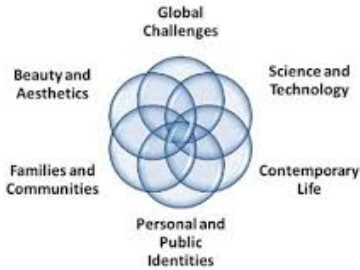
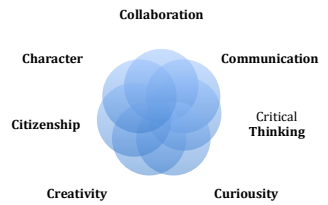


Approved 3/2/2020

Content Area: World Languages	Course: Year 4	Grade Level: 9-12
	R14 The Seven Cs of Learning 	
Unit Titles	Length of Unit	
<p><i>Through the study of various regions where the target language is used, students will learn about, discuss, and present information on all of the following areas within those regions. The regions may vary based on the experiences of the teacher, but the topic areas will remain the same to align with the Global Themes of the AP College Board.</i></p>		
<i>Practices, Products, and Perspectives of the Target Cultures</i>	Woven through every unit	
<i>Global Challenges</i>	3-5 Weeks throughout the year	
<i>Science and Technology</i>	3-5 Weeks throughout the year	
<i>Beauty and Aesthetics</i>	3-5 Weeks throughout the year	
<i>Families and Communities</i>	3-5 Weeks throughout the year	
<i>Contemporary Life</i>	3-5 Weeks throughout the year	
<i>Personal and Public Identities</i>	3-5 Weeks throughout the year	

<i>Interest Pathways</i>	3-5 Weeks throughout the year
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Strands	Course Level Expectations
Communication	<p>Interpretive: Students can usually follow the main message in various time frames in paragraph-length informational texts and fictional texts (French, Spanish). Students can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions (ASL, French, Spanish).</p> <p>Interpersonal: Students can exchange information in conversations on familiar topics and some concrete they have researched using connected sentences and that may combine to form a paragraph and asking a variety of questions. Students can interact with others to meet their needs in a variety of situations sometimes involving a complication across various time frames and explain preferences, opinions, and emotions as well as provide advice about familiar topics.</p> <p>Presentational: Students can tell stories about school, community and world events and personal experiences, state their viewpoints about familiar and researched topics, provide reasons to support them, and give presentations using a few short paragraphs often across various time frames.</p>
Cultures	<p>Relating Cultural Practices to Perspective: Learners use the language to explore and reflect on the practices and perspectives of the cultures studied.</p> <p>Relating Cultural Products to Perspective: Learners use the language to explore and reflect on the products and perspectives of the cultures studied.</p>
Connections	<p>Making Connections: Learners build, reinforce, and expand their knowledge of social studies, science, the arts, technology, and literature while using the language to solve problems creatively.</p> <p>Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>
Comparisons	<p>Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>

	Cultural: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
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Unit Title	<i>Practices, Products, and Perspectives of the Target Culture</i>	Length of Unit	3-5 weeks throughout the year
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● How does culture influence how I respond to questions and the information I share? ● How are the typical practices, products, and perspectives of students and families of those who communicate in the target language different from my own? ● How does culture impact my daily routine? ● How do I show cultural awareness when communicating in the target language? ● What behaviors can I rehearse/practice to use in communication in the target culture? ● What behaviors would be inappropriate in the target culture?
Unit Strands & Standards	<p>Intercultural Communication - Interact with cultural competence and understanding.</p> <ul style="list-style-type: none"> ● Investigate products and practices to understand cultural perspectives. ● Interact with others in and from another culture.
Concepts	<p>Polite, rehearsed behaviors show cultural competence.</p> <p>Awareness and understanding of our own culture grows with each new intercultural encounter.</p>
Vocabulary	Products, perspectives, practices, intercultural communication, cultural awareness

Unit Title	<i>Practices, Products, and Perspectives of the Target Culture</i>	Length of Unit	Woven through every unit
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● How perspectives of the target culture influence the way they interact in social settings, everyday life activities, and when traveling abroad. ● How the products of the target culture are influenced by the practices. 	<ul style="list-style-type: none"> ● Compare how attitudes towards informality and formality in relationships affect behavior and language. ● Identify and compare the values that promote globalized practices, such as use of time and social interaction. ● Converse with peers from the target culture and show interest in basic cultural similarities and differences. ● Recognize that significant differences in behaviors exist among cultures. ● Follow the rules and etiquette when playing a sport with peers from the target culture. ● Work with a newcomer ELL and compare how they perform a particular math operation or the content of their lessons in school. ● Use appropriate behaviors to avoid major blunders.

