



School District of the City of St. Charles

7-12 World Language

Approved by the Board of Education
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**World Language
Curriculum Committee**

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment
- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity
- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

World Language Rationale

Students, as global citizens, will be prepared to interact in a variety of situations within a multicultural and multilingual community. As communities change, students will be able to navigate personal and professional relationships with people who are proficient in a variety of languages. Through the study of another language, students will gain knowledge of other cultures, learn to appreciate cultural differences and similarities and learn about their own culture and society.

World Language Course Descriptions

World Languages & Cultures

This is a 7th grade class which includes an introduction to German, French and Spanish. This is not a prerequisite course for a Level 1 World Language. Its purpose is to introduce students to all three language courses in our district so they may make a more informed decision on which language to pursue.

Spanish 1

At the end of level 1, through reading, writing, speaking and listening, you will be able to:

- Communicate personal information about yourself and about others in the present tense.
- Learn grammar skills and vocabulary in the Spanish language.
- Understand the main idea of what you hear or read in Spanish with repetition.
- Compare and contrast your culture to the Hispanic cultures.
- Example lessons include: describing yourself and others, your likes and dislikes, your daily life and school environment, emotions, weather and time, and accomplishing tasks like ordering food and making plans with friends.

Spanish 2

At the end of level 2, through reading, writing, speaking and listening, you will be able to:

- Continue to use and build on level 1 skills.
- Communicate information about yourself and describe your surroundings in the present and past.
- Improve grammar skills and vocabulary in the Spanish language.
- Understand the main idea and significant details of what you hear or read in Spanish with repetition.
- Analyze Hispanic cultures and compare and contrast them to your own culture.
- Example lessons include: daily routine, the home and chores, fashion and sports, and accomplishing tasks like purchasing clothing, making travel plans and giving advice about healthy habits.

Spanish 3

At the end of level 3, through reading, writing, speaking and listening, you will be able to:

- Continue to use and build on skills learned in levels 1-2.
- Communicate information about yourself and describe your surroundings in the present, past and future.
- Improve grammar skills and vocabulary in the Spanish language.
- Interpret and reflect on what you hear or read in Spanish, with repetition.
- Reflect on how culture shapes and transforms our perspectives and worldviews.
- Use your Spanish communication skills on field trips.
- Example lessons include: technology, Hispanic cuisine, cultural celebrations and accomplishing tasks such as interviewing for a job, making plans for your future and interacting in social situations.

Spanish 4

At the end of level 4, through interpersonal, interpretive and presentational communication, you will be able to: 5

- Continue to use and build on skills learned in levels 1-3.
- Communicate in the present, past and future about current events around the world using advanced grammar and vocabulary.
- Analyze the origins of current events, evaluate their impacts and devise solutions to world challenges.
- Explore the interconnectedness of culture, experiences and identity.
- Use your Spanish communication skills on field trips.
- Participate in the Seal of Biliteracy preparation process.

AP Spanish 5 Language and Culture

At the end of level 5, through interpersonal, interpretive and presentational communication, you will be able to:

- Continue to use and build on skills learned in levels 1-4.
- Communicate in the present, past and future about current events around the world using advanced grammar and vocabulary.
- Analyze the origins of current events, evaluate their impacts and devise solutions to world challenges.
- Explore the interconnectedness of culture, experiences and identity.
- Use your Spanish communication skills on field trips.
- Participate in the Seal of Biliteracy and AP exam preparation process.

French 1 Course Description

At the end of level 1, through reading, writing, speaking and listening, you will be able to:

- Communicate personal information about yourself and about others in the present tense.
- Learn grammar skills and vocabulary in the French language.
- Understand the main idea of what you hear or read in French with repetition.
- Compare and contrast your culture to the French-speaking cultures.
- Example lessons include: describing yourself and others, your likes and dislikes, your daily life and school environment, emotions, weather and time, and accomplishing tasks like ordering food and making plans with friends.

French 2 Course Description

At the end of level 2, through reading, writing, speaking and listening, you will be able to:

- Continue to use and build on level 1 skills.
- Communicate information about yourself and describe your surroundings in the present and past.
- Improve grammar skills and vocabulary in the French language.
- Understand the main idea and significant details of what you hear or read in French with repetition.
- Analyze French-speaking cultures and compare and contrast them to your own culture.
- Example lessons include: daily routine, the home and chores, fashion and sports, and accomplishing tasks like purchasing clothing, making travel plans and giving advice about healthy habits.

French 3 Course Description

At the end of level 3, through reading, writing, speaking and listening, you will be able to:

- Continue to use and build on skills learned in levels 1-2.
- Communicate information about yourself and describe your surroundings in the present, past and future.
- Improve grammar skills and vocabulary in the French language.
- Interpret and reflect on what you hear or read in French, with repetition.
- Reflect on how culture shapes and transforms our perspectives and worldviews.
- Use your French communication skills on field trips.
- Example lessons include: technology, Francophone cuisine, cultural celebrations and accomplishing tasks such as interviewing for a job, making plans for your future and interacting in social situations.

French 4 Course Description

At the end of level 4, through interpersonal, interpretive and presentational communication, you will be able to: ⁶

- Continue to use and build on skills learned in levels 1-3.
- Communicate in the present, past and future about current events around the world using advanced grammar and vocabulary.
- Analyze the origins of current events, evaluate their impacts and devise solutions to world challenges.
- Explore the interconnectedness of culture, experiences and identity.
- Use your French communication skills on field trips.
- Participate in the Seal of Biliteracy preparation process.

AP French 5 Course Description

At the end of level 5, through interpersonal, interpretive and presentational communication, you will be able to:

- Continue to use and build on skills learned in levels 1-4.
- Communicate in the present, past and future about current events around the world using advanced grammar and vocabulary.
- Analyze the origins of current events, evaluate their impacts and devise solutions to world challenges.
- Explore the interconnectedness of culture, experiences and identity.
- Use your French communication skills on field trips.
- Participate in the Seal of Biliteracy and AP exam preparation process.

German 1

At the end of level 1, through reading, writing, speaking and listening, you will be able to:

- Communicate personal information about yourself and about others in the present tense.
- Learn grammar skills and vocabulary in the German language.
- Understand the main idea of what you hear or read in German with repetition.
- Compare and contrast your culture to the Germanic cultures.
- Example lessons include: describing yourself and others, your likes and dislikes, your daily life and school environment, emotions, weather and time, and accomplishing tasks like ordering food and making plans with friends and describing your family .

German 2

At the end of level 2, through reading, writing, speaking and listening, you will be able to:

- Continue to use and build on level 1 skills.
- Communicate information about yourself and describe your surroundings in the present and past.
- Improve grammar skills and vocabulary in the German language.
- Understand the main idea and significant details of what you hear or read in German with repetition.
- Analyze Germanic cultures and compare and contrast them to your own culture.
- Example lessons include: daily routine, expressing likes and dislikes, the home and chores, fashion, life in a city vs rural area, and accomplishing tasks like purchasing clothing, making housing and furniture decisions and giving advice about outdoor activities..

German 3

At the end of level 3, through reading, writing, speaking and listening, you will be able to:

- Continue to use and build on skills learned in levels 1-2.
- Communicate information about yourself and describe your surroundings in the present, past and future.
- Improve grammar skills and vocabulary in the German language.
- Interpret and reflect on what you hear or read in German, with repetition.
- Reflect on how culture shapes and transforms our perspectives and worldviews. .
- Example lessons include: technology, history, fairy tales, education and professions.

German 4

At the end of level 4, through interpersonal, interpretive and presentational communication, you will be able to:

- Continue to use and build on skills learned in levels 1-3.
- Evaluate the impact of Globalization.
- Analyze art and how it reflects on the time period created.
- Explore travel Germany, Austria, Switzerland.
- Evaluate the role social media has played in Germanic cultures and the U.S.
- Participate in the Seal of Biliteracy preparation process.

AP German 5 Language and Culture

At the end of level 5, through interpersonal, interpretive and presentational communication, you will be able to:

- Continue to use and build on skills learned in levels 1-4.
- Discuss Climate change and its impact on the environment.
- Evaluate Health and Wellness in German cultures.
- Analyze German poetry and Germanic perceptions on love and relationships.
- Analyze how economic class impacts housing and communities.
- Compare and contrast multiculturalism in Germanic countries and the U.S.
- Participate in the Seal of Biliteracy and AP exam preparation process.

World Languages and Cultures
Course Overview

Grade level: 7	
Course Rationale	Course Description
Students, as global citizens, will be prepared to interact in a variety of situations within a multicultural and multilingual community. As communities change, students will be able to navigate personal and professional relationships with people who are proficient in a variety of languages. Through the study of another language, students will gain knowledge of other cultures, learn to appreciate cultural differences and similarities and learn about their own culture and society.	"World Languages and Cultures" introduces 7th-grade students to the Spanish, French, and German languages and their corresponding cultures. Students will delve into the fundamentals of each language while exploring the diverse customs, traditions, and perspectives of the people who speak them. By the end of the course, students emerge with a deeper understanding of the interconnectedness between language and culture, empowering them to navigate an increasingly globalized world with empathy, respect, and curiosity. This is not a prerequisite course for a Level 1 World Language. Its purpose is to introduce students to all three language courses in our district so they may make a more informed decision on which language to pursue.
Transfer Goals/Big Ideas	
• Language and culture are intertwined. Some aspects of language are a reflection of culture. • Spanish, French, German, and English share many similarities in grammar, syntax, and vocabulary. • Learning a second language opens opportunities to communicate with others and broadens one's perspective on cultures different from one's own. • Students will have more success studying a language they are interested in.	
Priority Missouri Learning Standards/National Standards	
Communication 1.1.a Ask and answer questions about very familiar topics. 1.1.b Engage in common classroom interactions such as, greetings, stating needs and preferences. 2.1.c Interpret gestures, intonation and other visual and auditory clues in target language materials. Cultures 1.1.a Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings. 1.1.b Describe the practices of common cultural activities and holiday celebrations. 1.1.c Identify common social etiquette within the cultures studied. 2.1.b Identify objects and symbols commonly used to represent the culture studied. Connections 2.1.b Broaden understanding of world culture through authentic spoken and written information.	

Unit 1: French
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<i>Communication 1.1a, 1.1b, 2.1c,</i> <i>Culture 1.1a, 1.1b, 1.1c, 2.1b</i> <i>Connects 2.1b</i>	• Language and culture are intertwined. Some aspects of language are a reflection of culture. • Spanish, French, German, and English share many similarities in grammar, syntax, and vocabulary. • Learning a second language opens opportunities to communicate with others and broadens one's perspective on cultures different from one's own. • Students will have more success studying a language they are interested in.	
	Enduring Understandings	Essential Questions
	• The way individuals express their identity is affected by the language they speak, where they are from, and what they value. • Understanding how our backgrounds and the languages we speak make us who we are.	• How do we express our identities? • How do we describe the world around us? • What is culture? • How does our culture and language affect our identities?
Learning Targets		
<i>Students will...</i> • use appropriate greetings with adults and peers. • read and pronounce words correctly in French. • introduce themselves in French. • identify colors in French. • identify French numbers up to 70. • tell the date and day of the week. • describe weather conditions in French. • compare daily life in French-speaking countries to the United States. • identify cognates and loan words in English and French. • demonstrate understanding of the nature of language through comparisons of the language studied and their own. • demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.		
Unit Duration:		
6 Weeks		

Unit 2: German <i>Desired Results</i>		
Standards	Transfer Goal(s) /Big Ideas	
<i>Communication 1.1a, 1.1b, 2.1c,</i> <i>Culture 1.1a, 1.1b, 1.1c, 2.1b</i> <i>Connects 2.1b</i>	• Language and culture are intertwined. Some aspects of language are a reflection of culture. • Spanish, French, German, and English share many similarities in grammar, syntax, and vocabulary. • Learning a second language opens opportunities to communicate with others and broadens one's perspective on cultures different from one's own. • Students will have more success studying a language they are interested in.	
	Enduring Understandings	Essential Questions
	• The way individuals express their identity is affected by the language they speak, where they are from, and what they value. • Understanding how our backgrounds and the languages we speak make us who we are.	• How do we express our identities? • How do we describe the world around us? • What is culture? • How does our culture and language affect our identities?
Learning Targets		
<i>Students will...</i> • use appropriate greetings with adults and peers. • read and pronounce words correctly in German. • introduce themselves in German. • identify colors in German. • count to 20 in German and form numbers up to 100. • tell the date and day of the week. • describe weather conditions in German. • compare daily life in German-speaking countries to the United States. • demonstrate understanding of the nature of language through comparisons of the language studied and their own. • demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.		
Unit Duration:		
6 Weeks		

Unit 3: Spanish <i>Desired Results</i>		
Standards	Transfer Goal(s) /Big Ideas	
<i>Communication 1.1a, 1.1b, 2.1c,</i> <i>Culture 1.1a, 1.1b, 1.1c, 2.1b</i> <i>Connects 2.1b</i>	• Language and culture are intertwined. Some aspects of language are a reflection of culture. • Spanish, French, German, and English share many similarities in grammar, syntax, and vocabulary. • Learning a second language opens opportunities to communicate with others and broadens one's perspective on cultures different from one's own. • Students will have more success studying a language they are interested in.	
	Enduring Understandings	Essential Questions
	• The way individuals express their identity is affected by the language they speak, where they are from, and what they value. • Understanding how our backgrounds and the languages we speak make us who we are.	• How do we express our identities? • How do we describe the world around us? • What is culture? • How does our culture affect our identities?
Learning Targets		
<i>Students will...</i> • use appropriate greetings with adults and peers. • read and pronounce words correctly in Spanish. • introduce themselves in Spanish. • identify colors in Spanish. • count to 20 in Spanish and form numbers up to 100. • tell the date and day of the week. • describe weather conditions in Spanish. • compare daily life in Spanish-speaking countries to their own. • demonstrate understanding of the nature of language through comparisons of the language studied and their own. • demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.		
Unit Duration:		
6 Weeks		

Communication: Interpretive Listening		
World Languages and Cultures (German, French, Spanish)		
Grade: 7		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
Below N1	The student - understands colors, numbers, greetings, calendar and weather terms and cognates in the target language without using notes. - may or may not need to hear something more than once. - recognizes which language is being spoken - may need visual cues such as pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is heard.	Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	The student - understands a limited vocabulary of colors, numbers, greetings, calendar and weather terms in the target language without using notes. - may need to hear something several times - needs visual cues such as pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is heard.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	The student - understands only limited vocabulary such as colors, numbers and a few greeting - needs to hear something many times - needs visual cues such as pictures in order to understand what is heard, may need notes for recognition.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	The student - understands very few individual words - needs to hear something many times in order to understand very little of what is heard - needs lots of visual cues such as pictures in order to understand very little of what is heard, requires notes for recognition.	
	0.5	With help, a partial understanding of the 1.0 content
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpretive Reading		
World Languages and Cultures (German, French, Spanish)		
Grade: 7		
Score 4.0 below N-1	The student	
	- understands colors, numbers, greetings, calendar and weather terms and cognates in the target language without using notes. - may or may not need to read something more than once. - recognizes which language is being used - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is read.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	The student will	
	- understands a limited vocabulary of colors, numbers, greetings, calendar and weather terms in the target language without using notes. - may need to read something several times - needs visual cues such as pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is read.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	The student	
	- understands only limited vocabulary such as colors, numbers and a few greeting - needs to read something many times - needs visual cues such as pictures in order to understand what is read, may need notes for recognition.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	The student will	
	- understands very few individual words - needs to read something many times in order to understand very little of what is read - needs lots of visual cues such as pictures in order to understand very little of what is heard, requires notes for recognition.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Speaking and Listening		
World Languages & Cultures (German, French, Spanish)		
Grade: 7		
Score 4.0 Below N-1	The student - can say colors, numbers, greetings, calendar and weather terms and cognates in the target language without using notes. - may or may not need to hear something more than once to respond. - recognizes and responds in the target language. - may need visual cues such as pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to respond to what is heard.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	The student - can speak a limited vocabulary of colors, numbers, greetings, calendar and weather terms in the target language without using notes. - may need to hear something several times to respond. - recognizes and responds in a mixture of the target language and English. - needs visual cues such as pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is heard.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	The student - can speak only a limited vocabulary such as colors, numbers and a few greeting - needs to hear something many times before responding. - needs help recognizing and responding in the target language. - needs visual cues such as pictures in order to understand what is heard, may need notes for recognition.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	The student - speaks very few individual words. - needs to hear something many times in order to understand very little of what is heard. - cannot discern between the target language and other languages learned in class. - needs lots of visual cues such as pictures in order to understand very little of what is heard, requires notes for recognition.	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

World Languages & Cultures (German, French, Spanish)		
Grade: 7		
Score 4.0 Below N-1	<i>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</i>	
	The student will be able to - Identify and/or discern between key cultural products of each target language - For example, monuments, foods, fashion, music, holidays - Can compare and contrast between cultural products of target cultures and those of the United States.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	The student will be able to - Identify key cultural products of each target language - For example, monuments, foods, fashion, music, holidays	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<i>There are no major errors or omissions regarding the simpler details and processes as the student</i>	
	The student will be able to Recognize key cultural products of each target language with help.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	<i>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</i>	
	The student will be able to Discern between key cultural products of the target language and that of the United States.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

French
Scope and Sequence: French 1

Unit & AP Themes	Essential Questions	Communication	Language	Culture
Introduction C'est Parti! Personal & Public Identities Language & Identity	What are the ways people greet each other? How do we identify ourselves? How do we ask for information?	- Spelling & Alphabet - Greetings and Goodbyes - Introductions - Expressing likes - Identifying objects - Asking for Information - Apologizing	Vocabulary - Cognates - Classroom objects - Calendar - Numbers 0-31 - Weather/Seasons - Everyday phrases - Classroom Expressions	Famous Francophone people, landmarks, and objects Gestures & Greetings Courtesy Celebrations in Francophone Countries
Unit 1 J'habite à Montréal Personal & Public Identities - Language & Identity - Multiculturalism	How do greetings facilitate communication? What kinds of information do we share when introducing ourselves?	- Greetings and introductions - Identifying professions - Asking for and sharing one's age - Asking for and sharing personal information	Vocabulary - People - Polite Expressions - Professions - Numbers up to 69 - Structures - Subject Pronouns - Verb Conjugation - Question Words	- Languages in Quebec - Greetings in Francophone countries - Famous Francophone Canadians - Cirque du Soleil - Celebrations in Francophone countries
Unit 2 Je suis française Personal & Public Identities Language & Identity	How are origin and languages important in our lives? What do our interests say about us?	- Identifying countries and saying where we live - Identifying languages - Identifying where French is spoken - Expressing activities we like and dislike - Expressing likes and dislikes about animals	Vocabulary - Countries and nationalities - Languages - Continents - Leisure activities - Pets	- Francophone entertainment - Francophone celebrities - Entertainment in Paris - Sports - Nature and Animals in France
Unit 3 Ma famille et mes amis Beauty and aesthetics Ideals of Beauty	What makes a family? How does style reflect someone's personality?	- Presenting family and friends - Describing personalities - Sharing information about family relationships - Describing clothing - Physical descriptions	Vocabulary - Family relationships - Descriptions of personalities - Physical descriptions - Clothing and accessories - Style - Colors	- Shopping - French fashion - Street art - Metric system - French movies including - Etre & Avoir - Le Petit Nicholas

				• Les Choristes • Tchoupi • La Famille Bélier • Lou!
Unit 4 Mon lycée Contemporary Life • Education	How can you thrive at school? How can leisure activities bring us together?	• Identifying places in schools • Describing school schedules • Saying when and how often you do activities	Vocabulary • School areas, subjects, schedules • Expressions of frequency • Levels of education • Sport & Leisure activities • Places in town	• French grading system • Lycée in Martinique • School systems and schedules in Francophone countries • Popular Francophone sports and activities • Francophone athletes
Unit 5 Bon appétit! Global Challenges • Nutrition and Food	What makes a healthy diet? How does food reflect Francophone culture?	Naming food items Making suggestions about healthy eating Expressing preferences Comparing eating habits Ordering and paying for a meal Shopping for groceries Expressing hunger and thirst	Vocabulary Foods Meals & eating habits Dining out and menus Quantities Stores & merchants Grocery shopping	Moroccan cuisine Popular Francophone dishes around the world Customs in French restaurants Street food Markets and souks

French 1
Course Overview

Grade level(s): 8-12	Credits earned: 1
Course Rationale	Course Description
Students will perform at a novice low to novice mid proficiency level in all three modes of communication. This empowers them to communicate in real-life, authentic situations and incorporates cultural experiences into their lives. This will also enable them to become global citizens and lifelong learners in an ever-changing and interconnected world.	Students will learn basic skills in speaking, reading, writing, and listening comprehension of French at a beginner level. Reading, writing, speaking, and listening will be the cornerstones of the course, as students prepare to immerse themselves in the language and culture as the course progresses. If a student fails the first semester with a grade of 59% or lower, they will not be allowed to take the second semester of Level 1.
Transfer Goals/Big Ideas	
Personal and Public Identities: Explore the nature of being and what it means to be human. Families and Communities: Explore how groups of people organize or are organized through systems or common interests Science and Technology: Explore how human creativity and innovation affect our world. Contemporary Life: Explore and tell the story of the knowledge, experiences, and adventures that shape our lives. Global Challenges: Explore global challenges and experiences encountered by individuals and communities. Beauty and Aesthetics: Explore the subjective experiences of beauty that can vary between individuals, cultures, and generations.	
Priority Missouri Learning Standards/National Standards	
1.1 Communication: Interpersonal: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions - Ask and answer questions about very familiar topics. - Engage in common classroom interactions such as, greetings, stating needs and preferences. - Share likes and dislikes. - Exchange descriptions of people and places, in addition to products of the target culture. - Use common social amenities such as please, thank you, excuse me 1.2: Communication: Interpretive: Students understand and interpret written and spoken language on a variety of topics - Identify people, places and things based on oral and written descriptions. - Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements. - Interpret gestures, intonation and other visual and auditory clues in target language materials. 1.3: Communication: Presentational: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics - Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts. - Prepare illustrated stories about activities or events and share them orally or in writing. 2.1 Cultures: Students demonstrate an understanding of the practices and perspectives of the cultures studied - Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings. - Describe the practices of common cultural activities and holiday celebrations. - Identify common social etiquette within the cultures studied.	

- 2.2 Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
- a. Demonstrate competencies previously introduced
 - b. Identify objects and symbols commonly used to represent the culture studied.
 - c. Identify important historical and contemporary figures and events of the culture studied.
- 3.1. Connections: Students reinforce and further their knowledge of other disciplines through the world language
- a. Demonstrate competencies previously introduced
 - b. Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
 - c. Use target language vocabulary to refer to items and concepts learned in other subject areas.
- 3.2. Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
- a. Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
 - b. Broaden understanding of world culture through authentic spoken and written information.
- 4.1. Comparisons: Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
- a. Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
 - b. Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages can not be interpreted literally.
 - c. Report similarities and differences between the sound and writing system of target and native language.
- 4.2. Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
- a. Recognize common tangible and intangible products of the culture studied.
 - b. Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
 - c. Demonstrate an awareness of the role of gestures and nonverbal cues in communication.
- 5.1. Communities: Students use the target language within and beyond the school setting
- a. Recognize the target language when encountered outside the world language classroom.
 - b. Recognize words borrowed from the target language.
- 5.2. Communities: Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
- a. Attend or view via media cultural events and social activities.
 - b. Explore topics of personal interest from the target culture.

[Missouri Learning Standards](#)

Unit 0: C'est Parti
Personal & Public Identities
Explore the nature of being and what it means to be human

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Personal & Public Identities: Explore the nature of being and what it means to be human.	
	Enduring Understandings	Essential Questions
	- Greetings reflect age and status and are used to facilitate communication. - Our identity is based on nationality, age, culture, and personal interests. - Asking for information about others connects us through commonalities and differences.	- What are the ways people greet each other? - How do we identify ourselves? - How do we ask for information?
Learning Targets		
<i>Students will...</i> - understand and interpret written and spoken language on a variety of topics. - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - demonstrate an understanding of the practices and perspectives of the cultures studied. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 1:
J'habite à Montréal
Personal and Public Identities
Explore the nature of being and what it means to be human

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Personal and Public Identities: Explore the nature of being and what it means to be human.	
	Enduring Understandings	Essential Questions
	- Greetings communicate respect and reflect cultural and geographical backgrounds. - The information we share depends on cultural contexts and corresponds with people's stage of life and position within the community.	- How do greetings facilitate communication? - What kinds of information do we share when introducing ourselves?
Learning Targets		
<i>Students will...</i> - understand and interpret written and spoken language on a variety of topics. - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - demonstrate an understanding of the practices and perspectives of the cultures studied. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 2:
Je suis française
Families and Communities
Explore how groups of people organize or are organized through systems or common interests

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	<i>Families and Communities: Explore how groups of people organize or are organized through systems or common interests.</i>	
	Enduring Understandings	Essential Questions
	- Where we come from and the language we speak shape our worldview. - Our interests determine how we spend our time, talents, efforts, and money, as well as the people we associate with. It is related to our culture, geography, status, and stage of life.	- How are origin and languages important in our lives? - What do our interests say about us?
Learning Targets		
<i>Students will...</i> - understand and interpret written and spoken language on a variety of topics. - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - demonstrate an understanding of the practices and perspectives of the cultures studied. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture, - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 3: Ma famille et mes amis Beauty & Aesthetics Explore the subjective experiences of beauty that can vary between individuals, cultures, and generations		
Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	<i>Beauty & Aesthetics: Explore the subjective experiences of beauty that can vary between individuals, cultures, and generations.</i>	
	Enduring Understandings	Essential Questions
	- Families shape our identities and the people we share our lives with vary by personal choice and life circumstances. - Style is determined by culture, stage of life, geography, personal tastes, and practical necessities.	- What makes a family? - How does style reflect someone's personality?
Learning Targets		
<i>Students will...</i> - understand and interpret written and spoken language on a variety of topics. - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - demonstrate an understanding of the practices and perspectives of the cultures studied. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 4:
Mon Lycée
Contemporary Life

Explore and tell the story of the knowledge, experiences, and adventures that shape our lives

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Contemporary Life: Explore and tell the story of the knowledge, experiences, and adventures that shape our lives.	
	Enduring Understandings	Essential Questions
	- Skills necessary to be successful at school transfer into life skills. Schools differ by culture and teach and value differing types of knowledge and skills. - Leisure activities attract people with similar interests, skills, and abilities.	- How can you thrive at school? - How can leisure activities bring us together?
Learning Targets		
<i>Students will...</i> - understand and interpret written and spoken language on a variety of topics. - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - demonstrate an understanding of the practices and perspectives of the cultures studied. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 5:
Bon Appétit!
Global Challenges

Explore global challenges and experiences encountered by individuals and communities

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Global Challenges: Explore global challenges and experiences encountered by individuals and communities.	
	Enduring Understandings	Essential Questions
	There are many types of healthy diets. Diet is affected by geography, culture, region, and season. Food is used for nutrition, celebration, and bringing people together.	- What makes a healthy diet? - How does food reflect Francophone culture?
Learning Targets		
<i>Students will...</i> - understand and interpret written and spoken language on a variety of topics. - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - demonstrate an understanding of the practices and perspectives of the cultures studied. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Communication: Interpretive Listening		
Level 1 - World Languages (German, French, Spanish)		
Grade: 8-12		
Score 4.0 (N3)	<i>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</i>	
	The student - understands words, phrases, and an occasional simple sentence - may or may not need to hear something more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is heard	
		Sample Activities Understand a song
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N2)	The student - understands words and phrases - may need to hear something several times - needs visual cues such pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is heard	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N1)	The student - understands only individual words - needs to hear something many times - needs visual cues such as pictures in order to understand what is heard	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N1)	The student - understands very few individual words - needs to hear something many times in order to understand very little of what is heard - needs lots of visual cues such as pictures in order to understand very little of what is heard	
	0.5	With help, a partial understanding of the 1.0 content
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpretive Reading		
Level 1 - World Languages (German, French, Spanish)		
Grade: 8-12		
Score 4.0 (N3)	The student - understands words, phrases, and an occasional simple sentence - may or may not need to read something more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is read	
	Understand an authentic infographic about people of Hispanic heritage in the U.S.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N2)	The student will - understands words and phrases - may need to read something many times - needs visual cues such pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is read	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N1)	The student - understands only individual words - needs to read something many times - needs visual cues such as pictures in order to understand what is read	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N1)	The student - understands very few individual words - needs to read something several times in order to understand very little of what is read - needs lots of visual cues such as pictures in order to understand very little of what is read	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Speaking		
Level 1 - World Languages (German, French, Spanish)		
Grade: 8-12		
Score 4.0 (N3)	The student • can say a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • is understood by teachers and others who are used to language learners	
	Record a voice message about a new classmate	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N2)	The student • can say some things about self • can list, name, and identify everyday things with words and phrases that have been learned • is understood by teachers and others who are used to language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N1)	The student • says a few things about self • can list, name, and identify common things with single words • is understood by teachers and others who are used to language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N1)	The student • says very little about self • can list, name, and identify very few common things with single words • is barely understood by teachers and others who are used to the writing of language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Writing			
Level 1 - World Languages (German, French, Spanish)			
Grade: 8-12			
Score 4.0 (N3)	The student - can write a number of things about self - can list, name, and identify everyday things with words and phrases, and an occasional simple sentence - is able to write in a manner so that most of what is written is understood by teachers and others who are used to the writing of language learners		Describe a superhero for an online magazine
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N2)	The student - can write some things about self - can list, name, and identify everyday things with words and phrases that have been learned - is able to write in a manner so that much of what is written is understood by teachers and others who are used to the writing of language learners		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N1)	The student - writes a few things about self - can list, name, and identify common things with single words - is able to to write in a manner so that some of what is written is understood by teachers and others who are used to the writing of language learners		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N1)	The student - writes very little about self - can list, name, and identify very few common things with single words - is barely able to to write in a manner so that some of what is written is understood by teachers and others who are used to the writing of language learners		
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Communication: Interpersonal Writing		
Level 1 - World Languages (German, French, Spanish)		
Grade: 8-12		
Score 4.0 (N3)	The student • can write a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • asks and answers some very common and familiar questions • is able to write in a manner so that have most of what is written is understood by teachers and others who are used to the writing of language learners	
		Reply to an email written by a heritage student
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N2)	The student • can write some things about self • can list, name, and identify everyday things with words and phrases that have been learned • understands and answers some very common and familiar questions • is able to write in such a manner so that much of what is written is understood by teachers and others who are used to the writing of language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N1)	The student • can write a few things about self • can list, name, and identify common things with single words • answers one or two of the basic kinds of questions that have been learned and practiced in class • is able to write in a manner so that some of what is written is understood by teachers and others who are used to the writing of language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N1)	The student • can write very little about self • can list, name, and identify very few common things with single words • answers almost no basic kinds of questions that have been learned and practiced in class • is able to write in a manner so that very little of what is written is understood by teachers and others who are used to the writing of language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Speaking and Listening

Level 1 - World Languages (German, French, Spanish)

Grade: 8-12

Score 4.0 (N3)	The student • can say a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • asks and answers some very common and familiar questions • is able to have most of what is said understood by teachers and others who are used to language learners		Record an interview about families and pets
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N2)	The student • can say some things about self • can list, name, and identify everyday things with words and phrases that have been learned • understands and answers some very common and familiar questions • is able to have much of what is said understood by teachers and others who are used to language learners		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N1)	The student • can say a few things about self • can list, name, and identify common things with single words • answers one or two of the basic kinds of questions that have been learned and practiced in class • is able to have some of what is said understood by teachers and others who are used to language learners		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N1)	The student • can say very little about self • can list, name, and identify very few common things with single words • answers almost none of the basic kinds of questions that have been learned and practiced in class • is barely understood by teachers and others who are used to language learners		
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Scope and Sequence: French 2

Unit & AP Themes	Essential Questions	Communication	Language	Culture
Introduction C'est reparti!	What are the classroom objects and how can I talk about them in class? How do I talk about myself and ask others about themselves? How do I talk about my family relationships and describe someone's physical appearance? How do I order at a restaurant and shop at a store? How do I get to a place and tell someone else how to get there?	- French speaking countries and cities. - Classroom objects - Introductions - Expressing likes and dislikes - Describing family and friends physical appearance and characteristics. - Shopping - Ordering at a restaurant - Giving and asking for directions.	Review the following: - Question words. - Definite and indefinite articles. - Agreement - Conjugating irregular verbs (avoir, être, faire and aller). - Conjugating 'er' verbs . - Demonstrative adjectives - Partitive articles.	- Famous Francophone people, landmarks, people, and objects (review). - School system - Typical dishes from Francophone countries. - Means of transportation.
Unit 1 Bon appétit! Global Challenges (Nutrition and food safety) *F1 Unit 5	What makes a healthy diet? How does food reflect Francophone culture?	- Naming food items - Making suggestions about healthy eating - Expressing preferences - Comparing eating habits - Ordering and paying for a meal - Shopping for groceries - Expressing hunger and thirst	- Vocabulary - Foods - Meals & eating habits - Dining out and menus - Quantities - Stores & merchants - Grocery shopping	- Moroccan cuisine - Popular Francophone dishes around the world - Customs in French restaurants - Street food - Markets and souks
Unit 2 Bienvenue à Nantes Contemporary Life (travel)	What makes a city a good place to live? How do the ways people shop differ across cultures?	- Describing places in a city - Different types of transportation. - Locating places on a map. - Asking for, giving and following directions. - Shopping for gifts, and clothing. - Asking about and telling prices.	Vocabulary: - Places in town - Directions and transportation. - Clothing - Numbers 70 to 1,000 - Types of stores Structures: - Pouvoir - Imperative - Ordinal numbers - Ce, cet, cette, ces - Stem changing verbs acheter, préférer.	- Different forms of transportation - Store hours and shopping etiquette. - Places to shop in France.

