

World Language Year 2 CURRICULUM



Grade Level(s): 9-12

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Course Description: Students will develop their target language knowledge by acquiring interpretive, presentational, and interpersonal skills. This level is often referred to as “the survival level” as students can communicate and exchange information about predictable topics such as personal information, basic objects, activities, preferences, and immediate needs using phrases, simple sentences, and some memorized language. They can usually handle short social interactions in everyday situations by asking and answering simple questions.

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner Attribute and Indicator
* Let's Review and Reuse	How can I use the language I know to express myself in more detail and in a comprehensible manner?	Building proficiency in a language requires consistent use of previously learned vocabulary and grammar concepts while incorporating new language structures and terms and being willing to make mistakes along the way.	TCC4(9-12), CCE4(9-12),
Everyday Life and Routines	How do habits and routines reflect personal and cultural values?	Daily routines are shaped by culture, lifestyle, and personal needs.	TCC4(9-12), CCE4(9-12), TI4(9-12)
Let's Go Explore	How do I make travel plans and move around in a new place?	Travel requires the ability to ask questions, follow directions, and understand local customs.	TCC4(9-12), CCE4(9-12), TI4(9-12), AA2(9-12)
Looking Back	How do I describe events and experiences from the past?	Recounting personal and historical events allows us to connect across time and cultures.	TCC4(9-12), CCE4(9-12), TI4(9-12), AA2(9-12)
Storytime	How can I interpret and share a story using another language?	Retelling stories builds vocabulary, strengthens grammar, and enhances comprehension skills.	TCC4(9-12), CCE4(9-12), TI4(9-12)
Interest Pathways	How can language skills support my personal and professional goals?	Cultural awareness and communication skills increase opportunities and effectiveness in the workplace.	TCC4(9-12), CCE4(9-12), TI4(9-12), AA2(9-12)



* Let's Review and Reuse

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Standards are based on ACTFL and ACTFL Proficiency guidelines. For more information, visit: [ACTFL Standards](#); [ACTFL Proficiency Guidelines](#); [Connecticut K–12 World Language Standards 2024](#)

Communication

- ❖ Interpretive (CT Communication 1.2): Within the topics of daily life, travel and childhood, students can identify the topic and related information from simple sentences in informational texts and short fictional texts (French, Spanish). Students can identify the main idea in short conversations (ASL, French, Spanish).
- ❖ Interpersonal (CT Communication 1.2) Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. Interact with others to meet basic needs in familiar situations. Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics.
- ❖ Presentational (CT Communication 1.3) Presents personal information about life, activities, events, and everyday topics as well as explains why they feel that way using simple sentences.

Cultures

- ❖ Relating Cultural Practices to Perspective (CT Cultures 2.1) Learners use the language to explore and reflect on the practices and perspectives of the cultures studied.
- ❖ Relating Cultural Products to Perspective (CT Cultures 2.2) Learners use the language to explore and reflect on the products and perspectives of the cultures studied.

Connections

- ❖ Making Connections (CT Connections 3.1) Learners build, reinforce, and expand their knowledge of health, geography, literature and sociology while using the language to solve problems creatively.
- ❖ Acquiring Information and Diverse Perspectives (CT Connections 3.2) Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Communities

- ❖ School and Global Communities (CT Communities 5.1): Learners use the language both within and beyond the classroom to interact with others in their community about themselves, their families, their activities, and the foods they enjoy.

❖ Lifelong Learning (CT Communities 5.2): Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	
<p>Vision of A Learner Attributes: Students will be able to use their learning independently...</p> <p>TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.</p> <p>CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.</p>	
<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> Building proficiency in a language requires consistent use of previously learned vocabulary and grammar concepts while incorporating new language structures and terms and being willing to make mistakes along the way. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How can I use the language I know to express myself in more detail and in a comprehensible manner?
<p>Students will know...</p> <ul style="list-style-type: none"> Greetings and introductions Verb list (regular and irregular) Descriptive adjectives and adjective-noun agreement Basic terminology to express likes Ser vs Estar Essential vocabulary for numbers, days of the week, and seasons to discuss self and activities of interest. Question words/phrases 	<p>Students will be able to...</p> <ul style="list-style-type: none"> Use previously learned vocabulary and grammar concepts for conversational activities to talk about themselves. Communicate and interpret the following: <ul style="list-style-type: none"> Information about themselves and others Various expressions of preferences Descriptive words and phrases Conversational strategies Question words/ phrases Ask and answer questions that help them get to know others better
<p>Key Vocabulary: Commonly used greetings and introductions, verbs in the present tense, expressions for preferences, and Question words/ phrases.</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks:</p> <p><i>Benchmark: Students will show their level of proficiency in various</i></p>	<p>Other Evidence:</p>

