

AMITY REGIONAL SCHOOL DISTRICT NO. 5

Bethany Orange Woodbridge
25 Newton Road, Woodbridge, Connecticut 06525

Dr. Jennifer P. Byars
Superintendent of Schools

AMITY REGIONAL BOARD OF EDUCATION SPECIAL MEETING AGENDA
Monday, September 29, 2025 6:30 pm
25 Newton Road, Woodbridge, CT
Lecture Hall

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**
3. **APPROVAL OF MINUTES**
 - a. Board of Education Regular Meeting – September 8, 2025 [page 4](#)
4. **RECOGNITION OF STUDENTS**
 - a. 2025-2026 National Merit Scholarship Commended Scholars and Semi-Finalists [page 7](#)
5. **STUDENT REPORT**
 - a. Monthly Report
6. **3 A's (Academics, Arts, Athletics) AND POG (Portrait of the Graduate) FOCUS PRESENTATION**
 - a. Amity Creative Theater Edinburgh Trip – Robert Kennedy
7. **SUPERINTENDENT'S REPORT**
 - a. Superintendent Report [page 9](#)
8. **CHAIRMAN'S REPORT**
 - a. Committee Reports
 1. Curriculum
 - a. **STATE ASSESSMENT RESULTS PRELIMINARY REVIEW**
 - b. **CURRICULUM PRESENTATION**
 1. [Chinese I page 13](#)
 2. [Chinese II page 54](#)
 3. [Chinese III page 91](#)
 4. [Spanish I page 137](#)
 5. [Latin I page 204](#)
 2. Personnel
 - a. Discussion of the Amity Administrators' Group Contract for 2026-2029 (anticipated Executive Session)
 - b. Possible Action on Approval of the Amity Administrators' Group Contract for 2026-2029
9. **PUBLIC COMMENT** – Public Comment will be limited to those items noticed in this agenda
10. **ITEMS FOR THE NEXT REGULAR MEETING AGENDA – Due to Chairperson by October 31, 2025**
11. **ADJOURNMENT**

Jennifer P. Byars

PLEASE POST

PLEASE POST

Jennifer P. Byars, Ed.D.
Superintendent of Schools

pc: Town Clerks Bethany, Orange, Woodbridge

***Working to "enable every Amity student to become a lifelong learner
and a literate, caring, creative and effective world citizen."***

District Mission Statement

If you require accommodations to participate because of a disability,
please contact the office of the Superintendent of Schools in advance at 203-397-4811.

AMITY REGIONAL SCHOOL DISTRICT NO. 5
BOARD OF EDUCATION
Bethany Orange Woodbridge



NORMS

BE RESPECTFUL

- Model civil discourse and discussion, respecting all viewpoints, welcoming ideas, and disagreeing with courtesy.
- Collaborate as a team.
- Listen actively and refrain from interruptions or side conversations.
- Respect each others' time by brevity of comment.
- Be fully present and mindful of the distractions caused by electronic devices.
- Grow and learn from each other.

HONOR THE POSITION

- Work within the Board's statutory and policy duties.
- Prepare for Board & Committee meetings by reading the packet prior to the meeting.
- Treat each student, parent, and stakeholder respectfully and assist them in following the designated chain of command.
- Be reflective, including conducting an annual Board self-evaluation.

REPRESENT THE BOARD WITH UNITY AND PRIDE

- Make decisions based on what is best for the collective student body of Amity Regional School District No. 5.
- Respect the professional expertise of the staff.
- Be flexible in response to challenges.
- Collaboratively engage in discussions and actions and once voted on, provide undivided support of Board decisions in both public and private.

AMITY REGIONAL BOARD OF EDUCATION REGULAR MEETING MINUTES
Monday, September 8, 2025, 6:30 pm
25 Newton Road, Woodbridge, CT
Lecture Hall

BOARD MEMBERS PRESENT

Cathy Bradley, Paul Davis, Carla Eichler, Sean Hartshorn, Dr. Karunakaran, Dana Lombardi, Michael McDonough, Dr. Carol Oladele, Patrick Reed, Donna Schlank and Donna Schuster* *arrived at 6:42*

BOARD MEMBERS ABSENT

Andrea Hubbard, Christina Levere-D’Addio

STUDENT BOARD MEMBERS PRESENT

Janet Fan and Shreya Viswanathan

STAFF MEMBERS PRESENT

Dr. Jennifer Byars, Dr. Shannan Carlson, Theresa Lumas, Thomas Brant

1. CALL TO ORDER

Chairperson Davis called the meeting to order at 6:30 p.m.

2. PLEDGE OF ALLEGIANCE

Led by Amity Board of Education Chair Paul Davis

3. APPROVAL OF MINUTES

- a. Board of Education Regular Meeting – August 18, 2025

MOTION by Patrick Reed, SECOND by Cathy Bradley to approve August 18, 2025 minutes as submitted.

VOTES IN FAVOR, 10 (UNANIMOUS)

MOTION CARRIES

4. PUBLIC COMMENT

Orange AMSO parent:

Parent shares her family's experience with her son's 504 plan. Due to his illness, he could not attend school regularly and utilized homebound tutoring. Parent shares her appreciation for the medical 504 plan that allowed her son to assimilate back into the regular school day.

Woodbridge Parent:

Parent addresses math curriculum and math placement at AMSB. Parent speaks on the role math preparation plays in SAT and college placement. Parent urges Amity to evolve in our math curriculum to better meet the needs of Amity students to successfully meet future challenges.

Orange AMSO Parent:

Parent shares that the entire 7th grade student body at both middle schools have yet to receive chrome books. Parent raises concern that the 7th grade is currently in a tech heavy rotation without the necessary devices.

5. CORRESPONDENCE

None

6. CHAIRMAN’S REPORT

a. Committee Reports

- 1. **ACES**
- 2. **Ad Hoc School Start Time Committee**
- 3. **CABE**
- 4. **Communications**
- 5. **Curriculum**
- 6. **District Health and Safety**
- 7. **District Technology**
 - a. **Monthly Report**
- 8. **Facilities**
 - a. **Monthly Report**
- 9. **Finance**

a. Presentation and Discussion of Second Quarter 2025 Executive Summary Review of Amity Pension Fund, Sick and Severance Account, and OPEB Trust

Presented by Amity Region 5 Director of Finance Theresa Lumas

b. Digital Budget Book Presentation

Presented by Amity Region 5 Director of Finance Theresa Lumas

c. Discussion of Monthly Financial Statements

i. Special Education Update

Presented by Amity Region 5 Director of Finance Theresa Lumas and Amity Region 5 Director of Pupil Services Thomas Brant

d. Director of Finance and Administration Approved Transfers Under \$3,000

Presented by Amity Region 5 Director of Finance Theresa Lumas

e. Discussion and Possible Action on Budget Transfers of \$3,000 or More

MOTION by Sean Hartshorn, SECOND by Carla Eichler to approve the following budget transfer for special education services:

ACCOUNT NUMBER	ACCOUNT NAME	FROM	TO
04-12-1208-5111	Certified Salaries	\$15,260	
04-12-6130-5560	Tuition	\$14,965	
04-12-1207-5330	Professional Technical Services		\$30,225

VOTES IN FAVOR, 11 (UNANIMOUS)

MOTION CARRIES

f. Other

i. Audit Progress

Presented by Amity Region 5 Director of Finance Theresa Lumas

10. **Policy**

11. **Personnel**

a. Personnel Report

Presented by Amity Region 5 Superintendent of Schools Dr. Jennifer Byars

7. NEW BUSINESS

MOTION by Dana Lombardi, SECOND by Dr. Carol Oladele to move the 09-08-25 Personnel meeting to start five minutes after the end of the Regular BOE meeting.

VOTES IN FAVOR, 11 (UNANIMOUS)

MOTION CARRIES

8. ITEMS FOR THE NEXT AGENDA – Due to Chairperson by September 30, 2025

9. ADJOURNMENT

Chairperson Davis adjourned the meeting, without objection, at 7:28 p.m.

Respectfully submitted,

Lisa Zaleski

Lisa Zaleski

BOE Recording Secretary



2025-2026



NATIONAL MERIT SCHOLARSHIP PROGRAM

Commended Scholars

OLIVIA CUMMINGS

JOY DENG

MILKI EJARA

JANET FAN

ROXANA ISMAIL-BEIGI

YEBON LEE

NATHANIEL LUCIANO

MILA MEJNARTOWICZ

ASHWIN MENON

MIHIR NANDY

BENJAMIN SACHAR

ADITI SIDHARTHA

JACOB STOREYGARD

EVELYN SUN

CLAIRE THEISS

LIAM VAN TONDER

TROY VENDENCIA

SAGE WONG

ALYSSA XIA

TONY ZHANG



2025-2026



NATIONAL MERIT SCHOLARSHIP PROGRAM

Semi-Finalists

KEVIN GU

ADRIAN KOOLA

NICHOLAS LU

MINH NGUYEN

ASTORIA TURNER

JOSEPH VATNER

FRED XIAO

MARKIYAN YUKHNO

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Bethany Orange Woodbridge
25 Newton Road, Woodbridge, Connecticut 06525



Dr. Jennifer P. Byars
Superintendent of Schools

jennifer.byars@amityregion5.org
203.392.2106

Superintendent's Report – September 2025

Continuously improve instruction, cultivate creativity, and enhance student engagement and performance.

Enhance the efficient and effective use of resources.

Foster a supportive climate for students and adults.

Instruction

National Merit: Amity Regional High School will celebrate the eight recipients named National Merit Scholarship Program Semi-Finalists at the September 29, 2025 Board of Education meeting. These students scored in the top 1.2% of all PSAT test-takers nationwide last spring. Also to be recognized at the meeting are the 20 members of the senior class selected as National Merit Commended Scholars.

Dual Enrollment Information Sessions: The ARHS Counseling Department conducted information sessions for students in dual enrollment courses during the second week of school, covering need-to-know topics such as the course registration process, benefits and costs of dual-enrollment courses, transferability of credits, and student responsibilities. Students taking UConn dual enrollment courses met Wednesday, University of Bridgeport courses met Thursday, and Sacred Heart University course meetings were Friday. We also conducted registration assistance sessions for dual enrollment courses on September 22, 2025 (UConn), September 24, 2025 (UB), and September 26, 2025 (SHU).

National Honor Society Induction: The 76 new members of the Amity chapter of the National Honor Society were honored at the induction ceremony on September 12, 2025, making this the largest class of NHS inductees in recent Amity history. The NHS is a student-led, service-based organization, and its members are characterized by their commitment to the four pillars of the NHS: Character, Scholarship, Leadership, and Service.

POG-A-PALOOZA: On September 5, 2025, middle school students and staff across the district participated in POG-A-PALOOZA, a full-day event dedicated to the Amity Portrait of the Graduate (POG). Organized by the POG Committee, the day served as the kickoff for this year's POG work. Students engaged in activities such as a POG scavenger hunt, people bingo, and maker stations. They also reflected on the activities and their roles as collaborators, empathizers, problem solvers, planners, and communicators.

Fall Testing: All students in grades 9, 10, and 11 will be taking the PSAT in the coming month. Similarly, all students in grades 7 and 8 will be taking the STAR Fall Assessment.

Back to School Nights: The middle schools held their annual Back to School Night on September 9, 2025. Parents shared positive feedback, and the evening provided a wonderful opportunity to welcome new AMSB and AMSO families. ARHS held grade-specific Back to School Nights on September 4, 2025, for parents/guardians of Grade 9 and 12 students, and on September 10, 2025, for parents/guardians of Grade 10 and 11 students. Both nights began with an all-parent information session in the Brady Center Auditorium followed by an opportunity for parents and guardians to follow a shortened version of their child's schedule and meet all their teachers. All nights were well attended.

AMSB Opening 2025: The first weeks of the 2025-2026 school year at Amity Middle School Bethany have been fantastic. Staff and students returned eager to learn, and teachers spent the first two half days reorienting students to the building. Time was also dedicated to icebreaker activities and sharing summer stories. On the second day, the school came together for the first assembly of the year, where students and staff were welcomed, expectations for the year were outlined, and opportunities in art, academics, and athletics were highlighted.

AMSO After School Activities: Over 30 AMSO students are enjoying the start of several after-school sports and clubs. Students are participating in a variety of sports, including volleyball, soccer, field hockey, and cross country. Many clubs have also started to meet, including Student Council, The Game Club, GSA, No Place for Hate, and the Garden Club. These activities allow students to explore interests outside the academic realm while developing positive social skills. As a reminder, the Board of Education budget supported a third day of the student activity bus this year at both middle schools in order to increase student participation in after-school activities.

Snack & Coffee Cart: Students in the SAILS classes are continuing to develop pre-vocational and vocational skills through the management of a snack and coffee cart. This activity engages students in all aspects of the operation, including creating a shopping list based on staff feedback and requests, purchasing supplies at local retailers (such as Costco or Target), pricing items for sale, and conducting transactions through the traveling cart. As a self-sustaining initiative, the program also provides students with valuable experience in handling funds and depositing revenue into the appropriate accounts.

Curriculum Development: Curriculum writing for the 2025-2026 school year began on September 18, 2025. Writers from Social Studies and World Language continued their work on various courses. In addition, nine courses will be presented for final approval at the October 27, 2025, Board of Education meeting.