Unit 3 Ma semaine Beauty and Aesthetics (music and ideals of Beauty)	How do daily routines differ around the world? How do young people spend their free time?	• Describing their daily routine. • Describing opinions about music. • Describing what people do in their free time. • Proposing activities, accepting or refusing suggestions and offering alternatives.	Vocabulary: • Daily routines • Music • Leisure activities Structures: • Present tense of dormir, sortir, lire, venir and vouloir. • Present tense of 'ir' verbs. • The pronoun 'y' • Stressed pronouns	• Belgian dining habits. • Famous Belgian comics and artists. • The city of Brussels. • Sites and activities in Brussels. • Festivals and music in Belgium. • Things to do in Belgium.
Unit 4 Sur la route Contemporary Life (travel)	What are the benefits of traveling? What makes traveling memorable?	• Describing geography. • Expressing travel preferences • Promoting sustainable tourism • Recounting past travel experience • Understanding and describing a travel route.	Vocabulary: • Directions (cardinal, left and right). • Landscape descriptions. • Accommodations • Time markers • Means of transportations • Animals (Zoo) Structures: • Passé composé with 'avoir' • Passé composé with 'être' and agreement.	• Réunion Island. • Francophone travel literature. • Le tourisme responsable (responsible tourism).
Unit 5 Il était une fois Families and Communities (education, childhood and adolescence) Science and Technology *may not get to	How has daily life changed during the last century? How do experiences and memories influence us?	• Describe schools and education in the past. • Describe objects from the past. • Talk about past experiences and additional information. • Understand a story from the past. • Write a story about the past.	Vocabulary: • Past time markers • Education and technology • Years • Childhood games and activities • Reacting to a story Structures: • Imperfect tense. • Imperfect tense and past tense.	• Different forms of transportation • Store hours and shopping etiquette. • Places to shop in France.

French 2
Course Overview

Grade level(s): 9-12	Credits earned: 1
Course Rationale	Course Description
Students will perform at a novice high- intermediate low proficiency level in all three modes of communication. This empowers them to communicate in real-life, authentic situations and incorporates cultural experiences into their lives. This will also enable them to become global citizens and life-long learners in an ever changing and interconnected world.	Students will further develop skills learned in the previous course. This course will focus on expanding skills in listening, speaking, writing and reading. French culture will continue to be a large focus as students continue to explore the influence that the French have had on the rest of the world.
Transfer Goals/Big Ideas	
Personal and Public Identities: Explore the nature of being and what it means to be human. Families and Communities: Explore how groups of people organize or are organized through systems or common interests Science and Technology: Explore how human creativity and innovation affect our world. Contemporary Life: Explore and tell the story of the knowledge, experiences and adventures that shape our lives. Global Challenges: Explore global challenges and experiences encountered by individuals and communities. Beauty and Aesthetics: Explore the subjective experiences of beauty that can vary between individuals, cultures and generations.	
Priority Missouri Learning Standards/National Standards	
1.1 Communication: Interpersonal: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions - Demonstrate competencies previously introduced - Use target language to acquire goods, services or information. - Exchange information about personal events, memorable experiences and/or other topics. - Ask for repetition and repeat to ensure comprehension. 1.2: Communication: Interpretive: Students understand and interpret written and spoken language on a variety of topics - Demonstrate competencies previously introduced - Identify principal characters and main ideas in oral and written narratives in the target language. - Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding. 1.3: Communication: Presentational: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics - Demonstrate competencies previously introduced - Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing. - Write brief messages such as postcards, short letters or emails on very familiar topics. 2.1 Cultures: Students demonstrate an understanding of the practices and perspectives of the cultures studied - Demonstrate competencies previously introduced - Identify the relationship between the practices and perspectives of common cultural activities and holiday celebrations. - Compare everyday social etiquette within the culture studied to their native culture. - Identify common beliefs, attitudes and characteristics within the culture studied.	

- 2.2 Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - a. Demonstrate competencies previously introduced
 - b. Compare the most common objects and symbols used to represent the target culture and their own culture.
 - c. Compare important historical and contemporary figures and events of the culture studied and their own culture.
- 3.1. Connections: Students reinforce and further their knowledge of other disciplines through the world language
 - a. Demonstrate competencies previously introduced
 - b. Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.
 - c. Summarize articles or short videos in the target language on topics being studied in other classes.
- 3.2. Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - a. Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.
 - b. Broaden understanding of contributions of target civilization to development of present-day information.
- 4.1. Comparisons: Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Use cognates to enhance spoken and written language.
 - c. Recognize familiar false cognates and use appropriately.
 - d. Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.
 - e. Recognize critical sound differences in the target language that must be mastered.
- 4.2. Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Compare and contrast tangible and intangible products of the target and native cultures such as, clothing, housing, foods, toys, music, myths and folktales.
 - c. Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of every day life.
 - d. Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.
- 5.1. Communities: Students use the target language within and beyond the school setting
 - a. Demonstrate competencies previously introduced
 - b. Share knowledge and skills from the target language with family and others in the school community.
 - c. Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- 5.2. Communities: Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - a. Demonstrate competencies previously introduced
 - b. Explore hobbies, activities and topics of personal interest related to the target culture.
 - c. Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
 - d. Identify careers where skills in another language or cultural understanding are needed.

[Missouri Learning Standards](#)

Introduction: C'est reparti
Personal and Public Identities

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore the nature of being and what it means to be human.	
	Enduring Understandings	Essential Questions
	- Understanding classroom objects, personal communication skills, and practical interactions in everyday situations equip students with the vocabulary and language structures needed for effective communication in educational and social settings. - Learning to talk about oneself, family relationships, physical appearance, ordering at a restaurant, shopping, and giving directions enhances students' ability to engage in personal and social interactions, fostering interpersonal connections and cultural competence. - Acquiring language skills for everyday situations such as ordering at a restaurant, shopping, and giving directions empowers students to navigate real-life scenarios with confidence and fluency, applying language knowledge in practical contexts.	- What are the classroom objects and how can I talk about them in class? - How do I talk about myself and ask others about themselves? - How do I talk about my family relationships and describe someone's physical appearance? - How do I order at a restaurant and shop at a store? - How do I get to a place and tell someone else how to get there?
Learning Targets		
<i>Students will...</i> - understand and interpret written and spoken language on a variety of topics. - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - demonstrate an understanding of the practices and perspectives of the cultures studied. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 1: Bon Appétit!

Global Challenges

Explore global challenges and experiences encountered by individuals and communities

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore global challenges and experiences encountered by individuals and communities.	
	Enduring Understandings	Essential Questions
	- The concept of a healthy diet within Francophone culture encompasses a rich tapestry of culinary practices, products, and perspectives, emphasizing the importance of nutritional balance, seasonal ingredients, and sustainable farming practices, while also reflecting the cultural significance of communal dining, regional specialties, and gastronomic excellence. - Food serves as a tangible expression of Francophone cultural heritage, encompassing a wide array of traditional dishes, cooking techniques, and dining rituals that unite communities, foster social cohesion, and celebrate the artistry, creativity, and diversity of French-speaking cultures worldwide.	- What makes a healthy diet? - How does food reflect Francophone culture?
Learning Targets		
<i>Students will...</i> - understand and interpret written and spoken language on a variety of topics. - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - demonstrate an understanding of the practices and perspectives of the cultures studied. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 2: Bienvenue à Nantes
Contemporary life (travel)

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore and tell the story of the knowledge, experiences and adventures that shape our lives.	
	Enduring Understandings	Essential Questions
	The livability of a city is influenced by factors such as access to essential services, cultural amenities, and safe neighborhoods, while shopping practices, products, and perspectives across cultures reflect a blend of cultural traditions, economic systems, and evolving consumer behaviors, highlighting the dynamic interplay between urban environments, cultural diversity, and societal values.	• What makes a city a good place to live? • How do the ways people shop differ across cultures?
Learning Targets		
<i>Students will...</i> • understand and interpret written and spoken language on a variety of topics. • engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • demonstrate an understanding of the practices and perspectives of the cultures studied. • acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. • demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. • use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 3: Ma Semaine
Beauty and Aesthetics (Music and Ideals of Beauty)

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore the subjective experiences of beauty that can vary between individuals, cultures and generations.	
	Enduring Understandings	Essential Questions
	• People in different cultures spend their time doing similar and different things from our culture. • People in different cultures have different routines because of where they live and understanding how they differ allows us to be a better global citizen.	• How do daily routines differ around the world? • How do young people spend their free time?
Learning Targets		
<i>Students will...</i> • understand and interpret written and spoken language on a variety of topics. • engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • demonstrate an understanding of the practices and perspectives of the cultures studied. • acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. • demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. • use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 4: Sur la Route
Contemporary Life (travel)

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore and tell the story of the knowledge, experiences and adventures that shape our lives.	
	Enduring Understandings	Essential Questions
	Traveling fosters holistic growth by immersing individuals in diverse cultures, catalyzing personal development, enhancing language acquisition and communication skills, nurturing environmental and global awareness, and creating memorable experiences that inspire lifelong learning and empathy.	• What are the benefits of traveling? • What makes traveling memorable?
Learning Targets		
Students will... • understand and interpret written and spoken language on a variety of topics. • engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • demonstrate an understanding of the practices and perspectives of the cultures studied. • acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. • demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. • use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 3: Il était une fois
Families and Communities/Science and Technology

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore how groups of people organize or are organized through systems or common interests.	
	Enduring Understandings	Essential Questions
	The evolving nature of daily life over the past century reflects the interplay between societal transformation, technological advancements, cultural influences, and individual experiences and memories, highlighting the dynamic relationship between past experiences, present realities, and future possibilities in shaping personal identity and societal progress.	- How has daily life changed during the last century? - How do experiences and memories influence us?
Learning Targets		
Students will... - understand and interpret written and spoken language on a variety of topics. - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - demonstrate an understanding of the practices and perspectives of the cultures studied. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Communication: Interpretive Listening		
Level 2 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score	The student	Sample Activities
4.0 (N4)	- likely understands the main idea in a short passages on very familiar topics but rarely the supporting facts - usually needs to read/hear the passage more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is heard	Understand a podcast about the life of a teenager
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N3)	The student - understands words, phrases, and an occasional simple sentence - may need to hear something more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is heard	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N2)	The student - understands words and phrases - may need to hear something several times - needs visual cues such pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is heard	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N1)	The student - understands individual words - needs to hear something more than once - needs visual cues such as pictures in order to understand what is heard	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpretive Reading		
Level 2 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (N4)	The student - likely understands the main idea in a short passages on very familiar topics but rarely the supporting facts - usually needs to read/hear the passage more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is read	Understand an authentic article about what three teenagers do in their freetime
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N3)	The student - understands words, phrases, and an occasional simple sentence - may or may not need to read something more than once - may or may not need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is read	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N2)	The student - understands words and phrases - may need to read something several times - needs visual cues such pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is read	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N1)	The student - understands individual words - needs to read something more than once - needs visual cues such as pictures in order to understand what is read	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Speaking		
Level 2 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (N4)	The student • can talk about self and his/her life • speaks well enough to express his/her thoughts and accomplish what he/she needs much of the time • speaks in phrases and some simple sentences • is understood most of the time by teachers and others who are used to language learners	
	Record a video about a healthier lifestyle	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N3)	The student • can say a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • is understood by teachers and others who are used to language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N2)	The student • can say some things about self • can list, name, and identify everyday things with words and phrases that have been learned • is understood by teachers and others who are used to language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N1)	The student • says a few things about self • can list, name, and identify common things with single words • is understood by teachers and others who are used to language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Writing			
Level 2 - World Languages (German, French, Spanish)			
Grade: 9-12			
Score 4.0 (N4)	The student - can write about self and his/her life - writes well enough to express his/her thoughts and accomplish what he/she needs much of the time - writes in phrases and some simple sentences - is able to write in a manner that is understood by teachers and others who are used to the writing of language learners most of the time		Describe a detailed daily routine
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N3)	The student - can write a number of things about self - can list, name, and identify everyday things with words and phrases, and an occasional simple sentence - is able to write in a manner so that most of what is written is understood by teachers and others who are used to the writing of language learners		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N2)	The student - can write some things about self - can list, name, and identify everyday things with words and phrases that have been learned - is able to write in a manner so that much of what is written is understood by teachers and others who are used to the writing of language learners		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N1)	The student - writes a few things about self - can list, name, and identify common things with single words - is able to write in a manner so that some of what is written is understood by teachers and others who are used to the writing of language learners		
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Communication: Interpersonal Writing		
Level 2 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (N4)	The student • can write about self and his/her life • uses language to express his/her thoughts and get the things he/she needs much of the time • tends to write in phrases and some simple sentences • often asks and answers simple questions • is able to write in a manner so that most of what is written is understood by teachers and others who are used to the writing of language language learners	
	Reply to an email about pastimes, daily routines and digital habits.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N3)	The student • can write a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • asks and answers some very common and familiar questions • is able to write in a manner so that most of what is written is understood by teachers and others who are used to the writing of language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N2)	The student • can write some things about self • can list, name, and identify everyday things with words and phrases that have been learned • understands and answers some very common and familiar questions • is able to write in such a manner so that much of what is written is understood by teachers and others who are used to the writing of language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N1)	The student • can write a few things about self • can list, name, and identify common things with single words • answers one or two of the basic kinds of questions that have been learned and practiced in class • is able to write in a manner so that some of what is written is understood by teachers and others who are used to the writing of language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Speaking and Listening		
Level 2 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (N4)	The student • can be part of a conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs much of the time • tends to speak in phrases and some simple sentences • often asks and answers simple questions • is able to have most of what is said understood by teachers and others who are used to language learners	
	Record an interview about pastimes and digital habits	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N3)	The student • can say a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • asks and answers some very common and familiar questions • is able to have most of what is said understood by teachers and others who are used to language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N2)	The student • can say some things about self • can list, name, and identify everyday things with words and phrases that have been learned • understands and answers some very common and familiar questions • is able to have much of what is said understood by teachers and others who are used to language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N1)	The student • can say a few things about self • can list, name, and identify common things with single words • answers one or two of the basic kinds of questions that have been learned and practiced in class • is able to have some of what is said understood by teachers and others who are used to language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Scope and Sequence: French 3

Unit & AP Themes	Essential Questions	Communication	Language	Culture
Unit 1 En ville Contemporary life (travel- metro)	What did you do during summer vacation? How do I plan a vacation to a foreign country? How do I ask and give directions? How do I talk about things I will do in the future and things I did in the past? How do I use the metro?	- Asking and giving directions. - Navigating an airport and train station. - Talking about things in the future and the past.	- Talk about things in the past (using être). - Review pc (avoir) - Future tense. - Airport - Train station - Directions	- Airport culture - Using the metro in France.
Unit 2 À l'hôtel Contemporary life (travel- metro)	How do I act at a hotel? How do I make a reservation and talk to the concierge? What food do they have at a hôtel? What services do they offer at a hotel?	- Making a reservation at a hotel. - Talking about food offered at the hotel. - Talking about services at a hotel.	Vocabulary: - Hotel services - Food at a hotel - Reservations Grammar: - Le comparatif - Le superlatif - Les pronoms possessifs	Hôtel etiquette
Unit 3 Il était une fois Families and Communities (education, childhood and adolescence) Science and Technology	How has daily life changed during the last century? How do experiences and memories influence us?	- Describe schools and education in the past. - Describe objects from the past. - Talk about past experiences and additional information. - Understand a story from the past. - Write a story about the past.	Vocabulary: - Past time markers - Education and technology - Years - Childhood games and activities - Reacting to a story Structures: - Imperfect tense. - Imperfect tense and past tense.	- Different forms of transportation - Store hours and shopping etiquette. - Places to shop in France.
Unit 4 Je me sens bien Global challenges (Health)	What factors contribute to emotional well-being? What factors influence physical health?	- Expressing emotions and saying how you feel. - Telling what activities and places make you feel good.		French health care system

		• Telling people what they should or must do to feel better. • Describing the health benefits of physical activity. • Describing symptoms and interacting with a doctor.		
Unit 5 Chez moi Contemporary life (housing and shelter)	How do homes reflect a country's culture? How do households share chores?	• Describing housing (types, needs and preferences). • Asking for help with chores and telling what you have to do. • Understand and describe household chores.	Vocabulary: • Household chores • Rooms, furniture, and objects in a house • Materials • Living together Structures: • Irregular adjectives • Present tense of 'devoir' • Être en train de/venir de + infinitive	• Réunion Island. • Francophone travel literature. • Le tourisme responsable (responsible tourism).
Unit 6 Un monde meilleur Global Challenges (environment, economic issues)	What can people do to improve the quality of life in their communities? How do our actions influence the world of the future?	• Understanding a recycling campaign • Offering to help people and asking for help • Making predictions about the future or our planet. • Imagining and describing housing in the future.	Vocabulary: • Recycling • Helping others • Environment • Future tense markers Grammar: • Direct object pronouns • Present tense of 'jeter' • Si clauses + futur simple	• Respire (version 1, version 2) • Recycling in France

French 3
Course Overview

Grade level(s): 10-12	Credits earned: 1
Course Rationale	Course Description
Students will perform at an intermediate low-intermediate mid proficiency level in all three modes of communication. This empowers them to communicate in real-life, authentic situations and incorporates cultural experiences into their lives. This will also enable them to become global citizens and life-long learners in an ever-changing and interconnected world.	Students will further develop skills learned in the two previous courses. Classes will mostly be spent conversing in French. Emphasis will be on proficiency skills such as written and oral expression. Students will further their proficiency through the use of authentic resources.
Transfer Goals/Big Ideas	
Personal and Public Identities: Explore the nature of being and what it means to be human. Families and Communities: Explore how groups of people organize or are organized through systems or common interests Science and Technology: Explore how human creativity and innovation affect our world. Contemporary Life: Explore and tell the story of the knowledge, experiences and adventures that shape our lives. Global Challenges: Explore global challenges and experiences encountered by individuals and communities. Beauty and Aesthetics: Explore the subjective experiences of beauty that can vary between individuals, cultures and generations.	
Priority Missouri Learning Standards/National Standards	
1.1 Communication: Interpersonal: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions a. Demonstrate competencies previously introduced b. Extend, accept, and refuse invitations appropriate to varied situations. c. Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement. d. Develop and propose solutions to issues and problems. 1.2: Communication: Interpretive: Students understand and interpret written and spoken language on a variety of topics a. Demonstrate competencies previously introduced b. Identify principal elements of nonfiction articles such as: main idea and supporting details found in a variety of media. 1.3: Communication: Presentational: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics a. Demonstrate competencies previously introduced b. Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language. 2.1 Cultures: Students demonstrate an understanding of the practices and perspectives of the cultures studied a. Demonstrate competencies previously introduced b. Observe and imitate appropriate patterns of social behavior in the culture studied. c. Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture. d. Compare the similarities and differences in the social etiquette within the culture studied to their own culture. 2.2 Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied a. Demonstrate competencies previously introduced	

- b. Identify contributions of important historical and/or contemporary figures in the culture studied.
- c. Identify historical and contemporary influences that the culture studied has had on their own culture.
- 3.1. Connections: Students reinforce and further their knowledge of other disciplines through the world language
 - a. Demonstrate competencies previously introduced
 - b. Present information orally or in writing on topics being studied in other classes.
 - c. Elaborate on their study of other classes by studying similar topics in target language.
- 3.2. Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - a. Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.
 - b. Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.
- 4.1. Comparisons: Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.
 - c. Report similarities and differences between the sound and writing system of target and native language, including time and tense.
- 4.2. Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Analyze the relationship between cultural perspectives and products from the target culture and their own.
 - c. Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.
 - d. Compare and contrast verbal/nonverbal behavior within activities in the target culture and their own.
- 5.1. Communities: Students use the target language within and beyond the school setting
 - a. Demonstrate competencies previously introduced
 - b. Perform for a school or community celebration, using their knowledge of the target language and culture.
 - c. Participate in activities in the target language that benefit other members of the school or community, such as tutoring.
- 5.2. Communities: Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - a. Demonstrate competencies previously introduced
 - b. Plan real or imaginary travel.
 - c. Make connections with local groups and communities where the target language is spoken.
 - d. Explore careers and businesses where skills in another language or cultural understanding are needed.

[Missouri Learning Standards](#)

Unit 1: En ville
Contemporary life (travel- metro)

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore and tell the story of the knowledge, experiences and adventures that shape our lives.	
	Enduring Understandings	Essential Questions
	- Planning a trip to a French-speaking country requires knowing a wide variety of culturally relevant details, such as places to visit and places to stay. - Knowing how to use the metro and vocabulary necessary to navigate the airport are necessary communication tools to travel.	What do I need to be able to do and say in order to travel to a foreign country? What do I need in order to navigate a foreign country?
Learning Targets		
<i>Students will...</i> - understand and interpret written and spoken language on a variety of topics. - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - demonstrate an understanding of the practices and perspectives of the cultures studied. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 2: À l'hôtel
Contemporary life

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore and tell the story of the knowledge, experiences and adventures that shape our lives.	
	Enduring Understandings	Essential Questions
	• Language study is a tool for communication with speakers of the language throughout one's life: in school, in the community, and abroad. • Language and culture are intertwined. • Planning a trip to a French-speaking country requires knowing a wide variety of culturally relevant details, such as places to visit and places to stay.	How do I act at a hotel? How do I make a reservation and talk to the concierge? What food do they have at a hôtel? What services do they offer at a hotel?
Learning Targets		
<i>Students will...</i> • understand and interpret written and spoken language on a variety of topics. • engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • demonstrate an understanding of the practices and perspectives of the cultures studied. • acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. • demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. • use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 3: Il était une fois
Families and Communities/Science and Technology

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore how groups of people organize or are organized through systems or common interests	
	Enduring Understandings	Essential Questions
	Being able to tell a story and describing past events is essential for proficiency.	- How has daily life changed during the last century? - How do experiences and memories influence us?
Learning Targets		
<i>Students will...</i> - understand and interpret written and spoken language on a variety of topics. - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - demonstrate an understanding of the practices and perspectives of the cultures studied. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 4: Je me sens bien
Global Challenges (Health)

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore global challenges and experiences encountered by individuals and communities.	
	Enduring Understandings	Essential Questions
	- It is important to understand health care systems around the world. - Staying healthy is a lifelong process that includes all dimensions of wellness.	- What factors contribute to emotional well-being? - What factors influence physical health?
Learning Targets		
<i>Students will...</i> - understand and interpret written and spoken language on a variety of topics. - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - demonstrate an understanding of the practices and perspectives of the cultures studied. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 5: Chez Moi
Contemporary Life: Housing and Shelter

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore and tell the story of the knowledge, experiences and adventures that shape our lives.	
	Enduring Understandings	Essential Questions
	- It is important to learn about different housing from around the world. - Students should understand how households share chores around the world.	- How do homes reflect a country's culture? - How do households share chores?
Learning Targets		
<i>Students will...</i> - understand and interpret written and spoken language on a variety of topics. - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - demonstrate an understanding of the practices and perspectives of the cultures studied. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 6: Un monde meilleur
Global Challenges: Environment and economic issues

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore global challenges and experiences encountered by individuals and communities.	
	Enduring Understandings	Essential Questions
	- It is important to help others and improve the quality of life in their community. - Students should understand how their actions today will influence the world of the future.	- What can people do to improve the quality of life in their community? - How do our actions influence the world of the future?
Learning Targets		
<i>Students will...</i> - understand and interpret written and spoken language on a variety of topics. - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - demonstrate an understanding of the practices and perspectives of the cultures studied. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Communication: Interpretive Listening		
Level 3 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score	The student	Sample Activities
4.0 (I1)	- likely understands the main idea and possibly some supporting facts in short passages on familiar topics - usually needs to hear the passage more than once - usually needs visual cues, context clues, and prior knowledge to help understand what is heard	Understand a podcast about environmental issues
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N4)	The student - likely understands the main idea in a short passages on very familiar topics but rarely the supporting facts - usually needs to hear the passage more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is heard	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N3)	The student - understands words, phrases, and an occasional simple sentence - may need to hear something more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is heard	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N2)	The student - understands words and maybe some phrases - probably needs to hear something more than once - needs visual cues such pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is heard	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpretive Reading		
Level 3 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I1)	The student - likely understands the main idea and possibly some supporting facts in short passages on familiar topics - usually needs to read the passage more than once - usually needs visual cues, context clues, and prior knowledge to help understand what is read	Understand a recipe for a typical authentic dish
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N4)	The student - likely understands the main idea in a short passages on very familiar topics but rarely the supporting facts - usually needs to read the passage more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is read	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N2)	The student - understands words, phrases, and an occasional simple sentence - may need to read something more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is read	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N2)	The student - understands individual words and a few phrases - probably needs to read something more than once - needs visual cues such pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is read	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Speaking		
Level 3 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I1)	The student • speaks about self and his/her life • speaks well enough to ask simple questions and accomplish what he/she needs • speaks in single sentences • is understood by teachers and others who are used to language learners	
	Record a video describing a party that they attended	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N4)	The student • can talk about self and his/her life • speaks well enough to express his/her thoughts and accomplish what he/she needs much of the time • speaks in phrases and some simple sentences • is understood most of the time by teachers and others who are used to language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N3)	The student • can say a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • is understood by teachers and others who are used to language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N2)	The student • can say some or a few things about self • can list, name, and identify everyday things with words and a few phrases that have been learned • is understood by teachers and others who are used to language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Writing			
Level 3 - World Languages (German, French, Spanish)			
Grade: 9-12			
Score 4.0 (I1)	The student - writes about self and his/her life - writes well enough to ask simple questions and accomplish what he/she needs - writes in single sentences - is able to write in a manner that is understood by teachers and others who are used to the writing of language learners		Write a short article about life in the future
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N4)	The student - can write about self and his/her life - writes well enough to express his/her thoughts and accomplish what he/she needs much of the time - writes in phrases and some simple sentences - is able to write in a manner that is understood by teachers and others who are used to the writing of language learners most of the time		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N3)	The student - can write a number of things about self - can list, name, and identify everyday things with words and phrases, and an occasional simple sentence - is able to write in a manner so that most of what is written is understood by teachers and others who are used to the writing of language learners		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N2)	The student - can write some or a few things about self - can list, name, and identify everyday things with words and a few phrases that have been learned - is able to write in a manner so that much or some of what is written is understood by teachers and others who are used to the writing of language learners		
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Communication: Interpersonal Writing		
Level 3 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I1)	The student • can participate in a written conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs • tends to write in simple sentences • asks and answers simple questions • writes in a manner that is understood by teachers and others who are used to language learners	
		Take part in a forum about what to do in the US as a student volunteer
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N4)	The student • can write about self and his/her life • uses language to express his/her thoughts and get the things he/she needs much of the time • tends to write in phrases and some simple sentences • often asks and answers simple questions • writes in a manner so that most of what is written is understood by teachers and others who are used to the writing of language language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N3)	The student • can write a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • asks and answers some very common and familiar questions • is able to write in a manner so that most of what is written is understood by teachers and others who are used to the writing of language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N2)	The student • can write some or a few things about self • can list, name, and identify everyday things with words and a few phrases that have been learned • understands and answers some or a few very common and familiar questions • is able to write in such a manner so that much or some of what is written is understood by teachers and others who are used to the writing of language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Speaking and Listening

Level 3 - World Languages (German, French, Spanish)

Grade: 9-12

Score 4.0 (I1)	The student • can have a conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs • tends to speak in simple sentences • asks and answers simple questions • is understood by teachers and others who are used to language learners	Discuss summer plans (jobs and volunteering) with a partner
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N4)	The student • can be part of a conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs much of the time • tends to speak in phrases and some simple sentences • often asks and answers simple questions • is able to have most of what is said understood by teachers and others who are used to language learners	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N3)	The student • can say a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • asks and answers some very common and familiar questions • is able to have most of what is said understood by teachers and others who are used to language learners	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N2)	The student • can say some or a few things about self • can list, name, and identify everyday things with words and a few phrases that have been learned • understands and answers some or a few very common and familiar questions • is able to have much or some of what is said understood by teachers and others who are used to language learners	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Scope and Sequence: French 4-AP 5

THEMES	Essential Questions	Skills <i>What the student is able to do</i>	Content and Culture	Communication Forms
Personal and Public Identities	How are identity aspects expressed in diverse situations? How do language and culture influence a person's identity? How does a person's identity develop over time?	Comprehend written, audio, audiovisual, and visual text by: - Describing the literal meaning of text. - Describe data. Make interdisciplinary and cultural connections by: - Making cultural connections. - Making connections in and across disciplines. Interpret the content of written or audio text by: - Interpret the distinguishing features of a text. - Interpret the meaning of a text.	Topic 1: Alienation and Assimilation Topic 2: Beliefs and Values Topic 3: Gender and Sexuality Topic 4: Multiculturalism Topic 5: Nationalism and Patriotism *Culture lesson(s) will revolve around this unit and include information from varied French-speaking countries (traditions, customs, practices) *Topics can be combined	Intense writing, reading, verbal discussion and listening comprehension of authentic scenarios based highly on cultural and current events. All will be practiced through ACTFL's 3 modes of communication: • Interpersonal (spoken and written) • Interpretive (audio, visual, audiovisual, written and print) • Presentational (spoken and written)
Families and Communities	What constitutes a family in French-speaking societies? What are some important aspects of family values and family life in French-speaking societies? What challenges do families face in today's world?	Make meanings from words and expressions by: - Determining the meaning of familiar and unfamiliar words. - Use words appropriate for a given context. Speak to Others by - Understand and apply appropriate communication strategies in interpersonal speaking. - Understand and apply appropriate and varied	Topic 1: Age and Class Topic 2: Childhood and Adolescence Topic 3: Citizenship Topic 4: Customs and Ceremonies Topic 5: Family structures Topic 6: Friendship and Love *Culture lesson(s) will revolve around this unit and include information from varied French-speaking countries (traditions, customs, practices) *Topics can be combined	Intense writing, reading, verbal discussion and listening comprehension of authentic scenarios based highly on cultural and current events. All will be practiced through ACTFL's 3 modes of communication: • Interpersonal (spoken and written) • Interpretive (audio, visual, audiovisual, written and print) • Presentational (spoken and written)
Science and	What are the social		Topic 1: Current Research Topics	Intense writing, reading, verbal

Technology	consequences of scientific or technological advancements? What factors drive innovation and discovery in the fields of science and technology? What are ethical roles in scientific advances?	syntactical expressions in interpersonal speaking. Communicate interpersonally by writing to others by: - Understand and apply appropriate communication strategies in interpersonal writing. - Understand and apply appropriate and varied syntactical expressions in interpersonal writing. Communicate through spoken presentations by:	Topic 2: Discoveries and Inventions Topic 3: Ethics Topic 4: Future Technologies Topic 5: Intellectual Property Topic 6: The New Media Topic 7: Social Impact and Technology *Culture lesson(s) will revolve around this unit and include information from varied French-speaking countries (traditions, customs, practices) *Topics can be combined	discussion and listening comprehension of authentic scenarios based highly on cultural and current events. All will be practiced through ACTFL's 3 modes of communication: ● Interpersonal (spoken and written) ● Interpretive (audio, visual, audiovisual, written and print) ● Presentational (spoken and written)
Contemporary Life	How do individuals and societies define their quality of life? How do cultural products and customs influence contemporary lives? How does where one lives impact the quality of life? How do aspects of everyday life influence and relate to the quality of life?	- Plan and research an issue or topic for presentational speaking. - Use appropriate vocab and visual strategies to communicate an idea in presentational speaking. - Use appropriate language and vocabulary for the intended audience in presentational speaking. - Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.	Topic 1: Advertising and Marketing Topic 2: Education Topic 3: Holidays and Celebrations Topic 4: Housing and Shelter Topic 5: Leisure and Sports Topic 6: Professions Topic 7: Rites of Passage Topic 8: Travel *Culture lesson(s) will revolve around this unit and include information from varied French-speaking countries (traditions, customs, practices) *Topics can be combined	Intense writing, reading, verbal discussion and listening comprehension of authentic scenarios based highly on cultural and current events. All will be practiced through ACTFL's 3 modes of communication: ● Interpersonal (spoken and written) ● Interpretive (audio, visual, audiovisual, written and print) ● Presentational (spoken and written)
Global Challenges	What are social, political and environmental challenges that world societies face today?	I can discuss how cultural practices and perspectives influence people's social	Topic 1: Diversity Issues Topic 2: Economic Issues Topic 3: Environmental Issues Topic 4: Health Issues Topic 5: Human Rights	Intense writing, reading, verbal discussion and listening comprehension of authentic scenarios based highly on cultural and current events. All

	What are the origins of these challenges? What are some possible solutions to these challenges?	traditions and values in daily life. Communicate through written presentations by: - Plan and research an issue or topic for presentational writing. - Use appropriate writing strategies to communicate an idea in presentational writing.	Topic 6: Nutrition and Safety Topic 7: Peace and War *Culture lesson(s) will revolve around this unit and include information from varied French-speaking countries (traditions, customs, practices) *Topics can be combined	will be practiced through ACTFL's 3 modes of communication: ● Interpersonal (spoken and written) ● Interpretive (audio, visual, audiovisual, written and print) ● Presentational (spoken and written)
Beauty and Aesthetics	How are perspectives of beauty and creativity established? How do beauty and aesthetic ideals influence daily lives? How do the arts challenge and reflect cultural perspectives?	- Understand and apply appropriate and varied syntactical expressions in presentational writing. - Express a perspective with details and examples to illustrate an opinion or idea in written presentations.	Topic 1: Architecture & Contributions to World Artistic Heritage Topic 2: Ideals of Beauty: Performing &/or Visual Arts Topic 3: Literature &/or Music *Culture lesson(s) will revolve around this unit and include information from varied French-speaking countries (traditions, customs, practices) *Topics can be combined	Intense writing, reading, verbal discussion and listening comprehension of authentic scenarios based highly on cultural and current events. All will be practiced through ACTFL's 3 modes of communication: ● Interpersonal (spoken and written) ● Interpretive (audio, visual, audiovisual, written and print) ● Presentational (spoken and written)

French 4
Course Overview

Grade level(s): 11-12	Credits earned: 1
Course Rationale	Course Description
Students will perform at an intermediate-low to high proficiency level in all three modes of communication. This empowers them to communicate in real-life, authentic situations and incorporates cultural experiences into their lives. This will also enable them to become global citizens and life-long learners in an ever changing and interconnected world.	Students will further develop skills learned in the previous three courses. Classes will be conducted almost exclusively in French. Emphasis will be on proficiency skills such as written and oral expression. Through advanced composition and conversation, they will explore topics with an emphasis on refining and integrating advanced grammar into daily communication.
Transfer Goals/Big Ideas	
Personal and Public Identities: Explore the nature of being and what it means to be human. Families and Communities: Explore how groups of people organize or are organized through systems or common interests Science and Technology: Explore how human creativity and innovation affect our world. Contemporary Life: Explore and tell the story of the knowledge, experiences and adventures that shape our lives. Global Challenges: Explore global challenges and experiences encountered by individuals and communities. Beauty and Aesthetics: Explore the subjective experiences of beauty that can vary between individuals, cultures and generations.	
Priority Missouri Learning Standards/National Standards	
1.1 Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. a. Demonstrate competencies previously introduced b. Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues. c. Discuss aspects of a field of study and/or employment opportunities. 1.2 Communication: Students understand and interpret written and spoken language on a variety of topics. a. Demonstrate competencies previously introduced b. Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language. 1.3 Communication: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics. a. Demonstrate competencies previously introduced b. Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures. 2.1 Culture: Students demonstrate an understanding of the practices and perspectives of the cultures studied. a. Demonstrate competencies previously introduced b. Interact with culturally appropriate patterns of behavior in familiar situations. c. Describe the historical significance of activities and celebrations in the culture studied. d. Investigate and explain how previous cultures influenced the modern culture studied. 2.2 Culture: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.	