<p><i>modes of communication. TCC4(9-12)</i></p> <p>Dialogue: <i>Students can engage in conversation about themselves and their likes. TCC4(9-12),</i></p> <p>Unit Test: <i>To be able to identify verbs used in years 1 and 2 target language TI4(9-12)</i></p>	<p>Speaking/Signing, writing, viewing and listening/receiving in performance-based formative interims. TCC4(9-12) CCE4(9-12)TI4(9-12)</p>
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Learning Plan
<p>TCC4(9-12): I can integrate my learning to adapt to experiences at home and in life. Benchmark to measure modes of communication</p> <p>CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression. Dialogue</p> <p>TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals. Speaking/Signing, writing, listening/receiving in performance-based formative interims</p>

Unit 1 - Everyday Life and Routines

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

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Communication

- ❖ Interpretive (CT Communication 1.2) Within the topics of daily life, travel and childhood, students can identify the topic and related information from simple sentences in informational texts and short fictional texts (French, Spanish). Students can identify the main idea in short conversations (ASL, French, Spanish).
- ❖ Interpersonal (CT Communication 1.2) Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. Interact with others to meet basic needs in familiar situations. Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics.
- ❖ Presentational (CT Communication 1.3) Presents personal information about life, activities, events, and everyday topics as well as explains why they feel that way using simple sentences.

Cultures

- ❖ Relating Cultural Practices to Perspective (CT Cultures 2.1) Learners use the language to explore and reflect on the practices and perspectives of the cultures studied.
- ❖ Relating Cultural Products to Perspective (CT Cultures 2.2) Learners use the language to explore and reflect on the products and perspectives of the cultures studied.

Connections

- ❖ Making Connections (CT Connections 3.1) Learners build, reinforce, and expand their knowledge of health, geography, literature and sociology while using the language to solve problems creatively.
- ❖ Acquiring Information and Diverse Perspectives (CT Connections 3.2) Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Vision of A Learner Attributes: Students will be able to use their learning to independently...

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

Understandings: Students will understand that...

- Daily routines are shaped by culture, lifestyle, and personal needs.
- Understanding how people organize their day helps us make comparisons and build empathy across cultures.
- Concepts of health and wellness vary around the world, and language helps us navigate those cultural understandings.
- Describing routines, making appointments, or expressing how we feel are essential parts of communicating in real-world situations.

Essential Questions:

- How do people describe and manage their daily routines?
- How do habits and routines reflect personal and cultural values?
- How is health and wellness understood and maintained in different cultures?
- What role does language play in expressing needs and making healthy choices?

Students will know...

- Vocabulary to communicate about their daily life and routines.
- Basic information regarding health.
- Language to express clothing preferences for a variety of everyday situations.
- A variety of sources of information on the lives of others, their daily routines and the overall concept of beauty and aesthetics of student life of cultures other than their own.

Students will be able to...

Communicate and interpret information about daily routines, clothing preferences and basic health.

- Reflexive verbs
- Daily hygiene products
- Clothing for various activities, seasons, etc.
- Body parts and basic health
- Transitions and ordinal numbers

Key Vocabulary: I like to wear, I enjoy, I prefer to, it's fashionable to wear, I feel, I need, I believe, My...is..., I get up, I go to bed at, my routine is, before school, after school, some "home" vocabulary

Assessment Evidence

Performance Tasks:

Unit Test: Identify and apply unit vocabulary and phrases through various modes of communication. TCC4(9-12) **Ex. Unit Test**

Other Evidence:

Speaking/Signing, writing, viewing and listening/receiving in performance-based formative interims. TCC4(9-12)
CCE4(9-12)TI4(9-12)

Dialogue: Students will be able engage in conversation about their clothing preferences for varied occasions or activities. TCC4(9-12),

Unit Interim: Students will be able to interpret and communicate about basic health needs. TI4(9-12)

PBA: Create and perform a presentation about oneself , their daily lives and/or being able to understand others. ie Screencastify, dialogue, etc., showing the ability to use sequential verbiage, in target language and varied verbs to describe action. CCE4(9-12)

Learning Plan

TCC4(9-12): I can integrate my learning to adapt to experiences at home and in life.

Unit Test:Identify and apply unit vocabulary and phrases through various modes of communication.