Professional Learning Day: A district-wide professional learning day was held on the afternoon of September 18, 2025. Teachers were provided with time to develop their professional growth goals, independently or collaboratively, under the Amity Teacher Evaluation Plan. Under the plan, teachers can set goals that extend over a three-year span. Teacher goals are due by October 15 annually.

District Data Team: At the first meeting of the District's Data Team this year, members reviewed the district's spring SBAC, SAT, NGSS, and STAR results. The team will review progress toward the district's three-year academic improvement goals based on the CSDE's Next Generation Accountability Reporting. The District Data Team will meet four times this school year, and there will now also be monthly building-based data team meetings. The purpose of these meetings is to review data and determine areas of strength and opportunities for improvement.

Resources

Senior Parent Information Night: The ARHS School Counseling Department had a busy September, also hosting Senior Parent Information Night on September 17, 2025. This event was full of helpful information about supporting seniors in their post-secondary planning journey. For anyone seeking more information about the college and career planning process, the Counseling Department/Career Center page on our website is a great place to start. It includes everything from the college admissions representative visit schedule (45 scheduled for September alone!) and financial aid information to our College and Career of the Week features, as well as details about skilled trades, military service, and gap year options. You can access it all here: [School Counseling Information](#).

AMSB Fall Musical: For the 2025 Spartan Players' fall production, AMSB students will perform *Wonka Jr.* Auditions drew overwhelming interest, and while not all students received on-stage roles, every student who auditioned will participate in the production in some capacity, continuing the school's inclusive tradition. Tickets will go on sale soon.

AMSO Digital Media Students Enter Contest at the Orange Country Fair: Fifty-two 7th grade Digital Media students submitted photos to the youth photo competition at the Orange Country Fair. Students applied their knowledge of the elements of photography and photographed scenery around the AMSO campus. A total of 122 AMSO photos were displayed at the Fair and enjoyed by the community.

Goalbook Professional Learning: Pupil Services Staff participated in a three-hour in-depth training on Goalbook at AMSB. This important training focused on writing strong, standards-based Individualized Education Plans (IEPs) that align with best practices in progress monitoring.

PPS Administrators Professional Learning Opportunities: Tom Brant, Jaime Guthrie, and Steve Mendelssohn attended the Bureau of Special Education's 22nd Annual Back-to-School Meeting on September 5, 2025. Information was presented on CT-SEDS, Dyslexia, Secondary Transition, Building Relationships, and CSDE Monitoring. In addition, Mr. Brant had two proposals accepted for the 2026 National Association of School Psychologists Annual Convention in Chicago. He, along with colleagues from Connecticut, New York, California, and New Jersey, will be presenting on topics related to School Refusal and School Safety/Well-Being.

TEAM Planning: The district's Teacher Education and Mentoring Program (TEAM) Committee (TCC) met on September 24, 2025. The group reviewed the timeline for the year ahead and prepared materials for new teachers' induction. At the induction workshop, new teachers will review the requirements for completing the TEAM program, which includes five modules of professional learning over a two-year span. Mentors and teachers will also have the opportunity to collaborate and create plans for sharing and support throughout the year.

Climate

One Heart, One Mind, One Amity: As always, ARHS started the year with a modified schedule to help students readjust before diving into full days of class on the third day of school. A few highlights from the first two days included:

- A focus on the schoolwide theme for the year – *One Heart, One Mind, One Amity* – as a reminder that while we are a collection of more than 1,350 unique individuals, we are also members of one school community where everyone belongs and is welcomed and valued.
- Class meetings for each grade, where students met with Mr. Hauser, the associate principals, the director of counseling services, and the athletic director to start the year on a positive note and receive important information for a strong start.
- An activity for grade 12 students introducing them to the Career Center's resources and prompting them to consider possible internship placements and career fields for their three-week internships next spring.
- A schoolwide evacuation drill followed by a pep rally organized by Student Government on the athletic field to close the second day.

ARHS Annual Club Day: Amity's annual Club Day celebration took place on September 16, 2025, with approximately 70 student-led clubs and organizations displaying their activities and how interested students could join. Because Amity offers so many student organizations, Club Day provides a fun and accessible way for students to explore opportunities. The event was held during all SSP periods so that every student could attend, learn about the clubs, and sign up for activities that interested them.

AMSO Welcoming Committee: The AMSO Welcoming Committee is up and running. Its goal is to ensure AMSO is a warm, welcoming place for students and staff. Committee members are stationed around the building at the start of each school day to greet students, give gentle reminders, and ensure every student receives a friendly welcome from a peer. Members also help welcome guests to the building and support new students as they adjust both academically and socially.

AMSB Picture Day: On September 12, 2025, AMSB held its annual Picture Day. Students came dressed for success and smiled brightly for the camera.

Thank You to the AMSB PTSO: AMSB extends its gratitude to the PTSO for providing a warm welcome to staff and students this year. Over the summer, the PTSO partnered with AMSB administration to plan back-to-school activities and provided lunch and snacks for teachers during professional development days.

Platt/Nonnewaug/ECA Presentation: On September 24, 2025, representatives from Platt Technical High School, Nonnewaug High School, and the Educational Center for the Arts (ECA) visited AMSB to speak with 8th graders about local high school options. The presentation was held in the gymnasium during Academic Success. Similar visits are scheduled for AMSO.

Unified Sports and Theater Schedule: Amity Transition Academy (ATA), with support from the Albertus Magnus Athletic Department, will host its annual Fall Collegiate Unified Sports Soccer Tournament on October 17, 2025, at the Albertus Magnus College Soccer Stadium. Unified Theater is also returning to ARHS, led by Ms. Collins and Ms. John. This after-school club brings together special education and general education students to prepare for a musical and/or theatrical performance in late Winter 2026. Unified Sports at ARHS will once again be led by Wendy Carrafiello and Alli Tucker. The season begins the first week of October, with a home tournament scheduled for October 15, 2025, and an away tournament on November 6, 2025. The team will practice weekly on Wednesdays.

Search Institute Developmental Relationship Framework: Small groups of high school teachers engaged in a professional learning workshop introducing the Search Institute's Developmental Relationships Framework (DRF). The training emphasized how intentional relationship-building fosters trust, inclusion, and meaningful learning environments for all students. Work with the DRF aligns with the district's strategic plan, school climate plans, and this year's high school theme, *One Heart, One Mind, One Amity*. In the coming weeks, AMSO and AMSB will participate in the same learning experience.

Senior Sunrise: On September 12, 2025, ARHS seniors began the day with Senior Sunrise, an informal gathering for the Class of 2026 to watch the sunrise together before school. The event was held at the tennis courts from 6:40-7:20 a.m., and approximately 200 seniors attended.

Freshman Tailgate: Also on September 12, 2025, ARHS hosted the annual Freshman Tailgate prior to the first home football game. This free event for all 9th graders, hosted by Link Crew, featured food, music, and games on the practice field next to the sports stadium from 6:00–7:00 p.m. Afterward, the 9th graders attended the football game free of charge. This event is a great way for the newest ARHS students to get involved in school life, and most of the Class of 2029 participated.

CT School Climate Policy: Comprehensive implementation of the newly adopted school climate policy is underway at all three schools. The primary focus has been on realigning school climate committees in accordance with the policy's provisions. Committees have begun developing climate improvement plans and structuring themselves under the revised guidelines. All three buildings are on track to finalize their plans by December 2025.

Chinese I Unit 1

Grade/Subject	9-12/Chinese I
Unit Title	First Impressions
Overview of Unit	This unit includes three concepts: Getting to Know China and the Chinese Language, An Introduction to Chinese Names, and Introducing Yourself and Your Family in Chinese
Pacing	9-10 weeks
ACTFL Performance Target	Novice mid

Background Information For The Teacher (Unit Overview)

Rationale: Students will get a basic understanding of China, and its culture and build an introductory foundation of learning the Chinese language. This introduction to Chinese not only focuses on the language but also introduces the students to a different and unique culture. With this knowledge, students will open a new door to a different world, where they will learn how to introduce themselves in Chinese and learn how to ask and answer questions in Chinese about family, pets, and interests.

Key Learning/Big Ideas:

- An in-depth introduction to China, Chinese language, and culture.
- Learn the difference between a Chinese name and an English name.

Chinese I Unit 1

- Talk about themselves, family members, and pets.

Essential Questions

Essential Questions

- How does learning a new language help us understand and appreciate a different culture?
- How can we use language to share information about ourselves, our families, and our interests?
- What can the way people introduce themselves teach us about their cultural identity?
- Why is it important to understand cultural perspectives when learning a language?

Core Content Standards

Content Specific Standards

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- Connections: Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic- and career-related situations.

Chinese I Unit 1

	<ul style="list-style-type: none"> ● Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
CT Core Literacy Standards (non-ELA)	CCSS.ELA-Literacy.RI.11-12.3 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.SL.11-12.5
Portrait of the Graduate Characteristics	<ul style="list-style-type: none"> ● Collaborator ● Communicator ● Empathizer ● Problem Solver ● Planner

“CAN DO” Statements	
Interpretive	<ul style="list-style-type: none"> ● I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.
Presentational	<ul style="list-style-type: none"> ● I can present information about myself, my interests, and my activities using a mixture of practiced or memorized words, phrases, and simple sentences ● I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences ● I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.

Chinese I Unit 1

Interpersonal	<ul style="list-style-type: none">● I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.● I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.● I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.
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K-U-D

UNDERSTANDS

Students will understand that :

- Learning about a very different culture takes an open mind as in the beginning, you will filter another culture's differences through your own beliefs. Until you begin to understand another's culture, it is hard to know why they do things differently than you do.
- When learning a Language, (or anything new), one needs to be devoted, focused, and disciplined, yet not too hard on oneself as many mistakes will be made in the beginning.
- The ability to communicate with people in different languages opens the door to their cultural way of life and thinking

KNOW

DO

Chinese I Unit 1

- Basic word order
- Chinese characters
- Pinyin
- The structure of simple Chinese sentences
- Some words and phrases for the classroom
- Simple descriptions of families
- When others talk about their likes and dislikes
- The question word: 吗
- Negative word : 不
- Indicating possession word: 的
- Using questions words such as 什么
- Expressing having : 有 ; and not having : 没有
- Using connecting words 和, 也
- Using measure words such as 个
- Asking questions using A 不 A pattern
- Expression degree : 很, 不太, and 不
- Measure words for animals : 只, 条, 匹
- Greet someone in Chinese.
- Create simple sentences in Chinese
- Understand some words and phrases for the classroom
- Write the numbers one through ten in Chinese characters
- Tell others your name
- Ask for someone's name
- Say that something belongs to someone
- Respond to “ what” and “who” questions
- Express that you have or do not have something
- Ask and answer questions about family members
- Express how many siblings and pets you have
- Talk about likes and dislikes
- Use different measure words to talk about people and animals
- Discuss the family structures in China and those in America.
- Discuss the history of the Chinese last names.
- Write simple Chinese Calligraphy.
- Recognize Chinese Zodiac signs.

Common Student Misconceptions for this Unit

Chinese I Unit 1

Students might mistakenly believe:

- The basic word order for a sentence in English is the same: a subject, followed by a verb, and an object. However, in some of the Chinese sentences, the verb form is not required. For example: When people ask you “How are you?” the answer is “I am good” In Chinese we say “**我很好**(wo hen hao.)!” which translates as “I am very good”. There is no verb in the sentence, but it is a correct sentence in Chinese.
- that these characters are the same: 几, 九, 八, 儿
- that words can simply be spelled out in Chinese as in English.
- (Learning)
- that in China last name comes first, and first name comes last.
- that in China the family structures are the same as those in the U.S.
- that the way family members are addressed in China is the same as how they are addressed in the U.S.

Unit Assessment

Performance Assessment

Unit 1: Integrated Performance Assessment

Task Overview: A group of exchange students from China is coming to your school. Your teacher has asked you to be a student guide, or 学生向导

Other

- [Chapter 1 Worksheets](#)
- [Chapter 1 AssessmentBank](#)
- [Chapter 2 assessment bank](#)
- [Chapter 2 Worksheets](#)

Chinese I Unit 1

(xiàngdǎo), for one of the students. The following tasks will help you prepare for this visit.

Student Directions:

Interpretive Task

Learn about the exchange students by reading their self-introductions.

Presentational Task Choose an exchange student and prepare to be their 学生向导 (xiàngdǎo) by writing a letter of self-introduction to him or her.

Interpersonal Task

Play a guessing game with a partner. Try to figure out which exchange student your partner has chosen before your partner figures out which exchange student you have chosen!

