

World Language Year 1 CURRICULUM



Grade Level(s): 9-12

Curriculum Author(s): J. Caruso, K. Peterson, K. Sandor, D.Manogue, T. Fernandez, M. Greaves

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
Getting to Know Me	How do personal interests shape who we are?	Personal interests and activities reflect cultural values and individual personality.	TCC4(9-12); CCE4(9-12)
My Student Life	How does language help me navigate school-related interactions?	Language helps us function within a school setting by allowing us to ask for help, follow schedules, and build friendships.	TCC4(9-12), CCE4(9-12)
Meet My Family	How do family roles and structures differ across cultures?	Family structures and dynamics vary, but the concept of family is universal.	TCC4(9-12), CCE4(9-12)
Tis the Season	What can I learn about a culture through its seasonal celebrations and practices?	Celebrations and customs tied to seasons reflect a culture's relationship with nature and time.	TCC4(9-12), CCE4(9-12)
Food for Thought	What do people eat and why?	Meals are more than just nourishment—they are social and cultural expressions.	TCC4(9-12), CCE4(9-12)
<i>Practices, Products, and Perspectives of the Target Culture (Included in each unit)</i>	How do I show basic cultural awareness when communicating in the target language?	Cultural practices, perspectives and products influence target languages.	TCC4(9-12), CCE4(9-12)

(adapted from Wiggins, G. & McTighe, J. (2005). Understanding by Design (2nd Edition). ASCD.)

Unit 1 - Getting to Know Me

Desired Results - Goals, Transfer, Meaning, Acquisition

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 self, family, school, activities, and food, students can identify the topic and some isolated facts from simple sentences in informational texts and short fictional texts (French, Spanish). Understands familiar questions and statements from simple sentences in conversations (ASL, French, Spanish).
- ❖ **Interpersonal (CT Communication 1.1):** Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences. Interact with others to meet basic needs related to daily life and activities. Express and give preferences and opinions using simple sentences and questions.
- ❖ **Presentational (CT Communication 1.3):** Presents personal information, expresses preferences about their life, everyday topics, and activities, using simple sentences most of the time.

Cultures (CT 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 geography and sociology while using the language to solve problems creatively.
- ❖ **Acquiring Information and Diverse Perspectives (CT Connections 3.1):** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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 5.2): Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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

Understandings: The students will understand that...

- Language allows us to build relationships and express identity.
- Personal interests and activities reflect cultural values and individual personality.
- Preferences are communicated differently across cultures, but all people enjoy expressing what they like and dislike.
- Effective communication involves both linguistic knowledge and cultural understanding of emotions and reactions.

Essential Questions:

- How do I introduce myself and connect with others in a new language?
- How do personal interests shape who we are?
- How do people express likes and dislikes in different cultures?
- How can I understand and express emotions and preferences in a culturally appropriate way?

Students will know...

- Vocabulary and grammar concepts that enable them to describe themselves and greet people.
- Greetings and Goodbyes
- Descriptive adjectives for people
- Verbs to describe basic actions
- How people in the target culture greet and introduce themselves
- Where people in the target culture are from and how their likes

Students will be able to...

Students will be able to communicate and interpret:

- Greetings and Goodbyes
- Descriptive adjectives for people
- Verbs to describe basic actions
- How people in the target culture greet and introduce themselves