Assessments:	Reflective activities, interpersonal communication activities - formative, interim, and summative
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Teacher Resources:	Videos, audio recordings, reading passages
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Unit Title	<i>Global Challenges</i>	Length of Unit	3-5 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do the economic and environmental issues of those in the target culture compare to those of my own culture? • What are the similarities and differences in thought and religion between the target culture and my own? • In what ways do the population and demographics of various regions that use the target language compare to the population and demographics of my own area? • What are people and organizations doing in target culture regions to demonstrate a social conscience and improve social welfare?
Standards*	Communication, Culture, Comparisons, Connections
Unit Strands & Concepts	Economic Issues, Environmental Issues, Philosophical Thought and Religions, Population and Demographics, Social Welfare, Social Conscience
Key Vocabulary	Economy, social and economic classes, beliefs, values, environmental threats and solutions, population, demographics, societal needs, society, benefit, harm, welfare, social conscience

Unit Title	Global Challenges	Length of Unit	3-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● Cultural facts and current events related to global challenges in the target culture. ● The impact of global challenges on social welfare in the target culture ● How population and demographic changes can both help and hurt a region. 	<ul style="list-style-type: none"> ● Comprehend written, audio, audiovisual, and visual text related to global challenges in the target culture. ● Make interdisciplinary and cultural connections related to global challenges in the target culture. ● Interpret the content of written or audio text related to global challenges in the target culture (French and Spanish). ● Make meanings from words and expressions related to global challenges in the target culture. ● Communicate interpersonally with others related to global challenges in the target culture. ● Communicate through presentations related to global challenges in the target culture.

Assessments:	Formative, Interim and Summative Assessments: Audio, visual, and audiovisual interpretive communication; written and print interpretive communication; spoken interpersonal communication; written interpersonal communication; spoken presentational communication; written presentational communication
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Teacher Resources:	Authentic resources: promotional material, literary text, articles and charts, letters, audio reports, conversations, interviews, instructions, presentations, emails
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Unit Title	<i>Science and Technology</i>	Length of Unit	3-5 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● How does accessibility to modern science and technology impact the target culture? ● What role does nature play in the development of culture? ● How have scientific innovations helped to resolve conflicts and past wrongs? ● How do the health care systems and medical practices of the target culture compare with those of my own culture?
Standards	Communication, Comparisons, Culture, Connection
Unit Strands & Concepts	Access to technology, effects of technology on self and society, health care and medicine, innovations, natural phenomena, science and ethics
Key Vocabulary	Advances, innovations, impact, self-identity, accessibility, capabilities, natural disasters, ethics, experiments, genetics

Unit Title	<i>Science and Technology</i>	Length of Unit	3-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● What the health care and medical systems are like in various regions of the target culture. ● How natural phenomena impact regions of the target culture. ● The effects of the availability or lack thereof on the people of the target culture. 	<ul style="list-style-type: none"> ● Comprehend written, audio, audiovisual, and visual text related to science and technology in the target culture. ● Make interdisciplinary and cultural connections related to science and technology in the target culture. ● Interpret the content of written or audio text related to science and technology in the target culture (French and Spanish). ● Make meanings from words and expressions related to science and technology in the target culture. ● Communicate interpersonally with others related to science and technology in the target culture. ● Communicate through presentations related to science and technology in the target culture.