- a. Demonstrate competencies previously introduced
- b. Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people

3.1 Connections: Students reinforce and further their knowledge of other disciplines through the world language.

- a. Demonstrate competencies previously introduced
- b. Acquire information from a variety of sources written in the target language about topics being studied in other school subjects.
- c. Compare information available on a variety of topics such as art, literature, history, politics, economics, and contemporary global issues.

3.2 Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.

- a. Distinguish the viewpoints in print and in on-line newspapers, magazines and e-mails to identify perspectives of target culture.
- b. Regularly use information from target language sources to communicate in oral and written formats with target-language speakers.

4.1 Comparisons: Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.

- a. Demonstrate competencies previously introduced
- b. Apply the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender.
- c. Apply knowledge of the similarities and differences between the sound and writing system of the target language and native language in communication

4.2 Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

- a. Demonstrate competencies previously introduced
- b. Identify and analyze cultural perspectives as reflected in a variety of non-fiction and fiction texts.

5.1 Communities: Students use the target language within and beyond the school setting.

- a. Demonstrate competencies previously introduced
- b. Present information about the target language and culture to others.
- c. Write a newsletter (class, school, etc.) for peers in country of target language.

5.2 Communities: Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.

- a. Demonstrate competencies previously introduced.
- b. Access or acquire cultural information through community sources.
- c. Read, listen or watch authentic materials or media for personal enjoyment.

[Missouri Learning Standards](#)

Unit 1: Personal and Public Identities

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore the nature of being and what it means to be human.	
	Enduring Understandings	Essential Questions
	- Identity is impacted by a person's current surroundings and experiences. - A person's identity is intertwined with their language and culture; culture affects the language, language affects the culture, and both influence the development and expression of a person's identity. - Life experiences shape and mold a person's identity throughout their life.	- How are identity aspects expressed in diverse situations? - How do language and culture influence a person's identity? - How does a person's identity develop over time?
Learning Targets		
<i>Students will...</i> - compare and contrast how various aspects of our identity/personality are expressed in various situations. - discuss how the identity of a person develops over time. - compare and contrast ethnic identity to national identity. - identify and discuss my personal beliefs and how they formed. - define the factors that affect the self-image and self-esteem of a person.		
Unit Duration: 3-5 weeks		
3-5 weeks		

Unit 2: Families and Communities

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore how groups of people organize or are organized through systems or common interests.	
	Enduring Understandings	Essential Questions
	- The definition of a family unit varies across cultures, societies, generations and life experiences. - Communities are made up of varied individuals who bring unique perspectives and skills to their community units. - Interpersonal roles are shaped by cultural experiences, norms and expectations, which vary across different communities.	- How is family defined in different societies? - How do individuals contribute to the well-being of communities? - What are the differences in the roles played by communities and families in world societies?
Learning Targets		
<i>Students will...</i> - discuss how families are defined in different societies. - compare and contrast differences in roles assumed by communities and families in different societies around the world. - compare and contrast the difference in family tradition, customs and values in varied societies. - compare and contrast different sub-cultures and ethnicities within varied communities.		
Unit Duration:		
3-5 weeks		

Unit 3: Science and Technology

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore how human creativity and innovation affect our world.	
	Enduring Understandings	Essential Questions
	- Scientific development and innovation impacts daily life and the way we interact with our environments. - Innovation and change is often driven by environmental, social and economic needs, which vary by cultures and communities. - Cultural components define and shape what is ethical in scientific development and innovation. Innovation impacts individuals and communities in different ways.	- What impacts do scientific developments and technology have in our lives? - What factors have driven/inspired the development and innovation/changes of science and tech? - What are ethical roles in scientific advances?
Learning Targets		
<i>Students will...</i> - discuss how modern technology can prepare them/us for a changing world. - discuss how modern technology has impacted their/our world in positive and negative ways. - analyze how technology can impact the environment in varied ways.		
Unit Duration:		
3-5 weeks		

Unit 4: Contemporary Life
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore and tell the story of the knowledge, experiences and adventures that shape our lives.	
	Enduring Understandings	Essential Questions
	• The meaning of quality of life depends on the cultural components, morals and ethics of that society. • Social systems, such as education and professional communities, are shaped by cultural components and culture is shaped by social interactions. • Modern life is constantly changing and requires flexible and innovative systems to keep up with the demands of society.	• How do individuals and societies define their quality of life? • How do cultural products and customs influence contemporary lives? • What are some challenges of contemporary life?
Learning Targets		
<i>Students will...</i> • analyze and compare how different education systems in varied countries prepare students for present and future challenges. • analyze how social and cultural factors impact the selection of and preparation for a career. • discuss a variety of types of entertainment in my community and compare them to those in French communities.		
Unit Duration:		
3-5 weeks		

Unit 5: Global Challenges

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore global challenges and experiences encountered by individuals and communities.	
	Enduring Understandings	Essential Questions
	- Communities around the world face global economic, environmental and social challenges. The responses to these challenges are shaped by cultures, political environments and views. - Global challenges have multifaceted origins resulting in world-wide impacts. Understanding the varied origins of a challenge enables us to find solutions.	- What are social, political and environmental challenges that global societies face today? - What are the origins of these challenges? - What are some possible solutions to these challenges?
Learning Targets		
<i>Students will...</i> - analyze the origins and potential solutions of global economic issues to understand the interconnectedness of the world economy. - evaluate the impact of environmental issues on a global scale and compare and contrast potential responses and solutions. - interpret data on population growth and demographics to understand its impact on societies, cultures and languages.		
Unit Duration:		
3-5 weeks		

Unit 6: Beauty and Aesthetics
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore the subjective experiences of beauty that can vary between individuals, cultures and generations.	
	Enduring Understandings	Essential Questions
	• In every community there exists different standards of beauty, which are established through cultural components. • The perception of beauty shapes how we express and view our personal image and self-worth. This perception differs among and between cultures.	• How are perspectives of beauty and creativity established? • How do beauty and aesthetic ideals influence daily lives?
Learning Targets		
<i>Students will...</i> • discuss how the perceptions of beauty and creativity are set in different cultures. • discuss how the perception of beauty and aesthetics influence their/our everyday life.		
Unit Duration:		
3-5 weeks		

Communication: Interpretive Listening		
Level 4 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score	The student	Sample Activities
4.0 (I3)	- understands main ideas and supporting facts in short passages on familiar topics - may need to hear complex passages more than once - uses context clues or prior knowledge when necessary to help understand what is heard	Understand a podcast
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (I2)	The student - understands main ideas and supporting facts in short passages on familiar topics - may need to hear the passage more than once - may need visual cues, context clues, and prior knowledge to help understand what is heard	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (I1)	The student - likely understands the main idea and possibly some supporting facts in short passages on familiar topics - usually needs to hear the passage more than once - usually needs visual cues, context clues, and prior knowledge to help understand what is heard	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (≤N4)	The student - might understand the main idea in a short passages on very familiar topics but not the supporting facts - needs to hear the passage more than once - needs visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is heard	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpretive Reading		
Level 4 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I3)	The student - understands main ideas and supporting facts in short passages on familiar topics - may need to read complex passages more than once - uses context clues or prior knowledge when necessary to help understand what is read	
	Understand an article from an authentic source	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I2)	The student - understands main ideas and supporting facts in short passages on familiar topics - may need to read the passage more than once - may need visual cues, context clues, and prior knowledge to help understand what is read	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I1)	The student - likely understands the main idea and possibly some supporting facts in short passages on familiar topics - usually needs to read the passage more than once - usually needs visual cues, context clues, and prior knowledge to help understand what is read	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (≤N4)	The student - might understand the main idea in a short passages on very familiar topics but not the supporting facts - needs to read the passage more than once - needs visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is read	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Speaking		
Level 4 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I3)	The student • speaks about self and his/her life • speaks well enough to accomplish what is needed and pose a variety of questions • speaks in longer sentences and connects some sentences together • is readily understood by teachers and others who are used language learners	
	Present an environmental problem and possible solutions	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I2)	The student • speaks about self and his/her life • speaks well enough to ask simple questions and accomplish what he/she needs • links some sentences together • is understood by teachers and others who are used to language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I1)	The student • speaks about self and his/her life • speaks well enough to ask simple questions and accomplish what he/she needs • speaks in single sentences • is understood by teachers and others who are used to language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (≤N4)	The student • can talk about self and his/her life • speaks well enough to express his/her thoughts and accomplish what he/she needs some of the time • speaks in phrases and a few simple sentences • is understood some of the time by teachers and others who are used to language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Writing		
Level 4 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I3)	The student • writes about self and his/her life • writes well enough to accomplish what is needed and pose a variety of questions • writes some longer sentences and connects some sentences together • is able to write in a manner that is readily understood by teachers and others who are used to the writing of language learners	
		Write a short article about travel
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I2)	The student • writes about self and his/her life • writes well enough to ask simple questions and accomplish what he/she needs • links some sentences together • is able to write in a manner that is understood by teachers and others who are used to the writing of language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I1)	The student • writes about self and his/her life • writes well enough to ask simple questions and accomplish what he/she needs • writes in single sentences • is able to write in a manner that is understood by teachers and others who are used to the writing of language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (≤N4)	The student • writes about self and his/her life • writes well enough to express some of his/her thoughts and accomplish what he/she needs some of the time • writes in phrases and a few simple sentences • is able to write in a manner that is understood by teachers and others who are used to the writing of language learners some of the time	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Writing		
Level 4 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I3)	The student - maintains a written exchange about self and his/her life - uses language to express his/her thoughts and get the things he/she needs - connects some sentences together - asks and answers a variety of questions - writes in a manner that is easily understood by teachers and others who are used to the writing of language learners	
	Answer a forum question about social customs	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I2)	The student will be able to - maintains a written exchange about self and his/her life - uses language to express his/her thoughts and get the things he/she needs - uses more than one sentence at a time - asks and answers questions - writes in a manner that is understood by teachers and others who are used to the writing of language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I1)	The student - can participate in a written conversation about self and his/her life - uses language to express his/her thoughts and get the things he/she needs - tends to write in simple sentences - asks and answers simple questions - writes in a manner that is understood by teachers and others who are used to language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (≤N4)	The student - can write about self and his/her life - uses language to express his/her thoughts and get the things he/she needs some of the time - tends to write in phrases and a few simple sentences - asks and answers some simple questions - writes in a manner so that some of what is written is understood by teachers and others who are used to the writing of language language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Speaking and Listening

Level 4 - World Languages (German, French, Spanish)

Grade: 9-12

Score 4.0 (I3)	The student • maintains a conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs • connects some sentences together • asks and answers a variety of questions • is easily understood by teachers and others who are used to language learners	Have a conversation about traditions in their country and in other countries they know
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (I2)	The student • maintains a conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs • uses more than one sentence at a time • asks and answers questions • is understood by teachers and others who are used to language learners	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (I1)	The student • can have a conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs • tends to speak in simple sentences • asks and answers simple questions • is understood by teachers and others who are used to language learners	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (≤N4)	The student • can be part of a conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs much of the time • tends to speak in phrases and some simple sentences • often asks and answers simple questions • is able to have most of what is said understood by teachers and others who are used to language learners	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

French AP 5
Course Overview

Grade level(s): 11-12	Credits earned: 1
Course Rationale	Course Description
Students will perform at an intermediate-low to advanced proficiency level in all three modes of communication. This empowers them to communicate in real-life, authentic situations and incorporates cultural experiences into their lives. This will also enable them to become global citizens and life-long learners in an ever changing and interconnected world.	Students will continue to develop the skills acquired in levels 1-4 . Classes will be conducted in exclusively French. Students will continue to enhance their skills through interpersonal, interpretive and presentational communication. They will continue to explore AP themes through advanced composition and conversation, with an emphasis on refining and integrating advanced grammar into daily communication and current events.
Transfer Goals/Big Ideas	
Personal and Public Identities: Explore the nature of being and what it means to be human. Families and Communities: Explore how groups of people organize or are organized through systems or common interests Science and Technology: Explore how human creativity and innovation affect our world. Contemporary Life: Explore and tell the story of the knowledge, experiences and adventures that shape our lives. Global Challenges: Explore global challenges and experiences encountered by individuals and communities. Beauty and Aesthetics: Explore the subjective experiences of beauty that can vary between individuals, cultures and generations.	
Priority Missouri Learning Standards/National Standards	
1.1 Communication: Interpersonal: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions a. Demonstrate competencies previously introduced b. Extend, accept, and refuse invitations appropriate to varied situations. c. Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement. d. Develop and propose solutions to issues and problems. 1.2: Communication: Interpretive: Students understand and interpret written and spoken language on a variety of topics a. Demonstrate competencies previously introduced b. Identify principal elements of non-fiction articles such as main idea and supporting details found in a variety of media. 1.3: Communication: Presentational: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics a. Demonstrate competencies previously introduced b. Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language. 2.1 Cultures: Students demonstrate an understanding of the practices and perspectives of the cultures studied a. Demonstrate competencies previously introduced b. Observe and imitate appropriate patterns of social behavior in the culture studied. c. Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.	

- d. Compare the similarities and differences in the social etiquette within the culture studied to their own culture.
- 2.2 Cultures:** Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - a. Demonstrate competencies previously introduced
 - b. Identify contributions of important historical and/or contemporary figures in the culture studied.
 - c. Identify historical and contemporary influences that the culture studied has had on their own culture.
- 3.1. Connections:** Students reinforce and further their knowledge of other disciplines through the world language
 - a. Demonstrate competencies previously introduced
 - b. Present information orally or in writing on topics being studied in other classes.
 - c. Elaborate on their study of other classes by studying similar topics in target language.
- 3.2. Connections:** Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - a. Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.
 - b. Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.
- 4.1. Comparisons:** Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.
 - c. Report similarities and differences between the sound and writing system of target and native language, including time and tense.
- 4.2. Comparisons:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Analyze the relationship between cultural perspectives and products from the target culture and their own.
 - c. Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.
 - d. Compare and contrast verbal/nonverbal behavior within activities in the target culture and their own.
- 5.1. Communities:** Students use the target language within and beyond the school setting
 - a. Demonstrate competencies previously introduced
 - b. Perform for a school or community celebration, using their knowledge of the target language and culture.
 - c. Participate in activities in the target language that benefit other members of the school or community, such as tutoring.
- 5.2. Communities:** Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - a. Demonstrate competencies previously introduced
 - b. Plan real or imaginary travel.
 - c. Make connections with local groups and communities where the target language is spoken.
 - d. Explore careers and businesses where skills in another language or cultural understanding are needed.

Unit 1: Personal and Public Identities

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore the nature of being and what it means to be human.	
	Enduring Understandings	Essential Questions
	1. Identity is impacted by a person's current surroundings and experiences. 2. A person's identity is intertwined with their language and culture; culture affects the language, language affects the culture, and both influence the development and expression of a person's identity. 3. Life experiences shape and mold a person's identity throughout their life.	How are identity aspects expressed in diverse situations? How do language and culture influence a person's identity? How does a person's identity develop over time?
Learning Targets		
<i>Students will...</i> • I can discuss how language and culture influence the identity of the person. • I can describe my national identity. • I can compare and contrast ethnic identity to national identity. • I can compare and contrast what defines a hero in different cultures		
Unit Duration:		
3-5 weeks		

Unit 2: Families and Communities

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore how groups of people organize or are organized through systems or common interests	
	Enduring Understandings	Essential Questions
	1. The definition of a family unit varies across cultures, societies, generations and life experiences. 2. Communities are made up of varied individuals who bring unique perspectives and skills to their community units. 3. Interpersonal roles are shaped by cultural experiences, norms and expectations, which vary across different communities.	How is family defined in different societies? How do individuals contribute to the well-being of communities? What are the differences in the roles played by communities and families in world societies?
Learning Targets		
<i>Students will...</i> • discuss how individuals contribute to the welfare of their communities. • compare and contrast differences in roles assumed by communities and families in different societies around the world. • compare and contrast the different educational communities within different societies. • analyze the impact or effect of social relationships within my community and French-speaking communities.		
Unit Duration:		
3-5 weeks		

Unit 3: Science and Technology

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore how human creativity and innovation affect our world.	
	Enduring Understandings	Essential Questions
	1. Scientific development and innovation impacts daily life and the way we interact with our environments. 2. Innovation and change is often driven by environmental, social and economic needs, which vary by cultures and communities. 3. Cultural components define and shape what is ethical in scientific development and innovation. Innovation impacts individuals and communities in different ways.	What impacts do scientific developments and technology have in our lives? What factors have driven/inspired the development and innovation/changes of science and tech? What are ethical roles in scientific advances?
Learning Targets		
<i>Students will...</i> • discuss how scientific and technical developments impact their/our daily lives. • discuss factors that have driven the development and innovation in science and technology. • identify and compare and contrast the role of ethics in scientific progress.		
Unit Duration:		
3-5 weeks		

Unit 4: Contemporary Life

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore and tell the story of the knowledge, experiences and adventures that shape our lives.	
	Enduring Understandings	Essential Questions
	1. The meaning of quality of life depends on the cultural components, morals and ethics of that society. 2. Social systems, such as education and professional communities, are shaped by cultural components and culture is shaped by social interactions. 3. Modern life is constantly changing and requires flexible and innovative systems to keep up with the demands of society.	How do individuals and societies define their quality of life? How do cultural products and customs influence contemporary lives? What are some challenges of contemporary life?
Learning Targets		
<i>Students will...</i> • compare and contrast different lifestyles within their community and within Francophone communities. • compare and contrast different relationships within their community and within Francophone communities. • discuss how cultural practices and perspectives influence people's social traditions and values in daily life. • define different social responsibilities within and among communities.		
Unit Duration:		
3-5 weeks		

Unit 5: Global Challenges
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore global challenges and experiences encountered by individuals and communities.	
	Enduring Understandings	Essential Questions
	1. Communities around the world face global economic, environmental and social challenges. The responses to these challenges are shaped by cultures, political environments and views. 2. Global challenges have multifaceted origins resulting in world-wide impacts. Understanding the varied origins of a challenge enables us to find solutions.	What are social, political and environmental challenges that world societies face today? What are the origins of these challenges? What are some possible solutions to these challenges?
Learning Targets		
<i>Students will...</i> - analyze philosophical and religious beliefs across various cultures and evaluate their impact on society. - compare and contrast social welfare systems in different cultures to evaluate the impact of cultural values and government policies on the well-being of individuals and communities. - compare and contrast social conscience by analyzing the beliefs, values and morals shared within and among varied cultures.		
Unit Duration:		
3-5 weeks		

Unit 6: Beauty and Aesthetics

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore the subjective experiences of beauty that can vary between individuals, cultures and generations.	
	Enduring Understandings	Essential Questions
	1. In every community there exists different standards of beauty, which are established through cultural components. 2. The perception of beauty shapes how we express and view our personal image and self-worth. This perception differs among and between cultures.	How are perspectives of beauty and creativity established? How do beauty and aesthetic ideals influence daily lives? How do the arts challenge and reflect cultural perspectives?
Learning Targets		
<i>Students will...</i> - define and compare and contrast how visual arts reflect, defy and challenge cultural perspectives. - define and compare and contrast how performing arts reflect, defy and challenge cultural perspectives.		
Unit Duration:		
3-5 weeks		

Communication: Interpretive Listening		
Level 5 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score	The student	Sample Activities
4.0 (A1)	- understands conventional narrative and descriptive texts that contain a clear underlying structure across major time frames, though comprehension may be uneven - comprehends main ideas and supporting details with familiar situational subject matter containing high frequency vocabulary and structures - generally understands some new subject matter in areas of general interest	Understand a podcast immigration policies
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (I4-5)	The student - fully understands main ideas and supporting facts in short passages, simple narratives and descriptive passages on familiar topics - may need to hear complex passages more than once - uses context clues or prior knowledge, and some inferences when necessary to help understand what is heard	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (I3)	The student - understands main ideas and supporting facts in short passages on familiar topics - may need to hear complex passages more than once - uses context clues or prior knowledge when necessary to help understand what is heard	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (I2)	The student - understands main ideas and supporting facts in short passages on familiar topics most of the time - needs to hear the passage more than once - needs visual cues, context clues, and prior knowledge to help understand what is heard	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpretive Reading		
Level 5 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (A1)	The student - understands conventional narrative and descriptive texts that contain a clear underlying structure across major time frames, though comprehension may be uneven - comprehends main ideas and supporting details with familiar situational subject matter containing high frequency vocabulary and structures - generally understands some new subject matter in areas of general interest	
	Understand an article about job opportunities	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I4-5)	The student - fully understands main ideas and supporting facts in short passages, simple narratives and descriptive passages on familiar topics - may need to read complex passages on less familiar topics more than once - uses context clues or prior knowledge and some inferences when necessary to help understand what is read	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I3)	The student - understands main ideas and supporting facts in short passages on familiar topics - may need to read complex passages more than once - uses context clues or prior knowledge when necessary to help understand what is read	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (I2)	The student - understands main ideas and supporting facts in short passages on familiar topics most of the time - needs to read the passage more than once - needs visual cues, context clues, and prior knowledge to help understand what is read	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Speaking		
Level 5 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (A1)	The student - meets basic work and/or academic speaking needs - has the ability to narrate and describe in all major time frames - can compose summaries on familiar topics and some unfamiliar topics of interest - speaks in paragraph length - can incorporate a limited number of cohesive devices demonstrating good control of common structures and vocabulary associated with the Advanced level - is understood by native speakers who are not accustomed to non-native speakers	
		Record a video about a community event
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I4-5)	The student - speaks about self and his/her life and occasionally topics beyond self - uses language to express his/her thoughts and sometimes adds description and tells stories - speaks well enough to accomplish what is needed and pose a variety of questions - speaks in well-connected sentences - is readily understood by teachers and others who are used to language learners - is understood much of the time by people who are not used to the writing of language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I3)	The student - speaks about self and his/her life - speaks well enough to accomplish what is needed and pose a variety of questions - speaks in longer sentences and connects some sentences together - is readily understood by teachers and others who are used language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (I2)	The student - speaks about self and his/her life - speaks well enough to ask simple questions and accomplish what he/she needs some of the time - links a few sentences together - is understood by teachers and others who are used to language learners most of the time	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Writing		
Level 5 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (A1)	The student - meets basic work and/or academic writing needs - has the ability to narrate and describe in all major time frames - can compose summaries on familiar topics and some unfamiliar topics of interest - writes in paragraph length - can incorporate a limited number of cohesive devices demonstrating good control of common structures and vocabulary associated with the Advanced level - is able to write in a manner that is understood by native speakers who are not accustomed to the writing of non-native speakers	
		Write an article about an important cultural event
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I4-5)	The student - writes about self and a number of topics beyond self - writes well enough to tell stories, describe people, places, and things, and report events much of the time - writes in well-connected sentences and sometimes in paragraphs - is able to write in a manner that is understood by people who are not used to language learners much of the time	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 1.0 (I2)	The student - writes about self and his/her life - writes well enough to accomplish what is needed and pose a variety of questions - writes some longer sentences and connects some sentences together - is able to write in a manner that is readily understood by teachers and others who are used to the writing of language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (I2)	The student - writes about self and his/her life - writes well enough to ask simple questions and accomplish what he/she needs some of the time - links a few sentences together - is able to write in a manner that is understood by teachers and others who are used to the writing of language learners some of the time	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Writing		
Level 5 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (A1)	The student - participates fully in the written conversation - communicates with ease and confidence on topics of general interest and some new topics related to concrete social, academic, or work-related areas - produces narrations and descriptions in all major time frames and efficiently deals with an unexpected turn of events, resolving a problem that might be encountered in daily life or when traveling abroad - writes well-formed paragraphs that show organization, cohesion, and detail	Answer a forum question about studying abroad
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (I4-5)	The student - keeps the conversation going by asking questions, telling stories, and sometimes describing people, places, and things, and reporting events - writes about some topics beyond self - is able to resolve a problem that might be encountered in daily life most of the time - writes in well-connected sentences and occasionally some paragraphs - writes in a manner that is generally understood by people who speak the language, even if they are not used to the writing of language learners	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (I3)	The student - maintains a written exchange about self and his/her life - uses language to express his/her thoughts and get the things he/she needs - connects some sentences together - asks and answers a variety of questions - writes in a manner that is easily understood by teachers and others who are used to the writing of language learners	
	1.5 Partial knowledge of the 1.0 content, but major errors or omissions regarding the 2.0 content.	
Score 1.0 (I2)	The student - participates and sometimes maintains a written exchange about self and his/her life - uses language to express his/her thoughts and get the things he/she needs some of the time - uses more than one sentence at a time much of the time - asks and answers questions - writes in a manner that is mostly understood by teachers and others who are used to the writing of language learners	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Speaking and Listening

Level 5 - World Languages (German, French, Spanish)

Grade: 9-12

Score 4.0 (A1)	The student		Discuss plans for your future job or schooling.
	- participates fully in the conversation - communicates with ease and confidence on topics of general interest and some new topics related to concrete social, academic, or work-related areas - produces narrations and descriptions in all major time frames and efficiently deals with an unexpected turn of events, resolving a problem that might be encountered in daily life or when traveling abroad - speaks in well-formed paragraphs that show organization, cohesion, and detail		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (I4-5)	The student		
	- keeps the conversation going by asking questions, telling stories, and sometimes describing people, places, and things, and reporting events - talks about some topics beyond self - is sometimes able to resolve a problem that might be encountered in daily life - speaks in well-connected sentences and some paragraphs some of the time - is mostly understood by people who speak the language, even if they are not used to language learners		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (I3)	The student		
	- maintains a conversation about self and his/her life - uses language to express his/her thoughts and get the things he/she needs - connects some sentences together - asks and answers a variety of questions - is easily understood by teachers and others who are used to language learners		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (I2)	The student		
	- participates in and sometimes maintains a conversation about self and his/her life - uses language to express his/her thoughts and get the things he/she needs some of the time - uses simple sentences, and occasionally more than one sentence at a time - asks and answers questions - is mostly understood by teachers and others who are used to language learners		
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

German

Scope and Sequence: GERMAN 1

THEMES	Content and Culture	Communication Forms	Skills <i>What the student is able to do</i>
UNIT 1 Personal and Public Identities	Introducing yourself and others	Skits, dialogues Reading texts Listening passages Writing emails/texts	● Introduce themselves and others ● Learn what is polite in another culture ● Provide personal information on name, age, birthday, telephone number, where you are from/live ● Understand and communicate with numbers 0-100 ● Understand and communicate with singular pronouns (I, you, he, she, it) ● Understand the Alphabet and basic pronunciation rules ● Portfolio Neu 1, Chpt. 1
UNIT 2 Science and Technology	School and Daily Life	Skits, dialogues Reading texts Listening passages Writing exercises 'My School Day' project	● Learn the gender and correct articles of nouns ● Be able to discuss school subjects and your school day ● Understand and communicate date, time, and weather ● Be able to conjugate regular verbs and ask Yes/No questions ● Understand and communicate with plural nouns (we, they, y'all) ● Compare German and American schools ● Portfolio Neu 1, Chpt. 2, 5, 6
UNIT 3 Global Challenges	Geography and the German-Speaking World	Skits, dialogues Reading texts Listening passages Writing exercises 'Visiting a German-speaking Region' project	● Learn the German names for countries and continents ● Learn where German is spoken, and the states and cities within German-speaking countries ● Learn about the cultures and geographical features of German-speaking countries ● Learn how to use irregular verbs ● Review nouns and articles ● Learn how to communicate what you don't have or don't do ● Portfolio Neu 1, Chpt. 3 and Was ist Was: Deutschland
UNIT 4 Beauty and Aesthetics	Out and About: Eating and Shopping	Skits, dialogues Reading texts Listening passages Writing exercises	● Learn vocabulary for various food and drink ● Learn how to ask prices and purchase items ● Learn how to order in a restaurant ● Explain what you like and prefer

		Summative: Skit in a Restaurant	● Review how to be polite ● Portfolio Neu 1, Chpt. 11
UNIT 5 Contemporary Life	Hobbies and Free-time activities	Skits, dialogues Reading texts Listening passages Writing exercises 'Free-time Activities Survey' project	● Explain what you like to do in your free-time ● Learn how to use modal verbs to explain what you can do or want to do ● Explain what you prefer to do and what your favorite activities are ● Review date, time, and weather and learn the seasons ● Explain when you like to do different activities ● Review how to explain what you prefer to do and when ● Portfolio Neu 1, Chpt. 4, 6
UNIT 6 Families and Communities	Talking about Friends and Family	Skits, dialogues Reading texts Listening passages Writing exercises 'My Superhero Family' project	● Introduce family members and friends ● Describe physical appearance of family members and friends ● Describing a person's character and why you like/dislike them ● Understand and communicate interests and abilities of friends and family ● Explain what you are able to do, what you should do, what you want to do, and what you will do using Modal Verbs ● Explain what you don't have or don't like or aren't able to do ● Introduce and describe your house pets ● Portfolio Neu 1, Chpt. 10, Portfolio Neu 2, Chpt 7

German 1
Course Overview

Grade level(s):8-12	Credits earned: 1
Course Rationale	Course Description
<i>German 1 is an introductory course to the German language and culture. German is a global language important for trade, business, science, the arts, diplomacy, and education. Learning communication and cultural competency in German will open person and professional opportunities for students in high school and in their future.</i>	Students will learn how to introduce themselves and others, how to discuss their school life, learn the geography of German-speaking countries, how to shop and order in a restaurant, to discuss hobbies and freetime activities, and how to describe family members through reading, writing, listening, speaking, and cultural activities.
Transfer Goals/Big Ideas	
Personal and Public Identities: Communicate and understand personal identifying traits and skills Families and Communities: Discuss membership and relationships within families and groups Science and Technology: Communicate and understand numbers and weather and how they are used in daily life Contemporary Life: Be able to do basic tasks in a linguistic and culturally appropriate way Global Challenges: Understand the people and places in the German-speaking world Beauty and Aesthetics: Be able to express opinions based on preferences	
Priority Missouri Learning Standards/National Standards	
1.1 Communication: Interpersonal: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions a. Ask and answer questions about very familiar topics. b. Engage in common classroom interactions such as, greetings, stating needs and preferences. c. Share likes and dislikes. d. Exchange descriptions of people and places, in addition to products of the target culture. e. Use common social amenities such as please, thank you, excuse me 1.2: Communication: Interpretive: Students understand and interpret written and spoken language on a variety of topics a. Identify people, places and things based on oral and written descriptions. b. Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements. c. Interpret gestures, intonation and other visual and auditory clues in target language materials. 1.3: Communication: Presentational: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics a. Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.	

