparation time – the student may make notes to refer to during the recording. The use of dictionaries is not permitted.
Total recording:	6 minutes – the student must speak for 3-4 minutes.
Instructions:	Discuss the various traditions in your community/country/the world.

These materials are produced to exemplify marking standards and are for in-school use only.

Discuss the various traditions in your community/country/the world.



Language acquisition – capable level

Task 3 : Interactive oral

Option 3 : Written-visual stimulus

Requirements:	10 minutes preparation time – the student may make notes to refer to during the recording. The use of dictionaries is not permitted.
Total recording:	6 minutes – the student must speak for 3-4 minutes.
Instructions:	'We are what we wear'. Discuss the images and caption.

These materials are produced to exemplify marking standards and are for in-school use only.



We are what we wear



Discuss the images and caption.

Language acquisition – capable level

Task 3 : Interactive oral

Option 4 : Written stimulus

Requirements:	10 minutes preparation time – the student may make notes to refer to during the recording. The use of dictionaries is not permitted.
Total recording:	6 minutes – the student must speak for 3-4 minutes.
Instructions:	Task to be confirmed.

These materials are produced to exemplify marking standards and are for in-school use only.

Task to be confirmed.

These materials are produced to exemplify marking standards and are for in-school use only.

Language acquisition – capable level

Task 3 : Interactive oral

Option 5 : Visual stimulus

Requirements:	10 minutes preparation time – the student may make notes to refer to during the recording. The use of dictionaries is not permitted.
Total recording:	6 minutes – the student must speak for 3-4 minutes.
Instructions:	Task to be confirmed.

These materials are produced to exemplify marking standards and are for in-school use only.

Task to be confirmed.

These materials are produced to exemplify marking standards and are for in-school use only.

Language acquisition – capable level

Task 3 : Interactive oral

Option 6: Written-visual stimulus

Requirements:	10 minutes preparation time – the student may make notes to refer to during the recording. The use of dictionaries is not permitted.
Total recording:	6 minutes – the student must speak for 3-4 minutes.
Instructions:	Task to be confirmed.

These materials are produced to exemplify marking standards and are for in-school use only.

Task to be confirmed.

These materials are produced to exemplify marking standards and are for in-school use only.

Language acquisition – capable level

Task 4 : Written task

Option 1 : Written stimulus

Requirements:

The written piece must be between 200-250 words.

The use of dictionaries is not permitted.

Instructions:

You are giving a speech at a school conference about culture and language entitled: 'We should create one global language that everybody in every country should speak.' Write the text of your speech.

These materials are produced to exemplify marking standards and are for in-school use only.

You are giving a speech at a school conference about culture and language entitled: 'We should create one global language that everybody in every country should speak.' Write the text of your speech.

These materials are produced to exemplify marking standards and are for in-school use only.

Language acquisition – capable level

Task 4 : Written task

Option 2 : Visual stimulus

Requirements:

The written piece must be between 200-250 words.

The use of dictionaries is not permitted.

Instructions:

Write an article about one of these cultural events or an event taking place in your community.

These materials are produced to exemplify marking standards and are for in-school use only.

Write an article about one of these cultural events or an event taking place in your community.



Language acquisition – capable level

Task 4 : Written task

Option 3: Written-visual stimulus

Requirements:

The written piece must be between 200-250 words.

The use of dictionaries is not permitted.

Instructions:

'School uniforms are designed to create equal environments in schools'. Considering this statement, write a letter to the principal/head of your school, expressing your opinion about the school uniform/dress code at your school.

These materials are produced to exemplify marking standards and are for in-school use only.



School uniforms are designed to create an equal environment in schools



Considering this statement, write a letter to the principal/head of your school, expressing your opinion about the school uniform/dress code at your school.

Language acquisition – capable level

Task 4 : Written task

Option 4: Written-visual stimulus

Requirements:

The written piece must be between 200-250 words.

The use of dictionaries is not permitted.

Instructions:

Task to be confirmed.

These materials are produced to exemplify marking standards and are for in-school use only.

Task to be confirmed.

These materials are produced to exemplify marking standards and are for in-school use only.

Language acquisition – capable level

Task 4 : Written task

Option 5: Visual stimulus

Requirements:

The written piece must be between 200-250 words.

The use of dictionaries is not permitted.

Instructions:

Task to be confirmed.

These materials are produced to exemplify marking standards and are for in-school use only.

Task to be confirmed.

These materials are produced to exemplify marking standards and are for in-school use only.

Language acquisition – capable level

Task 4 : Written task

Option 6: Visual stimulus

Requirements:

The written piece must be between 200-250 words.

The use of dictionaries is not permitted.

Instructions:

Task to be confirmed.

These materials are produced to exemplify marking standards and are for in-school use only.

Task to be confirmed.

These materials are produced to exemplify marking standards and are for in-school use only.

Resources (the following resources are suggestions only. They may be used during the teaching of the unit)

<http://www.chineseparade.com/>

<https://www.newsela.com/articles/hawaii-mountain/id/11142/>

<https://vimeo.com/104728528>

<http://www.eastoftheweb.com/short-stories/UBooks/CaseLowe950.shtml>

<http://www.chlive.org/pbeck/eastlibrary/MYTHOLOGY.htm>

<http://www.vogue.com/slideshow/13331206/back-to-school-uniforms-photos/>

<https://www.youtube.com/watch?v=FS06LqpgkFE>

http://kids.lovetoknow.com/wiki/What_Do_Kids_Think_About_School_Uniforms

<http://www.native-english.ru/topics/popular-free-time-activities-of-teenagers>

<https://www.youtube.com/watch?v=leGS7md8Y8s>

<https://vimeo.com/93140602>

<https://vimeo.com/66019492>

<https://vimeo.com/35744959>

<https://images.unsplash.com/photo-1438109491414-7198515b166b?q=80&fm=jpg&s=cdbabf7a79c087a0b060670a6d79726c>

http://40.media.tumblr.com/52281a24b670997a92aaf55a9c3d20a1/tumblr_ns31b5z1Bm1slhfh0o1_1280.jpg

<https://images.unsplash.com/photo-1436915947297-3a94186c8133?q=80&fm=jpg&s=5c943a0880b97c3c26d2fe7ae218bb5c>

<https://images.unsplash.com/photo-1437572848259-df63caa1a552?q=80&fm=jpg&s=993c72dbed07e84925aee0f935bb31a7>

<https://vimeo.com/92471917>

<https://vimeo.com/33670490>

<http://www.les-uniformes.com/wp-content/uploads/2014/10/Uniforme-scolaire-02.jpg>

<http://images.visitbeijing.com.cn/20120829/lmg214744236.jpg>

<http://previews.123rf.com/images/virinka/virinka1301/virinka130100142/17514736-Children-are-engaged-in-the-hobbies--Stock-Vector-cartoon-children-school.jpg>

<http://www.ingodsimage.com/wp-content/uploads/2013/04/Two-HUGE-Lies-in-Modern-Culture.jpg>

These materials are produced to exemplify marking standards and are for in-school use only.