Assessments:	Formative, Interim and Summative Assessments: Audio, visual, and audiovisual interpretive communication; written and print interpretive communication; spoken interpersonal communication; written interpersonal communication; spoken presentational communication; written presentational communication
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Teacher Resources:	Authentic resources: promotional material, literary text, articles and charts, letters, audio reports, conversations, interviews, instructions, presentations, emails
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Unit Title	<i>Beauty and Aesthetics</i>	Length of Unit	3-5 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How are perceptions of beauty and creativity established? • How do ideals of beauty and aesthetics impact daily life? • How do the arts both challenge and reflect cultural perspectives?
Unit Strands & Standards	Communication, Comparisons, Culture, Connection
Concepts	Architecture, Defining Beauty, Defining Creativity, Fashion and Design, Language and Literature, Visual and Performing Arts
Vocabulary	Symbolism, represents, exterior, interior, design, wonders, genres, magical realism, theater, programming, periods, define, social media, television, bulletin boards, magazines, murals, graffiti, image

Unit Title	<i>Beauty and Aesthetics</i>	Length of Unit	3-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● What determines the various perceptions of beauty and creativity in the target culture. ● How the perception of beauty within the target culture impact daily life. ● The aspects of the arts that challenge the norms of the target culture and those that reflect them. 	<ul style="list-style-type: none"> ● Comprehend written, audio, audiovisual, and visual text related to beauty and aesthetics in the target culture. ● Make interdisciplinary and cultural connections related to beauty and aesthetics in the target culture. ● Interpret the content of written or audio text related to beauty and aesthetics in the target culture (French and Spanish). ● Make meanings from words and expressions related to beauty and aesthetics in the target culture. ● Communicate interpersonally with others related to beauty and aesthetics in the target culture. ● Communicate through presentations related to beauty and aesthetics in the target culture.

Assessments:	Formative, Interim and Summative Assessments: Audio, visual, and audiovisual interpretive communication; written and print interpretive communication; spoken interpersonal communication; written interpersonal communication; spoken presentational communication; written presentational communication
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Teacher Resources:	Authentic resources: promotional material, literary text, articles and charts, letters, audio reports, conversations, interviews, instructions, presentations, emails
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Unit Title	<i>Families and Communities</i>	Length of Unit	3-5 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What constitutes a family in the target culture? • How do individuals contribute to the well-being of communities in the target culture? • How do the roles that families and communities assume differ in societies around the world?
Unit Strands & Standards	Communication, Comparisons, Culture, Connection
Concepts	Customs and values, education communities, family structure, global citizenship, human geography, social networking
Vocabulary	Values, beliefs, citizenship, socializing, community development, customs, roles, structures, migration

Unit Title	<i>Families and Communities</i>	Length of Unit	3-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● The roles of family members in the various regions of the target culture. ● How families and communities are defined differently in the target culture. ● How individuals contribute to families and communities to help develop cultural norms. 	<ul style="list-style-type: none"> ● Comprehend written, audio, audiovisual, and visual text related to family and communities in the target culture. ● Make interdisciplinary and cultural connections related to family and communities in the target culture. ● Interpret the content of written or audio text related to family and communities in the target culture (French and Spanish). ● Make meanings from words and expressions related to family and communities in the target culture. ● Communicate interpersonally with others related to family and communities in the target culture. ● Communicate through presentations related to family and communities in the target culture.

Assessments:	Formative, Interim and Summative Assessments: Audio, visual, and audiovisual interpretive communication; written and print interpretive communication; spoken interpersonal communication; written interpersonal communication; spoken presentational communication; written presentational communication
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Teacher Resources:	Authentic resources: promotional material, literary text, articles and charts, letters, audio reports, conversations, interviews, instructions, presentations, emails
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Unit Title	<i>Contemporary Life</i>	Length of Unit	3-5 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do societies and individuals define quality of life in the target culture? • How is contemporary life influenced by cultural products, practices, and perspectives in the target culture? • What are some challenges of contemporary life in the target culture?
Unit Strands & Standards	Communication, Comparisons, Culture, Connection
Concepts	Education and careers, entertainment, travel and leisure, lifestyles, relationships, social customs and values
Vocabulary	Careers, schooling, forms of entertainment, vacations, everyday life, relationships, free time, social life

Unit Title	<i>Contemporary Life</i>	Length of Unit	3-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● The ways in which societies and individuals define quality of life in the target culture. ● How cultural products, practices, and perspectives in the target culture influence contemporary life. ● The challenges of contemporary life in the target culture. 	<ul style="list-style-type: none"> ● Comprehend written, audio, audiovisual, and visual text related to contemporary life in the target culture. ● Make interdisciplinary and cultural connections related to contemporary life in the target culture. ● Interpret the content of written or audio text related to contemporary life in the target culture (French and Spanish). ● Make meanings from words and expressions related to contemporary life in the target culture. ● Communicate interpersonally with others related to contemporary life in the target culture. ● Communicate through presentations related to contemporary life in the target culture.

