

# *Activating Communication in 21st Century Thematic Units*



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# ACTFL World Languages 21<sup>st</sup> Century Skills

<http://actfl21stcenturyskillsmap.wikispaces.com>

<http://www.actfl.org/i4a/pages/index.cfm?pageid=3342>

The final document can be downloaded from the Wikispace or the ACTFL site

## 1. Communication

Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts, and ideas.

Ideas for learning:

## 2. Collaboration

Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.

Ideas for learning:

## 3. Critical Thinking and Problem Solving

Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.

Ideas for learning:

## 4. Creativity and Innovation

Students as creators and innovators respond to new and diverse perspectives as they use language in imaginative and original ways to make useful contributions.

Ideas for learning:

## 5. Information Literacy

Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.

Ideas for learning:

## 6. Media Literacy

Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.

Ideas for learning:

## 7. Technology Literacy

Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.

Ideas for learning:

## 8. Flexibility and Adaptability

Students as flexible and adaptable language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives.

Ideas for learning:

## 9. Initiative and Self-Direction

Students as life-long learners are motivated to set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence.

Ideas for learning:

## 10. Social and Cross-Cultural Skills

Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.

Ideas for learning:

## 11. Productivity and Accountability

Students as productive and accountable learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.

Ideas for learning:

## 12. Leadership and Responsibility

Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community.

Ideas for learning:

## Interdisciplinary Themes

1. Global Awareness
2. Financial, Economic, Business and Entrepreneurial Literacy
3. Civic Literacy
4. Health Literacy

## French I-Unit 3-L'Alimentation et la faim

<b>Language</b>	<b>French</b>		
<b>Course</b>	<b>French I</b>		
<b>Targeted Proficiency Level</b>	<b>Novice-mid</b>		
<b>Thematic unit</b>	<b>L'alimentation et la faim (Food and Hunger)</b>		
<b>Unit length</b>	<b>about 4 weeks</b>		
<b>Stage 1: Desired Results</b>			
Standards: Check as many as apply.	<input checked="" type="checkbox"/> 1.1 Interpersonal communication <input checked="" type="checkbox"/> 1.2 Interpretive communication <input checked="" type="checkbox"/> 1.3 Presentational communication <input checked="" type="checkbox"/> 2.1 Cultural practices and perspectives <input checked="" type="checkbox"/> 2.2 Cultural products and perspectives <input checked="" type="checkbox"/> 3.1 Connections to other disciplines <input type="checkbox"/> 3.2 Acquiring new information	<input type="checkbox"/> 4.1 Language comparisons <input checked="" type="checkbox"/> 4.2 Cultural comparisons <input type="checkbox"/> 5.1 Language within and beyond the school setting <input checked="" type="checkbox"/> 5.2 Lifelong learning	
<b>Enduring Understanding(s)</b>	Food is necessary for life. Hunger is everywhere.		
<b>Essential Question</b>	How does healthy eating for everyone make the planet a better place to live?		
<b>Guiding Questions</b>	<ul style="list-style-type: none"> <li>How do we eat well?</li> <li>Why does hunger exist?</li> </ul>		
<b>Learning Goals</b>	Students will consider personal connections with food. They will consider the type of food that they and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don't eat certain foods, describing their tastes and commenting on how healthy or unhealthy certain foods are. They will be able to explain the number of calories needed to sustain life and will analyze the number of calories they consume with regard to the US and other food pyramids. Finally, they will consider why hunger exists, where it is prevalent and how various organizations are helping. As a class students will work individually and in groups to draw attention to hunger issues.		
<b>Functions</b> What can learners do?		<b>Knowledge</b> What context, structure and culture will learners need to show their knowledge?	
<b>Functions</b>	<b>Context</b>	<b>Structure</b>	<b>Culture</b>
ask and answer questions about food and hunger	<ul style="list-style-type: none"> <li>Are you hungry?</li> <li>I am/am not...</li> <li>question words</li> </ul>	<ul style="list-style-type: none"> <li>to have</li> <li><i>idioms (avoir faim)</i></li> <li>yes/non question formation</li> <li><i>Combien, Où, À quelle heure, Quand</i></li> </ul>	<ul style="list-style-type: none"> <li>foods and drinks in</li> <li>Francophone countries</li> </ul>
talk about likes and dislikes concerning common and international foods	<ul style="list-style-type: none"> <li>Do you like....?</li> <li>I like / don't like?</li> <li>I like a little</li> <li>I like a lot</li> <li>I love</li> <li>I hate</li> <li>typical level 1 foods – 20 words</li> <li>selected cultural foods from various French speaking countries – 20 words</li> <li>names of countries</li> </ul>	<ul style="list-style-type: none"> <li>verb <i>aimer</i></li> <li>verb <i>préférer</i></li> <li>verb <i>detester</i></li> <li>verb: <i>adorer</i></li> <li>adverbs: <i>beaucoup, un peu</i></li> <li>negative: <i>ne ..pas</i></li> </ul>	<ul style="list-style-type: none"> <li>social register</li> </ul>