- b. Prepare illustrated stories about activities or events and share them orally or in writing.
- 2.1 Cultures: Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - a. Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
 - b. Describe the practices of common cultural activities and holiday celebrations.
 - c. Identify common social etiquette within the cultures studied.
- 2.2 Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - a. Demonstrate competencies previously introduced
 - b. Identify objects and symbols commonly used to represent the culture studied.
 - c. Identify important historical and contemporary figures and events of the culture studied.
- 3.1. Connections: Students reinforce and further their knowledge of other disciplines through the world language
 - a. Demonstrate competencies previously introduced
 - b. Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
 - c. Use target language vocabulary to refer to items and concepts learned in other subject areas.
- 3.2. Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - a. Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
 - b. Broaden understanding of world culture through authentic spoken and written information.
- 4.1. Comparisons: Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - a. Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
 - b. Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages can not be interpreted literally.
 - c. Report similarities and differences between the sound and writing system of target and native language.
- 4.2. Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - a. Recognize common tangible and intangible products of the culture studied.
 - b. Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
 - c. Demonstrate an awareness of the role of gestures and nonverbal cues in communication.
- 5.1. Communities: Students use the target language within and beyond the school setting
 - a. Recognize the target language when encountered outside the world language classroom.
 - b. Recognize words borrowed from the target language.
- 5.2. Communities: Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - a. Attend or view via media cultural events and social activities.
 - b. Explore topics of personal interest from the target culture.

[Missouri Learning Standards](#)

Unit 1: Introducing yourself and others.

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Personal and Public Identities: Communicate and understand personal identifying traits and skills	
	Enduring Understandings	Essential Questions
	• I can introduce myself and others with my name and basic personal information. • I understand how to be polite in German-speaking cultures. • I can pronounce new words understandably in German.	• Who am I and how do I present myself to others? • How do I introduce one person to another? • How do I negotiate cultural concepts of courtesy? • How do I make myself understood by German-speakers?
Learning Targets		
<i>Students will...</i> • Introduce themselves and others. • Learn what is polite in another culture. • Provide personal information on name, age, birthday, telephone number, where you are from/live. • Understand and communicate with numbers 0-100. • Understand and communicate with singular pronouns (I, you, he, she, it). • Understand the Alphabet and basic pronunciation rules.		
Unit Duration:		
6 weeks		

Unit 2: School and Daily Life.

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Science and Technology: Communicate and understand numbers and weather and how they are used in daily life	
	Enduring Understandings	Essential Questions
	• I can discuss my school day and subjects. • I can compare and contrast my school day with a typical school day in a German-speaking country. • I can communicate the time, date, and weather.	• How do you spend your school day? • How does your school day compare and contrast with a typical German school day? • How do I plan and schedule my time?
Learning Targets		
<i>Students will...</i> • Learn the gender and correct articles of nouns. • Be able to discuss school subjects and your school day. • Understand and communicate date, time, and weather. • Be able to conjugate regular verbs and ask Yes/No questions. • Understand and communicate with plural nouns (we, they, y'all).		
Unit Duration: 6 weeks		

Unit 3: Geography and the German Speaking World.
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Global Challenges: Understand the people and places in the German-speaking world.	
	Enduring Understandings	Essential Questions
	- German is a global language and one of the most-spoken languages in Europe. - Germany, Austria, Switzerland, Liechtenstein, and Belgium speak German. - German-speaking countries are full of interesting and diverse people, sights, and landscapes. - German people and culture have influenced the world.	- Why should I learn German? - Where is German spoken? - What is there to see and do in German-speaking countries? - How have German-speakers influenced the USA and the rest of the world?
Learning Targets		
<i>Students will...</i> - Learn the German names for countries and continents. - Learn where German is spoken, and the states and cities within German-speaking countries. - Learn about the cultures and geographical features of German-speaking countries. - Learn how to use irregular verbs. - Review nouns and articles. - Learn how to communicate what you don't have or don't do.		
Unit Duration: 6 weeks		

Unit 4: Out and about, eating and shopping.

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Beauty and Aesthetics: Be able to express opinions based on preferences.	
	Enduring Understandings	Essential Questions
	• I can shop and eat in a restaurant in a German-speaking country • I can be polite and ask for help and express preferences in a German-speaking country • Eating is a culturally-specific experience that is different in different countries	• How do I shop and eat in a German-speaking country? • How do I deal with problems or issues while shopping or eating out? • How are German and American restaurants the same and how are they different?
Learning Targets		
<i>Students will...</i> • Learn vocabulary for various food and drink. • Learn how to ask prices and purchase items. • Learn how to order in a restaurant. • Explain what you like and prefer. • Review how to be polite. • Portfolio Neu 1, Chpt. 11.		
Unit Duration: 6 weeks		

Unit 5: Hobbies and Free Time Activities.

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Contemporary Life: Be able to do basic tasks in a linguistic and culturally appropriate way.	
	Enduring Understandings	Essential Questions
	● People’s hobbies and activities are part of their identities ● People demonstrate their interests and preferences through their hobbies and activities ● Hobbies and activities are a way to keep your mind and body healthy	● Why do people participate in hobbies and activities? ● Why do people participate in some activities and not others? ● What are the benefits of hobbies and activities?
Learning Targets		
<i>Students will</i> ● Explain what you like to do in your free-time. ● Learn how to use modal verbs to explain what you can do or want to do. ● Explain what you prefer to do and what your favorite activities are. ● Review date, time, and weather and learn the seasons. ● Explain when you like to do different activities. ● Review how to explain what you prefer to do and when.		
Unit Duration: 6 weeks		

Unit 6: Talking about Friends and Family.
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Families and Communities: Discuss membership and relationships within families and groups.	
	Enduring Understandings	Essential Questions
	- Families shape our identities and the people we share our lives with vary by personal choice and life circumstances - People have different abilities and responsibilities and desires, even within the same group	- How do I describe my family and my familial relationships? - How do I explain what my family and I can do, must do, and want to do?
Learning Targets		
<i>Students will</i> - Introduce family members and friends. - Describe physical appearance of family members and friends. - Describing a person's character and why you like/dislike them. - Understand and communicate interests and abilities of friends and family. - Explain what you are able to do, what you should do, what you want to do, and what you will do using modal verbs. - Explain what you don't have or don't like or aren't able to do. - Introduce and describe your house pets.		
Unit Duration: 6 weeks		

Communication: Interpretive Listening		
Level 1 - World Languages (German, French, Spanish)		
Grade: 8-12		
Score 4.0 (N3)	<i>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</i>	
	The student - understands words, phrases, and an occasional simple sentence - may or may not need to hear something more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is heard	
		Sample Activities
		Understand a song
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N2)	The student - understands words and phrases - may need to hear something several times - needs visual cues such pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is heard	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N1)	The student - understands only individual words - needs to hear something many times - needs visual cues such as pictures in order to understand what is heard	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N1)	The student - understands very few individual words - needs to hear something many times in order to understand very little of what is heard - needs lots of visual cues such as pictures in order to understand very little of what is heard	
	0.5	With help, a partial understanding of the 1.0 content
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpretive Reading		
Level 1 - World Languages (German, French, Spanish)		
Grade: 8-12		
Score 4.0 (N3)	The student - understands words, phrases, and an occasional simple sentence - may or may not need to read something more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is read	
	Understand an authentic infographic about people of Hispanic heritage in the U.S.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N2)	The student will - understands words and phrases - may need to read something many times - needs visual cues such pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is read	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N1)	The student - understands only individual words - needs to read something many times - needs visual cues such as pictures in order to understand what is read	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N1)	The student - understands very few individual words - needs to read something several times in order to understand very little of what is read - needs lots of visual cues such as pictures in order to understand very little of what is read	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Speaking		
Level 1 - World Languages (German, French, Spanish)		
Grade: 8-12		
Score 4.0 (N3)	The student • can say a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • is understood by teachers and others who are used to language learners	
	Record a voice message about a new classmate	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N2)	The student • can say some things about self • can list, name, and identify everyday things with words and phrases that have been learned • is understood by teachers and others who are used to language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N1)	The student • says a few things about self • can list, name, and identify common things with single words • is understood by teachers and others who are used to language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N1)	The student • says very little about self • can list, name, and identify very few common things with single words • is barely understood by teachers and others who are used to the writing of language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Writing			
Level 1 - World Languages (German, French, Spanish)			
Grade: 8-12			
Score 4.0 (N3)	The student - can write a number of things about self - can list, name, and identify everyday things with words and phrases, and an occasional simple sentence - is able to write in a manner so that most of what is written is understood by teachers and others who are used to the writing of language learners		Describe a superhero for an online magazine
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N2)	The student - can write some things about self - can list, name, and identify everyday things with words and phrases that have been learned - is able to write in a manner so that much of what is written is understood by teachers and others who are used to the writing of language learners		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N1)	The student - writes a few things about self - can list, name, and identify common things with single words - is able to to write in a manner so that some of what is written is understood by teachers and others who are used to the writing of language learners		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N1)	The student - writes very little about self - can list, name, and identify very few common things with single words - is barely able to to write in a manner so that some of what is written is understood by teachers and others who are used to the writing of language learners		
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Communication: Interpersonal Writing		
Level 1 - World Languages (German, French, Spanish)		
Grade: 8-12		
Score 4.0 (N3)	The student • can write a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • asks and answers some very common and familiar questions • is able to write in a manner so that have most of what is written is understood by teachers and others who are used to the writing of language learners	
		Reply to an email written by a heritage student
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N2)	The student • can write some things about self • can list, name, and identify everyday things with words and phrases that have been learned • understands and answers some very common and familiar questions • is able to write in such a manner so that much of what is written is understood by teachers and others who are used to the writing of language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N1)	The student • can write a few things about self • can list, name, and identify common things with single words • answers one or two of the basic kinds of questions that have been learned and practiced in class • is able to write in a manner so that some of what is written is understood by teachers and others who are used to the writing of language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N1)	The student • can write very little about self • can list, name, and identify very few common things with single words • answers almost no basic kinds of questions that have been learned and practiced in class • is able to write in a manner so that very little of what is written is understood by teachers and others who are used to the writing of language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Speaking and Listening

Level 1 - World Languages (German, French, Spanish)

Grade: 8-12

Score 4.0 (N3)	The student • can say a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • asks and answers some very common and familiar questions • is able to have most of what is said understood by teachers and others who are used to language learners		Record an interview about families and pets
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N2)	The student • can say some things about self • can list, name, and identify everyday things with words and phrases that have been learned • understands and answers some very common and familiar questions • is able to have much of what is said understood by teachers and others who are used to language learners		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N1)	The student • can say a few things about self • can list, name, and identify common things with single words • answers one or two of the basic kinds of questions that have been learned and practiced in class • is able to have some of what is said understood by teachers and others who are used to language learners		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N1)	The student • can say very little about self • can list, name, and identify very few common things with single words • answers almost none of the basic kinds of questions that have been learned and practiced in class • is barely understood by teachers and others who are used to language learners		
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Scope and Sequence: GERMAN 2

THEMES	Content and Culture	Communication Forms	Skills <i>What the student is able to do</i>
UNIT 1 Beauty and Aesthetics	Clothing and Shopping	Skits, dialogues Reading texts Listening passages Writing exercises 'Shopping for Clothing' skit	• Learn vocabulary for clothing items • Express opinions about clothing and outfits • Learn phrases for shopping • Learn how to use the Accusative case for direct objects • Review numbers and polite phrases • Learn how to ask for help or deal with problems while shopping • Portfolio Neu 2, Chpt 6
UNIT 2 Personal and Public Identities	House and Furniture	Skits, dialogues Reading texts Listening passages Writing exercises IKEA Speaking skit and Photo essay	• Learn vocabulary for rooms and furniture • Learn the cultural differences between living spaces in the USA and German culture • Express opinions about furniture and interior design • Learn how to use prepositions and the Dative case to explain locations • Portfolio Neu 2, Chpt 10
UNIT 3 Families and Communities	Holidays and Celebrations	Skits, dialogues Reading texts Listening passages Writing exercises Presentation on German holiday/celebration and Party-planning skit	• Learn cultural differences between celebrations and holidays in the USA and German culture • Learn vocabulary for gift-giving and planning celebrations with family and friends • Learn how to use separable verbs • Learn how to use the Dative case for indirect objects • Review previous information on shopping, dates and time, seasons, clothing/house vocabulary • Portfolio Neu 2, Chpt 8
UNIT 4 Contemporary Life	Daily Life	Skits, dialogues Reading texts	• Learn vocabulary for daily routines and review house vocabulary (where you do what)

		Listening passages Writing exercises 'Excuses' skit Photo-essay, a day in my life	• Learn how to use reflexive verbs in daily routines • Explaining the things you have to do at home (i.e. schoolwork, chores) • Learning how to explain the order in which you do things and how often you do things • Making excuses about why you can't or don't want to do something (review modal verbs) • Make an argument for why you need to do something or it is important • Learn the Imperative to give directions • Portfolio Neu 2 Chpt 4
UNIT 5 Global Challenges	Life in the City	Skits, dialogues Reading texts Listening passages Writing exercises 'Giving Directions' skit 'Google Earth' project	• Learn vocabulary for places in a city • Learn the cultural differences between American cities and cities in German-speaking countries • Learn how to use two-way prepositions to explain where you are going and what you are doing there • Give and understand directions around a city • Explain what you spend your money on and why • Explain what you do to earn your money (review chores and modal verbs) • Portfolio Neu 2, Chpt 3, 11, 9
UNIT 6 Science and Technology	Outside in Nature	Skits, dialogues Reading texts Listening passages Writing exercises Plan a trip to a German-speaking country to go camping 'Something went wrong' skits	• Compare city life to rural life and how Germans bridge the gap between the two • Learn/review vocabulary for outdoor activities • Learn vocabulary for features of the landscape and wild animals around the world (review of two-way prepositions) • Learn about hiking culture in German-speaking countries • Compare camping/overnight stays in nature in the USA and German-speaking countries • Learning how to cope when something goes wrong during an activity or vacation (i.e. an injury, bad weather, illness, canceled activities) • Portfolio Neu 2 Chpt 12

German 2
Course Overview

Grade level(s):9-12	Credits earned: 1
Course Rationale	Course Description
German 2 is a course continuing the acquisition of German language and culture from German 1. German is a global language important for trade, business, science, the arts, diplomacy, and education. Learning communication and cultural competency in German will open person and professional opportunities for students in high school and in their future.	Students will learn how to shop for and describe clothing, discuss and give opinions about housing and furniture, learn about holidays and cultural celebrations in the German-speaking world, learn how to describe their daily activities, explore life in a city or community, and learn about nature and outdoor activities through reading, writing, listening, speaking, and cultural activities.
Transfer Goals/Big Ideas	
Families and Communities: Learn how and why people celebrate in different cultures Science and Technology: Understand the importance of nature and how we interact with it Contemporary Life: Be able to describe and explain daily routines and activities Global Challenges: Explore communal living in an urban environment Beauty and Aesthetics: Understand how clothing is a means of expressing preferences and personality	
Priority Missouri Learning Standards/National Standards	
1.1 Communication: Interpersonal: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions - Demonstrate competencies previously introduced - Use target language to acquire goods, services or information. - Exchange information about personal events, memorable experiences and/or other topics. - Ask for repetition and repeat to ensure comprehension. 1.2: Communication: Interpretive: Students understand and interpret written and spoken language on a variety of topics - Demonstrate competencies previously introduced - Identify principal characters and main ideas in oral and written narratives in the target language. - Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding. 1.3: Communication: Presentational: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics - Demonstrate competencies previously introduced - Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing. - Write brief messages such as postcards, short letters or e-mails on very familiar topics. 2.1 Cultures: Students demonstrate an understanding of the practices and perspectives of the cultures studied - Demonstrate competencies previously introduced - Identify the relationship between the practices and perspectives of common cultural activities and holiday celebrations. - Compare everyday social etiquette within the culture studied to their native culture.	

- d. Identify common beliefs, attitudes and characteristics within the culture studied.
- 2.2 Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - a. Demonstrate competencies previously introduced
 - b. Compare the most common objects and symbols used to represent the target culture and their own culture.
 - c. Compare important historical and contemporary figures and events of the culture studied and their own culture.
- 3.1. Connections: Students reinforce and further their knowledge of other disciplines through the world language
 - a. Demonstrate competencies previously introduced
 - b. Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.
 - c. Summarize articles or short videos in the target language on topics being studied in other classes.
- 3.2. Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - a. Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.
 - b. Broaden understanding of contributions of target civilization to development of present-day information.
- 4.1. Comparisons: Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Use cognates to enhance spoken and written language.
 - c. Recognize familiar false cognates and use appropriately.
 - d. Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.
 - e. Recognize critical sound differences in the target language that must be mastered.
- 4.2. Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Compare and contrast tangible and intangible products of the target and native cultures such as, clothing, housing, foods, toys, music, myths and folktales.
 - c. Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of every day life.
 - d. Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.
- 5.1. Communities: Students use the target language within and beyond the school setting
 - a. Demonstrate competencies previously introduced
 - b. Share knowledge and skills from the target language with family and others in the school community.
 - c. Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- 5.2. Communities: Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - a. Demonstrate competencies previously introduced
 - b. Explore hobbies, activities and topics of personal interest related to the target culture.
 - c. Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
 - d. Identify careers where skills in another language or cultural understanding are needed.

Unit 1: Clothing and Shopping
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Beauty and Aesthetics: Understand how clothing is a means of expressing preferences and personality	
	Enduring Understandings	Essential Questions
	• The experience of shopping is different in different cultures. • Clothing and clothing preferences are an expression of identity.	• How do I shop for essentials in a German-speaking country? • How do I demonstrate my identity through what I choose to buy and wear? • How is the experience of shopping for clothing different in different cultures?
Learning Targets		
<i>Students will...</i> • Learn vocabulary for clothing items. • Express opinions about clothing and outfits. • Learn phrases for shopping. • Review numbers and polite phrases. • Learn how to ask for help or deal with problems while shopping. • Learn how to use the Accusative case for direct objects.		
Unit Duration:		
6 weeks		

Unit 2: House and Furniture

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Personal and Public Identities: Understand how housing both shapes and expresses identity.	
	Enduring Understandings	Essential Questions
	- Where one lives reflects on how one sees themselves. - Living arrangements for the majority of Germans differs from those in St. Charles. - Choices in furniture styles reflect on how a person sees themselves.	- How does where one lives relate to one's self identity? - How do living arrangements differ between Germany and St. Charles? - What does furniture say about a person?
Learning Targets		
<i>Students will...</i> - Learn vocabulary for rooms and furniture. - Learn the cultural differences between living spaces in the USA and German culture. - Express opinions about furniture and interior design. - Learn how to use prepositions and the Dative case to explain locations.		
Unit Duration:		
6 weeks		

Unit 3: Holidays and Celebrations

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Families and Communities: Learn how and why people celebrate in different cultures.	
	Enduring Understandings	Essential Questions
	• People celebrate holidays and milestones in their lives differently in different cultures. • Celebration is an important part of every culture. • Celebrations can look different in different families and communities.	• How and why do people celebrate in different cultures? • How do celebrations compare and contrast in different cultures? • How and why do you celebrate in your own family or community?
Learning Targets		
<i>Students will...</i> • Learn cultural differences between celebrations and holidays in the USA and German culture. • Learn vocabulary for gift-giving and planning celebrations with family and friends. • Learn how to use separable verbs. • Learn how to use the Dative case for indirect objects. • Review previous information on shopping, dates and time, seasons, clothing/house vocabulary.		
Unit Duration:		
6 weeks		

Unit 4: Daily Life
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Contemporary Life: Be able to describe and explain daily routines and activities.	
	Enduring Understandings	Essential Questions
	- There are routines that I do every day to keep myself healthy and ready for the day. - There are things I am required to do in order to do what I want to do. - Things outside my control can affect my daily routines and activities.	- What is your daily routine? - How do you spend your time? - How does what you have to do compare with what you want to do? - How do different situations or circumstances affect your daily routine?
Learning Targets		
<i>Students will...</i> - Learn vocabulary for daily routines and review house vocabulary (where you do what). - Learn how to use reflexive verbs in daily routines. - Explaining the things you have to do at home (i.e. schoolwork, chores). - Learning how to explain the order in which you do things and how often you do things. - Making excuses about why you can't or don't want to do something (review modal verbs). - Make an argument for why you need to do something or it is important. - Learn the imperative to give directions.		
Unit Duration: 6 weeks		

Unit 5: Life in the City
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Global Challenges: Explore communal living in an urban environment	
	Enduring Understandings	Essential Questions
	• In the German-speaking world, most people live in cities, and that shapes their housing and daily life. • Cities and communities differ in different cultures. • People will choose to live, work, and spend their free-time in different places depending on their preferences and income.	• How do people live in a city? • What kinds of places do people live in and go to in an urban environment? • How do cities in the German-speaking world compare and contrast with American cities and your community? • How do you express where you like to go and what you like to do in your community?
Learning Targets		
<i>Students will...</i> • Learn vocabulary for places in a city. • Learn the cultural differences between American cities and cities in German-speaking countries. • Learn how to use two-way prepositions to explain where you are going and what you are doing there. • Give and understand directions around a city. • Explain what you spend your money on and why. • Explain what you do to earn your money (review chores and modal verbs).		
Unit Duration:		
6 weeks		

Unit 6: Outside in Nature

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Science and Technology: Understand the importance of nature and how we interact with it.	
	Enduring Understandings	Essential Questions
	- Rural life and city life offer different experiences, problems, and benefits. - Humans benefit from doing outdoor activities because it helps their mind and body to be healthy. - People enjoy vacations and activities that are centered on experiences with nature. - Sometimes things can go wrong and we need to be able to ask for help or deal with a difficult situation.	- How does rural life compare with city life? - What are the benefits of doing outdoor activities? - What place does nature have in human society? - How can we handle problems that arise when we are out in nature and need help?
Learning Targets		
<i>Students will...</i> - Compare city life to rural life and how Germans bridge the gap between the two. - Learn/review vocabulary for outdoor activities. - Learn vocabulary for features of the landscape and wild animals (review of two-way prepositions). - Learn about hiking culture in German-speaking countries. - Compare camping/overnight stays in nature in the USA and German-speaking countries. - Learning how to cope when something goes wrong during an activity or vacation (i.e. an injury, bad weather, illness, canceled activities).		
Unit Duration: 6 weeks		

Communication: Interpretive Listening		
Level 2 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score	The student	Sample Activities
4.0 (N4)	- likely understands the main idea in a short passages on very familiar topics but rarely the supporting facts - usually needs to read/hear the passage more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is heard	Understand a podcast about the life of a teenager
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N3)	The student - understands words, phrases, and an occasional simple sentence - may need to hear something more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is heard	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N2)	The student - understands words and phrases - may need to hear something several times - needs visual cues such pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is heard	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N1)	The student - understands individual words - needs to hear something more than once - needs visual cues such as pictures in order to understand what is heard	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpretive Reading		
Level 2 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (N4)	The student - likely understands the main idea in a short passages on very familiar topics but rarely the supporting facts - usually needs to read/hear the passage more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is read	Understand an authentic article about what three teenagers do in their freetime
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N3)	The student - understands words, phrases, and an occasional simple sentence - may or may not need to read something more than once - may or may not need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is read	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N2)	The student - understands words and phrases - may need to read something several times - needs visual cues such pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is read	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N1)	The student - understands individual words - needs to read something more than once - needs visual cues such as pictures in order to understand what is read	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Speaking		
Level 2 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (N4)	The student • can talk about self and his/her life • speaks well enough to express his/her thoughts and accomplish what he/she needs much of the time • speaks in phrases and some simple sentences • is understood most of the time by teachers and others who are used to language learners	
	Record a video about a healthier lifestyle	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N3)	The student • can say a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • is understood by teachers and others who are used to language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N2)	The student • can say some things about self • can list, name, and identify everyday things with words and phrases that have been learned • is understood by teachers and others who are used to language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N1)	The student • says a few things about self • can list, name, and identify common things with single words • is understood by teachers and others who are used to language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Writing		
Level 2 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (N4)	The student • can write about self and his/her life • writes well enough to express his/her thoughts and accomplish what he/she needs much of the time • writes in phrases and some simple sentences • is able to write in a manner that is understood by teachers and others who are used to the writing of language learners most of the time	
		Describe a detailed daily routine
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N3)	The student • can write a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • is able to write in a manner so that most of what is written is understood by teachers and others who are used to the writing of language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N2)	The student • can write some things about self • can list, name, and identify everyday things with words and phrases that have been learned • is able to write in a manner so that much of what is written is understood by teachers and others who are used to the writing of language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N1)	The student • writes a few things about self • can list, name, and identify common things with single words • is able to write in a manner so that some of what is written is understood by teachers and others who are used to the writing of language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Writing		
Level 2 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (N4)	The student • can write about self and his/her life • uses language to express his/her thoughts and get the things he/she needs much of the time • tends to write in phrases and some simple sentences • often asks and answers simple questions • is able to write in a manner so that most of what is written is understood by teachers and others who are used to the writing of language language learners	
	Reply to an email about pastimes, daily routines and digital habits.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N3)	The student • can write a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • asks and answers some very common and familiar questions • is able to write in a manner so that most of what is written is understood by teachers and others who are used to the writing of language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N2)	The student • can write some things about self • can list, name, and identify everyday things with words and phrases that have been learned • understands and answers some very common and familiar questions • is able to write in such a manner so that much of what is written is understood by teachers and others who are used to the writing of language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N1)	The student • can write a few things about self • can list, name, and identify common things with single words • answers one or two of the basic kinds of questions that have been learned and practiced in class • is able to write in a manner so that some of what is written is understood by teachers and others who are used to the writing of language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Speaking and Listening		
Level 2 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (N4)	The student • can be part of a conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs much of the time • tends to speak in phrases and some simple sentences • often asks and answers simple questions • is able to have most of what is said understood by teachers and others who are used to language learners	
		Record an interview about pastimes and digital habits
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N3)	The student • can say a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • asks and answers some very common and familiar questions • is able to have most of what is said understood by teachers and others who are used to language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N2)	The student • can say some things about self • can list, name, and identify everyday things with words and phrases that have been learned • understands and answers some very common and familiar questions • is able to have much of what is said understood by teachers and others who are used to language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N1)	The student • can say a few things about self • can list, name, and identify common things with single words • answers one or two of the basic kinds of questions that have been learned and practiced in class • is able to have some of what is said understood by teachers and others who are used to language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Scope and Sequence: GERMAN 3/4/AP5 (3-Year Rotation, A/B/C)

	THEMES	Content and Culture	Communication Forms	Skills <i>What the student is able to do</i>
YEAR A	UNIT 1 Beauty and Aesthetics / Families and Communities	Fairy Tales Kaleidoskop chapter 4	Skits, dialogues Reading texts Listening passages Writing exercises 'Write your own Fairy Tale' project	• Read authentic texts of German fairy tales • Learn/review written and spoken past tense • Write/tell stories with a beginning, middle, and end • Describe characters in stories: physical and emotional characteristics • Understand the cultural significance of the Brothers Grimm stories in German and American cultures • Discuss stereotypes in fairy tales
YEAR A				
YEAR A	UNIT 2 Contemporary Life	Criminality and Justice Denkmal chapter 8 Was ist Was: Kriminalistik (Book, DVD) Learning German through Storytelling: Baumgartner & Momsen Detective Stories)	Skits, dialogues Reading texts Listening passages Writing exercises Courtroom skit Solving a staged crime based on the clues	• Understand basic differences between German and American justice systems • Understand the basic function of different professionals in the justice system (judge, lawyer, crime scene tech, etc.) • Be able to express an argument on an ethical question, and give reasons for that position • Be able to disagree with another person's statement and give reasons for your position • Explain what happened as a witness • Be able to ask and answer questions • Introduce using the passive voice • Introduce if/then statements
YEAR A				
YEAR A	UNIT 3 Science and Technology	Inventions and Technology Denk Mal Chpt 7 Dem Wissen auf der Spur (book) Was ist Was, Entdeck die Welt der Technik	Skits, dialogues Reading texts Listening passages Writing exercises Research German inventions Project: What did the classroom look like in the past? What technology is in the classroom today? What technology will students use in the future?	• Learn about the history of German inventions and contributions to technology • Understand how to use different tenses (past, present, future) to explain what happened, what is happening now, and make predictions about the future. • Introduce the Subjunctive to explain what might or could happen • Understand how technology shaped life in the past and how it affects our lives now
YEAR				

A		(book)		• Make predictions about how technology will evolve and affect our lives in the future • Positive and negative effects of advancement in technology
YEAR A	UNIT 4 Global Challenges	Germany Now and Then Denk Mal Chpt 10 Was ist Was: Geschichte DVD Portfolio Neue Level 3/4 Chpt 7 Kaleidoskop Chpt 3	Skits, dialogues Reading texts Listening passages Writing exercises Project: What if? (what if something in history had happened differently, what would the world look like today?)	• Understand the broad strokes of German history and its place in world history • Review verb tenses • Learn the Subjunctive in past tense • Understand what lead to big events in history and what the effects were • Propose a theoretical experiment: what if an event had happened differently? What would the effects be and how would the world look different today? • Review if/then statements
YEAR A	UNIT 5 Personal and Public Identities / Families and Communities	Education and Professions Portfolio Neue 3/4 Chpt 9, 11 Denk Mal Chpt 9 Aspekte Junior Chpt 6 Kaleidoskop Chpt 6	Skits, dialogues Reading texts Listening passages Writing exercises Putting on a job fair, where students are employers interviewing other students for positions in their companies	• Learn vocabulary for many different professions • Understand differences between German and American school systems, from grade school through higher education • Understand what degrees and programs prepare you for different professions in Germany vs. the USA • Explain what profession you are interested in and why, and be able to explain your educational path to that profession • Learn what professionalism looks like in the German workplace • Learn how to apply and interview for a job • Learn verbs that are used with prepositions

German 3
Course Overview

Grade level(s): 10-12	Credits earned: 1
Course Rationale	Course Description
German 3 is a course continuing the acquisition of German language and culture from German 2. German is a global language important for trade, business, science, the arts, diplomacy, and education. Learning communication and cultural competency in German will open person and professional opportunities for students in high school and in their future.	Students will read the Brothers Grimm fairy tales in their original German, learn about the world of criminal justice, explore technology and inventions, delve into German history, and look into their future education and careers through reading, writing, listening, speaking, and cultural activities.
Transfer Goals/Big Ideas	
Families and Communities: Learn how and why people celebrate in different cultures Science and Technology: Understand the importance of nature and how we interact with it Contemporary Life: Be able to describe and explain daily routines and activities Global Challenges: Explore communal living in an urban environment Beauty and Aesthetics: Understand how clothing is a means of expressing preferences and personality	
Priority Missouri Learning Standards/National Standards	
1.1 Communication: Interpersonal: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions a. Demonstrate competencies previously introduced b. Extend, accept, and refuse invitations appropriate to varied situations. c. Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement. d. Develop and propose solutions to issues and problems. 1.2: Communication: Interpretive: Students understand and interpret written and spoken language on a variety of topics a. Demonstrate competencies previously introduced b. Identify principal elements of non-fiction articles such as main idea and supporting details found in a variety of media. 1.3: Communication: Presentational: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics a. Demonstrate competencies previously introduced b. Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language. 2.1 Cultures: Students demonstrate an understanding of the practices and perspectives of the cultures studied a. Demonstrate competencies previously introduced b. Observe and imitate appropriate patterns of social behavior in the culture studied. c. Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture. d. Compare the similarities and differences in the social etiquette within the culture studied to their own culture. 2.2 Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied a. Demonstrate competencies previously introduced	

- b. Identify contributions of important historical and/or contemporary figures in the culture studied.
- c. Identify historical and contemporary influences that the culture studied has had on their own culture.
- 3.1. Connections: Students reinforce and further their knowledge of other disciplines through the world language
 - a. Demonstrate competencies previously introduced
 - b. Present information orally or in writing on topics being studied in other classes.
 - c. Elaborate on their study of other classes by studying similar topics in target language.
- 3.2. Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - a. Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.
 - b. Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.
- 4.1. Comparisons: Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.
 - c. Report similarities and differences between the sound and writing system of target and native language, including time and tense.
- 4.2. Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Analyze the relationship between cultural perspectives and products from the target culture and their own.
 - c. Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.
 - d. Compare and contrast verbal/nonverbal behavior within activities in the target culture and their own.
- 5.1. Communities: Students use the target language within and beyond the school setting
 - a. Demonstrate competencies previously introduced
 - b. Perform for a school or community celebration, using their knowledge of the target language and culture.
 - c. Participate in activities in the target language that benefit other members of the school or community, such as tutoring.
- 5.2. Communities: Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - a. Demonstrate competencies previously introduced
 - b. Plan real or imaginary travel.
 - c. Make connections with local groups and communities where the target language is spoken.
 - d. Explore careers and businesses where skills in another language or cultural understanding are needed.

