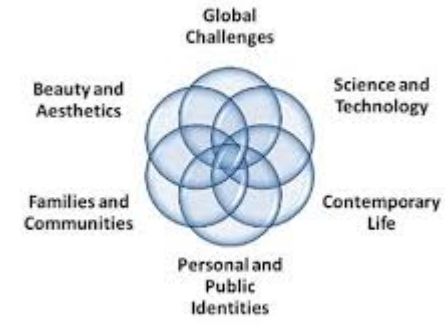
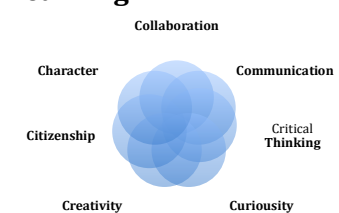


Approved 3/2/2020

Content Area - World Languages	Course: AP Language and Culture	Grade Level: 10-12
	R14 The Seven Cs of Learning 	
Unit Titles	Length of Unit	
<i>Families in Different Societies</i>	4-5 weeks	
<i>The Influence of Language and Culture on Identity</i>	4-5 weeks	
<i>Influences of Beauty and Art</i>	4-5 weeks	
<i>How Science and Technology Affect Our Lives</i>	4-5 weeks	
<i>Factors that Impact the Quality of Life</i>	4-5 weeks	
<i>Environmental, Political and Societal Challenges</i>	4-5 weeks	
<i>Interest Pathways</i>	4-5 weeks	

Strands	Course Level Expectations
Communication	<p>Interpretive: Students can identify the underlying message and some supporting details across major time frames in descriptive informational texts and fictional texts (French, Spanish). Students can understand the main message and some supporting details across major time frames in conversations and discussions (ASL, French, Spanish).</p> <p>Interpersonal: Students can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics using a few simple paragraphs across major time frames. Students can interact and negotiate to resolve an unexpected complication that arises in a familiar situation and maintain conversations by providing explanations and comparisons of preferences, opinions, and advice.</p> <p>Presentational: Students can tell stories about school, community and world events and personal experiences, state their viewpoints with supporting evidence on topics of interest and give presentations using a paragraphs across major 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> <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>

Unit Title	<i>Families in Different Societies</i>	Length of Unit	4-5 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What constitutes a family in the target language societies? • What are some important aspects of family values and family life in the target language societies? • What challenges do families face in today's world? 		
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, Global Challenges		
Key Vocabulary	Customs and values, family structure, personal beliefs, personal interests, self-image, relationships, social customs and values, education and careers, economic issues, social welfare		

Unit Title	<i>Families in Different Societies</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 families shape values and traditions, as well as personal beliefs and personal interests. ● The challenges faced by families, such as access to education and jobs. ● How the concept and role of families in contemporary societies is evolving. 	<ul style="list-style-type: none"> ● Comprehend written, audio, audiovisual, and visual text related to family life in the target culture. ● Make interdisciplinary and cultural connections related to family life in the target culture. ● Interpret the content of written or audio text related to family life in the target culture (French and Spanish). ● Make meanings from words and expressions related to family life in the target culture. ● Communicate interpersonally with others related to family life in the target culture. ● Communicate through presentations related to family 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>The Influence of Language and Culture on Identity</i>	Length of Unit	3-5 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How does one's identity evolve over time? • How does language shape our cultural identity? • How does technology influence the development of personal and public identity? • How does the art of a community reflect its public identity? 		
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	Personal and public identities, beauty and aesthetics, contemporary life, science and technology		
Key Vocabulary	Personal beliefs, personal interests, self-image, defining beauty, defining creativity, language and literature, social customs and values, lifestyles, relationships, effects of technology on self and society, access to technology, science and ethics		

Unit Title	<i>The Influence of Language and Culture on Identity</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 developments in science and technology impact language and the ways we communicate and, ultimately how we see ourselves. ● How social media affects personal image and identity. ● The role of advertising in shaping personal and public identity. ● How a community's identity is reflected in its art. 	<ul style="list-style-type: none"> ● Comprehend written, audio, audiovisual, and visual text related to language and cultural influences on a person's identity. ● Make interdisciplinary and cultural connections related to language and cultural influences on a person's identity. ● Interpret the content of written or audio text related to language and cultural influences on a person's identity. (French and Spanish) ● Make meanings from words and expressions related to language and cultural influences on a person's identity. ● Communicate interpersonally with others related to language and cultural influences on a person's identity. ● Communicate through presentations about language and cultural influences on a person's identity.