TCC4(9-12)TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

Dialogue: Students will be able engage in conversation about myself with others demonstrating how I prepare for the beginning and end of their daily routines and practices

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

PBA: Create and perform a presentation about oneself , their daily lives and/or being able to understand others. ie Flip, dialogue, etc., showing the ability to use sequential verbiage, in target language and varied verbs to describe action.

TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

TCC4(9-12) I can integrate my learning to adapt to experiences at home and in life.

CCE4(9-12) I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

Speaking/Signing, writing, listening/receiving in performance-based formative interims

Teacher resources: Various online authentic resources and realia from the target cultures, World Language Google Drive, Language-specific texts and videos

Unit 2-Let's Go Explore

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

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Communication

- ❖ Interpretive (CT Communication 1.2): Within the topics of daily life, travel and childhood, students can identify the topic and related information from simple sentences in informational texts and short fictional texts (French, Spanish). Students can identify the main idea in short conversations (ASL, French, Spanish).
- ❖ Interpersonal (CT Communication 1.1): Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. Interact with others to meet basic needs in familiar situations. Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics.
- ❖ Presentational (CT Communication 1.3) : Presents personal information about life, activities, events, and everyday topics as well as explains why they feel that way using simple sentences.

Cultures

- ❖ Relating Cultural Practices to Perspective (CT Cultures 2.1): Learners use the language to explore and reflect on the practices and perspectives of the cultures studied.
- ❖ Relating Cultural Products to Perspective (CT Cultures 2.2): Learners use the language to explore and reflect on the products and perspectives of the cultures studied.

Connections

- ❖ Making Connections (CT Connections 3.1): Learners build, reinforce, and expand their knowledge of health, geography, literature and sociology while using the language to solve problems creatively.

Comparisons

- ❖ Language (CT Comparisons 4.1): Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- ❖ Cultural (CT Comparisons 4.2): Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities

- ❖ School and Global Communities (CT Communities 5.1): Learners use the language both within and beyond the classroom to interact with others in their community about themselves, their families, their activities, and the foods they enjoy.
- ❖ Lifelong Learning (CT Communities 5.1 and 5.2): Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Connections

- ❖ Making Connections (CT Connections 3.1) Learners build, reinforce, and expand their knowledge of health, geography, literature and sociology while using the language to solve problems creatively.
- ❖ Acquiring Information and Diverse Perspectives (CT Connections 3.2) Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Vision of A Learner Attributes: Students will be able to use their learning to independently...

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

AA2(9-12): I can assess my past successes and mistakes to change my approach.

Understandings: Students will understand that...

- Travel requires the ability to ask questions, follow directions, and understand local customs.
- Landmarks, public spaces, and neighborhoods tell the story of a place and its people.
- Understanding cultural norms and expectations when traveling helps build intercultural competence.
- Navigating unfamiliar environments builds language confidence and global awareness.

Essential Questions:

- How do I make travel plans and move around in a new place?
- How do places and landmarks reflect a culture's identity and history?
- How can I navigate cities and transportation systems in culturally appropriate ways?
- Why is learning about a place's geography, customs, and etiquette important when traveling?

Students will know...

Students will be able to...

<ul style="list-style-type: none"> • Travel vocab (general) • Present tense verbs • Prepositions of place-direction • Verb “to be” (location) • Places in town-city • Modes of transportation • Travel activities 	<ul style="list-style-type: none"> • Identify and apply travel vocabulary for real world situations. • Be able to understand and give directions in the target language • Explore places of interest in the target language through interpretation and understanding. • Communicate preferred activities while on a trip. • Comprehend and create an itinerary for travel • Apply varied travel vocabulary for situations,needs. • Give and receive directions • Navigate through an unfamiliar town or city • Entertain a variety of possible activities to participate in during a trip • Decide what modes of transportation might work best
Key Vocabulary: City and town vocab, places in town, general travel, Basic prepositions of place (directions), activities pertaining to travel, methods of transportation, common universal signs.	
Assessment Evidence	
Performance Tasks: Unit Test: <i>Be able to identify and apply unit vocabulary to be able to interpret information about a travel destination. TCC4(9-12)</i> Dialogue: <i>Students will create a dialogue using the unit vocabulary and preferences for travel. TCC4(9-12) AA2(9-12)</i> PBA: <i>Students create a travel brochure that includes places of interest and activities offeredCCE4(9-12). TI4(9-12)</i>	Other Evidence: Speaking/Signing, writing, viewing and listening/receiving in performance-based formative interims. TCC4(9-12) CCE4(9-12)TI4(9-12)
Learning Plan	
TCC4(9-12): I can integrate my learning to adapt to experiences at home and in life. Unit Test:Identify and apply unit vocabulary for interpretation. TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life. AA2(9-12) I can assess my past successes and mistakes to change my approach	

Dialogue: Create a travel dialogue about planning a trip.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

PBA: Create a travel or brochure or presentation.

TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

TCC4(9-12) I can integrate my learning to adapt to experiences at home and in life.

CCE4(9-12) I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

Speaking/Signing, writing, listening/receiving in performance-based formative interims

Teacher Resources: Various online authentic resources and realia from the target cultures, World Language Google Drive, Language-specific texts, and videos

Unit 3-Looking back

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

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Communication

- ❖ Interpretive (CT Communication 1.2): Within the topics of daily life, travel and childhood, students can identify the topic and related information from simple sentences in informational texts and short fictional texts (French, Spanish). Students can identify the main idea in short conversations (ASL, French, Spanish).
- ❖ Interpersonal (CT Communication 1.1): Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. Interact with others to meet basic needs in familiar situations. Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics.
- ❖ Presentational (CT Communication 1.3): Presents personal information about life, activities, events, and everyday topics as well as explains why they feel that way using simple sentences.

Cultures

- ❖ Relating Cultural Practices to Perspective (CT Cultures 2.1): Learners use the language to explore and reflect on the practices and perspectives of the cultures studied.
- ❖ Relating Cultural Products to Perspective (CT Cultures 2.2): Learners use the language to explore and reflect on the products and perspectives of the cultures studied.

Connections

- ❖ Making Connections (CT Connections 3.1): Learners build, reinforce, and expand their knowledge of health, geography, literature and sociology while using the language to solve problems creatively.

Comparisons

- ❖ Language (CT Comparisons 4.1): Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- ❖ Cultural (CT Comparisons 4.2): Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities

- ❖ School and Global Communities (CT Communities 5.1): Learners use the language both within and beyond the classroom to interact with others in their community about themselves, their families, their activities, and the foods they enjoy.
- ❖ Lifelong Learning (CT Communities 5.1 and 5.2): Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Connections

- ❖ Making Connections (CT Connections 3.1) Learners build, reinforce, and expand their knowledge of health, geography, literature and sociology while using the language to solve problems creatively.
- ❖ Acquiring Information and Diverse Perspectives (CT Connections 3.2) Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Vision of A Learner Attributes: Students will be able to use their learning to independently...

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

AA2(9-12): I can assess my past successes and mistakes to change my approach.

Understandings: Students will understand that...

- Recounting personal and historical events allows us to connect across time and cultures.
- Childhood activities and traditions reflect cultural values and social expectations.
- Language enables us to reflect on and share memories in meaningful, structured ways.
- Mastering past tenses expands our ability to express ideas beyond the present and improves fluency.

Essential Questions:

- How do I describe events and experiences from the past?
- How do cultures preserve memories and share stories from the past?
- What do our childhood activities say about our values and identity?
- How does using past tenses in another language help us communicate with greater depth?

Students will know...

- Different time frames have different ways to be expressed and interpreted and they will make connections between target language and English.
- General childhood vocabulary
- Past tense Preterite grammatical constructs and uses

Students will be able to...

Communicate and interpret:

- Basic stories from their childhood
- Recognize differences in timeframes
- Write/Sign short stories that relate to past tense events

<ul style="list-style-type: none"> • Expressions of time • Frequency words • Family vocabulary 	<ul style="list-style-type: none"> • Interpret stories written in past tense
Key Vocabulary: Childhood vocabulary, celebrations, family review, expressions of time (frames), frequency word	
Assessment Evidence	
<p>Performance Tasks: <i>Unit Test:</i> Identify and apply unit vocabulary and phrases through various modes of communication. TCC4(9-12)</p> <p>Dialogue: Students will be able engage in conversation about their clothing preferences for varied occasions or activities. TCC4(9-12),</p> <p>Unit Interim: example Students will be able to interpret and communicate about past events. TI4(9-12)</p> <p>PBA: Example(past travel) CCE4(9-12) Presentational writing in past tense preterite about a past travel experience</p>	<p>Other Evidence:</p> <p>Speaking/Signing, writing, viewing and listening/receiving in performance-based formative interims. TCC4(9-12) CCE4(9-12)TI4(9-12)</p>
Learning Plan	
<p>TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life. I will create a dialog with the scene of a family at a playground, grocery store, or family dinner table.</p> <p>CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression. I will be able to write a letter to “Grandparents” discussing my daily life.</p> <p>TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals. I will write a reflection page in English about why I selected the target language, what I have learned so far and how I imagine using the target language in my future life. I will include specific activities to reach this goal.</p> <p>AA2(9-12): I can assess my past successes and mistakes to change my approach.</p>	