[Unit 1 IPA](#)

WL Rubrics : <https://amityregion5.schoology.com/template/6802365165>

- [Chapter 3 assessment bank](#)
- [Chapter 3 Worksheets](#)

Chinese I Unit 1

Supplemental Materials and Resources

N/A

Texts

Required Texts

Title	Author	Rationale	Lexile Level (where applicable)
Go Far with Chinese 1A	Cheng & Tsui Co, Inc. Senior Curriculum Adviser: Ying Jin	Board-approved textbook for the course	Not applicable

Suggested Texts

N/A

Chinese I Unit 1

Learning Plan

Required Learning Activities

<i>In Order to Learn:</i>	<i>Students will :</i>
How China and the United States are generally similar and different from each other	Participate in the mini-lesson by answering the three questions “ 1. How are China and the United States similar? 2. How are they different? 3. How is the Chinese language different from Chinese? Then have the students complete the cultural worksheet 01_GFC-1A_Ch1_CultureConnection_worksheet(1).docx then discuss with students the question on the board.
How the Chinese Language works : Simplified Chinese vs Traditional Chinese	Identify what is the difference between simplified Chinese and traditional Chinese. Write two Chinese characters on the board and ask the students “ How are these two Chinese characters different?”
How to Pronounce Chinese properly	Identify the pinyin to use the English alphabet in order to pronounce the Chinese language ex: Ni hao. Use the ppt 01_GFC_1A_Ch1_Input_Activities.pptx to show more pinyin and simple Chinese phrases and play game 1. called “Simon Say”. 1. Your teacher will say a polite request from the list in textbook 2. If your teacher uses the word <i>qǐng</i> before the request, do as she says.3. If your teacher doesn’t use the word <i>qǐng</i> , stay still! After game 1, ask the students to do the following: 1. Write three Chinese words or phrases you think will be important to help us in our Chinese classroom, use as much Chinese (and as little English!) as possible in our classroom 2. Trade with a partner. Does he or she think the same words or phrases will be important? Put a dot next to each word or phrase you both wrote. 3. If you or your partner wrote different words or phrases, put a checkmark next to each one you understand and ask your partner to say the words or phrases. 4. Discuss with the whole class.

Chinese I Unit 1

<p>How to Write Easy Chinese Characters</p>	<p>Study the PPT 01_GFC_1A_Ch1_Input_Activities.pptx slides 37 to 57 to practice reading and writing with the students and then play the odd and even games. (Student direction: 1. Your teacher will say a number and write it on the board. 2. if the number is odd, you should stand up. if the number is even, sit down. Hint: try counting out the number on your fingers to help you. 3. The last student to stand or sit gets a strike. Three strikes and you're out! 4. Students who are out of the game will take turns with the teacher saying numbers. 5. The last student standing - or sitting! - wins.</p> <ul style="list-style-type: none">• 一, 二, 三, 四, 五, 六, 七, 八, 九, 十
<p>Write More Complex Characters</p>	<p>Study the ppt 01_GFC_1A_Ch1_Input_Activities.pptx slides 73 to 87 then have the students make word cards. 1. use the textbook to make eight-word cards from this chapter 2. For each word, make two cards - one with the Chinese character, and one with the English meaning. 3. Identify a partner and choose one student's set of cards. Shuffle them face down on your table, then arrange them into a 4 x 4 grid. 4. Take turns flipping two cards at a time. If the cards you flip match, keep them! 5. Once all the matches have been found, the student with the most matches wins. 6. Play another round with the other set of cards.</p> <ul style="list-style-type: none">• 你好！你是学生吗？我不是学生。我是老师。
<p>How to Exchange Names</p>	<p>Study the ppt 01_GFC_1A_Ch2Sec1_Input.pptx to show the students different languages to ask "What is your name?" then read through the ppt that breaks down to each character. For the activity, use the ppt 02_GFC_1A_Ch2Sec1_Activities.pptx to do the "Racing Introductions" activity, and the Name flyswatter game.</p> <ul style="list-style-type: none">• 你叫什么名字？你，叫，什么，名字，的，英文，中文，白大明，我，老师• 有，没有• 他们，她们，你们，谁，和，也，朋友
<p>How to Talk about Self (Family, Likes and Dislikes)</p>	

Chinese I Unit 1

Read Chinese text	<p>line aloud in Chinese. Student 1 translates Student 2's line into English and then reads the next line in Chinese, and so on.</p> <ul style="list-style-type: none">● Participate in a reading chain activity: Starting in one corner of the room, each student reads one sentence or one line of the dialogue at a time. Whenever a student reads the last line of the dialogue, the next student restarts at the first line. Read the dialogue several times until each student has read once or twice.● More suggested learning activities: Greeting circles, Get a Chinese name, Name snowball, Hot Potato, Go fish, Charades, A Chinese name card, Role play, Bingo, Counting games, Fly swatters 02_GFC_1A_Ch2Sec1_Activities(1).pptx 04_GFC_1A_Ch2Sec2_Activities.pptx
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Revision History

Revision Date	Explanation of change(s) made to document

Chinese I Unit 2

Grade/Subject 9-12	9th-12th grade / Chinese I
Unit Title	Exploring a New Place
Overview of Unit	In this unit, students will learn about sports, locations, and musical instruments in China and the USA.
Pacing	10-11 weeks
ACTFL Performance Target	Novice mid

Background Information For The Teacher (Unit Overview)

Rationale:

After unit 1, students have a basic understanding of China and its culture and have built an introductory foundation for learning the Chinese language. Building upon this, students will learn how to express themselves and their desires, as well as how to ask and answer questions. With a growing ability to ask and answer questions, students can begin forming connections with native speakers.

Key Learning/Big Ideas:

- Describe people, places, and activities in Chinese, including plural forms and locations.
- Compare and discuss sports and musical traditions in China and the USA.

Chinese I Unit 2

- Will ask questions, make suggestions, and express exclamations in Chinese.

Essential Questions

- How does where you live affect what you do?
- How do I understand what is being communicated to me?
- How can I communicate information appropriately based on my knowledge of the language?

Core Content Standards

Content Specific Standards

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- Connections: Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic- and career-related situations.

Chinese I Unit 2

	<ul style="list-style-type: none"> ● Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. ● Communities: Learners communicate and interact with cultural competence to participate in multilingual communities at home and around the world.
<u>CT Core Literacy Standards (non-ELA)</u>	<p>CCSS.ELA-Literacy.RI.11-12.3 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.SL.11-12.5</p>
Portrait of the Graduate Characteristics	<ul style="list-style-type: none"> ● Collaborator ● Communicator ● Empathizer ● Problem Solver ● Planner

“CAN DO” Statements	
Interpretive	<ul style="list-style-type: none"> ● I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts. ● I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Chinese I Unit 2

Presentational	<ul style="list-style-type: none">● I can present information about myself, my interests, and my activities using a mixture of practiced or memorized words, phrases, and simple sentences.● I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences.● I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.● I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
Interpersonal	<ul style="list-style-type: none">● I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.● I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.● I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.● I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Chinese I Unit 2

K-U-D

UNDERSTANDS

Students will understand that:

- The culture of the people who live in China and other countries can be surprisingly different than in the United States.
- The different hobbies and sports of a country can be a window to their culture.
- Learning a new language is not just about learning listening, reading, writing and speaking, but also learning about peoples' lives in a different part of the world.

KNOW

- “都” is to say “all” or “both.”
- “这” and “那” are used to point things out
- “还是” is used to prompt a choice
- Verbal use 在
- Word order with time expressions
- “会” is used to say what you can do
- Different verbs for playing sports
- “有” is used to show existence
- 很 +predicate

DO

- Describe something that two or more people have in common
- Ask someone to choose between two options
- Use “this” and “that” to refer to things if you do not know the words in Chinese
- Talk about your location now and your location this week
- Name some sports that are popular in China
- Discuss which sports you can play
- Say where you play sports
- Express whether you want to play a sport

Chinese I Unit 2

- Prepositional 在
- Different verbs for playing instruments
- 啊, 吧, and 呢 are used to express emotions
- Using the verb 教
- 会 versus 可以
- Where someone is and say where you are
- The sports others can and want to play
- When others talk about playing different kinds of instruments
- How the words 呢, 啊, and 吧 change the meaning or tone of a sentence

- Ask if others want to play
- Recognize some traditional Chinese musical instruments and their sounds
- Say which instruments you play or want to learn to play
Offer to teach someone to play an instrument and say who teaches you
- Read and recognize key vocabulary related to sports and music
- Write sentences about a favorite sport or musical instrument
- Read a simple dialogue about playing sports or music
- Write an invitation to a friend asking them to play a sport or an instrument

Common Student Misconceptions for this Unit

Students might mistakenly believe:

- that following words: 那, 哪, 他们, 她们.
- the verbs 打 and 踢 . ex 打网球, 打篮球, but 踢 足球.
- the following phrases: 都不(neither), 不都 (don't all, don't both).
- the sentence structure S + 在 + somewhere + do something (verb + phrases).

Chinese I Unit 2

Unit Assessment

Performance Assessment

Unit 2: Integrated Performance Assessment

Essential Question: How does where you live affect what you do?

Task Overview: You are planning to attend a summer camp program at a school in Beijing. Learn about one school by reading its online flyer. Talk to students in your group to learn about other schools and then make your final decision.

Student Directions:

Interpretative task: Learn more about one school by reading an online flyer.

There are three schools offering Chinese summer camp programs. The online flyer gives information for one of them. Read about the school's teachers, what you can study, and some attractions near the school. Take notes using the Reading Guide.

Interpersonal Task: In small groups, trade information about the three different schools, taking notes in your Reading Guide as you discuss.

Other (Formative, quizzes, tests, etc.)

- [GFC_1A_Chapter4_AssessmentBank.docx](#)
- [GFC_1A_Chapter5_AssessmentBank.docx](#)
- [GFC_1A_Chapter6_AssessmentBank.docx](#)

Chinese I Unit 2

In groups, discuss the three schools. Talk about which school you would like to go to and what you can learn and do there. Ask your groupmates what they want to learn and suggest a school to them.

Presentational Task: Give a presentation to the class about the school you have chosen.

[Presentational Rubric](#)

[Unit 2 IPA](#)

Supplemental Materials and Resources

There is a YouTube channel called "自得琴社" (zìdé qínshè), where performers wear traditional Chinese costumes and play traditional musical instruments, including but not limited to the guzheng, guqin, flute, drum, bamboo flute, xiao, pipa, ruan, sheng, and erhu. Through these videos, students can better understand traditional Chinese musical instruments.

Here are the titles and links for the provided videos:

1. He Neng Hua Qiang - [Link](<https://www.youtube.com/watch?v=Yic4aNmKqys>)

Chinese I Unit 2

2. Mei Hua San Nong - [Link](<https://youtu.be/6JgwNvkKiGI>)
3. Grape Fairy (Mainly Flute) - [Link](<https://youtu.be/R7crqCg8koA>)
4. Ji Xiang Tian Gu (Drum) - [Link](<https://youtu.be/EommYiWWxb0>)
5. Pipa - [Link](<https://youtu.be/rOTBtz6ftDg>)
6. Qing Hua Ci - [Link](<https://youtu.be/pbVdb48UyKA>)
7. Ge Ju Mei Ying - [Link](<https://youtu.be/PGYhPHUD7ml>)
8. 若市 (Ruoshi) - [Link](<https://youtu.be/v0ROH3M8Krs>)

Texts			
Required Texts			
Title	Author	Rationale	Lexile Level (where applicable)
<i>Go Far with Chinese 1A</i>	Cheng & Tsui co, Inc. Senior Curriculum Adviser: Ying Jin	Board approved textbook for the course	Not applicable
Suggested Texts			

Chinese I Unit 2

Learning Plan	
Required Learning Activities	
<i>In Order to Learn:</i>	<i>Students will:</i>
<p>A basic knowledge of the plural form of Chinese language as well as the basic sentence structures.</p>	<p>Discuss the question first “What do you and your friends have in common?” to start the lesson to bring the word 都 (all/both), then read over the ppt 01_GFC_1A_Ch4sec1_Input.pptx and then as the students to read the charts in the ppt. Using the activity ppt : 02_GFC_1A_Ch4Sec1_Activities.pptx to play 1. true/false game to matching sentences and pictures 2. ball toss game to go over the vocabulary. 3. Play Sentence anagrams game to have the students use the vocabulary to make as many sentences as they can.</p> <ul style="list-style-type: none"> ● 他们都喜欢看书。都, 学, 对, 中国, 美国, 人 ● 这个人 是 老师 还是 学生? 这, 知道, 北京, 那, 还是 ● 你 在哪儿? 我现在在家。在, 哪儿, 小区, 学校, 现在, 星期, 家
<p>The different sports between China and the USA.</p>	<p>Use the questions “ What sport do you play?” then reading through the ppt 01_GFC_1A_Ch5Sec1_Input.pptx. Then use the activity ppt 04_GFC_1A_Ch5Sec2_Activities.pptx slide 5 to 14 to play the “Dance off “game. The steps as the following 1. Your teacher will divide you into</p>

