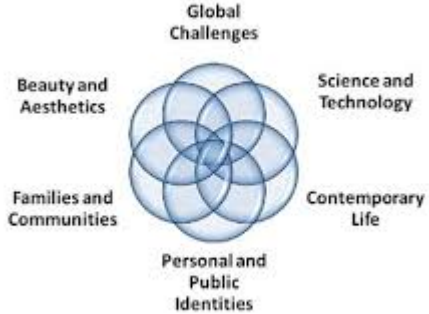
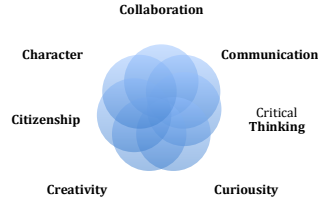


Your future begins here.  
**Region 14 Schools**

Serving the Towns of Bethlehem and Woodbury

Approved 3/2/2020

Content Area: World Languages	Course: Year 3	Grade Level: 9-12
	<b>R14 The Seven Cs of Learning</b> 	
Unit Titles	Length of Unit	
<i>Practices, Products, and Perspectives of the Target Cultures</i>	<i>3-5 weeks throughout the year</i>	
<i>Let's Review and Reuse</i>	<i>2-3 weeks</i>	
<i>The Arts</i>	<i>4-6 weeks</i>	
<i>The Employment Process</i>	<i>5-7 weeks</i>	
<i>What will the future hold?</i>	<i>4-6 weeks</i>	
<i>Storytime</i>	<i>3-4 weeks</i>	
<i>Interest Pathways</i>	<i>6-7 weeks</i>	



Strands	Course Level Expectations
<b>Communication</b>	<p><b>Interpretive:</b> Students can understand the main idea and key information in short informational texts and short fictional texts (French, Spanish). Students can identify the main idea and key information in short conversations (ASL, French, Spanish).</p> <p><b>Interpersonal:</b> Students can exchange information in conversations on familiar topics and some researched topics by creating sentences and series of sentences and asking a variety of follow-up questions. Students can interact with others to meet their needs in a variety of familiar situations and exchange preferences, feelings, or opinions.</p> <p><b>Presentational:</b> Students can tell a story about their lives, activities, events, and other social experiences, state their viewpoints about familiar topics, give some reasons to support them, and give presentations using sentences and series of connected sentences.</p>
<b>Cultures</b>	<p><b>Relating Cultural Practices to Perspective:</b> Learners use the language to explore and reflect on the practices and perspectives of the cultures studied.</p> <p><b>Relating Cultural Products to Perspective:</b> Learners use the language to explore and reflect on the products and perspectives of the cultures studied.</p>
<b>Connections</b>	<p><b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of art, music, science, and career readiness while using the language to solve problems creatively.</p> <p><b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>
<b>Comparisons</b>	<p><b>Language:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p><b>Cultural:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>

<b>Unit Title</b>	<i>Practices, Products, and Perspectives of the Target Culture</i>	<b>Length of Unit</b>	3-5 weeks throughout the year
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>● How does culture influence how I respond to questions and the information I share?</li> <li>● How are the typical practices, products, and perspectives of students and families of those who communicate in the target language different from my own?</li> <li>● How does culture impact how I apply and interview for a job, internship, or study abroad program?</li> <li>● How does culture impact the views I have on the future?</li> <li>● How do art, music, and dance reflect culture?</li> <li>● How does the art of a community reflect its public identity?</li> <li>● How do I show cultural awareness when communicating in the target language?</li> <li>● What behaviors can I rehearse/practice to use in communication in the target culture?</li> <li>● What behaviors would be inappropriate in the target culture?</li> </ul>		
<b>Unit Strands &amp; Standards</b>	<p>Intercultural Communication - Interact with cultural competence and understanding.</p> <ul style="list-style-type: none"> <li>● Investigate products and practices to understand cultural perspectives.</li> <li>● Interact with others in and from another culture.</li> </ul>		
<b>Concepts</b>	<p>Polite, rehearsed behaviors show cultural competence.          Awareness and understanding of our own culture grows with each new intercultural encounter.</p>		
<b>Vocabulary</b>	<p>Products, perspectives, practices, intercultural communication, cultural awareness</p>		

<b>Unit Title</b>	<i>Practices, Products, and Perspectives of the Target Culture</i>	<b>Length of Unit</b>	3-5 weeks throughout the year
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>● How perspectives of the target culture influence the way they interact in social settings, everyday life activities, and the information provided in interviews.</li> <li>● How the products of the target culture are influenced by the practices.</li> </ul>	<ul style="list-style-type: none"> <li>● Respond to basic questions in an interview in the target language in a culturally appropriate manner.</li> <li>● Explain aspects of music, art, and dance that result from varying cultural perspectives.</li> <li>● Compare how attitudes towards informality and formality in relationships affect behavior and language.</li> <li>● Compare how the various options for travel are determined by geography, economics, and ecology.</li> </ul>