and dislikes vary from our own.	<ul style="list-style-type: none"> Where people in the target culture are from and how their likes and dislikes vary from our own.
Key Vocabulary: Hello, goodbye, my name is, I am..., I am from..., nice to meet you, how old are you, my birthday is, I like, I don't like, I live in..., where, when, how	
Assessment Evidence	
Performance Tasks: Unit Test: <i>Identify and apply unit vocabulary and phrases through various modes of communication. TCC4(9-12)</i> Dialogue: <i>Students will be able to engage in conversation about self with others, demonstrating how people greet and introduce themselves, keeping cultural differences in mind. TCC4(9-12)</i> PBA: <i>Create and perform a presentation about oneself about their daily lives and/or being able to understand others. ie Flip, dialogue, etc., showing the ability to use salutations, varied adjectives in target language and varied verbs to describe action. CCE4(9-12)</i>	Other Evidence: Speaking/Signing, writing, listening/receiving in performance-based formative interims. TCC4(9-12) CCE4(9-12)
Learning Plan	
TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life. Unit Test: <i>Identify and apply unit vocabulary and phrases through various modes of communication.</i> TCC4(9-12)TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life. Dialogue: <i>Students will be able engage in conversation about self with others demonstrating how people greet and introduce themselves, keeping cultural differences in mind.</i> 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: <i>Create and perform a presentation about oneself about their daily lives and/or being able to understand others. ie Flip, dialogue, etc., showing the ability to use salutations, varied adjectives in target language and varied verbs to describe action.</i> 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.

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 - My Student Life

Desired Results - Goals, Transfer, Meaning, Acquisition

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Communication

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- ❖ **Presentational (CT Communication 1.3):** Presents personal information, expresses preferences about their life, everyday topics, and activities, using simple sentences most of the time.

Cultures (CT 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 geography and sociology while using the language to solve problems creatively.
- ❖ **Acquiring Information and Diverse Perspectives (CT Connections 3.1):** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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 5.2): Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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

Understandings: Students will understand that...

- Schools may look different around the world, but learning is a shared human experience.
- Language helps us function within a school setting by allowing us to ask for help, follow schedules, and build friendships.
- Comparing school systems can help us understand the values and priorities of a culture.
- Understanding and using school-related vocabulary helps us engage in meaningful conversations with peers from other cultures.

Essential Questions:

- What does student life look like in different parts of the world?
- How do I describe and compare my school routine to others'?
- How does language help me navigate school-related interactions?
- Why do schools reflect the values of the culture they are in?

Students will know...

- Vocabulary and grammar concepts to ask and talk about what you and others like or dislike.
- Vocabulary and grammar concepts to give and follow directions, specifically in navigating around a school campus.
- Verbs that describe basic actions, useful in everyday communication.
- How people in the target culture build school communities and establish affiliations.

Students will be able to...

- Ask and tell about likes/dislikes
- Know how to give and follow directions around campus
- Verbs to describe basic actions
- Know how people in the target culture build school communities
- How student life may be different for people in the target culture

<ul style="list-style-type: none"> • How student life in the target culture might differ from what students experience in your own culture. • Vocabulary to communicate about their student life. • How to compare and contrast the student life of cultures other than their own 	
<p>Key Vocabulary: Classroom, teacher, student, materials, writing, reading, paying attention, cafeteria, library, Front door, hallway, bathroom, main office, different subjects, How do I get to....? How many minutes/hours...? What are you learning? Who is your teacher? What is your favorite? What do you like/dislike?</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks:</p> <p>Unit Test: <i>Identify and apply unit vocabulary and phrases through various modes of communication. TCC4(9-12)</i></p> <p>Dialogue: <i>Students will be able engage in conversation with others about school life, likes and dislikes and school activities keeping cultural differences in mind. TCC4(9-12)</i></p> <p>PBA: <i>Create and perform a presentation about their student life, classes and activities and/or be able to understand others. ie Flip, dialogue, etc., showing the ability to use unit vocabulary, varied adjectives in target language and varied verb phrases to describe likes and dislikes. CCE4(9-12)</i></p>	<p>Other Evidence:</p> <p>Speaking/Signing, writing, listening/receiving in performance-based formative interims. TCC4(9-12) CCE4(9-12)</p>
<p style="text-align: center;">Learning Plan</p>	
<p>TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.</p> <p>Unit Test: Identify and apply unit vocabulary and phrases through various modes of communication.</p> <p>TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.</p> <p>Dialogue: Students will be able engage in conversation about self with others demonstrating how people greet and introduce themselves, keeping cultural differences in mind.</p> <p>CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective</p>	

mode of expression.