Chinese I Unit 2

<p>Learn the different musical instruments between China and the USA.</p>	<p>teams. One student at a time will play for each team. 2. You will see slides that have two Chinese words written in pinyin and one English definition. Each pinyin word will be accompanied by a dance move. When it is your turn, choose the pinyin word that matches the definition and show your choice by doing the dance move! Use more ppt slides to play vocabulary auction and telepathy activities.</p> <ul style="list-style-type: none">• 你会打乒乓球吗？会，打，篮球，乒乓球，踢，足球，网球• 哪儿有足球场？这儿，有，场，那儿，想，去，觉得，有意思• 我在 运动场看比赛。加油，馆，经常，做，运动，在，比赛 <p>Discuss the question " Do you play music?" then go over the ppt 01_GFC_1A_Ch6Sec1_Input.pptx. Use the activity ppt 02_GFC_1A_Ch6Sec1_Activities.pptx to play a ball toss game: Your teacher will divide your class into teams and give each team something soft to throw. One student at a time will play for each team. You will see slides with a picture of a musical instrument, along with two options for the verb you use to "play" in Chinese. When it is your turn, toss your soft item to the bucket that matches the correct verb and say whether or not you can play the instrument. Use more ppt slides to play music charades and running dictation activities.</p> <ul style="list-style-type: none">• 你会什么乐器？弹，吉他，乐器，古筝，拉，二胡，吹，笛子• 妈妈，我想买吉他！好啊！我们去乐器店吧。呢，店，卖，买，吧，啊• 谁教你弹吉他？他可以教我弹吉他吗？听，音乐，可以，教。
<p style="text-align: center;">Suggested Learning Activities</p>	

Chinese I Unit 2

<i>In Order to Learn:</i>	<i>Students will:</i>
<p>Nationality song</p> <p>Sports song</p> <p>Reading texts</p>	<ul style="list-style-type: none"> ● Learn a Chinese Nationality song that introduces the different names of different nations in Chinese. The song is simple, rhythmic, and engaging, making it easy to learn and remember. Through repetition and movement, students will practice correct pronunciation, tones, and fluency. ● Listen to and learn a sports song that introduces the different names of different sports in Chinese. The song is simple, rhythmic, and engaging, making it easy to learn and remember. Through repetition and movement, students will practice correct pronunciation, tones, and fluency. ● Participate in ping-pong reading: They will take turns reading lines in Chinese and translating them into English with a partner, reinforcing both comprehension and pronunciation. ● Engage in a reading chain: Each student will read one sentence at a time in sequence, repeating the dialogue multiple times until everyone has read at least once. ● Practice group/choral reading: The class will read the text aloud together, with guidance from the teacher or a confident student, to build fluency and confidence. ● More suggested learning activities: Ball toss,telepathy,bucket toss, Hot Potato, Go fish, Charades, Role play, Bingo,Counting games, Fly swatters

Revision History

Revision Date	Explanation of change(s) made to document

Chinese I Unit 2



Chinese I Unit 3

Grade/Subject 9-12	9th -12th /Chinese I
Unit Title	Celebrations, Special Occasions
Overview of Unit	Students will learn how Chinese people celebrate birthdays and other special days. By the end of the unit, they will also know how to talk about past and future events.
Pacing	11-12 weeks
ACTFL Performance Target	Novice mid

Background Information For The Teacher (Unit Overview)

Rationale:

Chinese culture boasts a variety of unique festivals and special occasions. In this unit, students will explore traditional Chinese festivals, including the activities, gifts, and foods associated with these celebrations. They will also compare how Chinese people observe these occasions with the ways they are celebrated in their own cultures. Additionally, students will use their knowledge to communicate in Chinese across different modes—interpersonal, interpretive, and presentational—by planning a celebration and recalling events from a celebration in the Chinese language.

Key Learning/Big Ideas:

- In-depth introduction to traditional Chinese festivals and celebrations.

Chinese I Unit 3

- Learn to communicate in Chinese about making plans and celebrating a special event.
- Learn to communicate in Chinese and recall a past event.

Essential Questions

Essential Questions

- What makes a day special?
- How do I understand what I have read or heard?
- How can I use what I know about my task, purpose, and audience to communicate information?

Core Content Standards

Content Specific Standards

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.

Chinese I Unit 3

	<ul style="list-style-type: none"> ● Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
CT Core Literacy Standards (non-ELA)	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.RI.11-12.3 ● CCSS.ELA-Literacy.W.11-12.4 ● CCSS.ELA-Literacy.SL.11-12.5
Portrait of the Graduate Characteristics	<ul style="list-style-type: none"> ● Collaborator ● Communicator ● Empathizer ● Problem Solver ● Planner

“CAN DO” Statements	
Interpretive	<ul style="list-style-type: none"> ● I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.
Presentational	<ul style="list-style-type: none"> ● I can present information about myself, my interests, and my activities using a mixture of practiced or memorized words, phrases, and simple sentences. ● I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences. ● I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.

Chinese I Unit 3

Interpersonal	<ul style="list-style-type: none">● I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.● I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.● I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.
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K-U-D

UNDERSTANDS

Students will understand that:

- Similar to many cultures, food and gifts play an essential role when Chinese people celebrate holidays and birthdays.
- Food and gift selections for celebrations reflect personal preferences as well as cultural significance.
- Making plans is important for special occasions and celebrations.

KNOW

DO

Chinese I Unit 3

- Numbers 11-99
- Dates and days of the week
- 那 is used to respond to new information.
- 要 is used to express wants and intentions.
- Dates/days of the week + 见 is used to express see you on that day.
- 而且 is used to give additional information.
- 的 is used to link descriptions to nouns.
- Chinese holiday foods
- 给 is used to add directions to other verbs.
- 了 is used to indicate completed actions.
- 因为.... 所以 is used to form cause-and-effect sentences.
- Locate a festival on both the lunar calendar and the Gregorian calendar, and give information on the date accordingly.
- Name activities Chinese do to celebrate holidays.
- Name unique foods Chinese eat to celebrate holidays.
- State the date and the day of the week of an upcoming activity.
- Ask and answer questions about birthdays.
- Talk about buying a gift based on someone's interests.
- Talk about plans to do certain activities.
- Use appropriate greetings for phone conversations.
- Agree or disagree with someone.
- Discuss purchasing a gift for someone.
- Give simple descriptions of books and clothes.
- Talk about things you do for others.
- Name some Chinese dishes and say what foods you like.
- Learn to order food from a restaurant.
- Discuss completed actions.
- State opinions and give reasons.

Chinese I Unit 3

- Read text messages and learn about people's preferences and schedules.
- Use information from what they read, discuss in small groups, and come up with a plan for a birthday party.
- Present a birthday party plan.

Chinese I Unit 3

Common Student Misconceptions for this Unit

Students might mistakenly believe:

- that Chinese people celebrate important festivals based on the Gregorian calendar.
- that Chinese people celebrate special occasions in ways similar to how they do in their own cultures.
- that the number formation in Chinese is similar to that in English.
- that the word order in a Chinese sentence is the same as that in English.
- that the cause-and-effect sentence structure in Chinese is the same as that in English.
- that 了 is added to a verb and functions as past tense.

Unit Assessment

Performance Assessment (be sure all three modes are assessed)

Unit 3: Integrated Performance Assessment

Essential Question: What makes a day special?

Task Overview: This Saturday, one of the exchange students at your school, Lin Wenxing (林文星), will be celebrating his birthday. (Note: The student's surname is Lin, and his given name is Wenxing.) This will be the first time he

Other (Formative, quizzes, tests, etc.)

- [GFC_1A_Chapter7_AssessmentBank.docx](#)
- [GFC_1A_Chapter8_AssessmentBank.docx](#)
- [GFC_1A_Chapter9_AssessmentBank.docx](#)

Chinese I Unit 3

will celebrate his birthday without his family, so his host family wants to make the day as special as possible. They're planning a surprise party at a restaurant, and they've asked your class to help plan it. In groups, read and discuss the text messages between Wenxing and your classmates to help you pick a day to go to the restaurant and decide what food to order. The host family has also given you \$50 to get him a gift. Based on the text messages, decide what gift to give him. Then, present your suggestions to the class!

Interpretative task:

Read text messages to learn about Lin Wenxing's (林文星) preferences and schedule. Keep track of what you learn using the Reading Guide.

Interpersonal Task:

In groups, exchange what you've learned from the text messages and update your Reading Guide. Discuss with your group to come up with a plan for the party.

Presentational Task:

Present your party plan to the class.

Student Directions:

Interpretive Task: Text Message A (link at the bottom)

Interpretive Task: Text Message B (link at the bottom)

Interpretive Task: Text Message Sheet C (link at the bottom)

Chinese I Unit 3

Some of your classmates have already begun gathering information that will help you plan the best surprise party possible for Lin Wenxing (林文星). Read the text message conversations between your classmates and Lin Wenxing (林文星), taking notes using the Reading Guide. Then, answer the questions on the Comprehension Worksheet as best you can.

Interpersonal Task: Reading Guide A (link at the bottom)

Interpersonal Task: Reading Guide B (link at the bottom)

Interpersonal Task: Reading Guide C (link at the bottom)

As you read each text message, complete the chart below to show what you've learned about Wenxing's schedule, food preferences, and what might make a good gift for him. There are nine text messages in total, so you will complete this chart when you discuss all the text messages with a group in the Interpersonal Task.

Presentational Task: (link on the bottom)

Now that your group has come up with a plan for an extra special surprise birthday party, present your suggestions to the class. Make sure that each member of your group has a chance to present one of your group's suggestions and explain the reason for it. Your presentation should include suggestions for the following three things:

- The day/time to go to the restaurant for the surprise party
- The food to order
- The gift to buy for Wenxing (Reminder: The gift must be within the \$50 budget)

Chinese I Unit 3

Novice Level Presentational Mode Rubric

[Unit 3 IPA](#)

Supplemental Materials and Resources

- N/A

Texts

Required Texts

Title	Author	Rationale	Lexile Level (where applicable)
<i>Go Far with Chinese 1A</i>	Cheng & Tsui Co, Inc. Senior Curriculum Adviser: Ying Jin	Board-approved textbook for the course The textbook includes many pictures that serve as a springboard for discussion and provide visuals for comprehensive input.	Not applicable

Suggested Texts

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Chinese I Unit 3

10 Non-Chinese Chinese Foods	Off the Great Wall	Students will explore the distinction between authentic Chinese cuisine and the Americanized versions commonly found in the U.S. They will also develop the language skills needed to express their opinions about these "non-traditional" Chinese dishes.	not applicable
Your Birthday	Ricciwawa	The reading passage serves as a supplementary resource for extensive reading practice. Students will engage with the text using supportive tools such as Pinyin, a dictionary, and pronunciation assistance to aid comprehension and fluency development.	not applicable
Happy Birthday to You, Mom	Ricciwawa	The reading passage serves as a supplementary resource for extensive reading practice. Students will engage with the text using supportive tools such as Pinyin, a dictionary, and pronunciation assistance to aid comprehension and fluency development.	not applicable
My Birthday	Ricciwawa	The reading passage serves as a supplementary resource for extensive reading practice. Students will engage with the text using supportive tools such as Pinyin, a dictionary, and pronunciation assistance to aid comprehension and fluency development.	not applicable

Chinese I Unit 3

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Chinese I Unit 3

Learning Plan	
Required Learning Activities	
In Order to Learn	Students will:
<p>How to schedule an activity, talk about birthdays, and react to new information,</p>	<ul style="list-style-type: none"> ● Warm-up activity: Read the can-do goals in the textbook and then complete the preview worksheet 01_GFC_Ch7_1A_Preview_worksheet.docx to help students know the content they are learning and the customs of birthday celebrations as well as gift-giving in China. Start the lesson by showing the PowerPoint slideshow 01_GFC_1A_Ch7Sec1_Input.pptx to bring out the sentence model and vocabulary (你今天有空吗? 今天, 星期五, 电影, 有空, 明天, 后天). Then use the PowerPoint slideshow 02_GFC_1A_Ch7Sec1_Activities.pptx. Lead a “Speak against Teacher” game, “What Day is it?” and a “Reading Sweater” game. Use the PowerPoint slideshow 03_GFC_1A_Ch7Sec2_Input.pptx to introduce the sentence model and vocabulary (你的生日是几月几号? 生日, 月, 号, 六月, 下个, 周末). Then use the PowerPoint slideshow 04_GFC_1A_Ch7Sec2_Activities.pptx. Have the student participate in “Activity 1: Bucket toss”. In addition, use “Activity 2: Memory” to help the students strengthen their vocabulary words and use the vocabulary words in sentences. Use “Activity 3: Calendar Battleship” and have the students practice the phrase “有空/没有空”. After the activity, ask the student to complete the worksheet “04_GFC_1A_Ch7Sec2_ActivitiesPPT”. Use the PowerPoint slideshow 05_GFC_1A_Ch7Sec3_Input.pptx to introduce the sentence model and vocabulary (我们买这个礼物吧? 礼物, 那, 问, 一定, 主意). Use the PowerPoint slideshow 06_GFC_1A_Ch7Sec3_Activities.pptx and have the students do “Activity 1: Ball Toss” to review the vocabulary words. Then, have the students work on “Activity 2: Vocabulary Words” to strengthen their vocabulary understanding and usage in a sentence. ● Warm-up activity: Read the can-do goals in the textbook, then use the PowerPoint slideshow 01_GFC_1A_Ch8Sec1_Input.pptx to review the sentence model and vocabulary (我下午要去踢足球。你下午