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>Influences of Beauty and Art</i>	Length of Unit	3-5 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● How do the ideals of beauty and aesthetics influence daily life? ● How does art both challenge and reflect cultural perspectives? ● How do communities value beauty and art? ● How is art used to record history? 		
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	Beauty and aesthetics, personal and public identities, contemporary life, families and communities		
Vocabulary	Architecture, defining beauty, visual and performing arts, national and ethnic identities, alienation and assimilation, heroes and historical figures, entertainment, lifestyles, social customs and values, human geography, global citizenship		

Unit Title	<i>Influences of Beauty and Art</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 art influences the quality of life and values in a community. ● The role/importance of art in the target language communities. ● How the arts capture and reflect the history of a community ● How the concept of beauty is defined within a culture. ● How art challenges and reflects cultural perspectives. 	<ul style="list-style-type: none"> ● Comprehend written, audio, audiovisual, and visual text related to beauty and art in the target culture. ● Make interdisciplinary and cultural connections related to beauty and art in the target culture. ● Interpret the content of written or audio text related to beauty and art in the target culture (French and Spanish). ● Make meanings from words and expressions. ● Communicate interpersonally with others about beauty and art in the target culture ● Communicate through presentations about beauty and art 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>How Science and Technology Affect Our Lives</i>	Length of Unit	3-5 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What factors drive innovation and discovery in the fields of science and technology? • What role do ethics play in scientific advancement? • What are the social consequences of scientific or technological advancements?
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	Science and technology, global challenges, contemporary life, personal and public identities
Vocabulary	Access to technology, effects of technology on self and society, science and ethics, economic issues, environmental issues, population and demographics, social welfare, lifestyles, social customs and values, volunteerism, national and ethnic identities, alienation and assimilation

Unit Title	<i>How Science and Technology Affect Our Lives</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 developments in science and technology can both create and resolve challenges in the contemporary society. ● How technology creates new ways for us to connect with others and how it impacts and shapes our personal and public identities. ● Various ways that access to technology affects society and the quality of life. ● How science and technology affect the values and ethics of a community. 	<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 about science and technology in the target culture. ● Communicate through presentations about 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

Unit Title	<i>Factors that Impact the Quality of Life</i>	Length of Unit	3-5 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do aspects of everyday life influence and relate to the quality of life? • How does where one lives impact the quality of life? • What influences one's interpretation and perceptions of their quality of life? 		
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, Global Challenges, Science and Technology, Beauty and Aesthetics		
Vocabulary	Education and careers, lifestyles, volunteerism, relationships, philosophical thought and religion, social conscience, population and demographics, health care and medicine, natural phenomena, defining beauty, defining creativity, fashion and design		

Unit Title	<i>Factors that Impact the Quality of 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"> ● How one’s social status influences one’s quality of life. ● How cultural perspectives and traditions relate to the quality of life. ● How access to education, health care, justice, food, and water impact the quality of life. ● How geography influences the quality of life. 	<ul style="list-style-type: none"> ● Comprehend written, audio, audiovisual, and visual text related to factors that impact the quality of life in the target culture. ● Make interdisciplinary and cultural connections related to factors that impact the quality of life in the target culture. ● Interpret the content of written or audio text related to factors that impact the quality of life in the target culture. (French and Spanish) ● Make meanings from words and expressions related to factors that impact the quality of life in the target culture. ● Communicate interpersonally with others about factors that impact the quality of life in the target culture. ● Communicate through presentations about factors that impact the quality of 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>Environmental, Political, and Societal Challenges</i>	Length of Unit	3-5 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● How do environmental, political, and social challenges positively and negatively impact communities? ● What role do individuals play in addressing complex societal issues? ● How do challenging issues affect a society's culture?
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	Global challenges, contemporary life, science and technology, families and communities
Vocabulary	Economic issues, environmental issues, population and demographics, social conscience, lifestyles, relationships, travel and leisure, social customs and values, volunteerism, effects of technology on

	self and society, innovations, natural phenomena, customs and values, global citizenship, education communities
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Unit Title	<i>Environmental, Political, and Societal Challenges</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 economic developments and environmental challenges often impact society and politics on a larger scale, which in turn affects individual families and communities. ● How individuals can positively or negatively influence the world around them. ● Possible solutions that address contemporary global challenges. 	<ul style="list-style-type: none"> ● Comprehend written, audio, audiovisual, and visual text related to environmental, political, and societal challenges in the target culture. ● Make interdisciplinary and cultural connections related to environmental, political, and societal challenges in the target culture. ● Interpret the content of written or audio text related to environmental, political, and societal challenges in the target culture. (French and Spanish) ● Make meanings from words and expressions related to environmental, political, and societal challenges in the target culture. ● Communicate interpersonally with others about environmental, political, and societal challenges in the target culture. ● Communicate through presentations about environmental, political, and societal 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>Interest Pathways</i>	Length of Unit	4-5 weeks (After AP Exam)
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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.
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Unit Title	<i>Interest Pathways</i>	Length of Unit	4-5 weeks (After AP Exam)
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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