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

<b>Unit Title</b>	<i>Let's Review and Reuse</i>	<b>Length of Unit</b>	2-3 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>● What language can I build upon to increase my proficiency?</li> <li>● How can I use the language I already know to express myself in more detail and with greater comprehensibility?</li> </ul>		
<b>Unit Strands &amp; Standards</b>	<p><b>Communication:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p><b>Cultures:</b> Interact with cultural competence and understanding.</p> <p><b>Connection:</b> 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><b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p><b>Communities:</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p>		
<b>Concepts</b>	Contemporary Life, Personal and Public Identities, Beauty and Aesthetics, Family and Communities, Global Challenges, Science and Technology, intercultural communication		
<b>Vocabulary</b>	Question words, commonly used verbs, expressions of time frames in the past and present		

<b>Unit Title</b>	<i>Let's Review and Reuse</i>	<b>Length of Unit</b>	2-3 weeks
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>● Various expressions of time frames</li> <li>● Question words</li> <li>● Transition Words</li> <li>● Descriptive words and phrases</li> <li>● Conversational strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Use transitions to lengthen their communication by combining previously learned vocabulary and grammatical concepts</li> <li>● Ask questions that help them get to know others better.</li> <li>● Discuss the activities they did over the summer.</li> </ul>

<b>Assessments:</b>	Speaking/Signing, writing, listening/receiving in performance-based formative, interim and summative assessments.
<b>Teacher Resources:</b>	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

<b>Unit Title</b>	<i>The Arts</i>	<b>Length of Unit</b>	4 -6 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do I express my opinion about art, music, and dance in the target language?</li> <li>• How do I support my opinions with reasons and examples?</li> <li>• What are some similarities and differences between the arts in the target culture and my own?</li> <li>• How can learning about the arts of the target culture help me develop my language proficiency?</li> </ul>		
<b>Standards*</b>	<p><b>Communication:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p><b>Cultures:</b> Interact with cultural competence and understanding.</p> <p><b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p><b>Communities:</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p>		
<b>Unit Strands &amp; Concepts</b>	Beauty and Aesthetics, intercultural competence, Global Challenges, Contemporary Life, Personal and Public Identities		
<b>Key Vocabulary</b>	Art, music, dance, rhythm, critique, represent, significance, instruments, sounds, movement, color, tone, shading		



<b>Unit Title</b>	<i>The Arts</i>	<b>Length of Unit</b>	4-6 weeks
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>● Vocabulary terms to discuss music, art, and dance</li> <li>● The characteristics of various art forms of the target culture</li> </ul>	<ul style="list-style-type: none"> <li>● Identify similarities and differences between the arts of their own culture and those of the target culture.</li> <li>● Critique art, music, and dance with supporting details to express their opinions in the target language.</li> <li>● Interpret critiques to identify overall opinions and some supporting details.</li> <li>● Distinguish between various forms of the same genre (i.e. Spanish students distinguishing between salsa, merengue, and bachata music and/or dance)</li> </ul>

<b>Assessments:</b>	Speaking/Signing, writing, listening/receiving in performance-based formative, interim and summative assessments.
<b>Teacher Resources:</b>	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

<b>Unit Title</b>	<i>The Employment Process</i>	<b>Length of Unit</b>	5-7 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How can I best can exchange information about employment opportunities and qualifications?</li> <li>• How can I complete necessary documentation to achieve employment?</li> <li>• What are some valid questions applicable to job requirements?</li> <li>• How must I present myself in a professional way when seeking employment?</li> </ul>		
<b>Standards</b>	<p><b>Communication:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p><b>Cultures:</b> Interact with cultural competence and understanding.</p> <p><b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p><b>Communities:</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p>		
<b>Unit Strands &amp; Concepts</b>	Personal and Public Identities, Contemporary Life, Science and Technology, Intercultural Communication		
<b>Key Vocabulary</b>	Application vocabulary, Interview (basic) vocabulary, vocabulary relating to general employment,		

<b>Unit Title</b>	<i>The Employment Process</i>	<b>Length of Unit</b>	5-7 weeks
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>● Application for employment vocab (general)</li> <li>● Relevant verbs and use in conversational content</li> <li>● Presentation of one’s self in a professional manner</li> <li>● Anticipated responses to potential employers</li> <li>● Pertinent questions to ask potential employers</li> <li>● Basics of writing a CV</li> </ul>	<ul style="list-style-type: none"> <li>● Comprehend and respond to a basic interview and application for employment</li> <li>● Write a brief cover letter to accompany their application</li> <li>● Confidently enter a place of business with tools for seeking potential employment</li> <li>● Have a better understanding of applying for employment and how to decipher positions they are qualified for</li> </ul>