Speaking/Signing, writing, listening/receiving in performance-based formative interims

Teacher Resources: Various online authentic resources and realia from the target cultures, World Language Google Drive, Language-specific texts, and videos

Unit 4-Storytime

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

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Communication

- ❖ Interpretive: (CT Communication 1.2) Within the topics of daily life, travel and childhood, students can identify the topic and related information from simple sentences in informational texts and short fictional texts (French, Spanish). Students can identify the main idea in short conversations (ASL, French, Spanish).
- ❖ Interpersonal: (CT Communication 1.2) Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. Interact with others to meet basic needs in familiar situations. Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics.
- ❖ Presentational: (CT Communication 1.3) Presents personal information about life, activities, events, and everyday topics as well as explains why they feel that way using simple sentences.

Cultures

- ❖ Relating Cultural Practices to Perspective: (CT Communication 2.1) Learners use the language to explore and reflect on the practices and perspectives of the cultures studied.
- ❖ Relating Cultural Products to Perspective: (CT Communication 2.2) Learners use the language to explore and reflect on the products and perspectives of the cultures studied.

Connections

- ❖ Making Connections: (CT Communication 3.1) Learners build, reinforce, and expand their knowledge of health, geography, literature and sociology while using the language to solve problems creatively.

Comparisons

- ❖ Language (CT Comparisons 4.1): Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- ❖ Cultural (CT Comparisons 4.2): Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities

- ❖ School and Global Communities (CT Communities 5.1): Learners use the language both within and beyond the classroom to interact with others in their community about themselves, their families, their activities, and the foods they enjoy.
- ❖ Lifelong Learning (CT Communities 5.1): Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Connections

- ❖ Making Connections (CT Connections 3.1) Learners build, reinforce, and expand their knowledge of health, geography, literature and sociology while using the language to solve problems creatively.
- ❖ Acquiring Information and Diverse Perspectives (CT Connections 3.2) Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Vision of A Learner Attributes: Students will be able to use their learning to independently...

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

AA2(9-12): I can assess my past successes and mistakes to change my approach.

Understandings: Students will understand that...

- Stories preserve history, share beliefs, and shape identity in every culture.
- Retelling stories builds vocabulary, strengthens grammar, and enhances comprehension skills.

Essential Questions:

- How do stories help us understand cultures and values?
- How can I interpret and share a story using another language?
- What can I learn about myself and others through storytelling?
- How are stories structured across cultures and how does that affect meaning?

<ul style="list-style-type: none"> • Cultural stories reveal values, humor, morals, and social norms of a community. • Understanding narrative structure and style in another language supports intercultural communication. 	
Students will know... <ul style="list-style-type: none"> • How cultural comparisons help to understand a story. • How the use of different past tense verbs impacts understanding of frequency and timing of events/actions. • How transition words are utilized in the target language to indicate sequence of events. 	Students will be able to... <ul style="list-style-type: none"> • Interpret a story and identify the sequence and events in a story in the target language. • Identify elements of literature in a short story, play in the target language. • Identify the beginning, middle and end of the short story. • Identify the main idea, main characters and plot of a book in the target language. • State their opinions about the story with a brief explanation of why.
Key Vocabulary: General story unit vocabulary, sequential vocabulary, How to state an opinion about the story, present the main idea, and discuss the climax, setting/environment, protagonist, antagonist (when applicable) and themes	
Assessment Evidence	
Performance Tasks: <i>PBA: Book Jacket PBA</i> <i>Formative: Group discussions</i> <i>Interim: Short writing/signing activity</i>	Other Evidence: Speaking/Signing, writing, viewing and listening/receiving in performance-based formative interims. TCC4(9-12) CCE4(9-12)TI4(9-12)
Learning Plan	
TCC4 (9-12): I can integrate my learning to adapt to experiences in the classroom, career and life. Interims :Identify and apply unit vocabulary for interpretation.	