[Missouri Learning Standards](#)

Unit 1: Fairy Tales
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Beauty and Aesthetics / Families and Communities: Understand how fairy tales shape families and communities values, morals and sense of beauty.	
	Enduring Understandings	Essential Questions
	- Fairy tales reflect the values/morals of a culture. - Fairy tales intentionally have generic characters and settings so that any reader can relate to the tale. - Stereotypes are common in fairy tales, which reflect on the times they are written.	- How do Grimm Fairy tales impact German and American culture? - How do fairy tales use characters and settings so the story can be relatable to the readers? - What role do stereotypes play in fairy tales?
Learning Targets		
<i>Students will...</i> - Read authentic texts of German fairy tales. - Learn/review written and spoken past tense. - Write/tell stories with a beginning, middle, and end. - Describe characters in stories: physical and emotional characteristics. - Understand the cultural significance of the Brothers Grimm stories in German and American cultures. - Discuss stereotypes in fairy tales.		
Unit Duration:		
7 weeks		

Unit 2: Criminology and Justice and JusticeCriminology and Justice
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Contemporary Life: Understand how Criminology and Justice both impact and reflect on German and American culture.	
	Enduring Understandings	Essential Questions
	• Crime and the justice system created to deal with crime both reflects on and impacts culture. • Germany and the U.S. have legal systems that work similarly but also have clear differences and why they have these differences. • That one's culture and personal history impact one's views on both ethical and legal questions..	• How does crime and criminal justice both impact and reflect on German and American culture? • How does the German legal system compare and contrast to the U.S. system? • How does one's culture and history impact one's views on ethical/legal questions.?
Learning Targets		
<i>Students will...</i> • Understand basic differences between German and American legal systems. • Understand the role of different professional roles in the legal system. • Be able to express a view on an ethical question and defend that position. • Be able to disagree with a person politely, understand their point of view and defend your view. • Be able to ask and answer questions. • Be able to use the passive voice and use if/then statements.		
Unit Duration:		
7 weeks		

Unit 3: Inventions and Technology
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Science and Technology: The impact of German scientists and inventors.	
	Enduring Understandings	Essential Questions
	• The role of German scientists and inventors in society. • Technology changed the past and continues to impact and change today. • Technology has an impact on life in both the positive and negative. • Technology will continue to change society. • Be able to use the subjunctive to look at predictions for the future.	• What impact did German scientists and inventors have on society? • How did technology shape the past and affect today? • What are the positives and negatives of technology? • How will technology impact or change the future? • How to use the subjunctive to look at what could happen?
Learning Targets		
<i>Students will...</i> • Analyze the role of the numerous German scientists and inventors in society. • Understand the role of technology in the past and analyze its role in society today. • Be able to debate the positive and negative impacts technology has had on society. • Predict how technology will continue to change the future.		
Unit Duration:		
7 weeks		

Unit 4: Germany Now and Then
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Global challenges: The role of history on Germany and its place in the World	
	Enduring Understandings	Essential Questions
	• Germans express the past tense differently depending on whether they are speaking or writing. • German history and thus Germany today was and is impacted by events of the past. • German and world history would/could be different if certain events did not occur or unfolded differently.	• How do Germans create the past tense depending on spoken vs written situations? • What does subjunctive look like in past tense? • What events impacted German history? • How could history have changed if certain events had not occurred or had occurred differently?
Learning Targets		
<i>Students will...</i> • Be able to express things in both the written and spoken past tense. • Analyze the role of individuals and events in German history. • Understand and draw conclusions on how history would be different if certain people did not exist or events unfolded differently.		
Unit Duration:		
7 weeks		

Unit 5: Education and Professions

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Personal and Public Identities / Families and Communities: Role of education on chosen professions.	
	Enduring Understandings	Essential Questions
	• Certain prepositions require the use of certain verbs and these will not always match those used in English. • German schools use a three-tiered system. • The degree required to get a job in Germany could be different than in the US. • German applications and interviews are looking for certain things. • German workplaces have different expectations of employees than American workplaces.	• What verbs are used with certain prepositions? • How are German and American school systems different? • What degrees are needed in Germany and the U.S. to go into certain professions? • How to apply for a job in Germany and what do German interviews look like? • What does professionalism look like in a German work place?
Learning Targets		
<i>Students will...</i> • Be able to use the write verb with prepositions. • Compare and contrast German and American educational systems.. • Compare and contrast what education is required to get a certain job in Germany and the U.S. • Compare and contrast what is expected of employees in a German and American firm.		
Unit Duration:		
7 weeks		

Communication: Interpretive Listening		
Level 3 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score	The student	Sample Activities
4.0 (I1)	- likely understands the main idea and possibly some supporting facts in short passages on familiar topics - usually needs to hear the passage more than once - usually needs visual cues, context clues, and prior knowledge to help understand what is heard	Understand a podcast about environmental issues
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N4)	The student - likely understands the main idea in a short passages on very familiar topics but rarely the supporting facts - usually needs to hear the passage more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is heard	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N3)	The student - understands words, phrases, and an occasional simple sentence - may need to hear something more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is heard	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N2)	The student - understands words and maybe some phrases - probably needs to hear something more than once - needs visual cues such pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is heard	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpretive Reading		
Level 3 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I1)	The student - likely understands the main idea and possibly some supporting facts in short passages on familiar topics - usually needs to read the passage more than once - usually needs visual cues, context clues, and prior knowledge to help understand what is read	Understand a recipe for a typical authentic dish
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N4)	The student - likely understands the main idea in a short passages on very familiar topics but rarely the supporting facts - usually needs to read the passage more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is read	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N2)	The student - understands words, phrases, and an occasional simple sentence - may need to read something more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is read	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N2)	The student - understands individual words and a few phrases - probably needs to read something more than once - needs visual cues such pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is read	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Speaking		
Level 3 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I1)	The student • speaks about self and his/her life • speaks well enough to ask simple questions and accomplish what he/she needs • speaks in single sentences • is understood by teachers and others who are used to language learners	
	Record a video describing a party that they attended	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N4)	The student • can talk about self and his/her life • speaks well enough to express his/her thoughts and accomplish what he/she needs much of the time • speaks in phrases and some simple sentences • is understood most of the time by teachers and others who are used to language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N3)	The student • can say a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • is understood by teachers and others who are used to language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N2)	The student • can say some or a few things about self • can list, name, and identify everyday things with words and a few phrases that have been learned • is understood by teachers and others who are used to language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Writing		
Level 3 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I1)	The student - writes about self and his/her life - writes well enough to ask simple questions and accomplish what he/she needs - writes in single sentences - is able to write in a manner that is understood by teachers and others who are used to the writing of language learners	
	Write a short article about life in the future	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N4)	The student - can write about self and his/her life - writes well enough to express his/her thoughts and accomplish what he/she needs much of the time - writes in phrases and some simple sentences - is able to write in a manner that is understood by teachers and others who are used to the writing of language learners most of the time	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N3)	The student - can write a number of things about self - can list, name, and identify everyday things with words and phrases, and an occasional simple sentence - is able to write in a manner so that most of what is written is understood by teachers and others who are used to the writing of language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N2)	The student - can write some or a few things about self - can list, name, and identify everyday things with words and a few phrases that have been learned - is able to write in a manner so that much or some of what is written is understood by teachers and others who are used to the writing of language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Writing		
Level 3 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I1)	The student • can participate in a written conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs • tends to write in simple sentences • asks and answers simple questions • writes in a manner that is understood by teachers and others who are used to language learners	
		Take part in a forum about what to do in the US as a student volunteer
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N4)	The student • can write about self and his/her life • uses language to express his/her thoughts and get the things he/she needs much of the time • tends to write in phrases and some simple sentences • often asks and answers simple questions • writes in a manner so that most of what is written is understood by teachers and others who are used to the writing of language language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N3)	The student • can write a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • asks and answers some very common and familiar questions • is able to write in a manner so that most of what is written is understood by teachers and others who are used to the writing of language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N2)	The student • can write some or a few things about self • can list, name, and identify everyday things with words and a few phrases that have been learned • understands and answers some or a few very common and familiar questions • is able to write in such a manner so that much or some of what is written is understood by teachers and others who are used to the writing of language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Speaking and Listening		
Level 3 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I1)	The student • can have a conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs • tends to speak in simple sentences • asks and answers simple questions • is understood by teachers and others who are used to language learners	
		Discuss summer plans (jobs and volunteering) with a partner
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N4)	The student • can be part of a conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs much of the time • tends to speak in phrases and some simple sentences • often asks and answers simple questions • is able to have most of what is said understood by teachers and others who are used to language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N3)	The student • can say a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • asks and answers some very common and familiar questions • is able to have most of what is said understood by teachers and others who are used to language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N2)	The student • can say some or a few things about self • can list, name, and identify everyday things with words and a few phrases that have been learned • understands and answers some or a few very common and familiar questions • is able to have much or some of what is said understood by teachers and others who are used to language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

German 4
Course Overview

Grade level(s): 11-12	Credits earned: 1
Course Rationale	Course Description
German 4 is a course continuing the acquisition of German language and culture from German 3. German is a global language important for trade, business, science, the arts, diplomacy, and education. Learning communication and cultural competency in German will open person and professional opportunities for students in high school and in their future.	Students will learn about communications through social media, explore the arts, participate in a science fair, understand globalization and its effects, and discuss and plan travels through reading, writing, listening, speaking, and cultural activities.
Transfer Goals/Big Ideas	
Personal and Public Identities/Families and Communities: Social Media and Communications Science and Technology: The Scientific Method Contemporary Life: Travel and Tourism Global Challenges: Globalization and Trade Beauty and Aesthetics: The Arts	
Priority Missouri Learning Standards/National Standards	
1.1 Communication: Interpersonal: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions a. Demonstrate competencies previously introduced b. Extend, accept, and refuse invitations appropriate to varied situations. c. Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement. d. Develop and propose solutions to issues and problems. 1.2: Communication: Interpretive: Students understand and interpret written and spoken language on a variety of topics a. Demonstrate competencies previously introduced b. Identify principal elements of nonfiction articles such as the main idea and supporting details found in a variety of media. 1.3: Communication: Presentational: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics a. Demonstrate competencies previously introduced b. Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language. 2.1 Cultures: Students demonstrate an understanding of the practices and perspectives of the cultures studied a. Demonstrate competencies previously introduced b. Observe and imitate appropriate patterns of social behavior in the culture studied. c. Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.	

- d. Compare the similarities and differences in the social etiquette within the culture studied to their own culture.
- 2.2 Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - a. Demonstrate competencies previously introduced
 - b. Identify contributions of important historical and/or contemporary figures in the culture studied.
 - c. Identify historical and contemporary influences that the culture studied has had on their own culture.
- 3.1. Connections: Students reinforce and further their knowledge of other disciplines through the world language
 - a. Demonstrate competencies previously introduced
 - b. Present information orally or in writing on topics being studied in other classes.
 - c. Elaborate on their study of other classes by studying similar topics in target language.
- 3.2. Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - a. Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.
 - b. Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for an English-speaking audience.
- 4.1. Comparisons: Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.
 - c. Report similarities and differences between the sound and writing system of target and native language, including time and tense.
- 4.2. Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Analyze the relationship between cultural perspectives and products from the target culture and their own.
 - c. Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.
 - d. Compare and contrast verbal/nonverbal behavior within activities in the target culture and their own.
- 5.1. Communities: Students use the target language within and beyond the school setting
 - a. Demonstrate competencies previously introduced
 - b. Perform for a school or community celebration, using their knowledge of the target language and culture.
 - c. Participate in activities in the target language that benefit other members of the school or community, such as tutoring.
- 5.2. Communities: Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - a. Demonstrate competencies previously introduced
 - b. Plan real or imaginary travel.
 - c. Make connections with local groups and communities where the target language is spoken.
 - d. Explore careers and businesses where skills in another language or cultural understanding are needed.

Unit 1: Social Media and Communication

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Personal and Public Identities/Families and Communities: Social Media and Communications	
	Enduring Understandings	Essential Questions
	• Different generations communicate differently. • How you present yourself on social media matters. • Society can be shaped by modes and methods of interpersonal communication.	• How do different generations communicate? How much of yourself do you share through social media? • How is society influenced by changing methods of communication?
Learning Targets		
<i>Students will...</i> • Be able to compare and contrast how different generations communicate with each other. • Explain what they share about themselves through social media and social media's role in their lives. • Debate the pros and cons of contemporary communication tools. • Investigate how social media shapes interpersonal communication. • Be able to discuss events in the past, present, and future.		
Unit Duration:		
7 weeks		

Unit 2: The Arts
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Beauty and Aesthetics: The Arts	
	Enduring Understandings	Essential Questions
	• The Arts are an important expression of the human condition within a culture. • Critiquing Art allows for a deeper understanding of the art and the person and society that created it.	• What is the role of the Arts (Visual, Music, Theater, Film) in a society? • How is Art understood?
Learning Targets		
<i>Students will...</i> • Learn vocabulary for different art forms and the equipment and concepts within those forms. • Be able to do the four steps of formal Art Critique (describe, analyze, interpret, and give an opinion). • Understand the ideas and aesthetic of German Expressionism and its place in world art and world history. • Be able to use descriptive language with correct cases and adjective endings. • Be able to express a feeling. • Be able to use relative pronouns and conjunctions with correct sentence structure.		
Unit Duration:		
7 weeks		

Unit 3: Science and Technology

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Science and Technology: The Scientific Method	
	Enduring Understandings	Essential Questions
	- Scientists use the Scientific Method to test and prove or disprove theories. - Scientific discoveries and progress shape society, from the global to the personal.	- How do scientists test and prove their theories? - How do scientific progress and discoveries change society? - How are you personally affected by scientific discoveries?
Learning Targets		
<i>Students will...</i> - Learn vocabulary for the different branches of science and experimentation. - Learn necessary vocabulary to discuss scientific experimentation. - Be able to make predictions using the future tense. - Be able to explain how something is done or give directions. - Learn about famous German-speaking scientists and their discoveries. - Demonstrate and present the Scientific Method with their own experiment.		
Unit Duration:		
7 weeks		

Unit 4: Globalization and Trade
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Global Challenges: Globalization and Trade	
	Enduring Understandings	Essential Questions
	• Humans have always been interconnected, globalization is not a new concept. • Interconnected trade has shaped economies and trends around the world.	• How have humans been interconnected through different eras? • How has the global flow of goods and services shaped societies and cultures around the world? • How does globalization affect people on a global, local, and personal level?
Learning Targets		
<i>Students will...</i> • Learn vocabulary to discuss personal and global economy and trade. • Understand the history of the movement of people and goods across the globe. • Learn how global trade affects personal economies. • Explain what they like/want to spend their money on and why. • Use appropriate grammar (wenn/als/dann) to explain causes and effects. • Explain what order things happen in. • Be able to debate pros and cons of a globalized society.		
Unit Duration:		
7 weeks		

Unit 5: Travel and Tourism
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Contemporary Life: Travel and Tourism	
	Enduring Understandings	Essential Questions
	• People travel for work, enjoyment, and learning. • Different people enjoy different types of vacations. • Vacations take planning and preparations. • Tourism has an effect on individuals and communities.	• How and why do people travel? • What kind of vacations can people take? • How do people spend their time on vacation? • What are the pros and cons of global tourism?
Learning Targets		
<i>Students will...</i> • Learn vocabulary for travel and tourism. • Understand information about travel and tourism. • Be able to make reservations and plan activities. • Be able to handle when things are canceled or go wrong. • Be able to describe and plan their dream vacation. • Explain how tourism affects individuals and communities.		
Unit Duration:		
7 weeks		

Communication: Interpretive Listening		
Level 4 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score	The student	Sample Activities
4.0 (I3)	- understands main ideas and supporting facts in short passages on familiar topics - may need to hear complex passages more than once - uses context clues or prior knowledge when necessary to help understand what is heard	Understand a podcast
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (I2)	The student - understands main ideas and supporting facts in short passages on familiar topics - may need to hear the passage more than once - may need visual cues, context clues, and prior knowledge to help understand what is heard	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (I1)	The student - likely understands the main idea and possibly some supporting facts in short passages on familiar topics - usually needs to hear the passage more than once - usually needs visual cues, context clues, and prior knowledge to help understand what is heard	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (≤N4)	The student - might understand the main idea in a short passages on very familiar topics but not the supporting facts - needs to hear the passage more than once - needs visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is heard	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpretive Reading			
Level 4 - World Languages (German, French, Spanish)			
Grade: 9-12			
Score 4.0 (I3)	The student - understands main ideas and supporting facts in short passages on familiar topics - may need to read complex passages more than once - uses context clues or prior knowledge when necessary to help understand what is read		
			Understand an article from an authentic source
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (I2)	The student - understands main ideas and supporting facts in short passages on familiar topics - may need to read the passage more than once - may need visual cues, context clues, and prior knowledge to help understand what is read		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (I1)	The student - likely understands the main idea and possibly some supporting facts in short passages on familiar topics - usually needs to read the passage more than once - usually needs visual cues, context clues, and prior knowledge to help understand what is read		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (≤N4)	The student - might understand the main idea in a short passages on very familiar topics but not the supporting facts - needs to read the passage more than once - needs visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is read		
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Communication: Presentational Speaking		
Level 4 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I3)	The student • speaks about self and his/her life • speaks well enough to accomplish what is needed and pose a variety of questions • speaks in longer sentences and connects some sentences together • is readily understood by teachers and others who are used language learners	Present an environmental problem and possible solutions
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (I2)	The student • speaks about self and his/her life • speaks well enough to ask simple questions and accomplish what he/she needs • links some sentences together • is understood by teachers and others who are used to language learners	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (I1)	The student • speaks about self and his/her life • speaks well enough to ask simple questions and accomplish what he/she needs • speaks in single sentences • is understood by teachers and others who are used to language learners	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (≤N4)	The student • can talk about self and his/her life • speaks well enough to express his/her thoughts and accomplish what he/she needs some of the time • speaks in phrases and a few simple sentences • is understood some of the time by teachers and others who are used to language learners	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Writing		
Level 4 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I3)	The student • writes about self and his/her life • writes well enough to accomplish what is needed and pose a variety of questions • writes some longer sentences and connects some sentences together • is able to write in a manner that is readily understood by teachers and others who are used to the writing of language learners	
		Write a short article about travel
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I2)	The student • writes about self and his/her life • writes well enough to ask simple questions and accomplish what he/she needs • links some sentences together • is able to write in a manner that is understood by teachers and others who are used to the writing of language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I1)	The student • writes about self and his/her life • writes well enough to ask simple questions and accomplish what he/she needs • writes in single sentences • is able to write in a manner that is understood by teachers and others who are used to the writing of language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (≤N4)	The student • writes about self and his/her life • writes well enough to express some of his/her thoughts and accomplish what he/she needs some of the time • writes in phrases and a few simple sentences • is able to write in a manner that is understood by teachers and others who are used to the writing of language learners some of the time	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Writing		
Level 5 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I3)	The student	
	Answer a forum question about social customs	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I2)	The student will be able to	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I1)	The student	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (≤N4)	The student	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Speaking and Listening		
Level 4 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I3)	The student • maintains a conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs • connects some sentences together • asks and answers a variety of questions • is easily understood by teachers and others who are used to language learners	
		Have a conversation about traditions in their country and in other countries they know
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I2)	The student • maintains a conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs • uses more than one sentence at a time • asks and answers questions • is understood by teachers and others who are used to language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I1)	The student • can have a conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs • tends to speak in simple sentences • asks and answers simple questions • is understood by teachers and others who are used to language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (≤N4)	The student • can be part of a conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs much of the time • tends to speak in phrases and some simple sentences • often asks and answers simple questions • is able to have most of what is said understood by teachers and others who are used to language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

German 5/AP German
Course Overview

Grade level(s): 12	Credits earned: 1
Course Rationale	Course Description
German 5/AP German is a course continuing the acquisition of German language and culture from German 4. German is a global language important for trade, business, science, the arts, diplomacy, and education. Learning communication and cultural competency in German will open person and professional opportunities for students in high school and in their future. This course will prepare students to take the AAPPL exam and/or the AP exam to demonstrate their language skills after 5 years of instruction.	Students will participate in presentational, interpersonal and comprehension activities on the 6 AP topics for World Languages: Science and Technology, Beauty and Aesthetics, Global Challenges, Contemporary Life, Families and Communities, and Personal and Public Identities.

Transfer Goals/Big Ideas

Personal and Public Identities/Families and Communities: Multiculturalism in Germany
 Science and Technology: Health and Wellness
 Contemporary Life/Families and Communities: Housing, Communities, and Economics
 Global Challenges: Climate and the Environment
 Beauty and Aesthetics: Poetry, Love, and Relationships

Priority Missouri Learning Standards/National Standards

- 1.1 Communication: Interpersonal: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - a. Demonstrate competencies previously introduced
 - b. Extend, accept, and refuse invitations appropriate to varied situations.
 - c. Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.
 - d. Develop and propose solutions to issues and problems.
- 1.2: Communication: Interpretive: Students understand and interpret written and spoken language on a variety of topics
 - a. Demonstrate competencies previously introduced
 - b. Identify principal elements of non-fiction articles such as main idea and supporting details found in a variety of media.
- 1.3: Communication: Presentational: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - a. Demonstrate competencies previously introduced
 - b. Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.
- 2.1 Cultures: Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - a. Demonstrate competencies previously introduced
 - b. Observe and imitate appropriate patterns of social behavior in the culture studied.
 - c. Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.
 - d. Compare the similarities and differences in the social etiquette within the culture studied to their own culture.
- 2.2 Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied

- a. Demonstrate competencies previously introduced
- b. Identify contributions of important historical and/or contemporary figures in the culture studied.
- c. Identify historical and contemporary influences that the culture studied has had on their own culture.
- 3.1. Connections: Students reinforce and further their knowledge of other disciplines through the world language
 - a. Demonstrate competencies previously introduced
 - b. Present information orally or in writing on topics being studied in other classes.
 - c. Elaborate on their study of other classes by studying similar topics in target language.
- 3.2. Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - a. Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.
 - b. Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.
- 4.1. Comparisons: Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.
 - c. Report similarities and differences between the sound and writing system of target and native language, including time and tense.
- 4.2. Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Analyze the relationship between cultural perspectives and products from the target culture and their own.
 - c. Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.
 - d. Compare and contrast verbal/nonverbal behavior within activities in the target culture and their own.
- 5.1. Communities: Students use the target language within and beyond the school setting
 - a. Demonstrate competencies previously introduced
 - b. Perform for a school or community celebration, using their knowledge of the target language and culture.
 - c. Participate in activities in the target language that benefit other members of the school or community, such as tutoring.
- 5.2. Communities: Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - a. Demonstrate competencies previously introduced
 - b. Plan real or imaginary travel.
 - c. Make connections with local groups and communities where the target language is spoken.
 - d. Explore careers and businesses where skills in another language or cultural understanding are needed.

[Missouri Learning Standards](#)

Unit 1: Health and Wellness

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Science and Technology: Health and Wellness	
	Enduring Understandings	Essential Questions
	• Healthy habits can help you have a happier, healthier life. • People rely on others in order to get help when they are sick or injured. • Healthcare, and its outcomes, vary depending on country and culture.	• How do people keep themselves fit and healthy? • How do you get help when you are sick or injured? • How do you help others if they are sick or injured? • How is healthcare different in different cultures?
Learning Targets		
<i>Students will...</i> • Learn the vocabulary for different body parts. • Be able to describe their symptoms or pain and get help for the problem. • Be able to help others if they are sick or injured. • Be able to explain what happened in order. • Be able to give directions in the imperative. • Be able to use superlatives to explain degrees of adjectives.		
Unit Duration:		
7 weeks		

Unit 2: Poetry, Love, and Relationships
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Beauty and Aesthetics: Poetry, Love, and Relationships	
	Enduring Understandings	Essential Questions
	• People have complicated feelings and relationships with each other. • There are many different types of relationships. • People throughout time have used poetry to express their feelings. • People need to express how they feel in a variety of ways.	• How do people express their feelings to each other? • What different types of relationships do people have with each other? • How have poets in different eras expressed feelings between people?
Learning Targets		
<i>Students will...</i> • Be able to explain different types of relationships. • Be able to describe their feelings and emotions. • Be able to discuss interpersonal situations that involve behaviors and feelings. • Use descriptive language to describe their feelings and causes. • Be able to use adjective endings correctly. • Be able to use verbs that require prepositions.		
Unit Duration:		
7 weeks		

Unit 3: Climate Change and the Environment

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Global Challenges: Climate Change and the Environment	
	Enduring Understandings	Essential Questions
	- Climate has a profound impact on humans and animals. - Human behavior causes changes to the environment. - Human behavior has the potential to slow or halt climate change. - Humans, animals, and the environment affect each other in large and small ways.	- How does climate affect the inhabitants of the planet? What effect do humans have on climate? - How can climate change be slowed or stopped? - How do humans, animals, and the environment affect each other?

Learning Targets

Students will...

- Be able to explain and understand weather reports and vocabulary for climate events.
- Be able to understand, discuss and debate issues being currently debated with regards to climate change (i.e. globalization, recycling, greenhouse gas emissions, transportation, endangered animals, etc.)
- Be able to understand, discuss and debate the pros and cons of current efforts to mitigate climate change.
- Be able to understand, discuss and demonstrate understanding of the interrelated nature of humans, animals, and the environment.
- Be able to use the Future tense to explain the effects of unchecked climate change.
- Be able to use Subjunctive II to explain what solutions might be found and their effects.
- Be able to express an opinion, support that opinion, and agree or disagree with another person's opinion.

Unit Duration: 7 weeks

Unit 4: Housing, Communities, and Economics
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Contemporary Life, Families and Communities: Housing, Communities, and Economics	
	Enduring Understandings	Essential Questions
	- How you live affects your sense of community. - Income, environment, and community planning have a major effect on how people live. - Earning money and figuring out how and when to spend it is an important part of becoming an adult.	- How do people live in different communities? - How does housing affect your sense of community? - What are the issues around housing that people face? - How do you earn your money and what do you spend it on?
Learning Targets		
<i>Students will...</i> - Be able to understand and describe a wide variety of living situations in various communities. - Be able to compare and contrast philosophies around housing (i.e. how much space you need, how many people live there, what the structure looks like, what requirements you have for that structure, etc.) - Be able to discuss and understand issues around housing such as homelessness, housing costs, cost of living, space for building, etc.) - Be able to use the passive voice to explain what is (or isn't) being done to create equitable housing communities. - Be able to explain how you earn (or plan to earn) your money and how you spend (or plan to spend) it. - Describe their ideal living situation and explain why it meets their needs and how they will afford it.		
Unit Duration: 7 weeks		

Unit 5: Multikulti Germany
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Personal and Public Identities, Families and Communities: Multikulti Germany	
	Enduring Understandings	Essential Questions
	• Culture is made up of behaviors and norms from the people around us. • Diversity makes a community stronger. • People move, migrate, and immigrate for a variety of reasons. • People learn how to make a home in a new community. • People adjust to new members from different cultures in their communities in different ways.	• What makes a culture and how do we understand cultural differences? • How does diversity make a community stronger? • Why and how do people move between places and communities? • How do people make a home in a new community? • How do people welcome and adjust to new cultures in their community?
Learning Targets		
<i>Students will...</i> • Understand the history of diversity in Germany and German-speaking countries. • Understand texts and videos about multicultural families in Germany. • Understand how ‘code-switching’ can be a disorienting and stressful experience and how to be patient and kind to those who are navigating it. • Be able to give and explain directions for cooking a multicultural dish. • Be able to write and speak on the topic using the grammar and vocabulary learned throughout the year.		
Unit Duration: 7 weeks		

Communication: Interpretive Listening		
Level 5 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score	The student	Sample Activities
4.0 (A1)	- understands conventional narrative and descriptive texts that contain a clear underlying structure across major time frames, though comprehension may be uneven - comprehends main ideas and supporting details with familiar situational subject matter containing high frequency vocabulary and structures - generally understands some new subject matter in areas of general interest	Understand a podcast immigration policies
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (I4-5)	The student - fully understands main ideas and supporting facts in short passages, simple narratives and descriptive passages on familiar topics - may need to hear complex passages more than once - uses context clues or prior knowledge, and some inferences when necessary to help understand what is heard	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (I3)	The student - understands main ideas and supporting facts in short passages on familiar topics - may need to hear complex passages more than once - uses context clues or prior knowledge when necessary to help understand what is heard	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (I2)	The student - understands main ideas and supporting facts in short passages on familiar topics most of the time - needs to hear the passage more than once - needs visual cues, context clues, and prior knowledge to help understand what is heard	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpretive Reading		
Level 5 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (A1)	The student - understands conventional narrative and descriptive texts that contain a clear underlying structure across major time frames, though comprehension may be uneven - comprehends main ideas and supporting details with familiar situational subject matter containing high frequency vocabulary and structures - generally understands some new subject matter in areas of general interest	
		Understand an article about job opportunities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I4-5)	The student - fully understands main ideas and supporting facts in short passages, simple narratives and descriptive passages on familiar topics - may need to read complex passages on less familiar topics more than once - uses context clues or prior knowledge and some inferences when necessary to help understand what is read	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I3)	The student - understands main ideas and supporting facts in short passages on familiar topics - may need to read complex passages more than once - uses context clues or prior knowledge when necessary to help understand what is read	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (I2)	The student - understands main ideas and supporting facts in short passages on familiar topics most of the time - needs to read the passage more than once - needs visual cues, context clues, and prior knowledge to help understand what is read	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Speaking		
Level 5 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (A1)	The student - meets basic work and/or academic speaking needs - has the ability to narrate and describe in all major time frames - can compose summaries on familiar topics and some unfamiliar topics of interest - speaks in paragraph length - can incorporate a limited number of cohesive devices demonstrating good control of common structures and vocabulary associated with the Advanced level - is understood by native speakers who are not accustomed to non-native speakers	
		Record a video about a community event
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I4-5)	The student - speaks about self and his/her life and occasionally topics beyond self - uses language to express his/her thoughts and sometimes adds description and tells stories - speaks well enough to accomplish what is needed and pose a variety of questions - speaks in well-connected sentences - is readily understood by teachers and others who are used to language learners - is understood much of the time by people who are not used to the writing of language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I3)	The student - speaks about self and his/her life - speaks well enough to accomplish what is needed and pose a variety of questions - speaks in longer sentences and connects some sentences together - is readily understood by teachers and others who are used language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (I2)	The student - speaks about self and his/her life - speaks well enough to ask simple questions and accomplish what he/she needs some of the time - links a few sentences together - is understood by teachers and others who are used to language learners most of the time	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Writing		
Level 5 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (A1)	The student - meets basic work and/or academic writing needs - has the ability to narrate and describe in all major time frames - can compose summaries on familiar topics and some unfamiliar topics of interest - writes in paragraph length - can incorporate a limited number of cohesive devices demonstrating good control of common structures and vocabulary associated with the Advanced level - is able to write in a manner that is understood by native speakers who are not accustomed to the writing of non-native speakers	
		Write an article about an important cultural event
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I4-5)	The student - writes about self and a number of topics beyond self - writes well enough to tell stories, describe people, places, and things, and report events much of the time - writes in well-connected sentences and sometimes in paragraphs - is able to write in a manner that is understood by people who are not used to language learners much of the time	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I3)	The student - writes about self and his/her life - writes well enough to accomplish what is needed and pose a variety of questions - writes some longer sentences and connects some sentences together - is able to write in a manner that is readily understood by teachers and others who are used to the writing of language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (I2)	The student - writes about self and his/her life - writes well enough to ask simple questions and accomplish what he/she needs some of the time - links a few sentences together - is able to write in a manner that is understood by teachers and others who are used to the writing of language learners some of the time	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Writing		
Level 5 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (A1)	The student - participates fully in the written conversation - communicates with ease and confidence on topics of general interest and some new topics related to concrete social, academic, or work-related areas - produces narrations and descriptions in all major time frames and efficiently deals with an unexpected turn of events, resolving a problem that might be encountered in daily life or when traveling abroad - writes well-formed paragraphs that show organization, cohesion, and detail	
		Answer a forum question about studying abroad
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I4-5)	The student - keeps the conversation going by asking questions, telling stories, and sometimes describing people, places, and things, and reporting events - writes about some topics beyond self - is able to resolve a problem that might be encountered in daily life most of the time - writes in well-connected sentences and occasionally some paragraphs - writes in a manner that is generally understood by people who speak the language, even if they are not used to the writing of language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I3)	The student - maintains a written exchange about self and his/her life - uses language to express his/her thoughts and get the things he/she needs - connects some sentences together - asks and answers a variety of questions - writes in a manner that is easily understood by teachers and others who are used to the writing of language learners	
	1.5	Partial knowledge of the 1.0 content, but major errors or omissions regarding the 2.0 content.
Score 1.0 (I2)	The student - participates and sometimes maintains a written exchange about self and his/her life - uses language to express his/her thoughts and get the things he/she needs some of the time - uses more than one sentence at a time much of the time - asks and answers questions - writes in a manner that is mostly understood by teachers and others who are used to the writing of language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Speaking and Listening