<b>Assessments:</b>	Speaking/Signing, writing, listening/receiving in performance-based formative, interim and summative assessments.
<b>Teacher Resources:</b>	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

<b>Unit Title</b>	<i>What will the future hold?</i>	<b>Length of Unit</b>	4-6 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>● How can I interpret major points from information presented on the environment?.</li> <li>● How can exchange emails/communications about environmental issues?</li> <li>● How does technology influence the development of personal and public identity?</li> <li>● How does the global community affect the environment?</li> <li>● How do today's famous people call attention to points of interest in connection to the world at large?</li> </ul>		
<b>Unit Strands &amp; Standards</b>	<p><b>Communication:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p><b>Cultures:</b> Interact with cultural competence and understanding.</p> <p><b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p><b>Communities:</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p>		
<b>Unit Strands and Concepts</b>	Contemporary Life, Global Challenges, Communities and Families, Science and Technology, Beauty and Aesthetics		
<b>Vocabulary</b>	Today's tech vocab relevant to students, new verbs connected to this vocab, environmental vocab including verbs, impersonal expressions		

<b>Unit Title</b>	<i>What will the future hold?</i>	<b>Length of Unit</b>	4-6 weeks
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>● Immediate future “Ir + a”</li> <li>● future tense “will/won’t”</li> <li>● Environmental vocab</li> <li>● Technology vocab</li> <li>● Uses of “Por y para” (Spanish)</li> <li>● Impersonal expressions</li> </ul>	<ul style="list-style-type: none"> <li>● Comprehend information presented in a variety of realia on global matters</li> <li>● Exchange ideas about environmental issues</li> <li>● Collaborate on potential solutions to global problems</li> <li>● Participate in conversations on conservation and state and defend opinions</li> <li>● Comprehend the main points of an argument made in a blog post</li> <li>● Outline positive and negative impacts on the environment</li> <li>● Formulate predictions on the future of the planet and technology</li> <li>● Create a brief presentation on issues surrounding social media</li> </ul>

<b>Assessments:</b>	Speaking/Signing, writing, listening/receiving in performance-based formative, interim and summative assessments.
<b>Teacher Resources:</b>	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

<b>Unit Title</b>	<i>Storytime</i>	<b>Length of Unit</b>	3-4 weeks
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• What are the most essential pieces to my understanding of a story or film?</li> <li>• What is the main conflict in a given movie, story, or play?</li> <li>• How does identifying the arc of a story help me gain greater understanding?</li> </ul>
<b>Unit Strands &amp; Standards</b>	<p><b>Communication:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p><b>Cultures:</b> Interact with cultural competence and understanding.</p> <p><b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p><b>Communities:</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p>
<b>Concepts</b>	Beauty and aesthetics, communities and families, contemporary life
<b>Vocabulary</b>	Essential, plot, scene, conflict, characters, events, paragraph, chapter, context, plot twist, narrator, omniscient

<b>Unit Title</b>	<i>Storytime</i>	<b>Length of Unit</b>	3-4 weeks
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>● Sequential vocabulary</li> <li>● Reading strategies</li> <li>● Circumlocution strategies</li> <li>● Literary vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● Understand and exchange essential information from a story, movie, or play.</li> <li>● Identify the order of key events from a simple story read aloud.</li> <li>● Identify the beginning, middle, and end of a short story.</li> <li>● Identify the main conflict in a story, movie, or play.</li> <li>● Understand a basic dialogue between cast members or characters in a story, movie or play.</li> </ul>

<b>Assessments:</b>	Speaking/Signing, writing, listening/receiving in performance-based formative, interim and summative assessments.
<b>Teacher Resources:</b>	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

<b>Unit Title</b>	<i>Interest Pathways</i>	<b>Length of Unit</b>	6-7 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>● How can I tailor my language learning to better prepare me for a career in my field of interest?</li> <li>● What specialized vocabulary will help me better communicate in my area of interest?</li> <li>● How are careers influenced by culture?</li> <li>● How can I incorporate my previous language learning into my career interest area to help me be more successful and prepared for intercultural communication?</li> </ul>		
<b>Unit Strands &amp; Standards</b>	<p><b>Communication:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p><b>Cultures:</b> Interact with cultural competence and understanding.</p> <p><b>Connection:</b> 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><b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p><b>Communities:</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p>		
<b>Concepts</b>	Contemporary Life, Personal and Public Identities, Beauty and Aesthetics, Family and Communities, Global Challenges, Science and Technology, intercultural communication		
<b>Vocabulary</b>	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.		



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

<b>Assessments:</b>	Speaking/Signing, writing, listening/receiving in performance-based formative, interim and summative assessments.
<b>Teacher Resources:</b>	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