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

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.

Speaking/Signing, writing, listening/receiving in performance-based formative, interim and summative

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

Unit 3 - Meet My Family

Desired Results - Goals, Transfer, Meaning, Acquisition

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Communication

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Cultures (CT 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 geography and sociology while using the language to solve problems creatively.
- ❖ **Acquiring Information and Diverse Perspectives (CT Connections 3.1):** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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.
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Communities



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Lifelong Learning (CT Communities 5.2): Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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

Understandings: Students will understand that...

- Family structures and dynamics vary, but the concept of family is universal.
- Language is a tool for describing relationships, roles, and special moments with loved ones.
- Family traditions and roles reflect the values and beliefs of a culture.
- Exploring diverse family norms fosters empathy and appreciation for different ways of life.

Essential Questions:

- How do I describe my family and relationships in another language?
- How do family roles and structures differ across cultures?
- What do family traditions reveal about cultural perspectives?
- How does learning about other families help me understand my own?

Students will know...

- Vocabulary, grammar concepts, and cultural concepts associated with the following:
 - Different family structures, such as nuclear families, extended families, and other living arrangements.
- How individuals in the target culture form school communities and affiliations through clubs, groups, and shared activities, reflecting cultural values.
- The variations in family structures, roles, and dynamics across different cultures, including how family life and responsibilities may differ.

Students will be able to...

- inquire about someone else's family, including family members, relationships, and dynamics.
- Ask and tell about family structures
- communicate about similarities and differences among family members
- Provide basic information about family members.
- Show an understanding of the cultural practices of other families.

Key Vocabulary: Mother, father, brother, sister, pets, uncle, aunt, step-parent, grandmother, grandfather, oldest, youngest, close to, similar, different, nationalities etc...

Assessment Evidence

Performance Tasks:

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

Dialogue: Students will be able engage in conversation with others about one's family keeping cultural differences in mind. TCC4(9-12)??

PBA: Create and perform a presentation about their families and . ie Flip, slideshow, etc., showing the ability to use unit vocabulary, varied adjectives and verbs in target language to talk about their family relations and cultural practices . CCE4(9-12)

Other Evidence:

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

Learning Plan

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and 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 self with others demonstrating how people greet and introduce themselves, keeping cultural differences in mind.

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 about their daily lives and/or being able to understand others. ie Flip, dialogue, etc., showing the ability to use salutations, varied adjectives in target language and varied verbs to describe action.

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.

Speaking/Signing, writing, listening/receiving in performance-based formative, interim and summative

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



Unit 4 - 'Tis the season

Desired Results - Goals, Transfer, Meaning, Acquisition

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Communication

- ❖ **Interpretive (CT Communication 1.2):** Within the topics of self, family, school, activities, and food, students can identify the topic and some isolated facts from simple sentences in informational texts and short fictional texts (French, Spanish). Understands familiar questions and statements from simple sentences in conversations (ASL, French, Spanish).
- ❖ **Interpersonal (CT Communication 1.1):** Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences. Interact with others to meet basic needs related to daily life and activities. Express and give preferences and opinions using simple sentences and questions.
- ❖ **Presentational (CT Communication 1.3):** Presents personal information, expresses preferences about their life, everyday topics, and activities, using simple sentences most of the time.

Cultures (CT 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 geography and sociology while using the language to solve problems creatively.
- ❖ **Acquiring Information and Diverse Perspectives (CT Connections 3.1):** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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.
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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.

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

Understandings: The students will understand that...

- Seasonal changes influence people's daily lives, activities, and clothing choices.
- Weather vocabulary is essential for navigating daily life and making social connections.
- Celebrations and customs tied to seasons reflect a culture's relationship with nature and time.
- Understanding how people in other parts of the world experience and describe seasons enhances intercultural understanding.