Level 5 - World Languages (German, French, Spanish)

Grade: 9-12

Score 4.0 (A1)	The student • participates fully in the conversation • communicates with ease and confidence on topics of general interest and some new topics related to concrete social, academic, or work-related areas • produces narrations and descriptions in all major time frames and efficiently deals with an unexpected turn of events, resolving a problem that might be encountered in daily life or when traveling abroad • speaks in well-formed paragraphs that show organization, cohesion, and detail		Discuss plans for your future job or schooling.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (I4-5)	The student • keeps the conversation going by asking questions, telling stories, and sometimes describing people, places, and things, and reporting events • talks about some topics beyond self • is sometimes able to resolve a problem that might be encountered in daily life • speaks in well-connected sentences and some paragraphs some of the time • is mostly understood by people who speak the language, even if they are not used to language learners		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (I3)	The student • maintains a conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs • connects some sentences together • asks and answers a variety of questions • is easily understood by teachers and others who are used to language learners		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (I2)	The student • participates in and sometimes maintains a conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs some of the time • uses simple sentences, and occasionally more than one sentence at a time • asks and answers questions • is mostly understood by teachers and others who are used to language learners		
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Spanish

Scope and Sequence: SPANISH 1

Units	Essential Questions	Skills <i>What the student is able to do</i>	Content and Culture These concepts are introduced for the first time in the given unit. They will need to be retaught and reviewed periodically.	Communication Forms	Assessment
UNIT 1 Personal and Public Identities: Soy de los Estados Unidos	How do we express our identities? What is the importance of origin and language in our identities?	- Identify cognates - Pronounce unfamiliar, simple words - Appropriately greet friends, family, and community members and say goodbye - Use courtesy words - Briefly introduce themselves - Spell words in Spanish - Count to 199 in Spanish - Tell the date: day/month year. - Tell about the weather. - Talk about the classroom. - Talk about occupations and nationalities. - Tell where you live.	Topics / Temas - Greetings & Goodbyes - Alphabet - Letter sounds and rules - Cognados - Courtesy phrases/words - Personal Pronouns Formal v Informal - Point of view: 1st, 2nd, 3rd person - Super 7 Present Tense Verbs: - ser, estar, tener, ir, querer, poder, hay - Introducing yourself - Numbers to 199 - Calendar - Days, months, dates - Birthdays - Weather and seasons - Supporting verbs such as: hablar, aprender and vivir	<i>Writing, reading, verbal discussion and listening comprehension of real-life scenarios based on authentic resources.</i> <i>All will be introduced practiced through 3 modes of communication:</i> - Interpersonal (spoken and written) - Interpretive (audio, visual, audiovisual, written and print) - Presentational	Possible assessments, not limited to: - Create a poster for a Latino/a personality - Create a class album - Interview personalities for a talk show in Spanish - Reporteros Unit IPA

UNIT 2 Families and Communities/ Beauty and Aesthetics: Friends and Families	What makes people who they are? What makes a family?	• Appropriately ask teacher questions / make requests • Tell what color an object is • Identify the gender and number and quantifiers of a noun in Spanish • Describe things/places/people • Use gustar + nouns and infinitives • Change a noun from singular to plural • Express possession • Learn food vocabulary • Learn about Puerto Rico	• Noun-adjective agreement ○ Colors ○ Varied adjectives • Telling Time • Definite Articles • Describe People with Ser & Adjectives, Personality & Physical description ○ Ser in present tense ○ Noun & Adjective Agreement ○ Personality and Physical description adjectives • Likes and Dislikes ○ Infinitives (actions/hobbies) ○ Nouns (food) • Food vocabulary • Supporting vocab such as decir, pedir & servir • Puerto Rico	<i>Writing, reading, verbal discussion and listening comprehension of real-life scenarios based on authentic resources.</i> <i>All will be introduced practiced through 3 modes of communication:</i> • <i>Interpersonal (spoken and written)</i> • <i>Interpretive (audio, visual, audiovisual, written and print)</i> • <i>Presentational</i>	Possible assessments, not limited to: • Create a profile for an online platform • Introduce the important people in your life • Participate in a special edition of the school magazine • Reporteros Unit 2 IPA
UNIT 3 Contemporary Life Home sweet home Hogar, dulce hogar	How do homes reflect the culture of a country? How do homes in different countries share out household chores?	• Expressing with “hay” • Expressing locations • Stating obligations (tener que + inf.) • Identify household chores • Identify parts of a home • Explain their living situation • Learn about Mexico	• House with estar & prepositions ○ Parts of the house vocab ○ Prepositions of location • Tener que/Hay que • Supporting verbs such as poner & hacer • Mexico	<i>Writing, reading, verbal discussion and listening comprehension of real-life scenarios based on authentic resources.</i> <i>All will be introduced practiced through 3 modes of communication:</i> • <i>Interpersonal (spoken and written)</i> • <i>Interpretive (audio, visual, audiovisual,</i>	Possible assessments, not limited to: • Design the perfect house for your family • Create an ad campaign about sharing household chores • Present a sitcom about a family • Reporteros Unit 3 IPA

				written and print) ● Presentational	
UNIT 4 Science and Technology and Global Challenges A school for the whole world /Un colegio para todo el mundo	What technology do we use in our daily lives? How do schools in other countries differ from ours in the United States? What types of technology, people, places, activities and rules define student life?	● Identify commonly used technology items ● Explain why seasons are opposite in Southern vs Northern Hemisphere ● Telling time to the minute ● School schedules ● Identify common classroom objects ● Describe feelings and moods ● Compare & contrast the role of the student ● Compare and contrast school systems ● Learn about Colombia	● School ○ Classroom phrases & commands ○ Classroom supplies ● Names of classes ● Ordinal numbers ● Schedules and class times ● Describe classes ● Feelings and moods with estar ● Comparisons with superlatives ● Colombia	<i>Writing, reading, verbal discussion and listening comprehension of real-life scenarios based on authentic resources.</i> <i>All will be introduced practiced through 3 modes of communication:</i> ● Interpersonal (spoken and written) ● Interpretive (audio, visual, audiovisual, written and print) ● Presentational	Possible assessments, not limited to: ● Create a brochure about your ideal school ● Create a poster and video about an election candidate ● Create a video presenting your school ● Reporteros Unit 4 IPA

Spanish 1
Course Overview

Grade level(s): 8, 9, 10, 11, 12	Credits earned:1
Course Rationale	Course Description
Students will perform at a novice low - novice mid proficiency level in all three modes of communication. This empowers them to communicate in real-life, authentic situations and incorporates cultural experiences into their lives. This will also enable them to become global citizens and life-long learners in an ever changing and interconnected world.	Students will learn the primary skills necessary to reach a novice-low to novice-mid proficiency level. The areas of reading, writing, speaking and listening will be the cornerstones of the course, as students prepare to immerse themselves in the Spanish language and Hispanic cultures as the course progresses. To advance to the second semester of Level 1, students must complete the first semester with a grade of 60% or higher.

Transfer Goals/Big Ideas

Personal and Public Identities: Explore the nature of being and what it means to be human.
 Families and Communities: Explore how groups of people organize or are organized through systems or common interests
 Science and Technology: Explore how human creativity and innovation affect our world.
 Contemporary Life: Explore and tell the story of the knowledge, experiences and adventures that shape our lives.
 Global Challenges: Explore global challenges and experiences encountered by individuals and communities.
 Beauty and Aesthetics: Explore the subjective experiences of beauty that can vary between individuals, cultures and generations.

Priority Missouri Learning Standards/National Standards

Communication

1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - a. Ask and answer questions about very familiar topics.
 - b. Engage in common classroom interactions such as, greetings, stating needs and preferences.
 - c. Share likes and dislikes
 - d. Exchange descriptions of people and places, in addition to products of the target culture.
 - e. Use common social amenities such as please, thank you, excuse me.
2. Students understand and interpret written and spoken language on a variety of topics.
 - a. Identify people, places and things based on oral and written descriptions.
 - b. Comprehend the principal message contained in various target language media, such as illustrated texts, posters, and advertisements.
 - c. Interpret gestures, intonation and other visual and auditory clues in target language materials.
3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 - a. Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
 - b. Prepare illustrated stories about activities or events and share them orally or in writing.

Cultures

1. Students demonstrate an understanding of the practices and perspectives of the cultures studied.
 - a. Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
 - b. Describe the practices of common cultural activities and holiday celebrations.
 - c. Identify common social etiquette within the cultures studied.
2. Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
 - a. Demonstrate competencies previously introduced
 - b. Identify objects and symbols commonly used to represent the culture studied.
 - c. Identify important historical and contemporary figures and events of the culture studied.

Connections

1. Students reinforce and further their knowledge of other disciplines through the world language
 - a. Demonstrate competencies previously introduced.
 - b. Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
 - c. Use target language vocabulary to refer to items and concepts learned in subject areas.
2. Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - a. Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
 - b. Broaden understanding of world culture through authentic spoken and written information.

Comparisons

1. Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - a. Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
 - b. Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages can not be interpreted literally.
 - c. Report similarities and differences between the sound and writing system of target and native language.
2. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - a. Recognize common tangible and intangible products of the culture studied.
 - b. Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
 - c. Demonstrate an awareness of the role of gestures and nonverbal cues in communication.

Communities

1. Students use the target language within and beyond the school setting.
 - a. Recognize the target language when encountered outside the world language classroom.
 - b. Recognize words borrowed from the target language.
2. Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
 - a. Attend or view via media cultural events and social activities.
 - b. Explore topics of personal interest from the target culture.

Unit 1: Todo sobre mi: Soy de los Estados Unidos

Personal and Public Identities

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Personal and Public Identities: Explore the nature of being and what it means to be human.	
	Enduring Understandings	Essential Questions
	- The way individuals express their identity is affected by the language they speak, where they are from, and what they value. - Understanding how our backgrounds and the languages we speak make us who we are.	- How do we express our identities? - What is the importance of origin and language in our identities?

Learning Targets

Students will...

- engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- understand and interpret written and spoken language on a variety of topics.
- demonstrate an understanding of the practices and perspectives of the cultures studied.
- reinforce and further their knowledge of other disciplines through the world language.
- acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
- demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- use the target language within and beyond the school setting.

Unit Duration:

3-5 weeks

Unit 2: Families and foods: Amigos y familiares
Families and Communities/ Beauty and Aesthetics
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore how groups of people organize or are organized through systems or common interests. Explore the subjective experiences of beauty that can vary between individuals, cultures and generations.	
	Enduring Understandings	Essential Questions
	1. People are shaped by culture, experiences, and relationships, personal choices and self-reflection. 2. Family is built on love, support, and shared experiences, not just biological connections.	What makes people who they are? What makes people a family?
Learning Targets		
<i>Students will...</i> ● engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ● understand and interpret written and spoken language on a variety of topics. ● demonstrate an understanding of the practices and perspectives of the cultures studied. ● demonstrate an understanding of the relationship between the products and perspectives of the cultures studied. ● reinforce and further their knowledge of other disciplines through the world language. ● acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. ● demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. ● use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 3: In the house: Hogar, dulce hogar
Contemporary Life
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore and tell the story of the knowledge, experiences and adventures that shape our lives.	
	Enduring Understandings	Essential Questions
	- Homes reflect a country's culture through design, decorations, and how people live, showing traditions and values. - Homes globally split chores based on how their culture sees responsibilities, creating unique family routines and roles.	How do homes reflect the culture of a country? How do homes in different countries share out household chores?
Learning Targets		
<i>Students will...</i> - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - understand and interpret written and spoken language on a variety of topics. - demonstrate an understanding of the practices and perspectives of the cultures studied. - demonstrate an understanding of the relationship between the products and perspectives of the cultures studied. - reinforce and further their knowledge of other disciplines through the world language. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the nature of language through comparisons of the language studied and their own. - show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.		
Unit Duration:		
3-5 weeks		

Unit 4: :Un colegio para todo el mundo
Science and Technology and Global Challenges
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore how human creativity and innovation affect our world. Explore global challenges and experiences encountered by individuals and communities.	
	Enduring Understandings	Essential Questions
	- Learning about the technology we use every day helps us understand how it makes our lives easier and how we can use it safely and responsibly. - Exploring schools in other countries shows us that even though they might be different, all schools are places where kids learn and grow, and we can learn from each other's differences. - Looking at the technology, people, places, activities, and rules in student life helps us see that being a student involves using different tools, interacting with others, going to different places, doing activities, and following rules to help us learn and succeed.	- What technology do we use in our daily lives? - How do schools in other countries differ from ours in the United States? - What types of technology, people, places, activities and rules define student life?
Learning Targets		
<i>Students will...</i> - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - understand and interpret written and spoken language on a variety of topics. - demonstrate an understanding of the practices and perspectives of the cultures studied. - demonstrate an understanding of the relationship between the products and perspectives of the cultures studied. - reinforce and further their knowledge of other disciplines through the world language. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the nature of language through comparisons of the language studied and their own. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 5: Floating Reading Unit
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	This unit is a flexible unit to be included in the school year when students have acquired the necessary vocabulary, grammar, and cultural knowledge necessary to read a longer text in the target language. During this time, students will engage in sustained reading of a short novel/chapter book in the target language. This mini-unit allows students to apply the vocabulary, grammar, and cultural knowledge they have acquired to this point. It is expected that students will engage in this mini-unit at least once within Level I.	
	Enduring Understandings	Essential Questions
	Students will be able to independently use their learning to gain confidence in language acquisition, improve reading fluency, and increase language proficiency.	- How can I understand what I read? - How does reading in the target language help me - learn?
Learning Targets		
<i>Students will...</i> - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - understand and interpret written and spoken language on a variety of topics. - demonstrate an understanding of the practices and perspectives of the cultures studied. - demonstrate an understanding of the relationship between the products and perspectives of the cultures studied. - reinforce and further their knowledge of other disciplines through the world language. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the nature of language through comparisons of the language studied and their own. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Communication: Interpretive Listening		
Level 1 - World Languages (German, French, Spanish)		
Grade: 8-12		
Score 4.0 (N3)	<i>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</i>	
	The student - understands words, phrases, and an occasional simple sentence - may or may not need to hear something more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is heard	Sample Activities Understand a song
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N2)	The student - understands words and phrases - may need to hear something several times - needs visual cues such pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is heard	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N1)	The student - understands only individual words - needs to hear something many times - needs visual cues such as pictures in order to understand what is heard	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N1)	The student - understands very few individual words - needs to hear something many times in order to understand very little of what is heard - needs lots of visual cues such as pictures in order to understand very little of what is heard	
	0.5	With help, a partial understanding of the 1.0 content
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpretive Reading			
Level 1 - World Languages (German, French, Spanish)			
Grade: 8-12			
Score 4.0 (N3)	The student - understands words, phrases, and an occasional simple sentence - may or may not need to read something more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is read		
			Understand an authentic infographic about people of Hispanic heritage in the U.S.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N2)	The student will - understands words and phrases - may need to read something many times - needs visual cues such pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is read		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N1)	The student - understands only individual words - needs to read something many times - needs visual cues such as pictures in order to understand what is read		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N1)	The student - understands very few individual words - needs to read something several times in order to understand very little of what is read - needs lots of visual cues such as pictures in order to understand very little of what is read		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Communication: Presentational Speaking		
Level 1 - World Languages (German, French, Spanish)		
Grade: 8-12		
Score 4.0 (N3)	The student • can say a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • is understood by teachers and others who are used to language learners	
	Record a voice message about a new classmate	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N2)	The student • can say some things about self • can list, name, and identify everyday things with words and phrases that have been learned • is understood by teachers and others who are used to language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N1)	The student • says a few things about self • can list, name, and identify common things with single words • is understood by teachers and others who are used to language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N1)	The student • says very little about self • can list, name, and identify very few common things with single words • is barely understood by teachers and others who are used to the writing of language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Writing		
Level 1 - World Languages (German, French, Spanish)		
Grade: 8-12		
Score 4.0 (N3)	The student • can write a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • is able to write in a manner so that most of what is written is understood by teachers and others who are used to the writing of language learners	
	Describe a superhero for an online magazine	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N2)	The student • can write some things about self • can list, name, and identify everyday things with words and phrases that have been learned • is able to write in a manner so that much of what is written is understood by teachers and others who are used to the writing of language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N1)	The student • writes a few things about self • can list, name, and identify common things with single words • is able to to write in a manner so that some of what is written is understood by teachers and others who are used to the writing of language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N1)	The student • writes very little about self • can list, name, and identify very few common things with single words • is barely able to to write in a manner so that some of what is written is understood by teachers and others who are used to the writing of language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Writing		
Level 1 - World Languages (German, French, Spanish)		
Grade: 8-12		
Score 4.0 (N3)	The student • can write a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • asks and answers some very common and familiar questions • is able to write in a manner so that have most of what is written is understood by teachers and others who are used to the writing of language learners	
		Reply to an email written by a heritage student
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N2)	The student • can write some things about self • can list, name, and identify everyday things with words and phrases that have been learned • understands and answers some very common and familiar questions • is able to write in such a manner so that much of what is written is understood by teachers and others who are used to the writing of language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N1)	The student • can write a few things about self • can list, name, and identify common things with single words • answers one or two of the basic kinds of questions that have been learned and practiced in class • is able to write in a manner so that some of what is written is understood by teachers and others who are used to the writing of language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N1)	The student • can write very little about self • can list, name, and identify very few common things with single words • answers almost no basic kinds of questions that have been learned and practiced in class • is able to write in a manner so that very little of what is written is understood by teachers and others who are used to the writing of language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Speaking and Listening

Level 1 - World Languages (German, French, Spanish)

Grade: 8-12

Score 4.0 (N3)	The student • can say a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • asks and answers some very common and familiar questions • is able to have most of what is said understood by teachers and others who are used to language learners		Record an interview about families and pets
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N2)	The student • can say some things about self • can list, name, and identify everyday things with words and phrases that have been learned • understands and answers some very common and familiar questions • is able to have much of what is said understood by teachers and others who are used to language learners		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N1)	The student • can say a few things about self • can list, name, and identify common things with single words • answers one or two of the basic kinds of questions that have been learned and practiced in class • is able to have some of what is said understood by teachers and others who are used to language learners		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N1)	The student • can say very little about self • can list, name, and identify very few common things with single words • answers almost none of the basic kinds of questions that have been learned and practiced in class • is barely understood by teachers and others who are used to language learners		
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Scope and Sequence: SPANISH 2

Units	Essential Questions	Skills <i>What the student is able to do</i>	Content and Culture	Communication Forms
2 week review unit	See Spanish 1 curriculum	- genders/articles - Noun/adjective agreement - Conjugations of ar/er/ir verbs - Super 7		
UNIT 1 A week with me Una semana conmigo Beauty and Aesthetics (Reporteros 1 unidad 5)	- Una semana conmigo - What is a typical daily routine for a teenager? - How do young people enjoy their free time in Spanish speaking countries?	- Describe daily routines - Identify clothing items - Express appropriate clothing for work, school, social situations, and weather. - Describe clothing using adjectives to express color and style - Culture: Learn about Spain	- Reflexive verbs - Present progressive tense (estar + present participle) - Immediate future tense (Ir + a + infinitive) - Verb Ir - to go - Direct object pronouns - Culture of Spain	- Writing, reading, verbal discussion and listening comprehension of real-life scenarios based on authentic resources. - All will be introduced practiced through 3 modes of communication: - Interpersonal (spoken and written) - Interpretive (audio, visual, audiovisual, written and print) - Presentational
UNIT 2 A country with taste and style/ Un país con gusto y estilo Global Challenges (Reporteros 1 unidad 6)	- How does fashion shape people's identities around the world? - What makes food so special in our cultures and in others?	- Talk about clothing items and describe outfits - Talk about global fashions and styles - Locate things in relation to the speaker - Interact with a sales person - Choose a gift for someone - Social-justice in clothing production and sustainable fashion - Talk about food, healthy diet, and eating habits	- Interrogative-question words - Demonstrative adjectives and pronouns - Indirect object pronouns - Adjectives of quantity + noun - Preterite tense - Preterite tense with super 7 - Tener expressions (ex: tener hambre, tener sed, etc...) - Restaurant phrases and vocabulary	- Writing, reading, verbal discussion and listening comprehension of real-life scenarios based on authentic resources. - All will be introduced practiced through 3 modes of communication: - Interpersonal (spoken and written) - Interpretive (audio, visual, audiovisual, written and print) - Presentational

		● Culture: Learn about Peru	● Learn about Peruvian culture	
UNIT 3 Living in the city Vivir en la ciudad Contemporary Life	● How do the cities we live in define us? ● What can we do to improve our communities?	● Describe neighborhoods, locations and places. ● Discuss different modes of transportation ● make plans or respond to invitations. ● explain different city rules ● offer and ask for help ● Culture: Learn more about Spain	● hay, ser and estar ● irregular (go verbs) ● pronouns after prepositions: con ● expressing obligation, permission and prohibition (hay que...) ● impersonal constructions with (se puede) ● direct and indirect object pronouns ● city, transportation, plans, following the rules and community life ● Study Spain	● Writing, reading, verbal discussion and listening comprehension of real-life scenarios based on authentic resources. ● All will be introduced practiced through 3 modes of communication: ● Interpersonal (spoken and written) ● Interpretive (audio, visual, audiovisual, written and print) ● Presentational
UNIT 4 Traveling in Argentina De viaje por Argentina Global Challenges	● How does traveling enrich our perspective of the world? ● What are the benefits of travel experiences?	● talk about landscapes and geography ● talk about weather and climate ● describe travel preferences and effects ● describe travel routes ● discuss means of transportation. ● Culture: Learn about Argentina	● conocer and saber ● the preterite, regular, stem-changing and some irregular verbs ● superlatives ● adjectives to describe experiences (fue impresionante) ● Argentina	● Writing, reading, verbal discussion and listening comprehension of real-life scenarios based on authentic resources. ● All will be introduced practiced through 3 modes of communication: ● Interpersonal (spoken and written) ● Interpretive (audio, visual, audiovisual, written and print) ● Presentational

UNIT 5 Stories from yesterday and today Historias de ayer y de hoy Science and Technology	• How has daily life changed in the last century? • How do experiences and memories define us?	• describe situations, habits and past experiences, favorite things • describe technological changes using items from the past • compare the past and present • comprehend and tell short stories • Culture: Learn about Chile	• the imperfect tense • irregular preterite verbs • preterite vs imperfect • Combined direct and indirect object pronouns • Comparatives • numbers 1,000-1,000,000 • Chile	• Writing, reading, verbal discussion and listening comprehension of real-life scenarios based on authentic resources. • All will be introduced practiced through 3 modes of communication: • Interpersonal (spoken and written) • Interpretive (audio, visual, audiovisual, written and print) • Presentational
UNIT 6 Pure life Pura vida Families and Communities	• How does a community's lifestyle influence its members' well being? • What factors contribute to our physical and emotional health?	• describe state of being and moods and what makes people happy • understand and give advice and recommendations about well-being, health and illnesses • discuss health benefits of sports and physical activity • Culture: Learn about Costa Rica	• informal tú commands (affirmative and negative) • informal tú commands with pronouns • deber and ser with adjectives (should be) • dolor y doler • body parts • health • feelings and moods • positive relationships and boundaries with others • Costa Rica	• Writing, reading, verbal discussion and listening comprehension of real-life scenarios based on authentic resources. • All will be introduced practiced through 3 modes of communication: • Interpersonal (spoken and written) • Interpretive (audio, visual, audiovisual, written and print) • Presentational

Spanish 2
Course Overview

Grade level(s): 9, 10, 11, 12	Credits earned: 1
Course Rationale	Course Description
Students will perform at a novice mid- novice high proficiency level in all three modes of communication. This empowers them to communicate in real-life, authentic situations and incorporates cultural experiences into their lives. This will also enable them to become global citizens and life-long learners in an ever changing and interconnected world.	Students will build on the skills learned in level 1 to reach a novice-mid to novice-high proficiency level. They will improve their writing, reading, listening and speaking skills through interpersonal, interpretive and presentational communication. They will continue to grow their grammar and vocabulary through daily communication as they explore the Spanish language and Hispanic cultures. To advance to the second semester of Level 2, students must complete the first semester with a grade of 60% or higher.
Transfer Goals/Big Ideas	
Personal and Public Identities: Explore the nature of being and what it means to be human. Families and Communities: Explore how groups of people organize or are organized through systems or common interests Science and Technology: Explore how human creativity and innovation affect our world. Contemporary Life: Explore and tell the story of the knowledge, experiences and adventures that shape our lives. Global Challenges: Explore global challenges and experiences encountered by individuals and communities. Beauty and Aesthetics: Explore the subjective experiences of beauty that can vary between individuals, cultures and generations.	
Priority Missouri Learning Standards/National Standards	
1.1 Communication: Interpersonal: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions - Demonstrate competencies previously introduced - Use target language to acquire goods, services or information. - Exchange information about personal events, memorable experiences and/or other topics. - Ask for repetition and repeat to ensure comprehension. 1.2: Communication: Interpretive: Students understand and interpret written and spoken language on a variety of topics - Demonstrate competencies previously introduced - Identify principal characters and main ideas in oral and written narratives in the target language. - Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding. 1.3: Communication: Presentational: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics - Demonstrate competencies previously introduced - Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing. - Write brief messages such as postcards, short letters or e-mails on very familiar topics. 2.1 Cultures: Students demonstrate an understanding of the practices and perspectives of the cultures studied - Demonstrate competencies previously introduced - Identify the relationship between the practices and perspectives of common cultural activities and holiday celebrations. - Compare everyday social etiquette within the culture studied to their native culture.	

- d. Identify common beliefs, attitudes and characteristics within the culture studied.
- 2.2 Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - a. Demonstrate competencies previously introduced
 - b. Compare the most common objects and symbols used to represent the target culture and their own culture.
 - c. Compare important historical and contemporary figures and events of the culture studied and their own culture.
- 3.1. Connections: Students reinforce and further their knowledge of other disciplines through the world language
 - a. Demonstrate competencies previously introduced
 - b. Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.
 - c. Summarize articles or short videos in the target language on topics being studied in other classes.
- 3.2. Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - a. Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.
 - b. Broaden understanding of contributions of target civilization to development of present-day information.
- 4.1. Comparisons: Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Use cognates to enhance spoken and written language.
 - c. Recognize familiar false cognates and use appropriately.
 - d. Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.
 - e. Recognize critical sound differences in the target language that must be mastered.
- 4.2. Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Compare and contrast tangible and intangible products of the target and native cultures such as, clothing, housing, foods, toys, music, myths and folktales.
 - c. Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of every day life.
 - d. Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.
- 5.1. Communities: Students use the target language within and beyond the school setting
 - a. Demonstrate competencies previously introduced
 - b. Share knowledge and skills from the target language with family and others in the school community.
 - c. Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- 5.2. Communities: Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - a. Demonstrate competencies previously introduced
 - b. Explore hobbies, activities and topics of personal interest related to the target culture.
 - c. Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
 - d. Identify careers where skills in another language or cultural understanding are needed.

Unit 1: Daily Routines - Una Semana Conmigo

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore the subjective experiences of beauty that can vary between individuals, cultures and generations. Explore how groups of people organize or are organized through systems or common interests	
	Enduring Understandings	Essential Questions
	1. Teens' daily routines differ, shaped by school, activities, and personal choices. 2. Spanish-speaking youth enjoy diverse activities and socializing in their free time.	What is a typical daily routine for a teenager? How do young people enjoy their free time in Spanish speaking countries?

Learning Targets

Students will...

- engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- understand and interpret written and spoken language on a variety of topics.
- present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- demonstrate an understanding of the practices and perspectives of the cultures studied.
- demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- reinforce and further their knowledge of other disciplines through the world language.
- acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
- demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- use the target language within and beyond the school setting.
- show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.

Unit Duration:

3-5 weeks

Unit 2: Clothing and Food - Un País con Gusto y Estilo

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore the nature of being and what it means to be human. Explore global challenges and experiences encountered by individuals and communities. Explore the subjective experiences of beauty that can vary between individuals, cultures and generations.	
	Enduring Understandings	Essential Questions
	1. Fashion molds identities, expressing cultural values and personal uniqueness, influencing how people perceive themselves. 2. Food connects us, reflecting traditions and identity in every culture.	How does fashion shape people's identities around the world? What makes food so special in our cultures and in others'?

Learning Targets

Students will...

- engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- understand and interpret written and spoken language on a variety of topics.
- present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- demonstrate an understanding of the practices and perspectives of the cultures studied.
- demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- reinforce and further their knowledge of other disciplines through the world language.
- acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
- demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- use the target language within and beyond the school setting.
- show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.

Unit Duration:

3-5 weeks

Unit 3: Neighborhoods and Communities - Mi Barrio y Comunidad

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore and tell the story of the knowledge, experiences and adventures that shape our lives. Explore how human creativity and innovation affect our world. Explore how groups of people organize or are organized through systems or common interests.	
	Enduring Understandings	Essential Questions
	• Cities affect who we are by culture and experiences. • Help communities by working together, caring, and taking action for local needs.	• How do the cities we live in define us? • What can we do to improve our communities?

Learning Targets

Students will...

- engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- understand and interpret written and spoken language on a variety of topics.
- demonstrate an understanding of the practices and perspectives of the cultures studied.
- demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- reinforce and further their knowledge of other disciplines through the world language.
- acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
- demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- use the target language within and beyond the school setting.
- show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.

Unit Duration:

3-5 weeks

Unit 4: Vacation and Travel - Viajes

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore and tell the story of the knowledge, experiences and adventures that shape our lives. Explore global challenges and experiences encountered by individuals and communities.	
	Enduring Understandings	Essential Questions
	- Traveling shows us different cultures, people, and places, making our view of the world bigger. - Travel helps us grow, understand others, and create lasting memories.	- How does traveling enrich our perspective of the world? - What are the benefits of travel experiences?

Learning Targets

Students will...

- engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- understand and interpret written and spoken language on a variety of topics.
- demonstrate an understanding of the practices and perspectives of the cultures studied.
- demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- reinforce and further their knowledge of other disciplines through the world language.
- acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
- demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- use the target language within and beyond the school setting.
- show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.

Unit Duration:

3-5 weeks

Unit 5: Childhood and Moments in the Past

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore how human creativity and innovation affect our world. Explore the nature of being and what it means to be human.	
	Enduring Understandings	Essential Questions
	- Daily life has changed over the past century, influenced by technology, culture, and societal shifts. - Our identity is shaped by experiences and memories, influencing how we perceive ourselves and others.	- How has daily life changed in the last century? - How do experiences and memories define us?

Learning Targets

Students will...

- engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- understand and interpret written and spoken language on a variety of topics.
- demonstrate an understanding of the practices and perspectives of the cultures studied.
- demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- reinforce and further their knowledge of other disciplines through the world language.
- acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
- demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- use the target language within and beyond the school setting.
- show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.