ask and answer if they would like certain dishes and give reasons	<ul style="list-style-type: none"> <li>I would/would not like because</li> </ul>	<ul style="list-style-type: none"> <li>questions</li> <li>parce que</li> <li>comparison</li> </ul>	
find out where and explain why hunger exists in the world	<ul style="list-style-type: none"> <li>Food is important because</li> <li>Where are people hungry?</li> <li>How many people are hungry?</li> <li>(percentage) of people are hungry</li> <li>Hunger exists because of war, poverty, climate, drought</li> <li>big numbers</li> <li>countries</li> </ul>	<ul style="list-style-type: none"> <li>question formation</li> </ul>	<ul style="list-style-type: none"> <li>reading maps</li> <li>read and interpret data</li> </ul>
say why they make good / poor food choices	<p>I eat well because to be healthy, I do not want...</p> <ul style="list-style-type: none"> <li>cancer</li> <li>obesity</li> <li>energy</li> <li>to be unhealthy</li> </ul>	<ul style="list-style-type: none"> <li>verb <i>manger</i></li> <li>adverbs: <i>beaucoup, un peu</i></li> <li>negative: <i>ne ..pas</i></li> </ul>	<ul style="list-style-type: none"> <li>healthy habits in Francophone countries</li> <li>healthy foods in Francophone countries</li> </ul>

**Stage 2: Assessment Evidence**  
**Summative Performance Assessments**

Interpretive	Students will read short authentic texts that provide information on food and hunger. They texts will be excerpted from Copain du Monde. Students will be given key English words and asked to find the French equivalent. They will be given statements and will indicate which statements provide information that is shared in the reading. They will also watch a brief youtube clip and state the main idea of the clip in English.
Interpersonal	Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images.
Presentational	Students will create a public service announcement to address nutritional and / or hunger issues in their community.

**Formative Assessments**

**Other Summative Assessments**

<ul style="list-style-type: none"> <li>food and drink vocabulary quizzes</li> <li>matching pictures with vocabulary</li> </ul>	
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**Stage 3: Learning Activities**

<b>Interpersonal</b>	<b>Interpretive</b>	<b>Presentational</b>
<ul style="list-style-type: none"> <li>Hungry Planet video: <a href="http://youtu.be/osSpWbmEYF4">http://youtu.be/osSpWbmEYF4</a> -discussion about which countries are more healthy than others</li> <li>use pictures with ingredients - I prefer this because ..I like.. series of slides with pix and ingredients-simple words (healthy or not) –partner discussion and interview</li> </ul>	<ul style="list-style-type: none"> <li>Hungry Planet video: <a href="http://youtu.be/osSpWbmEYF4">http://youtu.be/osSpWbmEYF4</a> use pictures with ingredients - I prefer this because ..I like.. series of slides with pix and ingredients-simple words (healthy or not) –partner discussion and interview</li> <li>SOS faim movie-interpretive activities, numbers:</li> </ul>	<ul style="list-style-type: none"> <li>Hungry Planet video: <a href="http://youtu.be/osSpWbmEYF4">http://youtu.be/osSpWbmEYF4</a> -discussion about which countries are more healthy than others</li> </ul>