Assessments:	Formative, Interim and Summative Assessments: Audio, visual, and audiovisual interpretive communication; written and print interpretive communication; spoken interpersonal communication; written interpersonal communication; spoken presentational communication; written presentational communication
Teacher	Authentic resources: promotional material, literary text, articles and charts, letters, audio reports, conversations, interviews, instructions, presentations, emails

Resources:	
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Unit Title	<i>Personal and Public Identities</i>	Length of Unit	3-5 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● How are aspects of identity expressed in various situations in the target culture? ● How do language and culture impact identity? ● How does one's identity develop over time?
Unit Strands & Standards	Communication, Comparisons, Culture, Connection
Concepts	Alienation and assimilation, heroes and historical figures, national and ethnic identities, personal beliefs, personal interests, self-image
Vocabulary	Identity, develop, change, assimilate, alienate, befriend, hero, foe, hidden, adopted, genetics

Unit Title	<i>Personal and Public Identities</i>	Length of Unit	3-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● How culture impacts identity in the target culture ● How personal and public identities can be different ● How experiences impact identities and change them over time 	<ul style="list-style-type: none"> ● Comprehend written, audio, audiovisual, and visual text related to personal and public identities in the target culture. ● Make interdisciplinary and cultural connections related to personal and public identities in the target culture. ● Interpret the content of written or audio text related to personal and public identities in the target culture (French and Spanish). ● Make meanings from words and expressions related to personal and public identities in the target culture. ● Communicate interpersonally with others related to personal and public identities in the target culture. ● Communicate through presentations related to personal and public identities in the target culture.

Assessments:	Formative, Interim and Summative Assessments: Audio, visual, and audiovisual interpretive communication; written and print interpretive communication; spoken interpersonal communication; written interpersonal communication; spoken presentational communication; written presentational communication
Teacher	Authentic resources: promotional material, literary text, articles and charts, letters, audio reports, conversations, interviews, instructions, presentations, emails

Resources:

Unit Title	<i>Interest Pathways</i>	Length of Unit	6-7 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● How can I tailor my language learning to better prepare me for a career in my field of interest? ● What specialized vocabulary will help me better communicate in my area of interest? ● How are careers influenced by culture? ● How can I incorporate my previous language learning into my career interest area to help me be more successful and prepared for intercultural communication? 		
Unit Strands & Standards	<p>Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Cultures: Interact with cultural competence and understanding.</p> <p>Connection: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p> <p>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p>		
Concepts	Contemporary Life, Personal and Public Identities, Beauty and Aesthetics, Family and Communities, Global Challenges, Science and Technology, intercultural communication		
Vocabulary	Career-specific vocabulary in areas of interest such as Child and Family Development, Health Services, Education, Public Service, Computer Tech, Arts and Media, Business and Finance, Culinary Arts, International Relations, Architecture, Construction, Farming and Agriculture, Veterinary Science, etc.		

Unit Title	<i>Interest Pathways</i>	Length of Unit	6-7 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● Career-interest specific vocabulary ● Cultural differences that would impact their interactions with others in their career field ● Influences of the target culture in their career field 	<ul style="list-style-type: none"> ● Interact with others at an intermediate level in the target language using career-specific vocabulary. ● Apply their cultural learning in the workplace to ensure appropriate interactions. ● Interpret the main idea and some supporting details of video, audio, and/or written texts that focus on the career interest area

Assessments:	Formative, Interim and Summative Assessments: Audio, visual, and audiovisual interpretive communication; written and print interpretive communication; spoken interpersonal communication; written interpersonal communication; spoken presentational communication; written presentational communication
Teacher Resources:	Various online authentic resources and realia from the target cultures, World Language Google Drive, Language-specific texts and videos