Unit Duration:

3-5 weeks

Unit 6: Health, Wellbeing, and Lifestyle
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore how groups of people organize or are organized through systems or common interests. Explore the nature of being and what it means to be human.	
	Enduring Understandings	Essential Questions
	• A community's shared resources, support, and habits affects the people's happiness and health. • Eating right, moving, good relationships, and self-care help us stay healthy and happy.	• How does a community's lifestyle influence its members' well being? • What factors contribute to our physical and emotional health?
Learning Targets		
<i>Students will...</i> • engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • understand and interpret written and spoken language on a variety of topics. • demonstrate an understanding of the practices and perspectives of the cultures studied. • demonstrate an understanding of the relationship between the products and perspectives of the cultures studied. • reinforce and further their knowledge of other disciplines through the world language. • acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. • demonstrate understanding of the nature of language through comparisons of the language studied and their own. • demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. • use the target language within and beyond the school setting. • show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.		
Unit Duration:		
3-5 weeks		

Unit 7: Floating Reading Unit

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	This unit is a flexible unit to be included in the school year when students have acquired the necessary vocabulary, grammar, and cultural knowledge necessary to read a longer text in the target language. During this time, students will engage in sustained reading of a short novel/chapter book in the target language. This mini-unit allows students to apply the vocabulary, grammar, and cultural knowledge they have acquired to this point. It is expected that students will engage in this mini-unit at least once within Level I.	
	Enduring Understandings	Essential Questions
	Students will be able to independently use their learning to gain confidence in language acquisition, improve reading fluency, and increase language proficiency.	- How can I understand what I read? - How does reading in the target language help me learn?
Learning Targets		
<i>Students will...</i> - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - understand and interpret written and spoken language on a variety of topics. - demonstrate an understanding of the practices and perspectives of the cultures studied. - demonstrate an understanding of the relationship between the products and perspectives of the cultures studied. - reinforce and further their knowledge of other disciplines through the world language. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the nature of language through comparisons of the language studied and their own. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Communication: Interpretive Listening		
Level 2 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score	The student	Sample Activities
4.0 (N4)	- likely understands the main idea in a short passages on very familiar topics but rarely the supporting facts - usually needs to read/hear the passage more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is heard	Understand a podcast about the life of a teenager
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N3)	The student - understands words, phrases, and an occasional simple sentence - may need to hear something more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is heard	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N2)	The student - understands words and phrases - may need to hear something several times - needs visual cues such pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is heard	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N1)	The student - understands individual words - needs to hear something more than once - needs visual cues such as pictures in order to understand what is heard	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpretive Reading		
Level 2 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (N4)	The student - likely understands the main idea in a short passages on very familiar topics but rarely the supporting facts - usually needs to read/hear the passage more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is read	Understand an authentic article about what three teenagers do in their freetime
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N3)	The student - understands words, phrases, and an occasional simple sentence - may or may not need to read something more than once - may or may not need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is read	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N2)	The student - understands words and phrases - may need to read something several times - needs visual cues such pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is read	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N1)	The student - understands individual words - needs to read something more than once - needs visual cues such as pictures in order to understand what is read	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Speaking		
Level 2 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (N4)	The student • can talk about self and his/her life • speaks well enough to express his/her thoughts and accomplish what he/she needs much of the time • speaks in phrases and some simple sentences • is understood most of the time by teachers and others who are used to language learners	Record a video about a healthier lifestyle
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N3)	The student • can say a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • is understood by teachers and others who are used to language learners	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N2)	The student • can say some things about self • can list, name, and identify everyday things with words and phrases that have been learned • is understood by teachers and others who are used to language learners	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N1)	The student • says a few things about self • can list, name, and identify common things with single words • is understood by teachers and others who are used to language learners	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Writing			
Level 2 - World Languages (German, French, Spanish)			
Grade: 9-12			
Score 4.0 (N4)	The student - can write about self and his/her life - writes well enough to express his/her thoughts and accomplish what he/she needs much of the time - writes in phrases and some simple sentences - is able to write in a manner that is understood by teachers and others who are used to the writing of language learners most of the time		
			Describe a detailed daily routine
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N3)	The student - can write a number of things about self - can list, name, and identify everyday things with words and phrases, and an occasional simple sentence - is able to write in a manner so that most of what is written is understood by teachers and others who are used to the writing of language learners		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N2)	The student - can write some things about self - can list, name, and identify everyday things with words and phrases that have been learned - is able to write in a manner so that much of what is written is understood by teachers and others who are used to the writing of language learners		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N1)	The student - writes a few things about self - can list, name, and identify common things with single words - is able to write in a manner so that some of what is written is understood by teachers and others who are used to the writing of language learners		
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Communication: Interpersonal Writing		
Level 2 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (N4)	The student - can write about self and his/her life - uses language to express his/her thoughts and get the things he/she needs much of the time - tends to write in phrases and some simple sentences - often asks and answers simple questions - is able to write in a manner so that most of what is written is understood by teachers and others who are used to the writing of language language learners	
	Reply to an email about pastimes, daily routines and digital habits.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N3)	The student - can write a number of things about self - can list, name, and identify everyday things with words and phrases, and an occasional simple sentence - asks and answers some very common and familiar questions - is able to write in a manner so that most of what is written is understood by teachers and others who are used to the writing of language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N2)	The student - can write some things about self - can list, name, and identify everyday things with words and phrases that have been learned - understands and answers some very common and familiar questions - is able to write in such a manner so that much of what is written is understood by teachers and others who are used to the writing of language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N1)	The student - can write a few things about self - can list, name, and identify common things with single words - answers one or two of the basic kinds of questions that have been learned and practiced in class - is able to write in a manner so that some of what is written is understood by teachers and others who are used to the writing of language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Speaking and Listening

Level 2 - World Languages (German, French, Spanish)

Grade: 9-12

Score 4.0 (N4)	The student • can be part of a conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs much of the time • tends to speak in phrases and some simple sentences • often asks and answers simple questions • is able to have most of what is said understood by teachers and others who are used to language learners		Record an interview about pastimes and digital habits
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N3)	The student • can say a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • asks and answers some very common and familiar questions • is able to have most of what is said understood by teachers and others who are used to language learners		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N2)	The student • can say some things about self • can list, name, and identify everyday things with words and phrases that have been learned • understands and answers some very common and familiar questions • is able to have much of what is said understood by teachers and others who are used to language learners		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N1)	The student • can say a few things about self • can list, name, and identify common things with single words • answers one or two of the basic kinds of questions that have been learned and practiced in class • is able to have some of what is said understood by teachers and others who are used to language learners		
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Scope and Sequence: SPANISH 3

Units	Essential Questions	Skills	Content and Culture	Communication Forms
2 week review	See Spanish 2 curriculum	- genders/articles - noun/adjective agreement - present tense verbs - preterite tense verbs - Super 7		
UNIT 1 A Promising Future Un futuro Prometedor Science and Technology	- How will our lifestyle impact the world of the future - How can I prepare for my professional future? - What factors have <u>driven or inspired</u> the development and <u>innovation</u> of science and tech? - What are ethical roles in scientific advances?	- react and make predictions about the future - discuss houses of the future (technology), environmental problems and solutions - talk about production of food of the future - describe job-related personality traits - make predictions and discuss hopes and goals for the future - discuss job occupations and opportunities - Culture: study Ecuador	- the future tense - si clauses present and future - por y para - reflexive verbs - adverbs ending in -mente (-ly) - conditional tense - study Ecuador	- Writing, reading, verbal discussion and listening comprehension of real-life scenarios based on authentic resources. - All will be introduced practiced through 3 modes of communication: - Interpersonal (spoken and written) - Interpretive (audio, visual, audiovisual, written and print) - Presentational
UNIT 2 El gusto de celebrar Traditions, Cuisine, and Celebrations Families and communities	- What makes Mexican gastronomy so special? - How do celebrations reflect the culture of a society?	- talk about food and eating habits - describe typical dishes, give cooking instructions - discuss social etiquette, celebrations, and traditions - express opinions about celebrations (likes and dislikes) - Culture: study Mexico	- impersonal se (se celebra) - usted and ustedes commands - usted and ustedes commands with pronouns - habitual actions using ser and adjective and soler - si clauses and commands - preterite vs imperfect - study Mexico	<i>Writing, reading, verbal discussion and listening comprehension of real-life scenarios based on authentic resources.</i> <i>All will be introduced practiced through 3 modes of communication:</i> <i>Interpersonal (spoken and written)</i>

				• Interpretive (audio, visual, audiovisual, written and print) • Presentational
UNIT 3 Daily Life of Young People Mi Generación Personal and Public Identities	• Mi generación • What is important to teenagers today? • How do we build friendships?	• express personality, traits, preferences, and social issues • express opinions, agree, and disagree • explain developmental changes for teenagers (emotions) • tell personal stories about yourself or others lives • ask for advice and make recommendations to solve problems (qué puedo hacer) • Culture: study Mexico	• ser and parecer • interesar, preocupar, importar • reflexive constructions to show reciprocity (with each other) • past progressive • preterite vs imperfect • study Mexico	• Writing, reading, verbal discussion and listening comprehension of real-life scenarios based on authentic resources. • All will be introduced practiced through 3 modes of communication: • Interpersonal (spoken and written) • Interpretive (audio, visual, audiovisual, written and print) • Presentational
UNIT 4 Travel and Vacations Viajes de Ida y Vuelta Families and Communities	• Viajes de ida y vuelta • What can we learn from traveling? • What is it like to live in a multicultural country?	• talk about trips, study abroad, food and culture • discuss immigration experiences and cultural heritage • analyze stereotypes • Culture: study Panama	• present perfect tense • adjective clauses: que + verb and dónde + verb • past perfect tense • acabar/dejar de + infinitive • empezar/volver a + infinitive • pasar tiempo + present participle • study Panamá	• Writing, reading, verbal discussion and listening comprehension of real-life scenarios based on authentic resources. • All will be introduced practiced through 3 modes of communication: • Interpersonal (spoken and written) • Interpretive (audio, visual, audiovisual, written and print) • Presentational
UNIT 5 Technology and Digital Communication	• Hiperconectado • s • What is the value of	• share information about technology and internet habits • exchange opinions about	• regular and stem-changing present subjunctive verbs • irregular verbs in present subjunctive	• Writing, reading, verbal discussion and listening comprehension of real-life scenarios based on

Hiperconectados Science and technology and Contemporary Life	● technology for young people today? ● What are our responsibilities as digital citizens?	social media and influences (people's behavior) ● discuss the impacts of technology on our lifestyle ● write emails professionally and respectfully (formal and informal) ● recommend best practices for online behavior ● recognize credible sources vs. misinformation ● Culture: study Uruguay	● para, para que ● es cierto que + indicative ● no es cierto que + subjunctive ● gustar/molestar que + present subjunctive ● social media and activities online ● feelings, opinions ● technology, news, written messages and useful phrases for writing emails ● study Uruguay	<i>authentic resources.</i> ● <i>All will be introduced practiced through 3 modes of communication:</i> ● <i>Interpersonal (spoken and written)</i> ● <i>Interpretive (audio, visual, audiovisual, written and print)</i> ● <i>Presentational</i>
UNIT 6 Preparing for Future Careers Futuros Talentos Science and Technology Global challenges	● How can we develop our skills and abilities for the future? ● How can we prepare for our future careers?	● describe what you are able to do ● express future plans and goals ● wish someone well (congratulations) ● understand job listings, skills, training ● write a cover letter for a scholarship or application ● learn how to interview for a job ● Culture: study Venezuela	● describing skills with <i>costar, resultar fácil, difícil, ser bueno/a</i> ● future tense ● cuando + present subjunctive ● express wishes and hopes using <i>esperar, ojala, desear + que</i> and present subjunctive ● <i>saber and poder</i> ● study Venezuela	● <i>Writing, reading, verbal discussion and listening comprehension of real-life scenarios based on authentic resources.</i> ● <i>All will be introduced practiced through 3 modes of communication:</i> ● <i>Interpersonal (spoken and written)</i> ● <i>Interpretive (audio, visual, audiovisual, written and print)</i> ● <i>Presentational</i>

Spanish 3
Course Overview

Grade level(s): 10, 11 12	Credits earned: 1
Course Rationale	Course Description
Students will perform at a novice high - intermediate low proficiency level in all three modes of communication. This empowers them to communicate in real-life, authentic situations and incorporates cultural experiences into their lives. This will also enable them to become global citizens and life-long learners in an ever changing and interconnected world.	Students will build on the skills learned in levels 1-2 to reach a novice-high to intermediate-low proficiency level. They will improve their writing, reading, listening and speaking skills through interpersonal, interpretive and presentational communication. They will also improve their grammar and vocabulary through daily communication as they explore the Spanish language and Hispanic cultures. Students will use all forms of communication in the real world through excursions and real-life experiences. To advance to the second semester of Level 3, students must complete the first semester with a grade of 60% or higher.

Transfer Goals/Big Ideas

Personal and Public Identities: Explore the nature of being and what it means to be human.
 Families and Communities: Explore how groups of people organize or are organized through systems or common interests
 Science and Technology: Explore how human creativity and innovation affect our world.
 Contemporary Life: Explore and tell the story of the knowledge, experiences and adventures that shape our lives.
 Global Challenges: Explore global challenges and experiences encountered by individuals and communities.
 Beauty and Aesthetics: Explore the subjective experiences of beauty that can vary between individuals, cultures and generations.

Priority Missouri Learning Standards/National Standards

- 1.1 Communication: Interpersonal: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Demonstrate competencies previously introduced
 - Extend, accept, and refuse invitations appropriate to varied situations.
 - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.
 - Develop and propose solutions to issues and problems.
- 1.2: Communication: Interpretive: Students understand and interpret written and spoken language on a variety of topics
- Demonstrate competencies previously introduced
 - Identify principal elements of non-fiction articles such as main idea and supporting details found in a variety of media.
- 1.3: Communication: Presentational: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- Demonstrate competencies previously introduced
 - Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.
- 2.1 Cultures: Students demonstrate an understanding of the practices and perspectives of the cultures studied
- Demonstrate competencies previously introduced
 - Observe and imitate appropriate patterns of social behavior in the culture studied.
 - Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.

- d. Compare the similarities and differences in the social etiquette within the culture studied to their own culture.
- 2.2 Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - a. Demonstrate competencies previously introduced
 - b. Identify contributions of important historical and/or contemporary figures in the culture studied.
 - c. Identify historical and contemporary influences that the culture studied has had on their own culture.
- 3.1. Connections: Students reinforce and further their knowledge of other disciplines through the world language
 - a. Demonstrate competencies previously introduced
 - b. Present information orally or in writing on topics being studied in other classes.
 - c. Elaborate on their study of other classes by studying similar topics in target language.
- 3.2. Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - a. Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.
 - b. Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.
- 4.1. Comparisons: Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.
 - c. Report similarities and differences between the sound and writing system of target and native language, including time and tense.
- 4.2. Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Analyze the relationship between cultural perspectives and products from the target culture and their own.
 - c. Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.
 - d. Compare and contrast verbal/nonverbal behavior within activities in the target culture and their own.
- 5.1. Communities: Students use the target language within and beyond the school setting
 - a. Demonstrate competencies previously introduced
 - b. Perform for a school or community celebration, using their knowledge of the target language and culture.
 - c. Participate in activities in the target language that benefit other members of the school or community, such as tutoring.
- 5.2. Communities: Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - a. Demonstrate competencies previously introduced
 - b. Plan real or imaginary travel.
 - c. Make connections with local groups and communities where the target language is spoken.
 - d. Explore careers and businesses where skills in another language or cultural understanding are needed.

Unit 1: The Future and World of Tomorrow <i>Desired Results</i>		
Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore how human creativity and innovation affect our world.	
	Enduring Understandings	Essential Questions
	• Our lifestyle choices today affect the future world, influencing the environment and global well-being. • Preparing for the future involves education, skills, and staying flexible. • Science and tech improve by solving problems and meeting needs. • Ethical roles in scientific advances involve responsible research, considering consequences, and prioritizing human well-being.	• How will our lifestyle impact the world of the future • How can I prepare for my professional future? • What factors have <u>driven/inspired</u> the development and <u>innovation/changes</u> of science and tech? • What are ethical roles in scientific advances?
Learning Targets		
<i>Students will...</i> • engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • understand and interpret written and spoken language on a variety of topics. • demonstrate an understanding of the practices and perspectives of the cultures studied. • demonstrate an understanding of the relationship between the products and perspectives of the cultures studied. • reinforce and further their knowledge of other disciplines through the world language. • acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. • demonstrate understanding of the nature of language through comparisons of the language studied and their own. • demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. • use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 2: Traditions, Cuisine, and Celebrations

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore how groups of people organize or are organized through systems or common interests.	
	Enduring Understandings	Essential Questions
	- Food is special in culture, showing traditions and flavors, and bringing people together to share meals. - Celebrations tell us about a culture's values and traditions, and they're a way people come together.	- What makes food so special as a part of culture? - How do celebrations reflect the culture of a society?

Learning Targets

Students will...

- engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- understand and interpret written and spoken language on a variety of topics.
- demonstrate an understanding of the practices and perspectives of the cultures studied.
- demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- reinforce and further their knowledge of other disciplines through the world language.
- acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
- demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- use the target language within and beyond the school setting.

Unit Duration:

3-5 weeks

Unit 3: Daily Life of Young People
Mi Generación
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore the nature of being and what it means to be human.	
	Enduring Understandings	Essential Questions
	- Teens care about friends, expressing themselves, and dealing with challenges in today's changing world. - Friendships are built through shared interests, trust, and understanding one another.	- What is important to teenagers today? - How do we build friendships?
Learning Targets		
<i>Students will...</i> - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - understand and interpret written and spoken language on a variety of topics. - demonstrate an understanding of the practices and perspectives of the cultures studied. - demonstrate an understanding of the relationship between the products and perspectives of the cultures studied. - reinforce and further their knowledge of other disciplines through the world language. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the nature of language through comparisons of the language studied and their own. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 4: Travel and Vacations

Viajes de Ida y Vuelta

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore how groups of people organize or are organized through systems or common interests Explore the nature of being and what it means to be human. Explore global challenges and experiences encountered by individuals and communities. Explore global challenges and experiences encountered by individuals and communities.	
	Enduring Understandings	Essential Questions
	- Traveling teaches us about different places and people, making our world understanding bigger. - Living in a multicultural country means being part of diverse traditions and learning from each other.	- What can we learn from traveling? - What is it like to live in a multicultural country?
Learning Targets		
<i>Students will...</i> - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - understand and interpret written and spoken language on a variety of topics. - demonstrate an understanding of the practices and perspectives of the cultures studied. - demonstrate an understanding of the relationship between the products and perspectives of the cultures studied. - reinforce and further their knowledge of other disciplines through the world language. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the nature of language through comparisons of the language studied and their own. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 5: Technology and Digital Communication
Hiperconectados
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore how human creativity and innovation affect our world. Explore and tell the story of the knowledge, experiences and adventures that shape our lives.	
	Enduring Understandings	Essential Questions
	• The internet helps us learn, communicate, and have fun. • As digital citizens, we must be responsible online, respect others, protect privacy, and use technology ethically.	• What is the value of the Internet for young people today? • What are our responsibilities as digital citizens?
Learning Targets		
<i>Students will...</i> • engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • understand and interpret written and spoken language on a variety of topics. • demonstrate an understanding of the practices and perspectives of the cultures studied. • demonstrate an understanding of the relationship between the products and perspectives of the cultures studied. • reinforce and further their knowledge of other disciplines through the world language. • acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. • demonstrate understanding of the nature of language through comparisons of the language studied and their own. • demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. • use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 6: Preparing for Future Careers
Futuros Talentos
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore how human creativity and innovation affect our world. Explore and tell the story of the knowledge, experiences and adventures that shape our lives. Explore global challenges and experiences encountered by individuals and communities.	
	Enduring Understandings	Essential Questions
	- To be ready for the future, practice and learn new skills so we can adapt to new challenges and opportunities. - Get ready for our future job by studying, gaining experience, and staying curious.	- How can we develop our skills and abilities for the future? - How can we prepare for our future careers?
Learning Targets		
<i>Students will...</i> - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - understand and interpret written and spoken language on a variety of topics. - demonstrate an understanding of the practices and perspectives of the cultures studied. - demonstrate an understanding of the relationship between the products and perspectives of the cultures studied. - reinforce and further their knowledge of other disciplines through the world language. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the nature of language through comparisons of the language studied and their own. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 5: Floating Reading Unit
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	This unit is a flexible unit to be included in the school year when students have acquired the necessary vocabulary, grammar, and cultural knowledge necessary to read a longer text in the target language. During this time, students will engage in sustained reading of a short novel/chapter book in the target language. This mini-unit allows students to apply the vocabulary, grammar, and cultural knowledge they have acquired to this point. It is expected that students will engage in this mini-unit at least once within Level I.	
	Enduring Understandings	Essential Questions
	Students will be able to independently use their learning to gain confidence in language acquisition, improve reading fluency, and increase language proficiency.	- How can I understand what I read? - How does reading in the target language help me - learn?
Learning Targets		
<i>Students will...</i> - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - understand and interpret written and spoken language on a variety of topics. - demonstrate an understanding of the practices and perspectives of the cultures studied. - demonstrate an understanding of the relationship between the products and perspectives of the cultures studied. - reinforce and further their knowledge of other disciplines through the world language. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the nature of language through comparisons of the language studied and their own. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Communication: Interpretive Listening		
Level 3 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score	The student	Sample Activities
4.0 (I1)	- likely understands the main idea and possibly some supporting facts in short passages on familiar topics - usually needs to hear the passage more than once - usually needs visual cues, context clues, and prior knowledge to help understand what is heard	Understand a podcast about environmental issues
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N4)	The student - likely understands the main idea in a short passages on very familiar topics but rarely the supporting facts - usually needs to hear the passage more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is heard	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N3)	The student - understands words, phrases, and an occasional simple sentence - may need to hear something more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is heard	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N2)	The student - understands words and maybe some phrases - probably needs to hear something more than once - needs visual cues such pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is heard	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpretive Reading		
Level 3 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I1)	The student - likely understands the main idea and possibly some supporting facts in short passages on familiar topics - usually needs to read the passage more than once - usually needs visual cues, context clues, and prior knowledge to help understand what is read	Understand a recipe for a typical authentic dish
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N4)	The student - likely understands the main idea in a short passages on very familiar topics but rarely the supporting facts - usually needs to read the passage more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is read	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N2)	The student - understands words, phrases, and an occasional simple sentence - may need to read something more than once - may need visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is read	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N2)	The student - understands individual words and a few phrases - probably needs to read something more than once - needs visual cues such pictures, personal prior knowledge of a topic, and/or words that are similar in English in order to understand what is read	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Speaking		
Level 3 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I1)	The student • speaks about self and his/her life • speaks well enough to ask simple questions and accomplish what he/she needs • speaks in single sentences • is understood by teachers and others who are used to language learners	
		Record a video describing a party that they attended
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N4)	The student • can talk about self and his/her life • speaks well enough to express his/her thoughts and accomplish what he/she needs much of the time • speaks in phrases and some simple sentences • is understood most of the time by teachers and others who are used to language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N3)	The student • can say a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • is understood by teachers and others who are used to language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N2)	The student • can say some or a few things about self • can list, name, and identify everyday things with words and a few phrases that have been learned • is understood by teachers and others who are used to language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Writing			
Level 3 - World Languages (German, French, Spanish)			
Grade: 9-12			
Score 4.0 (I1)	The student • writes about self and his/her life • writes well enough to ask simple questions and accomplish what he/she needs • writes in single sentences • is able to write in a manner that is understood by teachers and others who are used to the writing of language learners		
			Write a short article about life in the future
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (N4)	The student • can write about self and his/her life • writes well enough to express his/her thoughts and accomplish what he/she needs much of the time • writes in phrases and some simple sentences • is able to write in a manner that is understood by teachers and others who are used to the writing of language learners most of the time		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (N3)	The student • can write a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • is able to write in a manner so that most of what is written is understood by teachers and others who are used to the writing of language learners		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (N2)	The student • can write some or a few things about self • can list, name, and identify everyday things with words and a few phrases that have been learned • is able to write in a manner so that much or some of what is written is understood by teachers and others who are used to the writing of language learners		
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Communication: Interpersonal Writing		
Level 3 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I1)	The student • can participate in a written conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs • tends to write in simple sentences • asks and answers simple questions • writes in a manner that is understood by teachers and others who are used to language learners	
	Take part in a forum about what to do in the US as a student volunteer	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N4)	The student • can write about self and his/her life • uses language to express his/her thoughts and get the things he/she needs much of the time • tends to write in phrases and some simple sentences • often asks and answers simple questions • writes in a manner so that most of what is written is understood by teachers and others who are used to the writing of language language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N3)	The student • can write a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • asks and answers some very common and familiar questions • is able to write in a manner so that most of what is written is understood by teachers and others who are used to the writing of language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N2)	The student • can write some or a few things about self • can list, name, and identify everyday things with words and a few phrases that have been learned • understands and answers some or a few very common and familiar questions • is able to write in such a manner so that much or some of what is written is understood by teachers and others who are used to the writing of language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Speaking and Listening		
Level 3 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I1)	The student • can have a conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs • tends to speak in simple sentences • asks and answers simple questions • is understood by teachers and others who are used to language learners	
		Discuss summer plans (jobs and volunteering) with a partner
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (N4)	The student • can be part of a conversation about self and his/her life • uses language to express his/her thoughts and get the things he/she needs much of the time • tends to speak in phrases and some simple sentences • often asks and answers simple questions • is able to have most of what is said understood by teachers and others who are used to language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (N3)	The student • can say a number of things about self • can list, name, and identify everyday things with words and phrases, and an occasional simple sentence • asks and answers some very common and familiar questions • is able to have most of what is said understood by teachers and others who are used to language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (N2)	The student • can say some or a few things about self • can list, name, and identify everyday things with words and a few phrases that have been learned • understands and answers some or a few very common and familiar questions • is able to have much or some of what is said understood by teachers and others who are used to language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Scope and Sequence: SPANISH 4

THEMES	Essential Questions	Skills <i>What the student is able to do</i>	Content and Culture	Communication Forms
UNIT 1 Personal and Public Identities	- How are identity aspects expressed in diverse situations? - How do language and culture influence a person's identity? - How does a person's identity develop over time?	- I can compare and contrast how various aspects of our identity/personality are expressed in various situations. - I can discuss how the identity of a person develops over time. - I can compare and contrast ethnic identity to national identity. - I can identify and discuss my personal beliefs and how they formed. - I can define the factors that affect the self-image and self-esteem of a person.	- Topic 1: Personal Beliefs - Topic 2: Personal Interests - Topic 3: Self-Image *Culture lesson(s) will revolve around this unit and include information from varied Spanish-speaking countries (traditions, customs, practices)	- Intense writing, reading, verbal discussion and listening comprehension of real-life scenarios based highly on cultural and current events. All will be practiced through 3 modes of communication: - Interpersonal (spoke and written) - Interpretive (audio, visual, audiovisual, written and print) - Presentational (spoken and written)
UNIT 2 Families and Communities	- How is family defined in different societies? - How do individuals contribute to the well-being of communities? - What are the differences in the roles played by communities and families in world societies?	- I can discuss how families are defined in different societies. - I can compare and contrast differences in roles assumed by communities and families in different societies around the world. - I can compare and contrast the difference in family tradition, customs and values in varied societies. - I can compare and contrast different sub-cultures and ethnicities within varied communities.	- Topic 1: Traditions, Customs and Values - Topic 2: Family Structure - Topic 3: Human Geography *Culture lesson(s) will revolve around this unit and include information from varied Spanish-speaking countries (traditions, customs, practices)	- Intense writing, reading, verbal discussion and listening comprehension of real-life scenarios based highly on cultural and current events. All will be practiced through 3 modes of communication: - Interpersonal (spoke and written) - Interpretive (audio, visual, audiovisual, written and print) - Presentational (spoken and written)

UNIT 3 Science and Technology	• What impacts do scientific developments and technology have in our lives? • What factors have driven/inspired the development and innovation/changes of science and tech? • What are ethical roles in scientific advances?	• I can discuss how modern technology can prepare us for a changing world. • I can discuss how modern technology has impacted our world in positive and negative ways. • I can analyze how technology can impact the environment in varied ways.	• Topic 1: Access to Technology • Topic 2: Effects of Technology on Self and Society • Topic 3: Natural Phenomena • *Culture lesson(s) will revolve around this unit and include information from varied Spanish-speaking countries (traditions, customs, practices)	• Intense writing, reading, verbal discussion and listening comprehension of real-life scenarios based highly on cultural and current events. All will be practiced through 3 modes of communication: • Interpersonal (spoke and written) • Interpretive (audio, visual, audiovisual, written and print) • Presentational (spoken and written)
UNIT 4 Contemporary Life	• How do individuals and societies define their quality of life? • How do cultural products and customs influence contemporary lives? • What are some challenges of contemporary life?	• I can analyze and compare how different education systems in varied countries prepare students for present and future challenges. • I can analyze how social and cultural factors impact the selection of and preparation for a career. • I can discuss a variety of types of entertainment in my community and compare them to those in Hispanic communities. • I can evaluate travel preparation and experiences within my country vs that of a Spanish-speaking country.	• Topic 1: Education and Careers • Topic 2: Entertainment & Fun • Topic 3: Travel and Leisure • *Culture lesson(s) will revolve around this unit and include information from varied Spanish-speaking countries (traditions, customs, practices)	• Intense writing, reading, verbal discussion and listening comprehension of real-life scenarios based highly on cultural and current events. All will be practiced through 3 modes of communication: • Interpersonal (spoke and written) • Interpretive (audio, visual, audiovisual, written and print) • Presentational (spoken and written)
UNIT 5 Global	• What are social, political and environmental challenges	• I can analyze the origins and potential solutions of global	• Topic 1: Economic Issues	• Intense writing, reading, verbal discussion and

Challenges	that world societies face today? • What are the origins of these challenges? • What are some possible solutions to these challenges?	economic issues to understand the interconnectedness of the world economy. • I can evaluate the impact of environmental issues on a global scale and compare and contrast potential responses and solutions. • I can interpret data on population growth and demographics to understand its impact on societies, cultures and languages.	• Topic 2: Environmental Issues • Topic 3: Population and Demographics • *Culture lesson(s) will revolve around this unit and include information from varied Spanish-speaking countries (traditions, customs, practices)	listening comprehension of real-life scenarios based highly on cultural and current events. All will be practiced through 3 modes of communication: • Interpersonal (spoke and written) • Interpretive (audio, visual, audiovisual, written and print) • Presentational (spoken and written)
UNIT 6 Beauty and Aesthetics	• How are perspectives of beauty and creativity established? • How do beauty and aesthetic ideals influence daily lives? • How do the arts challenge and reflect cultural perspectives?	• I can discuss how the perceptions of beauty and creativity are set in different cultures. • I can discuss how the perception of beauty and aesthetics influence our everyday life.	• Topic 1: Defining Beauty • Topic 2: Defining Creativity • Topic 3: Fashion and Design • *Culture lesson(s) will revolve around this unit and include information from varied Spanish-speaking countries (traditions, customs, practices)	• Intense writing, reading, verbal discussion and listening comprehension of real-life scenarios based highly on cultural and current events. All will be practiced through 3 modes of communication: • Interpersonal (spoke and written) • Interpretive (audio, visual, audiovisual, written and print) • Presentational (spoken and written)

Spanish 4 Language and Culture
Course Overview

Grade level(s): 11-12	Credits earned: 1 (weighted credit)
Course Rationale	Course Description
Students will perform at an intermediate-low to intermediate-high proficiency level in all three modes of communication. This empowers them to communicate in real-life, authentic situations and incorporates cultural experiences into their lives. This will also enable them to become global citizens and life-long learners in an ever changing and interconnected world.	Students will continue to develop the skills acquired in levels 1-3. Classes will be conducted in almost exclusively Spanish. Students will continue to enhance their skills through interpersonal, interpretive and presentational communication. They will continue to explore AP themes through advanced composition and conversation, with an emphasis on refining and integrating advanced grammar into daily communication and current events.
Transfer Goals/Big Ideas	
Personal and Public Identities: Explore the nature of being and what it means to be human. Families and Communities: Explore how groups of people organize or are organized through systems or common interests Science and Technology: Explore how human creativity and innovation affect our world. Contemporary Life: Explore and tell the story of the knowledge, experiences and adventures that shape our lives. Global Challenges: Explore global challenges and experiences encountered by individuals and communities. Beauty and Aesthetics: Explore the subjective experiences of beauty that can vary between individuals, cultures and generations.	
Priority Missouri Learning Standards/National Standards	
1.1 Communication: Interpersonal: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions a. Demonstrate competencies previously introduced b. Extend, accept, and refuse invitations appropriate to varied situations. c. Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement. d. Develop and propose solutions to issues and problems. 1.2: Communication: Interpretive: Students understand and interpret written and spoken language on a variety of topics a. Demonstrate competencies previously introduced b. Identify principal elements of nonfiction articles such as the main idea and supporting details found in a variety of media. 1.3: Communication: Presentational: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics a. Demonstrate competencies previously introduced b. Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language. 2.1 Cultures: Students demonstrate an understanding of the practices and perspectives of the cultures studied a. Demonstrate competencies previously introduced b. Observe and imitate appropriate patterns of social behavior in the culture studied. c. Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.	