Chinese I Unit 3

<p>To talk about times of the day, shopping choices, and buying clothes.</p>	<p>有事吗？喂，早上，下午，要，晚上，事，见，中午，上午）。Use the PowerPoint slideshow 02_GFC_1A_Ch8Sec1_Activities.pptx. Have the students work on “Activity 1: Paddles” to talk about times of the day in Chinese. Have the students work on “Activity 3: See You Then, Buzzers” and ask the students to complete the conversations in slides 19 to 25.</p> <ul style="list-style-type: none"> ● Use the PowerPoint slideshow 03_GFC_1A_Ch8Sec2_Input.pptx to introduce the sentence model and vocabulary (这本书很简单，而且不太贵，本，便宜，难，简单，而且，贵)。Then use the PowerPoint slideshow 04_GFC_1A_Ch8Sec2_Activities.pptx. Have the students work on “Activity 1: Repeat If It is True” and review the vocabulary words. Use slides 11-20 and have the students work on “Activity 2: Reading Flyswatters” to strengthen vocabulary words and sentence structures. Use “Activity 3: Guess the Pictures” to help the students practice listening and speaking in Chinese. ● Start the lesson by asking the students: “Do you like shopping for clothes?”. Then use the PowerPoint slideshow 05_GFC_1A_Ch8Sec3_Input.pptx to introduce the sentence model and vocabulary (我们送他一件好看的衣服吧！件，衣服，好看，送，颜色，同意)。Use the PowerPoint slideshow 06_GFC_1A_Ch8Sec3_Activities.pptx and have the students participate in activities, “Ball Toss” and “Mini Bingo”, to consolidate the vocabulary words. ● ● Warm-up activity: Read the can-do goals in the textbook and discuss “What things do you do for others?” Then use the PowerPoint slideshow 01_GFC_1A_Ch9.Sec1_Input.pptx and introduce the sentence model and vocabulary words (我给我姐姐点菜。我给同学打电话。吃，好吃，菜，种，点，给，打电话，做菜)。Use the PowerPoint slideshow 02_GFC_1A_Ch9.Sec1_Activities.pptx. Have the students work on “Activity 1: Paddle” to review the vocabulary, “Activity 2: Speed-giving” to demonstrate the usage of 给, and “Activity 3: 对还是不对” to enhance the vocabulary usage in sentences. Also, use “Activity 5: Comic Drawing” and have the students read the text and draw. Use the PowerPoint slideshow 03_GFC_1A_Ch9.Sec2_Input.pptx and introduce the sentence model and vocabulary (你昨天吃了什么？饺子，昨天，了，饭馆，份，面条，红烧，肉)。Use the PowerPoint slideshow 04_GFC_1A_Ch9.Sec2_Activities.pptx. Have the students work on “Activity 1: Ball Toss” to review vocabulary and “Activity 2: Memory” to enhance the usage of vocabulary words. In addition, use “Activity 3: Snowball” and “Activity 4: Survey” and have students practice using 份, 点菜, and 了.
<p>To do things for others, talk about yesterday as well as to ask and answer questions about “why?”.</p>	

Chinese I Unit 3

	<p>Use the PowerPoint slideshow 05_GFC_1A_Ch9.Sec3_Input.pptx and introduce the sentence model and vocabulary (你为什么想去那个饭馆? 因为我觉得那个饭馆的菜很好吃。祝, 快乐, 为什么, 因为, 所以, 多). Use the PowerPoint slideshow 06_GFC_1A_Ch9.Sec3_Activities.pptx. Have students work on “Activity 1: Shout in the Blank” to review vocabulary, “Activity 2: Matching”, and “Activity 3: Vocabulary Auctions” to enhance vocabulary usage. Have students work on “Activity 4: How do Your Friends Know You?” to practice using the structure “因为...所以” and “Activity 5: Brainstorm” to practice using 因为...所以 and 为什么.</p>
Suggested Learning Activities	
<i>In Order to Learn :</i>	<i>Students will:</i>
12 months song	<ul style="list-style-type: none"> ● watch the video and learn to name months in Chinese. https://youtu.be/Bmak60G3HV0
Days of the week song	<ul style="list-style-type: none"> ● watch the video and learn to name the days of the week in Chinese. https://youtu.be/oWLT3XjDoNU?si=TlnbIDYkyS0j3mHk
Happy birthday song	<ul style="list-style-type: none"> ● watch the video and learn to sing the Happy Birthday Song in Chinese. Students will sing the song to celebrate their classmates’ birthdays. https://youtu.be/n4iWaZrRAI8
Chinese food from scratch	<ul style="list-style-type: none"> ● watch the video. They will use the video as a springboard to discuss food preferences and food choices for celebrations. https://youtu.be/kOFaTjHijag

Chinese I Unit 3

Revision History

Revision Date	Explanation of change(s) made to document

Chinese II Unit 1

Grade/Subject 9-12	9th- 12th / Chinese II
Unit Title	Exploring Beijing
Overview of Unit	This unit covers three engaging topics: 'A Taste of Beijing,' where we explore culinary delights, discuss food preferences, and learn to inquire 'what else' with 还; 'Places to Visit,' where we delve into must-see sites in Beijing and express strong opinions about them; and 'Let's Go,' where we discover Beijing's Olympic attractions and engage in comparisons
Pacing	9 - 10 weeks
ACTFL Proficiency Target	Novice Mid/High

Background Information For The Teacher (Unit Overview)

Rationale: "A Taste of Beijing" unit exposes students to Chinese culinary traditions, fostering an appreciation for Beijing's rich food culture. Discussing food preferences and learning to inquire using "还" (hái) expands students' vocabulary and comprehension skills. "Places to Visit" encourages students to express strong opinions about tourist attractions. This helps them develop persuasive language skills and the ability to articulate their preferences and recommendations clearly. By delving into Beijing's must-see sites, students gain insight into Chinese history, architecture, and landmarks. Exploring Beijing's Olympic attractions in "Let's Go" facilitates comparisons with other Olympic venues or landmarks, fostering critical thinking and analytical skills. Learning about tourist attractions equips students with practical knowledge for future travel to Beijing or other destinations.

Key Learning/Big Ideas:

1

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Chinese II Unit 1

- Gain an understanding and appreciation of Beijing's rich culinary traditions, iconic landmarks, and Olympic heritage.
- Explore the significance of food, tourist attractions, and sporting events in Chinese culture.
- Enhance their Mandarin Chinese language skills through discussions on food preferences, must-see sites, and comparisons of Olympic attractions.
- Learn to appreciate and respect different cultural perspectives while honing their ability to make informed comparisons.

Essential Questions

Essential Questions

- How do personal preferences and priorities influence decision-making?
- How does food contribute to the identity and traditions of a society?
- How does culture shape the language?

Core Content Standards

Content Specific Standards

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

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	<ul style="list-style-type: none"> ● Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. ● Connections: Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic- and career-related situations. ● Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own. ● Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
CT Core Literacy Standards)	CCSS.ELA-Literacy.RI.11-12.3 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.SL.11-12.5
Portrait of the Graduate Characteristics	<ul style="list-style-type: none"> ● Collaborator ● Communicator ● Empathizer ● Problem Solver ● Planner

“CAN DO” Statements	
Interpretive	Novice mid <ul style="list-style-type: none"> ● I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.

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	<p>Novice high</p> <ul style="list-style-type: none"> ● I can identify the topic and some isolated facts from simple sentences in informational texts. ● I can identify the topic and some isolated elements from simple sentences in short fictional texts. ● I can understand familiar questions and statements from simple sentences in conversations.
<p>Presentational</p>	<p>Novice mid:</p> <ul style="list-style-type: none"> ● I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences. ● I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences. ● I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. <p>Novice high:</p> <ul style="list-style-type: none"> ● I can present personal information about my life and activities, using simple sentences most of the time. ● I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time. ● I can present on familiar and everyday topics, using simple sentences most of the time.
<p>Interpersonal</p>	<p>Novice mid:</p> <ul style="list-style-type: none"> ● I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. ● I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions. ● I can express my own preferences or feelings and react to those of others, using a mixture of practiced

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or memorized words, phrases, simple sentences, and questions.

Novice high:

- I can request and provide information by asking and answering practice and some original questions on familiar and everyday topics, using simple sentences most of the time.
- I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.
- I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

K-U-D

UNDERSTANDS

Students will understand:

- Beijing is an ancient, beautiful city full of scenic spots and historic attractions, offering something for everyone.
- In China, food plays a big role in cultural identity and traditions, with regional dishes, family recipes, and festivals all helping to preserve history and bring people together.

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- The Chinese language has many unique expressions reflecting its traditions and values, especially respect and family.

KNOW

DO

Chinese II Unit 1

- Language Points
- Review: Word order with time expressions
- Review: Expressing wants and intentions with 要
- 还 vs. 也
- Review: Using 有 to show existence
- Review: Linking descriptions to nouns with 的
- Expressing a strong feeling with 太 ... 了
- Review: 可以 vs. 会
- Using 比 and 更 to make comparisons

Culture Connection:

- Local Eats - 当地美食
- Must-See Beijing Sites - 北京必去景点
- Events and Festivals - 盛会和节庆

- Name some foods that are popular in China
- Talk about what you eat for breakfast
- Describe other people's food preferences
- Discuss which foods and how much food to order
- Provide additional details and options
- Name some famous Beijing tourist attractions and understand their importance, both historically and for the people of China today
- Describe the tourist attractions
- Tell others your impressions of different tourist attractions
- Express strong opinions
- Recognize some famous sites and events in China
- Discuss activities that are allowed (or not allowed) in certain locations
- Describe events that are fun to attend
- Make comparisons

Chinese II Unit 1

Common Student Misconceptions for this Unit

Students might mistakenly believe that:

- Beijing's culinary, tourist, and Olympic scenes are homogenous and lack diversity.
- Language learning is solely about memorizing vocabulary and grammar rules without understanding their cultural context and usage.
- Comparing Beijing's attractions with those of other cities or countries is merely about identifying similarities and differences at a superficial level.
- Chinese food in China tastes like the Chinese food here in the U.S.

Unit Assessment

Performance Assessment

Task Overview

Imagine that you will be traveling in China and spending a couple of days in Beijing. With a partner, decide what you want to do during your two days in Beijing. Choose 3–4 things to do/places to go per day (which may or may not include eating certain foods, depending on your interests!).

Interpretive Task

Other (Formative, quizzes, tests, etc.)

- [Chapter 1 Assessment bank](#)
- [Chapter 2 Assessment bank](#)
- [Chapter 3 Assessment bank](#)

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Learn more about different Beijing attractions and what some people might think of them by reading two travel blogs. Fill in your Reading Guide as you read.

Interpersonal Task

With your partner, talk about the different options mentioned in the blogs that interest you and come to an agreement on which of the attractions you want to visit and what you want to do in Beijing. Come up with 3–4 places to go/things to do per day.

Presentational Task

Give a presentation about your travel itinerary. Each student will talk about their plan for one of the two days and give reasons why they chose certain sites and activities.

Student Directions:

[IPA Unit 1](#)

Supplemental Materials and Resources

N/A

Chinese II Unit 1

Texts			
Required Texts			
Title	Author	Rationale	Lexile Level (where applicable)
<i>Go Far with Chinese 1B</i>	Cheng & Tsui Co, Inc. Senior Curriculum Adviser: Ying Jin	Board-approved and ACTFL standards-aligned textbook for the course	Not applicable
Suggested Texts			
N/A			

Learning Plan

Chinese II Unit 1

Required Learning Activities

In order to learn	Students will:
Restaurant and breakfast foods, how to order in a restaurant, and how to use the words 还 (hái) and 要 (yào),	<ul style="list-style-type: none"> ● play the game - Color-Coded Ball Toss to review the vocab and basic use of “要”. ● complete Workbook Section 1: Pinyin and Tone A, B; Listening A. ● play the game Flyswatters Royale - to review vocabulary related to food and to provide input on the structure using the word '还'. ● complete Workbook Section 2: Pinyin A, B; Listening A. ● participate in activity - Restaurant Role Play.
how to discuss tourist attractions in Beijing and express strong opinions,	<ul style="list-style-type: none"> ● participate in the activity - Order the Pictures to master the new vocabulary in this section and review the words learned in the first lesson. ● complete Workbook Section 1: Pinyin and Tone A, B; Listening A; Speaking A. ● participate in the activity -Repeat If It Is True - to quickly recognize new vocabulary. ● complete the Workbook Section 2: Pinyin A; Listening A. ● participate in activity - Jigsaw Survey to Practice reading comprehension and oral expression of all structures in this section.
how to discuss the Beijing's Olympic attractions and how to use 比 and 还是	<ul style="list-style-type: none"> ● participate in the activities - Four corners, Anchovies and Telepathy on this slide. ● play the game - Bucket Toss to practice to use the new words. ● complete Workbook Section 2: Pinyin A; Listening A.

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Suggested Learning Activities

how to discuss tourist attractions in Beijing and express strong opinions,

- complete the Workbook Section 1: Pinyin and Tone A, B; Listening A.
- participate in the Activity : [Flyswatters Relay](#) to review new words.
- participate in activity - Advertising - to use the target vocabulary and structures of this section more independently and creatively.
- play quizlet, Broocket and Gimkit games to review vocabulary and sentence patterns.
- complete the character writing section in the workbook.