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression. Book Jacket PBA, Create comic strips, Short stories

TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.
Speaking/Signing, writing, listening/receiving in performance-based formative interims

AA2(9-12): I can assess my past successes and mistakes to change my approach.
Listening to feedback, reviewing work and editing as needed

Teacher Resources: Various online authentic resources and realia from the target cultures, World Language Google Drive, Language-specific texts, and videos

Unit 5-Interest Pathways

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Standards are based on ACTFL and ACTFL Proficiency guidelines. For more information, visit: [ACTFL Standards](#); [ACTFL Proficiency Guidelines](#); [Connecticut K–12 World Language Standards 2024](#)

Communication

- ❖ **Interpretive: (CT Communication 1.2)** Within the topics of daily life, travel and childhood, students can identify the topic and related information from simple sentences in informational texts and short fictional texts (French, Spanish). Students can identify the main idea in short conversations (ASL, French, Spanish).
- ❖ **Interpersonal: (CT Communication 1.2)** Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. Interact with others to meet basic needs in familiar situations. Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics.
- ❖ **Presentational: (CT Communication 1.3)** Presents personal information about life, activities, events, and everyday topics as well as explains why they feel that way using simple sentences.

Cultures

- ❖ **Relating Cultural Practices to Perspective: (CT Communication 2.1)** Learners use the language to explore and reflect on the practices and perspectives of the cultures studied.
- ❖ **Relating Cultural Products to Perspective: (CT Communication 2.2)** Learners use the language to explore and reflect on the products and perspectives of the cultures studied.

Connections

- ❖ **Making Connections: (CT Communication 3.1)** Learners build, reinforce, and expand their knowledge of health, geography, literature and sociology while using the language to solve problems creatively.

Comparisons

- ❖ **Language (CT Comparisons 4.1):** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

- ❖ **Cultural (CT Comparisons 4.2):** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities

- ❖ **School and Global Communities (CT Communities 5.1):** Learners use the language both within and beyond the classroom to interact with others in their community about themselves, their families, their activities, and the foods they enjoy.
- ❖ **Lifelong Learning (CT Communities 5.1):** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Connections

- ❖ **Making Connections (CT Connections 3.1)** Learners build, reinforce, and expand their knowledge of health, geography, literature and sociology while using the language to solve problems creatively.
- ❖ **Acquiring Information and Diverse Perspectives (CT Connections 3.2)** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Vision of A Learner Attributes: Students will be able to use their learning to independently...

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

AA2(9-12): I can assess my past successes and mistakes to change my approach.

Understandings: Students will understand that...

- Language is a vital tool in careers such as healthcare, business, education, tourism, and technology.
- Cultural awareness and communication skills increase opportunities and effectiveness in the workplace.
- Professional interactions often require formal language, polite expressions, and specific vocabulary.
- Career-specific language skills empower learners to become global citizens and future-ready professionals.

Essential Questions:

- How can language skills support my personal and professional goals?
- How is language used in different careers and industries?
- What cultural knowledge is necessary for working with people from diverse backgrounds?
- How can I use language to collaborate effectively in a global environment?

Students will know...

- Career-interest specific vocabulary

Students will be able to...

- Interact with others in the target language at a novice-high level using career/study of interest-specific vocabulary.

<ul style="list-style-type: none"> • Cultural differences that would impact their interactions with others in their career field/area of interest • Influences of the target culture in their career field/area of interest 	<ul style="list-style-type: none"> • Interpret the main idea and some supporting details of video, audio, and/or written texts that focus on the career/study interest area.
Key Vocabulary: STEM vocabulary, Agriscience vocabulary, Arts vocabulary, and Human Services vocabulary, plus other areas of interest	
Assessment Evidence	
Performance Tasks: PBA: Vision Board	Other Evidence: Speaking/Signing, writing, viewing and listening/receiving in performance-based formative interims. TCC4(9-12) CCE4(9-12)TI4(9-12)
Learning Plan	
TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life. <ul style="list-style-type: none"> • Create a vision board with career specific vocabulary in the target language • Complete a job application/ cover sheet in the target language CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression. <ul style="list-style-type: none"> • Dialogue/ mock interview/ interactive activity with unit specific vocabulary TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals. <ul style="list-style-type: none"> • Reflective essay/ journaling of steps to acquiring goal • Application for a travel/work abroad opportunity AA2(9-12): I can assess my past successes and mistakes to change my approach. Speaking/Signing, writing, listening/receiving in performance-based formative interims Peer feedback using rubrics	
Teacher Resources: Various online authentic resources and realia from the target cultures, World Language Google Drive, Language-specific texts and videos	