- d. Compare the similarities and differences in the social etiquette within the culture studied to their own culture.
- 2.2 Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - a. Demonstrate competencies previously introduced
 - b. Identify contributions of important historical and/or contemporary figures in the culture studied.
 - c. Identify historical and contemporary influences that the culture studied has had on their own culture.
- 3.1. Connections: Students reinforce and further their knowledge of other disciplines through the world language
 - a. Demonstrate competencies previously introduced
 - b. Present information orally or in writing on topics being studied in other classes.
 - c. Elaborate on their study of other classes by studying similar topics in target language.
- 3.2. Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - a. Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.
 - b. Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for an English-speaking audience.
- 4.1. Comparisons: Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.
 - c. Report similarities and differences between the sound and writing system of target and native language, including time and tense.
- 4.2. Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Analyze the relationship between cultural perspectives and products from the target culture and their own.
 - c. Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.
 - d. Compare and contrast verbal/nonverbal behavior within activities in the target culture and their own.
- 5.1. Communities: Students use the target language within and beyond the school setting
 - a. Demonstrate competencies previously introduced
 - b. Perform for a school or community celebration, using their knowledge of the target language and culture.
 - c. Participate in activities in the target language that benefit other members of the school or community, such as tutoring.
- 5.2. Communities: Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - a. Demonstrate competencies previously introduced
 - b. Plan real or imaginary travel.
 - c. Make connections with local groups and communities where the target language is spoken.
 - d. Explore careers and businesses where skills in another language or cultural understanding are needed.

[Missouri Learning Standards](#)

Unit 1: Personal and Public Identities

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	Explore the nature of being and what it means to be human.	
	Enduring Understandings	Essential Questions
	- Identity is impacted by a person's current surroundings and experiences. - A person's identity is intertwined with their language and culture; culture affects the language, language affects the culture, and both influence the development and expression of a person's identity. - Life experiences shape and mold a person's identity throughout their life.	- How are identity aspects expressed in diverse situations? - How do language and culture influence a person's identity? - How does a person's identity develop over time?

Learning Targets

Students will...

- engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- understand and interpret written and spoken language on a variety of topics.
- demonstrate an understanding of the practices and perspectives of the cultures studied.
- demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- reinforce and further their knowledge of other disciplines through the world language.
- acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
- demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- use the target language within and beyond the school setting.

Unit Duration:

3-5 weeks

Unit 2: Families and Communities

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	Explore how groups of people organize or are organized through systems or common interests.	
	Enduring Understandings	Essential Questions
	- The definition of a family unit varies across cultures, societies, generations and life experiences. - Communities are made up of varied individuals who bring unique perspectives and skills to their community units. - Interpersonal roles are shaped by cultural experiences, norms and expectations, which vary across different communities.	- How is family defined in different societies? - How do individuals contribute to the well-being of communities? - What are the differences in the roles played by communities and families in world societies?

Learning Targets

Students will...

- engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- understand and interpret written and spoken language on a variety of topics.
- demonstrate an understanding of the practices and perspectives of the cultures studied.
- demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- reinforce and further their knowledge of other disciplines through the world language.
- acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
- demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- use the target language within and beyond the school setting.

Unit Duration:

3-5 weeks

Unit 3: Science and Technology

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore how human creativity and innovation affect our world.	
	Enduring Understandings	Essential Questions
	- Scientific development and innovation impacts daily life and the way we interact with our environments. - Innovation and change is often driven by environmental, social and economic needs, which vary by cultures and communities. - Cultural components define and shape what is ethical in scientific development and innovation. Innovation impacts individuals and communities in different ways.	- What impacts do scientific developments and technology have in our lives? - What factors have driven/inspired the development and innovation/changes of science and tech? - What are ethical roles in scientific advances?
Learning Targets		
<i>Students will...</i> - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - understand and interpret written and spoken language on a variety of topics. - demonstrate an understanding of the practices and perspectives of the cultures studied. - demonstrate an understanding of the relationship between the products and perspectives of the cultures studied. - reinforce and further their knowledge of other disciplines through the world language. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the nature of language through comparisons of the language studied and their own. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 4: Contemporary Life
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore and tell the story of the knowledge, experiences and adventures that shape our lives.	
	Enduring Understandings	Essential Questions
	• The meaning of quality of life depends on the cultural components, morals and ethics of that society. • Social systems, such as education and professional communities, are shaped by cultural components and culture is shaped by social interactions. • Modern life is constantly changing and requires flexible and innovative systems to keep up with the demands of society.	• How do individuals and societies define their quality of life? • How do cultural products and customs influence contemporary lives? • What are some challenges of contemporary life?
Learning Targets		
<i>Students will...</i> • engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • understand and interpret written and spoken language on a variety of topics. • demonstrate an understanding of the practices and perspectives of the cultures studied. • demonstrate an understanding of the relationship between the products and perspectives of the cultures studied. • reinforce and further their knowledge of other disciplines through the world language. • acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. • demonstrate understanding of the nature of language through comparisons of the language studied and their own. • demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. • use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 5: Global Challenges
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore global challenges and experiences encountered by individuals and communities.	
	Enduring Understandings	Essential Questions
	- Communities around the world face global economic, environmental and social challenges. The responses to these challenges are shaped by cultures, political environments and views. - Global challenges have multifaceted origins resulting in world-wide impacts. Understanding the varied origins of a challenge enables us to find solutions.	- What are social, political and environmental challenges that global societies face today? - What are the origins of these challenges? - What are some possible solutions to these challenges?
Learning Targets		
<i>Students will...</i> - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - understand and interpret written and spoken language on a variety of topics. - demonstrate an understanding of the practices and perspectives of the cultures studied. - demonstrate an understanding of the relationship between the products and perspectives of the cultures studied. - reinforce and further their knowledge of other disciplines through the world language. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the nature of language through comparisons of the language studied and their own. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 6: Beauty and Aesthetics
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore the subjective experiences of beauty that can vary between individuals, cultures and generations.	
	Enduring Understandings	Essential Questions
	• In every community there exists different standards of beauty, which are established through cultural components. • The perception of beauty shapes how we express and view our personal image and self-worth. This perception differs among and between cultures.	• How are perspectives of beauty and creativity established? • How do beauty and aesthetic ideals influence daily lives?
Learning Targets		
<i>Students will...</i> • engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • understand and interpret written and spoken language on a variety of topics. • demonstrate an understanding of the practices and perspectives of the cultures studied. • demonstrate an understanding of the relationship between the products and perspectives of the cultures studied. • reinforce and further their knowledge of other disciplines through the world language. • acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. • demonstrate understanding of the nature of language through comparisons of the language studied and their own. • demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. • use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Communication: Interpretive Listening		
Level 4 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score	The student	Sample Activities
4.0 (I3)	- understands main ideas and supporting facts in short passages on familiar topics - may need to hear complex passages more than once - uses context clues or prior knowledge when necessary to help understand what is heard	Understand a podcast
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (I2)	The student - understands main ideas and supporting facts in short passages on familiar topics - may need to hear the passage more than once - may need visual cues, context clues, and prior knowledge to help understand what is heard	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (I1)	The student - likely understands the main idea and possibly some supporting facts in short passages on familiar topics - usually needs to hear the passage more than once - usually needs visual cues, context clues, and prior knowledge to help understand what is heard	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (≤N4)	The student - might understand the main idea in a short passages on very familiar topics but not the supporting facts - needs to hear the passage more than once - needs visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is heard	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpretive Reading		
Level 4 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I3)	The student	
	- understands main ideas and supporting facts in short passages on familiar topics - may need to read complex passages more than once - uses context clues or prior knowledge when necessary to help understand what is read	
	Understand an article from an authentic source	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I2)	The student	
	- understands main ideas and supporting facts in short passages on familiar topics - may need to read the passage more than once - may need visual cues, context clues, and prior knowledge to help understand what is read	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I1)	The student	
	- likely understands the main idea and possibly some supporting facts in short passages on familiar topics - usually needs to read the passage more than once - usually needs visual cues, context clues, and prior knowledge to help understand what is read	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (≤N4)	The student	
	- might understand the main idea in a short passages on very familiar topics but not the supporting facts - needs to read the passage more than once - needs visual cues such pictures, personal prior knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what is read	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Speaking		
Level 4 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I3)	The student • speaks about self and his/her life • speaks well enough to accomplish what is needed and pose a variety of questions • speaks in longer sentences and connects some sentences together • is readily understood by teachers and others who are used language learners	
		Present an environmental problem and possible solutions
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I2)	The student • speaks about self and his/her life • speaks well enough to ask simple questions and accomplish what he/she needs • links some sentences together • is understood by teachers and others who are used to language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I1)	The student • speaks about self and his/her life • speaks well enough to ask simple questions and accomplish what he/she needs • speaks in single sentences • is understood by teachers and others who are used to language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (≤N4)	The student • can talk about self and his/her life • speaks well enough to express his/her thoughts and accomplish what he/she needs some of the time • speaks in phrases and a few simple sentences • is understood some of the time by teachers and others who are used to language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Writing		
Level 4 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I3)	The student - writes about self and his/her life - writes well enough to accomplish what is needed and pose a variety of questions - writes some longer sentences and connects some sentences together - is able to write in a manner that is readily understood by teachers and others who are used to the writing of language learners	
	Write a short article about travel	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I2)	The student - writes about self and his/her life - writes well enough to ask simple questions and accomplish what he/she needs - links some sentences together - is able to write in a manner that is understood by teachers and others who are used to the writing of language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I1)	The student - writes about self and his/her life - writes well enough to ask simple questions and accomplish what he/she needs - writes in single sentences - is able to write in a manner that is understood by teachers and others who are used to the writing of language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (≤N4)	The student - writes about self and his/her life - writes well enough to express some of his/her thoughts and accomplish what he/she needs some of the time - writes in phrases and a few simple sentences - is able to write in a manner that is understood by teachers and others who are used to the writing of language learners some of the time	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Writing		
Level 5 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (I3)	The student - maintains a written exchange about self and his/her life - uses language to express his/her thoughts and get the things he/she needs - connects some sentences together - asks and answers a variety of questions - writes in a manner that is easily understood by teachers and others who are used to the writing of language learners	
	Answer a forum question about social customs	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I2)	The student will be able to - maintains a written exchange about self and his/her life - uses language to express his/her thoughts and get the things he/she needs - uses more than one sentence at a time - asks and answers questions - writes in a manner that is understood by teachers and others who are used to the writing of language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I1)	The student - can participate in a written conversation about self and his/her life - uses language to express his/her thoughts and get the things he/she needs - tends to write in simple sentences - asks and answers simple questions - writes in a manner that is understood by teachers and others who are used to language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (≤N4)	The student - can write about self and his/her life - uses language to express his/her thoughts and get the things he/she needs some of the time - tends to write in phrases and a few simple sentences - asks and answers some simple questions - writes in a manner so that some of what is written is understood by teachers and others who are used to the writing of language language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Speaking and Listening

Level 4 - World Languages (German, French, Spanish)

Grade: 9-12

Score 4.0 (I3)	The student ● maintains a conversation about self and his/her life ● uses language to express his/her thoughts and get the things he/she needs ● connects some sentences together ● asks and answers a variety of questions ● is easily understood by teachers and others who are used to language learners		Have a conversation about traditions in their country and in other countries they know
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (I2)	The student ● maintains a conversation about self and his/her life ● uses language to express his/her thoughts and get the things he/she needs ● uses more than one sentence at a time ● asks and answers questions ● is understood by teachers and others who are used to language learners		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (I1)	The student ● can have a conversation about self and his/her life ● uses language to express his/her thoughts and get the things he/she needs ● tends to speak in simple sentences ● asks and answers simple questions ● is understood by teachers and others who are used to language learners		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (≤N4)	The student ● can be part of a conversation about self and his/her life ● uses language to express his/her thoughts and get the things he/she needs much of the time ● tends to speak in phrases and some simple sentences ● often asks and answers simple questions ● is able to have most of what is said understood by teachers and others who are used to language learners		
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Scope and Sequence: SPANISH AP 5

THEMES	Essential Questions	Skills	Content and Culture	Communication Forms
UNIT 1 Personal and Public Identities	- How are identity aspects expressed in diverse situations? - How do language and culture influence a person's identity? - How does a person's identity develop over time?	- I can discuss how language and culture influence the identity of the person. - I can describe my national identity. - I can compare and contrast ethnic identity to national identity. - I can compare and contrast what defines a hero in different cultures	- Topic 1: Alienation and Assimilation/Comprehension and Adaptation - Topic 2: Heroes and Historical Figures - Topic 3: National and Ethnic Identities *Culture lesson(s) will revolve around this unit and include information from varied Spanish-speaking countries (traditions, customs, practices)	- Intense writing, reading, verbal discussion and listening comprehension of real-life scenarios based highly on cultural and current events. All will be practiced through 3 modes of communication: - Interpersonal (spoke and written) - Interpretive (audio, visual, audiovisual, written and print) - Presentational (spoken and written)
UNIT 2 Families and Communities	- How is family defined in different societies? - How do individuals contribute to the well-being of communities? - What are the differences in the roles played by communities and families in world societies?	- I can discuss how individuals contribute to the welfare of their communities. - I can compare and contrast differences in roles assumed by communities and families in different societies around the World. - I can compare and contrast the different educational communities within different societies. - I can analyze the impact or effect of social relationships within my community and Spanish-speaking communities.	- Topic 1: Education Communities - Topic 2: Global Citizenship - Topic 3: Social Networking *Culture lesson(s) will revolve around this unit and include information from varied Spanish-speaking countries (traditions, customs, practices)	- Intense writing, reading, verbal discussion and listening comprehension of real-life scenarios based highly on cultural and current events. All will be practiced through 3 modes of communication: - Interpersonal (spoke and written) - Interpretive (audio, visual, audiovisual, written and print) - Presentational (spoken and written)
	What impacts do	I can discuss how scientific	Topic 1: Healthcare and	Intense writing, reading, verbal discussion and listening

UNIT 3 Science and Technology	scientific developments and technology have in our lives? • What factors have driven/inspired the development and innovation/change s of science and tech? • What are ethical roles in scientific advances?	and technical developments impact our daily lives. • I can discuss factors that have driven the development and innovation in science and technology. • I can identify and compare and contrast the role of ethics in scientific progress.	Medicine • Topic 2: Innovations • Topic 3: Science and Ethics • *Culture lesson(s) will revolve around this unit and include information from varied Spanish-speaking countries (traditions, customs, practices)	comprehension of real-life scenarios based highly on cultural and current events. All will be practiced through 3 modes of communication: • Interpersonal (spoke and written) • Interpretive (audio, visual, audiovisual, written and print) • Presentational (spoken and written)
UNIT 4 Contemporary Life	• How do individuals and societies define their quality of life? • How do cultural products and customs influence contemporary lives? • What are some challenges of contemporary life?	• I can compare and contrast different lifestyles within my community and within Hispanic communities. • I can compare and contrast different relationships within my community and within Hispanic communities. • I can discuss how cultural practices and perspectives influence people's social traditions and values in daily life. • I can define different social responsibilities within and among communities.	• Topic 1: Lifestyles • Topic 2: Relationships • Topic 3: Social Traditions and Values • Topic 4: Volunteerism • *Culture lesson(s) will revolve around this unit and include information from varied Spanish-speaking countries (traditions, customs, practices)	• Intense writing, reading, verbal discussion and listening comprehension of real-life scenarios based highly on cultural and current events. All will be practiced through 3 modes of communication: • Interpersonal (spoke and written) • Interpretive (audio, visual, audiovisual, written and print) • Presentational (spoken and written)
UNIT 5 Global Challenges	• What are social, political and environmental	• I can analyze philosophical and religious beliefs across various cultures and	• Topic 1: Philosophical Thought and Religion • Topic 2: Social Welfare	• Intense writing, reading, verbal discussion and listening comprehension of real-life

	challenges that world societies face today? • What are the origins of these challenges? • What are some possible solutions to these challenges?	evaluate their impact on society. • I can compare and contrast social welfare systems in different cultures to evaluate the impact of cultural values and government policies on the well-being of individuals and communities. • I can compare and contrast social conscience by analyzing the beliefs, values and morals shared within and among varied cultures.	• Topic 3: Social Conscience • *Culture lesson(s) will revolve around this unit and include information from varied Spanish-speaking countries (traditions, customs, practices)	scenarios based highly on cultural and current events. All will be practiced through 3 modes of communication: • Interpersonal (spoke and written) • Interpretive (audio, visual, audiovisual, written and print) • Presentational (spoken and written)
UNIT 6 Beauty and Aesthetics	• How are perspectives of beauty and creativity established? • How do beauty and aesthetic ideals influence daily lives? • How do the arts challenge and reflect cultural perspectives?	• I can define and compare and contrast how visual arts reflect, defy and challenge cultural perspectives. • I can define and compare and contrast how performing arts reflect, defy and challenge cultural perspectives.	• Topic 1: Defining Visual Arts • Topic 2: Defining Performance Arts • *Culture lesson(s) will revolve around this unit and include information from varied Spanish-speaking countries (traditions, customs, practices)	Intense writing, reading, verbal discussion and listening comprehension of real-life scenarios based highly on cultural and current events. All will be practiced through 3 modes of communication: • Interpersonal (spoke and written) • Interpretive (audio, visual, audiovisual, written and print) • Presentational (spoken and written)

AP Spanish 5 Language and Culture
Course Overview

Grade level(s): 11-12	Credits earned: 1 (weighted credit)
Course Rationale	Course Description
Students will perform at an intermediate-mid to advanced-low proficiency level in all three modes of communication. This empowers them to communicate in real-life, authentic situations and incorporates cultural experiences into their lives. This will also enable them to become global citizens and life-long learners in an ever changing and interconnected world.	Students will continue to develop the skills acquired in levels 1-4. Classes will be conducted in exclusively Spanish. Students will continue to enhance their skills through interpersonal, interpretive and presentational communication. They will continue to explore AP themes through advanced composition and conversation, with an emphasis on refining and integrating advanced grammar into daily communication and current events.
Transfer Goals/Big Ideas	
Personal and Public Identities: Explore the nature of being and what it means to be human. Families and Communities: Explore how groups of people organize or are organized through systems or common interests Science and Technology: Explore how human creativity and innovation affect our world. Contemporary Life: Explore and tell the story of the knowledge, experiences and adventures that shape our lives. Global Challenges: Explore global challenges and experiences encountered by individuals and communities. Beauty and Aesthetics: Explore the subjective experiences of beauty that can vary between individuals, cultures and generations.	
Priority Missouri Learning Standards/National Standards	
1.1 Communication: Interpersonal: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions a. Demonstrate competencies previously introduced b. Extend, accept, and refuse invitations appropriate to varied situations. c. Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement. d. Develop and propose solutions to issues and problems. 1.2: Communication: Interpretive: Students understand and interpret written and spoken language on a variety of topics a. Demonstrate competencies previously introduced b. Identify principal elements of non-fiction articles such as main idea and supporting details found in a variety of media. 1.3: Communication: Presentational: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics a. Demonstrate competencies previously introduced b. Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language. 2.1 Cultures: Students demonstrate an understanding of the practices and perspectives of the cultures studied a. Demonstrate competencies previously introduced b. Observe and imitate appropriate patterns of social behavior in the culture studied. c. Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.	

- d. Compare the similarities and differences in the social etiquette within the culture studied to their own culture.
- 2.2 Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - a. Demonstrate competencies previously introduced
 - b. Identify contributions of important historical and/or contemporary figures in the culture studied.
 - c. Identify historical and contemporary influences that the culture studied has had on their own culture.
- 3.1. Connections: Students reinforce and further their knowledge of other disciplines through the world language
 - a. Demonstrate competencies previously introduced
 - b. Present information orally or in writing on topics being studied in other classes.
 - c. Elaborate on their study of other classes by studying similar topics in target language.
- 3.2. Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - a. Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.
 - b. Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.
- 4.1. Comparisons: Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.
 - c. Report similarities and differences between the sound and writing system of target and native language, including time and tense.
- 4.2. Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - a. Demonstrate competencies previously introduced
 - b. Analyze the relationship between cultural perspectives and products from the target culture and their own.
 - c. Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.
 - d. Compare and contrast verbal/nonverbal behavior within activities in the target culture and their own.
- 5.1. Communities: Students use the target language within and beyond the school setting
 - a. Demonstrate competencies previously introduced
 - b. Perform for a school or community celebration, using their knowledge of the target language and culture.
 - c. Participate in activities in the target language that benefit other members of the school or community, such as tutoring.
- 5.2. Communities: Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - a. Demonstrate competencies previously introduced
 - b. Plan real or imaginary travel.
 - c. Make connections with local groups and communities where the target language is spoken.
 - d. Explore careers and businesses where skills in another language or cultural understanding are needed.

Unit 1: Personal and Public Identities <i>Desired Results</i>		
Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore the nature of being and what it means to be human.	
	Enduring Understandings	Essential Questions
	- Identity is impacted by a person's current surroundings and experiences. - A person's identity is intertwined with their language and culture; culture affects the language, language affects the culture, and both influence the development and expression of a person's identity. - Life experiences shape and mold a person's identity throughout their life.	- How are identity aspects expressed in diverse situations? - How do language and culture influence a person's identity? - How does a person's identity develop over time?
Learning Targets (SKILLS)		
<i>Students will...</i> - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - understand and interpret written and spoken language on a variety of topics. - demonstrate an understanding of the practices and perspectives of the cultures studied. - demonstrate an understanding of the relationship between the products and perspectives of the cultures studied. - reinforce and further their knowledge of other disciplines through the world language. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the nature of language through comparisons of the language studied and their own. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 2: Families and Communities

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore how groups of people organize or are organized through systems or common interests	
	Enduring Understandings	Essential Questions
	• The definition of a family unit varies across cultures, societies, generations and life experiences. • Communities are made up of varied individuals who bring unique perspectives and skills to their community units. • Interpersonal roles are shaped by cultural experiences, norms and expectations, which vary across different communities.	• How is family defined in different societies? • How do individuals contribute to the well-being of communities? • What are the differences in the roles played by communities and families in world societies?
Learning Targets		
<i>Students will...</i> • engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • understand and interpret written and spoken language on a variety of topics. • demonstrate an understanding of the practices and perspectives of the cultures studied. • demonstrate an understanding of the relationship between the products and perspectives of the cultures studied. • reinforce and further their knowledge of other disciplines through the world language. • acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. • demonstrate understanding of the nature of language through comparisons of the language studied and their own. • demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. • use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 3: Science and Technology
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore how human creativity and innovation affect our world.	
	Enduring Understandings	Essential Questions
	- Scientific development and innovation impacts daily life and the way we interact with our environments. - Innovation and change is often driven by environmental, social and economic needs, which vary by cultures and communities. - Cultural components define and shape what is ethical in scientific development and innovation. Innovation impacts individuals and communities in different ways.	- What impacts do scientific developments and technology have in our lives? - What factors have driven/inspired the development and innovation/changes of science and tech? - What are ethical roles in scientific advances?
Learning Targets		
<i>Students will...</i> - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. - understand and interpret written and spoken language on a variety of topics. - demonstrate an understanding of the practices and perspectives of the cultures studied. - demonstrate an understanding of the relationship between the products and perspectives of the cultures studied. - reinforce and further their knowledge of other disciplines through the world language. - acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. - demonstrate understanding of the nature of language through comparisons of the language studied and their own. - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. - use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 4: Contemporary Life
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore and tell the story of the knowledge, experiences and adventures that shape our lives.	
	Enduring Understandings	Essential Questions
	• The meaning of quality of life depends on the cultural components, morals and ethics of that society. • Social systems, such as education and professional communities, are shaped by cultural components and culture is shaped by social interactions. • Modern life is constantly changing and requires flexible and innovative systems to keep up with the demands of society.	• How do individuals and societies define their quality of life? • How do cultural products and customs influence contemporary lives? • What are some challenges of contemporary life?
Learning Targets		
<i>Students will...</i> • engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • understand and interpret written and spoken language on a variety of topics. • demonstrate an understanding of the practices and perspectives of the cultures studied. • demonstrate an understanding of the relationship between the products and perspectives of the cultures studied. • reinforce and further their knowledge of other disciplines through the world language. • acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture. • demonstrate understanding of the nature of language through comparisons of the language studied and their own. • demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. • use the target language within and beyond the school setting.		
Unit Duration:		
3-5 weeks		

Unit 5: Global Challenges
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore global challenges and experiences encountered by individuals and communities.	
	Enduring Understandings	Essential Questions
	- Communities around the world face global economic, environmental and social challenges. The responses to these challenges are shaped by cultures, political environments and views. - Global challenges have multifaceted origins resulting in world-wide impacts. Understanding the varied origins of a challenge enables us to find solutions.	- What are social, political and environmental challenges that world societies face today? - What are the origins of these challenges? - What are some possible solutions to these challenges?

Learning Targets

Students will...

- engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- understand and interpret written and spoken language on a variety of topics.
- demonstrate an understanding of the practices and perspectives of the cultures studied.
- demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- reinforce and further their knowledge of other disciplines through the world language.
- acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
- demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- use the target language within and beyond the school setting.

Unit Duration:

3-5 weeks

Unit 6: Beauty and Aesthetics

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 Missouri Learning Standards	Explore the subjective experiences of beauty that can vary between individuals, cultures and generations.	
	Enduring Understandings	Essential Questions
	• In every community there exists different standards of beauty, which are established through cultural components. • The perception of beauty shapes how we express and view our personal image and self-worth. This perception differs among and between cultures.	• How are perspectives of beauty and creativity established? • How do beauty and aesthetic ideals influence daily lives? • How do the arts challenge and reflect cultural perspectives?

Learning Targets

Students will...

- engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- understand and interpret written and spoken language on a variety of topics.
- demonstrate an understanding of the practices and perspectives of the cultures studied.
- demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- reinforce and further their knowledge of other disciplines through the world language.
- acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
- demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- use the target language within and beyond the school setting.

Unit Duration:

3-5 weeks

Communication: Interpretive Listening		
Level 5 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score	The student	Sample Activities
4.0 (A1)	- understands conventional narrative and descriptive texts that contain a clear underlying structure across major time frames, though comprehension may be uneven - comprehends main ideas and supporting details with familiar situational subject matter containing high frequency vocabulary and structures - generally understands some new subject matter in areas of general interest	Understand a podcast immigration policies
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 (I4-5)	The student - fully understands main ideas and supporting facts in short passages, simple narratives and descriptive passages on familiar topics - may need to hear complex passages more than once - uses context clues or prior knowledge, and some inferences when necessary to help understand what is heard	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 (I3)	The student - understands main ideas and supporting facts in short passages on familiar topics - may need to hear complex passages more than once - uses context clues or prior knowledge when necessary to help understand what is heard	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 (I2)	The student - understands main ideas and supporting facts in short passages on familiar topics most of the time - needs to hear the passage more than once - needs visual cues, context clues, and prior knowledge to help understand what is heard	
	0.5 With help, a partial understanding of the 1.0 content, but not the 2.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpretive Reading		
Level 5 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (A1)	The student - understands conventional narrative and descriptive texts that contain a clear underlying structure across major time frames, though comprehension may be uneven - comprehends main ideas and supporting details with familiar situational subject matter containing high frequency vocabulary and structures - generally understands some new subject matter in areas of general interest	Understand an article about job opportunities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I4-5)	The student - fully understands main ideas and supporting facts in short passages, simple narratives and descriptive passages on familiar topics - may need to read complex passages on less familiar topics more than once - uses context clues or prior knowledge and some inferences when necessary to help understand what is read	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I3)	The student - understands main ideas and supporting facts in short passages on familiar topics - may need to read complex passages more than once - uses context clues or prior knowledge when necessary to help understand what is read	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (I2)	The student - understands main ideas and supporting facts in short passages on familiar topics most of the time - needs to read the passage more than once - needs visual cues, context clues, and prior knowledge to help understand what is read	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Speaking		
Level 5 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (A1)	The student - meets basic work and/or academic speaking needs - has the ability to narrate and describe in all major time frames - can compose summaries on familiar topics and some unfamiliar topics of interest - speaks in paragraph length - can incorporate a limited number of cohesive devices demonstrating good control of common structures and vocabulary associated with the Advanced level - is understood by native speakers who are not accustomed to non-native speakers	
	Record a video about a community event	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I4-5)	The student - speaks about self and his/her life and occasionally topics beyond self - uses language to express his/her thoughts and sometimes adds description and tells stories - speaks well enough to accomplish what is needed and pose a variety of questions - speaks in well-connected sentences - is readily understood by teachers and others who are used to language learners - is understood much of the time by people who are not used to the writing of language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I3)	The student - speaks about self and his/her life - speaks well enough to accomplish what is needed and pose a variety of questions - speaks in longer sentences and connects some sentences together - is readily understood by teachers and others who are used language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (I2)	The student - speaks about self and his/her life - speaks well enough to ask simple questions and accomplish what he/she needs some of the time - links a few sentences together - is understood by teachers and others who are used to language learners most of the time	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Presentational Writing		
Level 5 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (A1)	The student - meets basic work and/or academic writing needs - has the ability to narrate and describe in all major time frames - can compose summaries on familiar topics and some unfamiliar topics of interest - writes in paragraph length - can incorporate a limited number of cohesive devices demonstrating good control of common structures and vocabulary associated with the Advanced level - is able to write in a manner that is understood by native speakers who are not accustomed to the writing of non-native speakers	Write an article about an important cultural event
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I4-5)	The student - writes about self and a number of topics beyond self - writes well enough to tell stories, describe people, places, and things, and report events much of the time - writes in well-connected sentences and sometimes in paragraphs - is able to write in a manner that is understood by people who are not used to language learners much of the time	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I3)	The student - writes about self and his/her life - writes well enough to accomplish what is needed and pose a variety of questions - writes some longer sentences and connects some sentences together - is able to write in a manner that is readily understood by teachers and others who are used to the writing of language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (I2)	The student - writes about self and his/her life - writes well enough to ask simple questions and accomplish what he/she needs some of the time - links a few sentences together - is able to write in a manner that is understood by teachers and others who are used to the writing of language learners some of the time	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Writing		
Level 5 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (A1)	The student - participates fully in the written conversation - communicates with ease and confidence on topics of general interest and some new topics related to concrete social, academic, or work-related areas - produces narrations and descriptions in all major time frames and efficiently deals with an unexpected turn of events, resolving a problem that might be encountered in daily life or when traveling abroad - writes well-formed paragraphs that show organization, cohesion, and detail	
		Answer a forum question about studying abroad
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I4-5)	The student - keeps the conversation going by asking questions, telling stories, and sometimes describing people, places, and things, and reporting events - writes about some topics beyond self - is able to resolve a problem that might be encountered in daily life most of the time - writes in well-connected sentences and occasionally some paragraphs - writes in a manner that is generally understood by people who speak the language, even if they are not used to the writing of language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I3)	The student - maintains a written exchange about self and his/her life - uses language to express his/her thoughts and get the things he/she needs - connects some sentences together - asks and answers a variety of questions - writes in a manner that is easily understood by teachers and others who are used to the writing of language learners	
	1.5	Partial knowledge of the 1.0 content, but major errors or omissions regarding the 2.0 content.
Score 1.0 (I2)	The student - participates and sometimes maintains a written exchange about self and his/her life - uses language to express his/her thoughts and get the things he/she needs some of the time - uses more than one sentence at a time much of the time - asks and answers questions - writes in a manner that is mostly understood by teachers and others who are used to the writing of language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Communication: Interpersonal Speaking and Listening		
Level 5 - World Languages (German, French, Spanish)		
Grade: 9-12		
Score 4.0 (A1)	The student - participates fully in the conversation - communicates with ease and confidence on topics of general interest and some new topics related to concrete social, academic, or work-related areas - produces narrations and descriptions in all major time frames and efficiently deals with an unexpected turn of events, resolving a problem that might be encountered in daily life or when traveling abroad - speaks in well-formed paragraphs that show organization, cohesion, and detail	
		Discuss plans for your future job or schooling.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 (I4-5)	The student - keeps the conversation going by asking questions, telling stories, and sometimes describing people, places, and things, and reporting events - talks about some topics beyond self - is sometimes able to resolve a problem that might be encountered in daily life - speaks in well-connected sentences and some paragraphs some of the time - is mostly understood by people who speak the language, even if they are not used to language learners	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 (I3)	The student - maintains a conversation about self and his/her life - uses language to express his/her thoughts and get the things he/she needs - connects some sentences together - asks and answers a variety of questions - is easily understood by teachers and others who are used to language learners	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 (I2)	The student - participates in and sometimes maintains a conversation about self and his/her life - uses language to express his/her thoughts and get the things he/she needs some of the time - uses simple sentences, and occasionally more than one sentence at a time - asks and answers questions - is mostly understood by teachers and others who are used to language learners	
	0.5	With help, a partial understanding of the 1.0 content, but not the 2.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	