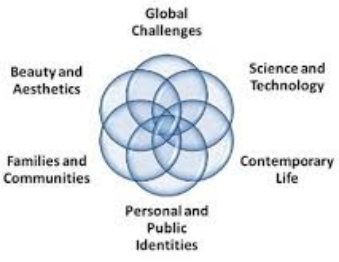
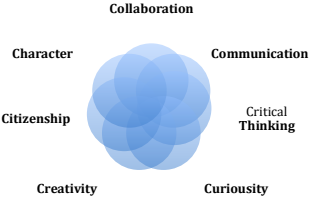


Approved 3/2/2020

Content Area: World Languages	Course: Year 2	Grade Level: 9-12
	R14 The Seven Cs of Learning 	
Unit Titles	Length of Unit	
<i>Practices, Products, and Perspectives of the Target Cultures</i>	3-5 weeks over the course of the year	
<i>Let's Review and Reuse</i>	2-3 weeks	
<i>Everyday Life and Routines</i>	4-5 weeks	
<i>Let's Go Explore</i>	4-5 weeks	
<i>Looking Back</i>	5-6 weeks	
<i>Storytime</i>	3-4 weeks	
<i>Interest Pathways</i>	6-7 weeks	

Strands	Course Level Expectations
Communication	<p>Interpretive: Within the topics of daily life, travel and childhood, students can identify the topic and related information from simple sentences in informational texts and short fictional texts (French, Spanish). Students can identify the main idea in short conversations (ASL, French, Spanish).</p> <p>Interpersonal: Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. Interact with others to meet basic needs in familiar situations. Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics.</p> <p>Presentational: Presents personal information about life, activities, events, and everyday topics as well as explains why they feel that way using simple sentences.</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 health, geography, literature and sociology 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.

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 and where I shop? ● How do I act appropriately to make purchases in the target culture? ● How are routines influenced by culture and geographic location? ● How can understanding cultures help me better understand texts, television shows, and movies? ● When traveling, how should culture impact my clothing and activity choices? ● 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 do I show basic 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	3-5 weeks throughout the year
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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 with others, the activities they do, and their daily routines. ● How the products of the target culture are influenced by the practices. 	<ul style="list-style-type: none"> ● Select clothing that fits in with what others are wearing. ● Use rehearsed behaviors when purchasing items in a familiar setting. ● Adjust the way they dress to make it appropriate for a celebration or event. ● Access simple information about transportation options based on their location. ● Communicate with others from the target culture in familiar everyday situations using memorized language and showing basic cultural awareness.

Assessments:	Reflective activities, interpersonal communication activities - formative, interim, and summative
Teacher Resources:	Videos, audio recordings, reading passages

Unit Title	<i>Let's Review and Reuse</i>	Length of Unit	2-3 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What language can I build upon to increase my proficiency? • How can I use the language I already know to express myself in more detail and with greater comprehensibility?
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

Question words, commonly used verbs in the present tense, introductions of self and others, preferences

Unit Title	<i>Let's Review and Reuse</i>	Length of Unit	2-3 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"> ● Various expressions of preferences ● Question words ● Descriptive words and phrases ● Conversational strategies 	<ul style="list-style-type: none"> ● Ask and answer questions that help them get to know others better. ● Follow instructions from the teacher in the target language. ● Use strategies to interpret the target language and express themselves when they are lacking the exact language to do so.

Assessments:	Speaking/Signing, writing, listening/receiving in performance-based formative, interim and summative assessments.
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Teacher Resources:	Various online authentic resources and realia from the target cultures, World Language Google Drive, Language-specific texts and videos Authentic resources: promotional material, literary text, articles and charts, letters, audio reports, conversations, interviews, instructions, presentations, emails
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Unit Title 1 Karen	Everyday Life and Routine	Length of Unit	5-6 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How can I communicate about events and daily routines? • How do my routines compare with those of others? • How can I simply communicate with others about health or medical needs? • How do I express my preferences in clothing for an event or activity and the reasons for my preferences? 		
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>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>		
Unit Strands & Concepts	Contemporary Life, Personal and Public Identities, Beauty and Aesthetics		
Key Vocabulary	I like to wear, I enjoy, I prefer to, it's fashionable to wear, I feel, I need, I believe, My...is..., I get up, I go to bed at, my routine is, before school, after school, My...hurts/aches, I fell, I need to go to the hospital, pharmacy, medicine		

Unit Title 1 Karen	Everyday Life and Routine	Length of Unit	5-6 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"> ● Reflexive verbs and reciprocal verbs ● Times of day (morning, noon, etc.) ● Sequential words ● Body parts ● Health terminology to explain feelings of pain or wounds. ● Articles of clothing, preferences for activities. 	<ul style="list-style-type: none"> ● Communicate about their daily routines. ● Communicate at a basic level about their health and medical needs. ● Provide information about and the reasons for their preferences in clothing for events and activities.