<b>Other Learning Activities</b>
<ul style="list-style-type: none"> <li>• practice activities for <i>aller</i></li> <li>• draw food and drink items for a new café</li> <li>• research café and snack foods and drinks from other Francophone countries</li> </ul>
<b>Resources</b>
District Resources- <i>C'est à Toi Niveau 1</i> <ul style="list-style-type: none"> <li>• Unité 3-café foods and drinks</li> <li>• Unité 4-time</li> <li>• Unité 6-days/months</li> </ul> Other resources <ul style="list-style-type: none"> <li>• online café menus</li> <li>• food flashcards in both paper form and online</li> <li>• online currency exchange convertor</li> <li>• online videos/images about Francophone cafés , foods and drinks</li> </ul>

## Learner targets-Spanish III-Environment Unit

### Unit 3: Living a Healthy Lifestyle

INTERPRETIVE MODE		INTERPERSONAL MODE (Spontaneous Person-to-Person)	PRESENTATIONAL MODE	
Listening	Reading	Speaking & Writing	Prepared Speaking	Prepared Writing
I can... <ul style="list-style-type: none"> <li>• understand what people do/need to do to stay healthy.</li> <li>• understand advice people give about health.</li> </ul>	I can... <ul style="list-style-type: none"> <li>• understand what people do/need to do to stay healthy.</li> <li>• understand advice people give about health.</li> <li>• recognize what people around the world do to stay healthy.</li> </ul>	I can... <ul style="list-style-type: none"> <li>• ask for / give advice about healthy eating and exercise habits.</li> <li>• identify health concerns.</li> <li>• discuss / compare healthy foods.</li> </ul>	I can... <ul style="list-style-type: none"> <li>• provide information about healthy lifestyle choices.</li> <li>• describe in detail one thing I do to maintain my health.</li> </ul>	I can... <ul style="list-style-type: none"> <li>• write a food &amp; activity journal.</li> <li>• analyze my eating &amp; exercise habits.</li> <li>• create a guide for a healthy lifestyle.</li> </ul>

**Technology to enhance communication**-Integrate technology to enhance instruction only in a well-designed standards-based thematic unit using backwards design.

**I. Resources for locating images and photos**

1. Tag Galaxy	<a href="http://taggalaxy.de">http://taggalaxy.de</a>	Search for photos from Flickr
2. Fotopedia	<a href="http://www.fotopedia.com">http://www.fotopedia.com</a>	Collaborative photo encyclopedia
3. Compfight	<a href="http://compfight.com">http://compfight.com</a>	Sort images for creative commons
4. Goggle Art Project	<a href="http://www.googleartproject.com">http://www.googleartproject.com</a>	3D art tours of many museums
5. Google maps in many languages	<a href="http://support.google.com/maps/bin/answer.py?hl=en&amp;answer=63471">http://support.google.com/maps/bin/answer.py?hl=en&amp;answer=63471</a>	Google maps in a variety of languages
6. MorgueFile	<a href="http://www.morguefile.com">http://www.morguefile.com</a>	Lots of free photos
7. FLICKR	<a href="http://www.flickr.com">http://www.flickr.com</a>	World's photo album-search creative commons

**II. Using images and information to make stories, comics, books, magazines and speaking activities**

1. Wordle	<a href="http://www.wordle.net">http://www.wordle.net</a>	word clouds
2. Tagxedo	<a href="http://www.tagxedo.com">http://www.tagxedo.com</a>	word clouds in shapes
3. Bubblr	<a href="http://www.pimpumpum.net/bubblr">http://www.pimpumpum.net/bubblr</a>	Comic strips using Flickr photos
4. Piclits	<a href="http://piclits.com">http://piclits.com</a>	Creative writing using images
5. Five Card Flickr Story	<a href="http://5card.cogdogblog.com/play.php?suit=5card">http://5card.cogdogblog.com/play.php?suit=5card</a>	Lets you create a story from 5 random FLICKR pix
6. PECHA Flickr	<a href="http://pechaflickr.cogdogblog.com">http://pechaflickr.cogdogblog.com</a>	Enter a tag, and see how well you can make sense of 20 random flickr photos, each one on screen for 20 seconds.
7. Issuu	<a href="http://issuu.com">http://issuu.com</a>	Make a magazine or newsletter
8. Storybird	<a href="http://storybird.com">http://storybird.com</a>	Collaborative Storytelling

