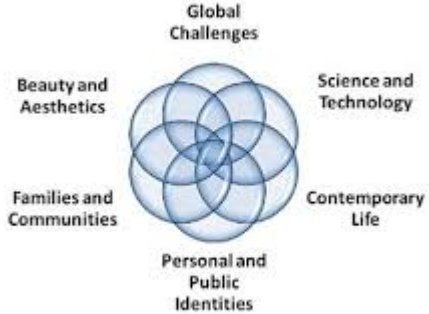
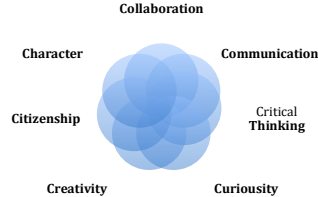


Approved 3/2/2020

Content Area - World Languages	Course: Year 1	Grade Level: 8 -12
	R14 The Seven Cs of Learning 	
Unit Titles	Length of Unit	
<i>Practices, Products, and Perspectives of the Target Culture</i>	● 3-5 weeks over the course of the year	
<i>Get to Know Me</i>	● 2-3 weeks	
<i>My Student Life</i>	● 5-6 weeks	
<i>Meet My Family</i>	● 5-6 weeks	
<i>Tis The Season</i>	● 6-7 weeks	
<i>Food for Thought</i>	● 6-7 weeks	

Strands	Course Level Expectations
Communication	<p>Interpretive: Within the topics of self, family, school, activities and food, students can identify the topic and some isolated facts from simple sentences in informational texts and short fictional texts (French, Spanish). Understands familiar questions and statements from simple sentences in conversations (ASL, French, Spanish).</p> <p>Interpersonal: Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences. Interact with others to meet basic needs related to daily life and activities. Express and give preferences and opinions using simple sentences and questions.</p> <p>Presentational: Presents personal information, expresses preferences about their life, everyday topics and activities, using simple sentences most of the time.</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 geography 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> <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.</p>

Communities	School and Global Communities: Learners use the language both within and beyond the classroom to interact with others in their community about themselves, their families, their activities, and the foods they enjoy.
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Unit Title	Get to Know Me	Length of Unit	2-3 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● How can I provide information about myself to other people? ● How can I greet and say goodbye to others? ● How can I get information about others?
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
Key Vocabulary	Hello, goodbye, my name is, I am..., I am from..., nice to meet you, how old are you, my birthday is, I like, I don't like, I live in..., where, when, how

Unit Title	Get to Know Me	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"> ● Greetings and Goodbyes ● Descriptive adjectives for people ● Verbs to describe basic actions ● How people in the target culture greet and introduce themselves ● Where people in the target culture are from and how their likes and dislikes vary from our own. 	<ul style="list-style-type: none"> ● Greet and introduce themselves to others ● Express their likes and dislikes ● Provide basic information about themselves (age, birthday, activities, etc.)

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	My Student Life	Length of Unit	2-3 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● How can I exchange information about my school activities? ● How can I discuss and identify places and people throughout the school campus? ● How can I relay my thoughts and or ask about some basic feelings or states of being in relation to the school day and life? 		
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		
Key Vocabulary	Classroom, teacher, student, materials, writing, reading, paying attention, cafeteria, library, Front door, hallway, bathroom, main office, different subjects, How do I get to....? How many minutes/hours...? What are you learning? Who is your teacher? What is your favorite? What do you dislike?		

Unit Title	My student Life	Length of Unit	2-3 weeks
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<ul style="list-style-type: none"> ● How to Ask and tell about likes/dislikes ● How to Give and follow directions around campus ● Verbs to describe basic actions ● How people in the target culture build school communities and affiliations ● How student life may be different for people in the target culture 	<ul style="list-style-type: none"> ● Give and take directions on school grounds ● Ask and tell about daily moods/likes/dislikes ● Provide basic information about teachers, subjects, classmates etc...

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	Meet My Family	Length of Unit	2-3 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● How do I introduce my family? ● How do I ask questions about other families? ● How do I describe or communicate about members of my family? 		
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, Families and Communities		
Vocabulary	Mother, father, brother sister, pets, uncle, aunt, step parent, grandmother, grandfather, oldest, youngest, close to, similar, different...		

Unit Title	Meet My Family	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"> ● How to discuss family structure <ul style="list-style-type: none"> ● How to ask about other families ● How people in the target culture build school communities and affiliations ● How families may be different for people in the target culture 	<ul style="list-style-type: none"> ● Ask and tell about family structures ● communicate about similarities and differences among family members ● Provide basic information about family members.

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	Tis The Season	Length of Unit	6-7 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● How do I say what I wear for different seasons? ● How do I communicate about the weather? ● How do I communicate about the clothes I want to buy?
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>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, Families and Communities
Vocabulary	Summer, Winter, Fall, Spring, I wear, I buy, It cost, How much does it cost? It is hot, It is cold, It's raining, It's snowing, It's good weather, It's bad weather, Articles of clothing, colors,

Unit Title	Tis The Season	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"> ● The vocabulary of various articles of clothing ● Descriptive adjectives for clothing, colors, etc ● Weather expressions ● Places to shop ● Verbs to describe what you wear, buy, put on. ● How cultural customs influence clothing worn in target language countries. 	<ul style="list-style-type: none"> ● Communicate what they wear for different seasons. ● Describe the weather and how it impacts their choice in clothing. ● Communicate about what you buy and where you buy it.

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	Food For Thought	Length of Unit	6-7 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● How can I discuss what I eat for breakfast, lunch and dinner? ● How can I communicate my likes and preferences when ordering at a restaurant? ● How can I show an understanding of the differences and similarities in gastronomy based on the cultural cuisine in a target language country? 		
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>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, Families and Communities		
Vocabulary	To eat, to drink, to prefer, to order, to want, breakfast, lunch, dinner, restaurant, waiter/waitress, menu, the check, food, various foods and beverages, cultural foods and beverages.		

Unit Title	Food For Thought	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"> ● Vocabulary of various foods and beverages ● Meal times ● Basic restaurant vocabulary ● Adjectives to describe food, taste. ● Differences and similarities between the target culture gastronomy and their own. 	<ul style="list-style-type: none"> ● Communicate what they eat for various meals. ● Use basic vocabulary to order food from a restaurant. ● Communicate their preferences of food and places to eat. ● Recognize the differences and similarities between foods from the target culture and their own.

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>Practices, Products, and Perspectives of the Target Culture</i>	Length of Unit	3-5 weeks throughout the year
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● How does culture influence how I greet and introduce myself to others? ● 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. Awareness and understanding of our own culture grows with each new intercultural encounter.</p>		
Vocabulary	<p>Products, perspectives, practices, intercultural communication, cultural awareness</p>		

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 as families and celebrate special occasions. ● How the products of the target culture are influenced by the practices. 	<ul style="list-style-type: none"> ● Greet and take leave from someone using polite rehearsed behaviors. ● Identify some typical products and practices related to everyday life. ● Adjust the way they dress to make it appropriate for a celebration or event. ● Communicate with others from the target culture in familiar everyday situations using memorized language and showing basic cultural awareness. ● Identify differences in schools in the target culture and their own. ● Demonstrate culturally appropriate behaviors as they discuss and try unfamiliar food and drink.

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