Chinese II Unit 1

Revision History	
Revision Date	Explanation of change(s) made to document

Chinese II Unit 2

Grade/Subject 9-12	9th- 12th / Chinese II
Unit Title	School Life
Overview of Unit	This unit comprises three main topics. "Too Many Classes" delves into class preferences, selecting courses, and discussing feelings related to academic pursuits, while also connecting to cultural aspects surrounding educational choices. "How's It Going" focuses on learning to converse about time, schedules, and shared experiences. This topic provides insights into students' daily lives, with cultural connections emphasizing their experiences and routines. "Taking Care of Yourself" emphasizes on self-care which covers expressions for using "just a little bit," conveying mild discomfort, and discussing illness. It also explores cultural nuances related to student health and well-being.
Pacing	9 - 10 weeks
ACTFL Proficiency Target	Novice Mid/High

Background Information For The Teacher (Unit Overview)

Rationale:

Conversing about time, schedules, and shared experiences not only strengthens students' language proficiency but also enhances their communication skills. Being able to effectively communicate their daily routines, coordinate activities with peers, and share experiences fosters interpersonal relationships and teamwork. Learning how to express class preferences, select courses, and discuss feelings related to academic pursuits empowers students to actively participate in shaping their educational journey.

Key Learning/Big Ideas:

1

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Chinese II Unit 2

- Learn to express preferences and make choices about courses and take ownership of their learning experiences
- Gain insights into the values, norms, and traditions that shape school life in Chinese-speaking communities.
- Learn to prioritize their physical and mental health, contributing to a balanced and fulfilling school life.

Essential Questions

Essential Questions

- How does student life vary across different cultures and societies?
- How does school life affect our social skills and relationships?
- How can we maintain inner balance and happiness while learning?

Core Content Standards

Content Specific Standards

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

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	<ul style="list-style-type: none"> ● Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own. ● Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
CT Core Literacy Standards	CCSS.ELA-Literacy.RI.11-12.3 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.SL.11-12.5
Portrait of the Graduate Characteristics	<ul style="list-style-type: none"> ● Collaborator ● Communicator ● Empathizer ● Problem Solver ● Planner

“CAN DO” Statements	
Interpretive	Novice mid: <ul style="list-style-type: none"> ● I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts Novice high: <ul style="list-style-type: none"> ● I can identify the topic and some isolated facts from simple sentences in informational texts. ● I can identify the topic and some isolated elements from simple sentences in short fictional texts. ● I can understand familiar questions and statements from simple sentences in conversations.

Chinese II Unit 2

Presentational	<p>Novice mid:</p> <ul style="list-style-type: none">● I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences● I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences● I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. <p>Novice high:</p> <ul style="list-style-type: none">● I can present personal information about my life and activities, using simple sentences most of the time.● I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.● I can present on familiar and everyday topics, using simple sentences most of the time.
Interpersonal	<p>Novice mid:</p> <ul style="list-style-type: none">● I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.● I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.● I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions. <p>Novice high:</p> <ul style="list-style-type: none">● I can request and provide information by asking and answering practice and some original questions on familiar and everyday topics, using simple sentences most of the time.● I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.

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- | | |
|--|---|
| | <ul style="list-style-type: none">• I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. |
|--|---|

Chinese II Unit 2

K-U-D

UNDERSTANDS

Students will understand:

- Student life varies significantly across cultures and societies.
- School life offers chances to interact with peers, work in teams, and participate in activities that foster friendships, empathy, and conflict resolution.
- Students in China engage in morning exercise for twenty minutes each day, practicing activities like Tai Chi, martial arts, and other forms of exercise.

KNOW

DO

Language Points

- Using 哪 to ask which
- Expressing that something is about to happen with 要... 了
- Using 挺 ... 的 to indicate degree
- the basics of telling time
- Expressing that something happened later than expected with 才
- Expressing “every” with 每... 都
- Talking about what you have to do with 得

- Compare the Chinese school system to your own
- Talk about your favorite classes
- Compare and contrast different things
- Tell someone what you are about to do
- Express both strong and weak opinions
- Describe someone’s feelings about being at school
- Discuss the specific time of an activity or event
- Understand when others talk about running later than expected

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- Talking about doing things with someone with 跟.. (一起)
- Saying things are the same or alike with 跟/和... 一样
- Stating what you are able to do with 能
- Expressing “a bit” with (一)点儿
- Using 有(一)点儿 to express “a bit, kind of”
- Using 的 to link something to a phrase that describes it
- Describing a specific time or situation with 的时候

Culture Connection

- Educational Choices
- Student Life
- Student Health

- Talk about what you need to do every day or every week
- Talk about doing things with other people
- Express how you are the same as or different from someone else
- Talk about what you can do and what the situation allows you to do
- Discuss adjusting plans to do something a bit earlier or later
- Express what you do (and do not do) when you are sick

Common Student Misconceptions for this Unit

Students might mistakenly believe:

- In China, there are 12 mandatory years of schooling for all students, ensuring universal access to education.
- Opportunities for higher education are available to everyone, with a chance for all students to pursue college degrees.
- High schools in China offer a wide array of extracurricular activities, providing students with ample opportunities for personal growth and skill development.
- The college admissions process follows a standardized procedure for all students, ensuring fairness and equity in access to higher education.

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- When there is a time phrase in a sentence, as in English grammar, it is typically placed at the end of the sentence.

Chinese II Unit 2

Unit Assessment

Performance Assessment

Task Overview

Imagine that your school has a sister school in China. Students from that school are going to be studying at your school next semester. A couple of the Chinese students have written letters to you describing aspects of their school lives. They want to know whether the situation at your school is the same or different. As one of the lead students on the exchange committee, it's your responsibility to help them prepare for their time here!

Interpretive Task

Read a letter from a Chinese student that describes his/her current schedule and feelings about his/her school situation. (Your partner will read a different letter.)

Interpersonal Task

Talk with your partner about the letters. What is different about the letter writers' schedules/school and your own schedules/school? What is the same? What is some important information to share to help these students adjust to your school?

Other (Formative, quizzes, tests, etc.)

- [Chapter 4 Assessment bank](#)
- [Chapter 5 Assessment bank](#)
- [Chapter 6 Assessment bank](#)

Chinese II Unit 2

Presentational Task

Write a letter to send to all of the exchange students to tell them a bit about life at your school, including information about how the classes and schedule at your school and their school are the same or different. Make sure to answer the questions that were asked in the two letters you received.

Student Directions:

[IPA Unit 2](#)

Supplemental Materials and Resources

N/A

Texts

Required Texts

Title	Author	Rationale	Lexile Level (where applicable)
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Chinese II Unit 2

<i>Go Far with Chinese</i> 1B	Cheng & Tsui Co, Inc. Senior Curriculum Adviser: Ying Jin	Board-approved and ACTFL standards-aligned textbook for the course	Not applicable
Suggested Texts			
N/A			

Learning Plan

Required Learning Activities

In order to learn:	<i>Students will:</i>
How to talk about school subjects and express emotions,	<ul style="list-style-type: none"> ● study the contents presented by the teacher on slide 1 and slide 2. ● play game - Ball Toss and Flyswtters to learn and review vocab, and train listening skills. ● complete Workbook Section 1: Pinyin and Tone A, B; Listening A. ● play the game - Sit or Stand - to practice listening comprehension and review vocabulary related to emotions. ● participate in activity - Class Priorities - to use interpersonal communication to discuss the importance of different subjects with each other, incorporating the new language that they have learned.

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<p>How to use 最, 对还是不对, 要...了, 太...了, 挺...的,</p>	<ul style="list-style-type: none"> ● study the contents presented by the teacher on slide 1. ● participate in activity - Who is it to learn new sentence structure with “最”. ● complete Workbook Section 1: Listening B; Speaking A & Character Workbook Section 1. ● participate in activity - 对还是不对 - to review the vocabulary and learn the new structure '要...了'. ● complete Workbook Section 2: Listening B; Speaking A, B & Character Workbook Section 2. ● participate in the activity - Paddles - to consolidate understanding and application of new vocabulary, while focusing on the structures '太...了' and '挺...的'.
<p>How to discuss school schedules and ask and answer questions about classmates' well-being,</p>	<ul style="list-style-type: none"> ● study the contents presented by the teacher on this slide. ● participate in the activity - 怎么样? - The purpose of this activity is to engage students in interactive questioning with their classmates using the phrase '怎么样'. ● participate in activities - Story Time: Lele's Diary and My Ideal Schedule. ● complete this worksheet.
<p>Suggested Learning Activities</p>	
<p>How to talk about school subjects and express emotions,</p>	<ul style="list-style-type: none"> ● complete Workbook Section 2: Pinyin and Tone A; Listening A. ● complete Workbook Section 3: Pinyin and Tone A; Listening A. ● play quizlet, Broocket and Gimkit games to review vocabulary and sentence patterns. ● complete the character writing section in the workbook.

Chinese II Unit 2

How to use 最, 对还是不对, 要... 了, 太... 了, 挺...的,	<ul style="list-style-type: none">● complete Workbook Section 3: Listening B; Speaking A, B & Character Workbook Section 3.● play Snowball Royale to practice speaking and writing.● participate in activity - Bucket Toss - to identify the new words used as 'keywords' in sentences.● play quizlet, Brocket and Gimkit games to review vocabulary and sentence patterns.● complete the character writing section in the workbook.

Revision History

Revision Date	Explanation of change(s) made to document

Chinese II Unit 3

Grade/Subject 9-12	9th- 12th / Chinese II
Unit Title	A Balanced Schedule
Overview of Unit	This unit includes three main topics. Looking for Support covers study plans, how to say "again" in Chinese, and expressing future events, with a cultural connection focused on academic support. Making Progress discusses past experiences and how to say "better and better" in Chinese, while its cultural element highlights the arts and Chinese learning. School and Activities teaches how to say "doing things well" in Chinese, describes enjoyable activities, and includes making contrasting statements, with a cultural focus on student clubs.
Pacing	9 - 10 weeks
ACTFL Proficiency Target	Novice Mid/High

Background Information For The Teacher (Unit Overview)

Rationale:

Learning how to express ideas such as planning, improvement, and contrasting activities in Chinese helps students become more fluent and articulate. By exploring cultural connections like academic support, the arts, and student clubs, students gain a richer understanding of Chinese culture and how it influences daily life and social interactions. These concepts are directly applicable to real-life situations, such as discussing future plans, reflecting on progress, and engaging in school activities. Understanding how to create study plans and express future events in Chinese can help students organize their own schedules and discuss their plans with others. Learning to talk about past experiences and improvements allows students to reflect on their own progress and motivate themselves and others. Being able to discuss enjoyable activities and make contrasting statements enhances students' ability to participate in conversations about their interests and compare different aspects of their lives. Knowledge

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Chinese II Unit 3

of cultural practices related to academic support, the arts, and student clubs can help students better understand and participate in Chinese cultural events and activities, fostering cross-cultural friendships and collaborations.

Key Learning/Big Ideas:

- Learn to articulate their study plans and future goals, helping them become more organized and proactive in their academic pursuits
- By discussing past experiences, develop the ability to reflect on their learning journey, which is crucial for continuous improvement.
- Mastering how to express proficiency and enjoyment helps students communicate their interests and accomplishments more effectively.
- Understand how academic support is structured in Chinese culture provides students with a broader perspective on educational systems and support networks.
- Highlighting the arts and Chinese learning traditions fosters a deeper appreciation for the role of arts in personal and academic growth.
- Exploring student clubs and activities in Chinese culture encourages students to engage more actively in their own school communities, promoting a balanced and enriched school life.

Essential Questions

- How can school life help students discover their purpose in the world?
- How does participating in school activities shape a student's character and values?
- How can students find purpose and meaning through extracurricular involvement?

Chinese II Unit 3

Core Content Standards

Content Specific Standards	<ul style="list-style-type: none">● Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.● Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.● Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.● Connections: Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic- and career-related situations.● Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.
CT Core Literacy Standards)	CCSS.ELA-Literacy.RI.11-12.3 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.SL.11-12.5
Portrait of the Graduate Characteristics	<ul style="list-style-type: none">● Collaborator● Communicator● Empathizer● Problem Solver● Planner

Chinese II Unit 3

"CAN DO" Statements	
Interpretive	<p>Novice mid:</p> <ul style="list-style-type: none">● I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts. <p>Novice high:</p> <ul style="list-style-type: none">● I can identify the topic and some isolated facts from simple sentences in informational texts.● I can identify the topic and some isolated elements from simple sentences in short fictional texts.● I can understand familiar questions and statements from simple sentences in conversations.
Presentational	<p>Novice mid:</p> <ul style="list-style-type: none">● I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.● I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.● I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. <p>Novice high:</p> <ul style="list-style-type: none">● I can present personal information about my life and activities, using simple sentences most of the time.● I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.● I can present on familiar and everyday topics, using simple sentences most of the time.

Chinese II Unit 3

Interpersonal

Novice mid:

- I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.
- I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.
- I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.

Novice high:

- I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
- I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.
- I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

Chinese II Unit 3

K-U-D

UNDERSTANDS

Students will understand:

- Schools provide opportunities for learning, self-reflection, and participation in activities that foster personal growth and future goals.
- In China, students often practice calligraphy daily, which fosters respect for Chinese heritage, patience, and creativity.
- In China, there are fewer extracurricular opportunities for students compared to those in the U.S. and other countries, often resulting in a more focused approach on academic performance rather than a diverse range of activities.