Essential Questions:

- How does weather affect what people do, wear, and celebrate?
- How are seasons experienced differently around the world?
- What can I learn about a culture through its seasonal celebrations and practices?
- How can I talk about the weather and daily routines in culturally appropriate ways?

Students will know...

- The vocabulary of various articles of clothing
- Descriptive adjectives for clothing, colors, etc
- Weather expressions
- Places to shop
- Verbs to describe what you wear, buy, put on.
- How cultural customs influence clothing worn in target language countries

Students will be able to...

- Describe the clothing they and others wear in various seasons.
- Discuss different weather conditions for seasons.
- Express preferences and talk about the clothing you want to purchase.

Key Vocabulary: Summer, Winter, Fall, Spring, I wear, I buy, It costs, How much does it cost? It is hot, It is cold, It's raining, It's snowing, It's good weather, It's bad weather, Articles of clothing, colors

Assessment Evidence

Performance Tasks:

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

Dialogue: Students will be able to engage in conversation with others about clothing for seasonal weather. TCC4(9-12)

PBA: Create a presentation about clothing and connected seasons including. ie Fashion magazine or slideshow, etc., showing the ability to use unit vocabulary, varied adjectives and verbs in target language to talk about clothing preferences . CCE4(9-12)

Other Evidence:

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

Learning Plan

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and 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 self with others demonstrating how people greet and introduce themselves, keeping cultural differences in mind.

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 about their daily lives and/or being able to understand others. ie Flip, dialogue, etc., showing the ability to use salutations, varied adjectives in target language and varied verbs to describe action.

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.

Speaking/Signing, writing, listening/receiving in performance-based formative, interim and summative

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

texts, and videos



Unit 5 - Food for Thought

Desired Results - Goals, Transfer, Meaning, Acquisition

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Cultures (CT 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 geography and sociology while using the language to solve problems creatively.
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Comparisons

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Communities

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Lifelong Learning (CT Communities 5.2): Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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

Understandings:

- Food choices are influenced by geography, climate, culture, and tradition.
- Language enables us to share about what we eat, how we cook, and what food means to us.
- Meals are more than just nourishment—they are social and cultural expressions.
- Exploring food traditions fosters appreciation of cultural diversity and opens up meaningful connections with others.

Essential Questions:

- What do people eat and why?
- How does food reflect cultural identity and values?
- How can I describe meals, ingredients, and recipes in another language?
- How are food customs similar and different around the world?

Students will know...

- Vocabulary and grammar concepts required for communication about the following topics:
 - various foods and beverages
 - Meal times
 - Restaurants
 - Taste, temperature, and preferences
- Differences and similarities between the target culture gastronomy and their own.

Students will be able to...

- Express their preferences and ask about others' preferences in relation to the following:
 - foods and beverages
 - Meal times
 - Restaurants
- Explain differences and similarities between the target culture's gastronomy and their own.

Key Vocabulary: To eat, to drink, to prefer, to order, to want, breakfast, lunch, dinner, restaurant, waiter/waitress, menu, the check, food, various foods and beverages, cultural foods and beverages.

Assessment Evidence

Performance Tasks:

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

Dialogue: Students will be able engage in conversation with others about meal times and preferences and/or ordering food in a restaurant. TCC4(9-12)?

PBA: Create and perform a presentation about a specific cultural gastronomy from a target language country when applicable showing the ability to use rich and diverse unit vocabulary in the target language. CCE4(9-12)

Other Evidence:

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

Learning Plan

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and 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 self with others demonstrating how people greet and introduce themselves, keeping cultural differences in mind.

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 about their daily lives and/or being able to understand others. ie Flip, dialogue, etc., showing the ability to use salutations, varied adjectives in target language and varied verbs to describe action.

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.

Speaking/Signing, writing, listening/receiving in performance-based formative, interim and summative

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