**III. Resources for using and creating videos**

1. Video writing prompts	<a href="http://teachhub.com/video-writing-prompts">http://teachhub.com/video-writing-prompts</a>	Site with writing prompts and popular videos
2. Video creating tools	<a href="http://www.youtube.com/create">http://www.youtube.com/create</a>	Series of video creating tools grouped
3. Aminoto video	<a href="http://animoto.com/education#top">http://animoto.com/education#top</a>	“music videos”
4. Dvolver video maker	<a href="http://www.dvolver.com">http://www.dvolver.com</a>	cartoon videos
5. Tubechop	<a href="http://www.tubechop.com">http://www.tubechop.com</a>	Cut a section of a Youtube video

**IV. Technology to record voice or use computer generated voice**

1. Vocaroo	<a href="http://vocaroo.com">http://vocaroo.com</a>	Simple podcast
2. Voxopop	<a href="http://www.voxopop.com">http://www.voxopop.com</a>	Talk discussion board
3. Go Animate Edu	<a href="http://goanimate.com">http://goanimate.com</a>	Comic
4. Google Voice	<a href="http://www.google.com/googlevoice">http://www.google.com/googlevoice</a>	Students call and answer ?
5. AudioBoo	<a href="http://audioboo.fm">http://audioboo.fm</a>	Record and upload audio

## V. Technology to enhance speaking and writing Presentational communication

1. Glogster	<a href="http://edu.glogster.com">http://edu.glogster.com</a>	Digital Poster
2. Fotobabble	<a href="http://www.fotobabble.com">http://www.fotobabble.com</a>	“Trading cards
3. FaceinHole	<a href="http://www.faceinhole.com">http://www.faceinhole.com</a>	Put your face in pix
4. Blabberize	<a href="http://blabberize.com">http://blabberize.com</a>	Make picture talk
5. Make Beliefs Comix	<a href="http://www.makebeliefscomix.com">http://www.makebeliefscomix.com</a>	Make comic strips
6. Wallwisher	<a href="http://www.wallwisher.com">http://www.wallwisher.com</a>	Digital post it notes

## VI. Other great tools to impact learning

Wikispaces for Education	<a href="http://www.wikispaces.com/content/for/teachers">http://www.wikispaces.com/content/for/teachers</a>
DropBox (filesharing)	<a href="http://www.dropbox.com">http://www.dropbox.com</a>
Slideshare (share powerpoints)	<a href="http://www.slideshare.net">http://www.slideshare.net</a>
<a href="http://www.scribd.com">Scribd</a> (share documents and pdf's)	<a href="http://www.scribd.com">http://www.scribd.com</a>
Polleverywhere	<a href="http://www.polleverywhere.com">http://www.polleverywhere.com</a>
Brainshark (do voiceover with ppt)	<a href="http://www.brainshark.com">http://www.brainshark.com</a>
Jing (screecast)	<a href="http://www.techsmith.com/jing">http://www.techsmith.com/jing</a>
Google Docs	<a href="http://docs.google.com">http://docs.google.com</a>
Quizlet-create and use flashcards	<a href="http://quizlet.com/">http://quizlet.com/</a>
Textivate-change a text into a game	<a href="http://www.textivate.com">http://www.textivate.com</a>
Remind101-a safe way to text students and parents	<a href="https://www.remind101.com">https://www.remind101.com</a>
Socrative-reponse system for quizzes	<a href="http://socrative.com">http://socrative.com</a>