KNOW

Language Points

- Saying that something is still the case using 还
- Using 又 and 再
- Describing completing or finishing something with 完
- Indicating more and less using 多 and 少
- Expressing a change in situation with 了
- Talking about possible events with 会
- Indicating an impression or judgment with 起来
- Using 过 to talk about a past experience
- Emphasizing what something is or who someone is with 就
- Using 越来越 to express “more and more”

DO

- Discuss doing something again
- Describe a sequence of events
- Talk about completing a task
- Advise someone to do more or less of something
- Express things that will happen or that could happen
- Explore fun activities to support learning Chinese outside the classroom
- Describe your impression of different activities
- Say that you or others were mistaken in their thinking
- Discuss what you have done before
- Describe how a situation changes over time

Chinese II Unit 3

- Describing the way you do something with 得
- Verb and object as a detachable compound
- Expressing contrasting statements using 虽然... 但是

Culture Connection:

- Academic Support
- The Arts and Chinese Learning
- Student Clubs

- Name some of the types of student clubs available in Chinese schools
- Discuss joining student clubs
- Express how well they do something
- Make contrasting statements
- Talk about something you are hoping for

Common Student Misconceptions for this Unit

Students might mistakenly believe:

- Study plans and academic support systems are the same in every culture.
- Chinese language has different tenses for verbs
- Extracurricular activities and student clubs in China are similar to those in the U.S..

Chinese II Unit 3

Unit Assessment

Performance Assessment	Other
<p>Task Overview Imagine that you are writing for an advice column in your school newspaper.</p> <p>Interpretive Task Read the letters students have sent into your advice column and take notes on the problems and challenges they are facing.</p> <p>Interpersonal Task With your partner, talk about the problems that the student writers mention in their letters and discuss what advice you might give each student.</p> <p>Presentational Task Write a response to one of the student letters and offer your advice. Make sure to draw lessons you learned from your own experiences to make thoughtful reflections.</p> <p>Student Directions: (link to Google document that will be given to students) Unit 3 IPA</p>	<ul style="list-style-type: none">● Chapter 7 Assessment bank● Chapter 8 Assessment bank● Chapter 9 Assessment bank

Supplemental Materials and Resources

Chinese II Unit 3

N/A

Texts			
Required Texts			
Title	Author	Rationale	Lexile Level (where applicable)
<i>Go Far with Chinese 1B</i>	Cheng & Tsui Co, Inc. Senior Curriculum Adviser: Ying Jin	Board-approved and ACTFL standards-aligned textbook for the course	Not applicable
Suggested Texts			
N/A			

Chinese II Unit 3

Learning Plan

Required Learning Activities

<i>In order to learn:</i>	<i>Students will:</i>
How to talk about study plans and express future events	<ul style="list-style-type: none"> ● study the contents presented by the teacher on slide 1 and slide 2. ● participate in activities - The Order of Things, Tour Guide and Mingming's Plan. ● participate in the activity - Help Revising a Plan. ● participate in Extended Interviews.
How to express past experiences	<ul style="list-style-type: none"> ● study the contents presented by the teacher on slide 1 and slide 2. ● practice 过 vs 了 ● practice Vocabulary Auction and 老师写错了? ● complete Workbook Section 1: Listening B; Speaking A; Workbook Section 2: Listening B; Speaking A & Character Workbook Section 2, Workbook Section 3: Listening B; Speaking A, B & Character.
How to describe enjoyable activities and make contrasting statements,	<ul style="list-style-type: none"> ● study the contents presented by the teacher on slide 1 and slide 2. ● participate in the activity How Cool is it. ● read and discuss 小舞和他的家人. ● complete worksheet 1 and worksheet 2.

Suggested Learning Activities

Chinese II Unit 3

<p>How to talk about study plans and express future events</p>	<ul style="list-style-type: none"> ● play the game The Ultimate Study Plan ● complete Workbook Section 1: Reading B; Writing B; Workbook Section 2: Reading B; Writing B; Workbook Section 3: Reading B; Writing B. ● play quizlet, Broocket and Gimkit games to review vocabulary and sentence patterns.
<p>How to describe enjoyable activities and make contrasting statements,</p>	<ul style="list-style-type: none"> ● play the game “Champions shoutout”. ● play quizlet, Broocket and Gimkit games to review vocabulary and sentence patterns. ● complete the character writing section in the workbook.

Revision History

Revision Date	Explanation of change(s) made to document

Chinese III Unit 1

Grade/Subject 9-12	9th- 12th / Chinese III
Unit Title	Making Friends
Overview of Unit	In this unit, students will expand their ability to communicate in Chinese by learning how to introduce themselves, ask and respond to follow-up questions, and compare people and places. Students will practice self-introduction, describe past experiences and compare cities and travel experiences. They will also learn to express frequency, describe entering and exiting places, and use comparative language to deepen their conversations, building both fluency and cultural understanding.
Pacing	9 - 10 weeks
ACTFL Proficiency Target	Novice High

Background Information For The Teacher (Unit Overview)

Rationale: The "Making Friends" unit focuses on building practical communication skills that go beyond basic language knowledge. By teaching students how to introduce themselves, ask follow-up questions, and compare people and places, the unit encourages real-life application of the language. This approach enhances students' fluency and helps them engage in meaningful conversations, preparing them for interactions in Chinese-speaking environments. Additionally, by incorporating cultural topics like summer vacations and travel, the unit fosters deeper cultural understanding, enabling students to connect more authentically with native speakers and expanding their ability to communicate in diverse situations.

Key Learning/Big Ideas:

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Chinese III Unit 1

- Master how to introduce themselves and others in a variety of social situations.
 - Learn to ask and respond to follow-up questions, keeping conversations going smoothly and naturally.
 - Through topics like summer vacations and travel, practice describing past events and expressing their opinions.
 - Gain the ability to compare people, places, and experiences, using comparative structures and vocabulary.
- How language and culture intersect, giving them insight into social interactions and cultural norms in Chinese-speaking regions.

Essential Questions

Essential Questions

- How can people connect with each other and across cultures?
- How can effective communication enhance our ability to build relationships?
- In what ways does learning a new language help us better understand different cultures and perspectives?

Core Content Standards

Content Specific Standards

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

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	<ul style="list-style-type: none"> ● Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. ● Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
CT Core Literacy Standards	CCSS.ELA-Literacy.RI.11-12.3 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.SL.11-12.5
Portrait of the Graduate Characteristics	<ul style="list-style-type: none"> ● Collaborator ● Communicator ● Empathizer ● Problem Solver ● Planner

“CAN DO” Statements	
Interpretive	<ul style="list-style-type: none"> ● I can identify the topic and some isolated facts from simple sentences in informational texts. ● I can identify the topic and some isolated elements from simple sentences in short fictional texts. ● I can understand familiar questions and statements from simple sentences in conversations.
Presentational	<ul style="list-style-type: none"> ● I can present personal information about my life and activities, using simple sentences most of the time. ● I can express my preferences on familiar and everyday topics of interest, using simple sentences most

Chinese III Unit 1

	<p>of the time.</p> <ul style="list-style-type: none">● I can present on familiar and everyday topics, using simple sentences most of the time.
Interpersonal	<ul style="list-style-type: none">● I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.● I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.● I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

K-U-D

UNDERSTANDS

Students will understand:

- Language helps build connections and effective communication can strengthen relationships across cultures.
- Fluency in a language is developed through regular practice of real-life conversational skills, such as self-introduction, asking questions, and making comparisons.
- Using descriptive language, including frequency and comparative structures, can help them express ideas more clearly and effectively.
- Communication styles, such as greetings, introductions, and personal questions, may vary across cultures, and how these differences influence interactions in Chinese-speaking environments.

Chinese III Unit 1

KNOW	DO
<p>Language Points</p> <ul style="list-style-type: none">● Talking about surnames● Making a sentence more polite with 一下● Downplaying something with 还● Talking about age● Expressing “not only ...but also...”with 不但...而且● using 是...的 to add more specific information● Expressing what is currently happening with 在● Asking questions with 多● Explaining how long you have done something● Describing two characteristics with 又... 又...● Making specific comparisons● Using 没有 to make comparisons● Repeating the verb to soften the tone● Adding a word to indicate the direction of a movement● Commenting on a topic● Saying the number of times you have done something <p>Culture Connection:</p> <ul style="list-style-type: none">● Foreign and Traditional Cultures Together - 外来文化和传统文化● “Face” and Relationship-Building - 面子与人际关系	<ul style="list-style-type: none">● Introduce yourself and others● State what grade you are in● Describe your summer vacation and ask others about theirs● Identify examples of how culture in China is a mix of both global and local influence.● Respond to statements by requesting more detailed information● State what you or others are currently doing● Ask and answer questions related to how long you have been doing something● Express precise comparisons● Show respectful behavior in the role of host or guest with Chinese people● Compare two different places● Talk about entering and exiting spaces● Express how many times you have done something

Chinese III Unit 1

Common Student Misconceptions for this Unit

Students might mistakenly believe that:

- Introducing themselves is only about saying their name and age, not understanding that it also involves cultural nuances, context, and using the appropriate language for different situations.
- Addressing people in China is the same as in their own country, not realizing that in Chinese culture, the last name comes first, titles like "Mr." or "Mrs." are not commonly used, and occupations or relationships are typically used with the last name instead
- Expressing the past tense in Chinese works the same way as in English, where the verb form changes (e.g., "went" instead of "go"), not realizing that in Chinese, the verb form remains the same, and instead, a character like "了/过" is added after the verb to indicate the past tense.
- Language learning is solely about memorizing vocabulary and grammar rules without understanding their cultural context and usage.

Unit Assessment

Performance Assessment

Task Overview

Imagine one of your favorite performers or athletes wants to find an audience in China. Finding fans is not easy to do when you don't speak the same language, but you can help your chosen celebrity make a good

Other (Formative, quizzes, tests, etc.)

- [Chapter 1 Assessment bank](#)
- [Chapter 2 Assessment bank](#)
- [Chapter 3 Assessment bank](#)

Chinese III Unit 1

impression on potential Chinese fans by creating an online profile in Chinese. You can choose a performer or athlete that you are familiar with, or you can imagine one.

Interpretive Task

Review profiles of imagined Chinese celebrities made by their fans to find out how to make a good impression on a Chinese audience.

Interpersonal Task

Read the profiles your classmates made. Take turns with your classmates to act as a “scout” for a Chinese talent agency. Ask your classmates questions about their celebrities. Based on their answers, give advice on how your classmates can improve the profiles they made.

Presentational Task

Based on the example profiles, create a profile for one of your favorite performers or athletes. Use what you have learned about introductions in Chinese culture to make your profile appealing to a Chinese audience.

Student Directions:

[IPA Unit 1](#)

Chinese III Unit 1

Supplemental Materials and Resources

N/A

Texts

Required Texts

Title	Author	Rationale	Lexile Level (where applicable)
<i>Go Far with Chinese 2</i>	Cheng & Tsui Co, Inc. Senior Curriculum Adviser: Ying Jin	Board-approved and ACTFL standards-aligned textbook for the course	Not applicable

Suggested Texts

N/A			
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Chinese III Unit 1

Learning Plan	
Required Learning Activities	
In order to learn:	Students will:
<p>How to introduce yourself in Chinese, talk about what you did over the summer, and share personal information,</p>	<ul style="list-style-type: none"> ● study the contents presented by the teacher on slide 1, slide 2 and slide 3. ● Chinese classroom activities and games - 对还是错. ● participate in this activity - 写句子. ● how to tell about your summer - 同意不同意. ● write a skit. ● participate in this activity - 你了解 (liǎojiě) 你的老师吗? ● read a Chinese story and create a comic strip to illustrate the key events. ● complete the speaking, reading, and writing exercises
<p>How to describe events in the past and present, express the duration of an activity, and make comparisons between two people or things,</p>	<ul style="list-style-type: none"> ● study the contents presented by the teacher on slide 1, slide 2 and slide 3. ● study the grammar presented by the teacher. ● participate in this activity - 你了解你的老师吗? ● participate in this group activity - 头脑风暴. ● participate in this activity 发言人. ● read a Chinese story and create a comic strip to illustrate the key events. ● write a skit. ● complete the speaking, reading, and writing exercises in the workbook.
<p>How to talk about travel experiences, welcome guests,</p>	<ul style="list-style-type: none"> ● study the contents presented by the teacher on slide 1, slide 2 and slide 3. ● participate in the activity - 生词拍卖会.