Assessments:	Speaking/Signing, writing, listening/receiving in performance-based formative, interim and summative assessments.
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Teacher Resources:	Various online authentic resources and realia from the target cultures, World Language Google Drive, Language-specific texts and videos
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Unit Title 2-Jane	Let's Explore	Length of Unit	5-6 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How can I provide information about travel plans? • How can I effectively communicate to make changes or additions to travel plans? • How can I exchange messages with a tourism office or travel agent? • What strategies can I use to interpret information in the target language about activities to do and directions around town? • What important information can I extract from a travel guide? • How can I present information about places to visit or a travel destination?
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>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>
Unit Strands & Concepts	Global challenges, Beauty and Aesthetics, Families and Communities, Contemporary Life

Key Vocabulary

City and town vocab, places in town, general travel, Basic prepositions of place (directions), activities pertaining to travel, methods of transportation, common universal signs

Unit Title 2-Jane	Let's Explore	Length of Unit	5-6 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"> ● Travel vocab (general) ● Present tense verbs ● Prepositions of place-direction ● Verb "to be" (location) ● Places in town-city ● Modes of transportation ● Travel activities ● 	<ul style="list-style-type: none"> ● Comprehend and create an itinerary for travel ● Purchase basic travel packages and/or tickets ● Give and receive directions ● Navigate through an unfamiliar town or city ● Entertain a variety of possible activities to participate in during a trip ● Decide what modes of transportation might work best

Assessments:	Speaking/Signing, writing, listening/receiving in performance-based formative, interim and summative assessments.
Teacher Resources:	Various online authentic resources and realia from the target cultures, World Language Google Drive, Language-specific texts and videos

Unit Title 3-Jane	Looking Back	Length of Unit	5-6 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What information can I get from a person’s description of celebrations and/or memorable events that have occurred ? • How can I identify and describe events in a story expressed in past tense? • How can I describe simple events from last weekend? • How can I exchange information with others about my childhood? 		
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>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>		
Unit Strands & Concepts	Families and communities, Personal and Public Identities, Contemporary Life		
Key Vocabulary	Childhood vocabulary, celebrations, family review, expressions of time (frames), frequency words		

Unit Title 3-Jane	Looking Back	Length of Unit	5-6 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"> ● General childhood vocabulary ● Past tense grammatical constructs and uses ● Expressions of time ● Frequency words ● Family 	<ul style="list-style-type: none"> ● Relate basic stories from their childhood ● Recognize differences in timeframes ● Write/Sign short stories that relate to past tense events ● Interpret stories written in past tense

Assessments:	Speaking/Signing, writing, listening/receiving in performance-based formative, interim and summative assessments.
Teacher Resources:	Various online authentic resources and realia from the target cultures, World Language Google Drive, Language-specific texts and videos

Unit Title 4-Karen	Story Time!	Length of Unit	3-4 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How can I identify the sequence and events in a story in the target language? • How can I identify the main idea, main characters and plot of a book, play or movie in the target language? • How can I write and/or present a story that portrays a main idea and develops the main characters? • How do cultural comparisons help me understand the story better and help me inform others of my opinion? 		
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>		
Unit Strands & Concepts	Contemporary Life, Personal and Public Identities, Beauty and Aesthetics, Family and Communities, Global Challenges, Science and Technology.		
Key Vocabulary	First, second, in the end, I predict that, in my opinion, main idea, climax, setting/environment, protagonist, antagonist, theme		

Unit Title 4-Karen	Story Time!	Length of Unit	3-4 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"> ● Vocabulary for elements of literature ● Vocabulary for sequential events. 	<ul style="list-style-type: none"> ● Identify elements of literature in a short story, play or movie in the target language. ● Identify the beginning, middle and end of the short story. ● Identify the main idea of a short story, play, movie. ● State their opinions about the story with a brief explanation of why. ●

Assessments:	Speaking/Signing, writing, listening/receiving in performance-based formative, interim and summative assessments.
Teacher Resources:	Various online authentic resources and realia from the target cultures, World Language Google Drive, Language-specific texts and videos

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	STEM vocabulary, Agriscience vocabulary, Arts vocabulary, and Human Services vocabulary		

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 a basic 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:	Speaking/Signing, writing, listening/receiving in performance-based formative, interim and summative assessments.
Teacher Resources:	Various online authentic resources and realia from the target cultures, World Language Google Drive, Language-specific texts and videos