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<p>describe entering and leaving places, express feelings, and discuss frequency,</p>	<ul style="list-style-type: none"> ● participate in the activity - 画漫画. ● write a skit. ● participate in this group activity - 发言人. ● participate in this group activity - 老师写错了?!. ● complete the speaking, reading, and writing exercises in the workbook.
<p>Suggested Learning Activities</p>	
<p>How to introduce yourself in Chinese, talk about what you did over the summer, and share personal information,</p>	<ul style="list-style-type: none"> ● participate in warm-up activities. ● participate in this activity - 生词拍卖会. ● participate in this activity - 删(shān)字游戏. ● participate in this game - 宾果(bīnguǒ)游戏. ● guess the pictures. ● participate in this activity - Buzzwords. ● play quizlet, Broocket and Gimkit games to review vocabulary and sentence patterns. ● complete the character writing section in the workbook.
<p>How to describe events in the past and present, express the duration of an activity, and make comparisons between two people or things,</p>	<ul style="list-style-type: none"> ● participate in warm-up activities. ● play this game - 宾果(bīnguǒ)游戏. ● play this group game - 老师写错了?. ● participate in this activity - Buzzwords. ● participate in this activity - 小画家. ● play this game - 删(shān)字游戏. ● play quizlet, Broocket and Gimkit games to review vocabulary and sentence patterns. ● complete the character writing section in the workbook.
<p>How to talk about travel experiences, welcome guests,</p>	<ul style="list-style-type: none"> ● participate in warm-up activities. ● play this game - 同意不同意.

Chinese III Unit 1

describe entering and leaving places, express feelings, and discuss frequency,	<ul style="list-style-type: none">● play this game - 猜(cāi)图片.● play this game - Buzzwords.● participate in this activity - 比“👍”还是比“👎”.● play this game - 猜(cāi)图片.● play this game - 宾果(bīnguǒ)游戏.● participate in this group activity - 头脑风暴.● play quizlet, Broocket and Gimkit games to review vocabulary and sentence patterns.● complete the character writing section in the workbook.
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Revision History

Revision Date	Explanation of change(s) made to document

Chinese III Unit 2

Grade/Subject 9-12	9th- 12th / Chinese III
Unit Title	Putting on an Event
Overview of Unit	In this unit, students will explore three interconnected themes: “Planning an Event,” “Getting Ready for the Show,” and “(Mis)Communication.” In “Planning an Event,” students will learn how to ask “how,” use entertainment-related vocabulary, describe actions and events, and discuss ways to earn money and express locations. “Getting Ready for the Show” focuses on describing sequences and results of actions, discussing Chinese calligraphy, and using language to express multitasking. Finally, “(Mis)Communication” teaches students how to talk about giving and moving items, express intentions and desires, and use conditional phrases like “if” and “then,” enhancing both their linguistic accuracy and cultural understanding.
Pacing	9 - 10 weeks
ACTFL Proficiency Target	Novice High

Background Information For The Teacher (Unit Overview)

Rationale: This unit equips students with essential language skills for real-world communication by focusing on planning events, preparing for performances, and managing (mis)communication. High school students need to learn this unit because it allows them to use Chinese in practical, engaging contexts—such as organizing activities, describing sequences of actions, and expressing intentions and outcomes. These skills are crucial for building fluency and confidence. Additionally, students gain cultural insight through topics like calligraphy, while also learning to navigate common communication challenges using structures like “if...then” and contrasting ideas. The unit supports both linguistic growth and cultural competence, preparing students for real-life interactions in Chinese-speaking environments.

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Chinese III Unit 2

Key Learning/Big Ideas:

- Use language to effectively organize and communicate by asking "how," using entertainment-related vocabulary, and describing actions, events, and locations.
- Gain cultural insights into Chinese-speaking communities through topics like calligraphy, enhancing their understanding of the language's cultural context.
- Express sequences, intentions, and conditions by mastering structures like conditional sentences (e.g., "if... then...") and contrasting ideas (e.g., "I want to... but...").
- Develop skills to manage (mis)communication by learning how to give, move, and request items, as well as clarify misunderstandings in real-life scenarios.
- Practice multitasking in language use, expressing and describing multiple actions happening simultaneously.

Essential Questions

Essential Questions

- How does learning to communicate in another language enhance our ability to connect with and understand people from different backgrounds?
- How does language help us plan, organize, and collaborate in events across different cultures?
- In what ways does language reflect the values, traditions, and everyday experiences of a culture?
- How do we use language as a tool to navigate and make sense of the world around us?

Chinese III Unit 2

Core Content Standards	
Content Specific Standards	<ul style="list-style-type: none">● Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.● Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.● Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.● Connections: Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic- and career-related situations.● Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.● Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.● Communities: Learners communicate and interact with cultural competence to participate in multilingual communities at home and around the world.
CT Core Literacy Standards	CCSS.ELA-Literacy.RI.11-12.3 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.SL.11-12.5

Chinese III Unit 2

Portrait of the Graduate Characteristics

- Collaborator
- Communicator
- Empathizer
- Problem Solver
- Planner

“CAN DO” Statements	
Interpretive	<ul style="list-style-type: none"> ● I can identify the topic and some isolated facts from simple sentences in informational texts. ● I can identify the topic and some isolated elements from simple sentences in short fictional texts. ● I can understand familiar questions and statements from simple sentences in conversations.
Presentational	<ul style="list-style-type: none"> ● I can present personal information about my life and activities, using simple sentences most of the time. ● I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time. ● I can present on familiar and everyday topics, using simple sentences most of the time.
Interpersonal	<ul style="list-style-type: none"> ● I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. ● I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. ● I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

Chinese III Unit 2

K-U-D

UNDERSTANDS

Students will understand that:

- language is a powerful tool for planning, organizing, and discussing events across different contexts and cultures.
- cultural traditions shape how events are planned and communicated, and language reflects these values.
- expressing sequences, outcomes, and intentions in clear and accurate ways is essential for effective communication.
- managing misunderstandings and navigating complex communication requires specific language strategies, such as using conditionals and multitasking expressions.
- learning another language deepens their ability to connect with diverse communities and enrich their cultural perspective.

KNOW

Language Points

- talking about “previous” and “next”
- asking “how”
- expressing if something is enough or not enough
- using 到 to indicate the result or end point of an action

DO

- Identify examples of performances that are a part of celebrations in China
- Discuss activities you have done in the last week or month and plan activities for the next week or month
- Express whether or not an amount is enough
- Describe the location of an object that is in or on something

Chinese III Unit 2

- describing something's location as "in' and "on"
- saying "A or B" with 或者
- expressing that something happened earlier than expected
- describing something that happens "before" or "after"
- expressing "not at all"
- describing actions with different results
- explaining how someone acts or feels towards something/someone else
- describing doing two things at once
- taking something and moving it with 把
- expressing "yes, but..."
- making "if...then" statements with 要是/如果... 就...

Culture Connection:

- performances at celebrations
- China's traditional performing arts
- life and culture online

- Give examples of traditional Chinese performances
- Describe actions that happened before or after a certain time or event
- Express strong opinions that go against expectations
- State whether a person treats another person well (or not)
- Describe someone performing two actions at the same time
- Describe ways people use the internet in China
- Explain why you partially agree or disagree with something
- Describe how one action or event depends on another
- Give advice on how to avoid solve conflicts

Common Student Misconceptions for this Unit

Chinese III Unit 2

Students might mistakenly believe that:

- Chinese calligraphy is the same as calligraphy in their own culture, not realizing that it has unique brushstroke techniques, characters, and cultural significance tied to Chinese history and philosophy.
- Event planning in Chinese follows the same patterns and vocabulary as in their own language, without considering cultural differences in how events are organized or communicated.
- Chinese event planning vocabulary is directly interchangeable with their native language, not realizing that expressions for location, time, or sequence can be culturally specific and require different structures.
- Chinese art forms are similar to those in their own culture, not realizing that China has a vast variety of traditional art forms with unique styles and cultural significance.

Unit Assessment

Performance Assessment

Task Overview

Imagine you are a member of a student club or similar organization. Your club needs to raise money for activities later on this semester, so you have decided to put on an event, such as a performance or a competition.

Interpretive Task

Other (Formative, quizzes, tests, etc.)

- [Chapter 4 Assessment bank](#)
- [Chapter 5 Assessment bank](#)
- [Chapter 6 Assessment bank](#)

Chinese III Unit 2

Your club sent out a survey to find out what kind of event is most appealing to students. Read the survey results and student comments to gather information about the kind of event your club should plan.

Interpersonal Task

Discuss what event is the most appropriate for your organization. Working as a group, complete the worksheet describing your plans for the event. You will need to decide on the kind of event your club will organize, choose when and where the event will take place, and determine what jobs need to be done before, during, and after the event.

Presentational Task

To get approval for your event, you need to explain your plans to the student council (your classmates). Create an advertisement or promotional video to convince your classmates that your event will be a success.

Student Directions:

[IPA Unit 2](#)

Supplemental Materials and Resources

N/A

Chinese III Unit 2

Texts

Required Texts

Title	Author	Rationale	Lexile Level (where applicable)
<i>Go Far with Chinese 2</i>	Cheng & Tsui Co, Inc. Senior Curriculum Adviser: Ying Jin	Board-approved and ACTFL standards-aligned textbook for the course	Not applicable

Suggested Texts

N/A			
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Learning Plan

Required Learning Activities

Chinese III Unit 2

In order to learn	Students will:
<p>How to ask “how” in Chinese, use entertainment-related vocabulary, describe actions and events, discuss ways to earn money, and express locations,</p>	<ul style="list-style-type: none"> ● study the contents presented by the teacher on slide 1, slide 2 and slide 3. ● participate in this activity - 比“👍”还是比“👎”？ ● participate in this activity - 生词拍卖会. ● participate in this activity - 头脑风暴. ● participate in this group activity - 这是个好问题！ ● participate in this group activity - 发言人. ● participate in this activity - 小画家. ● participate in this activity - 怎么选择. ● complete the speaking, reading, and writing exercises in the workbook.
<p>How to describe sequences and results of actions, discuss Chinese calligraphy, and express multitasking in Chinese,</p>	<ul style="list-style-type: none"> ● study the contents presented by the teacher on slide 1, slide 2 and slide 3. ● study these sentence patterns presented by the teacher. ● read a Chinese story and create a comic strip illustrating the story. ● participate in this activity - 怎么选择. ● participate in this activity - 同意不同意. ● participate in this activity - 你了解 (liǎojiě) 你的老师吗？ ● write a skit. ● complete the speaking, reading, and writing exercises in the workbook.
<p>How to talk about giving and moving items, express intentions and desires, and use conditional phrases like “if” and “then,”</p>	<ul style="list-style-type: none"> ● study the contents presented by the teacher on slide 1, slide 2 and slide 3. ● participate in this activity - 小画家. ● participate in this activity - 写句子. ● participate in this activity - 同意不同意.

Chinese III Unit 2

	<ul style="list-style-type: none"> ● participate in this activity - 头脑风暴. ● read a story in Chinese and create a comic strip. ● participate in this activity - 怎么描述? ● participate in this activity - 调查报告 ● complete the speaking, reading, and writing exercises in the workbook.
Suggested Learning Activities	
In order to learn:	Students will:
How to ask “how” in Chinese, use entertainment-related vocabulary, describe actions and events, discuss ways to earn money, and express locations	<ul style="list-style-type: none"> ● play this game - 删(shān) 字游戏. ● play this game - 猜(cāi)一猜. ● play this game - 宾果(bīnguǒ) 游戏. ● play this game - 老师写错了?! ● play this game - 猜图片. ● play quizlet, Broocket and Gimkit games to review vocabulary and sentence patterns. ● complete the character writing section in the workbook.
How to describe sequences and results of actions, discuss Chinese calligraphy, and express multitasking in Chinese,	<ul style="list-style-type: none"> ● play this group game - 发言人. ● participate in this activity - 小画家. ● play this group game - 怎么描述?

Chinese III Unit 2

	<ul style="list-style-type: none"> ● participate in this group activity - 这是个好问题! ● play this group game - 生词拍卖会. ● play this game - 猜图片. ● play quizlet, Brooket and Gimkit games to review vocabulary and sentence patterns. ● complete the character writing section in the workbook.
<p>How to talk about giving and moving items, express intentions and desires, and use conditional phrases like “if” and “then,”</p>	<ul style="list-style-type: none"> ● play this game - 苍蝇拍. ● play this game - 老师写错了?! ● play this game - 宾果 (bīnguǒ) 游戏. ● participate in this game - 怎么描述? ● play this game - 猜(cāi)一猜. ● play quizlet, Brooket and Gimkit games to review vocabulary and sentence patterns. ● complete the character writing section in the workbook.

Revision History

Revision Date	Explanation of change(s) made to document

Chinese III Unit 3

Grade/Subject 9-12	9th- 12th / Chinese III
Unit Title	Mapping Xi'An
Overview of Unit	The unit "Mapping Xi'an" guides Chinese III students through the language and culture of one of China's most historic cities. In Part One, "Getting Around Xi'an," students learn to describe locations, give directions, and explore the city's rich history. Part Two, "Stopping for a Bite," focuses on expressing purpose and preferences while introducing the culture of the Hui, a Chinese Muslim minority. In Part Three, "Shopping for a Gift," students practice discussing impressions, ongoing actions, and shopping in modern Xi'an. Throughout the unit, students build practical language skills and deepen their cultural understanding.
Pacing	9 - 10 weeks
ACTFL Proficiency Target	Novice High

Background Information For The Teacher (Unit Overview)

Rationale: The "Mapping Xi'an" unit helps students build practical communication skills through real-life topics such as giving directions, ordering food, and shopping. By exploring Xi'an's historical landmarks, the culture of the Hui minority, and the city's modern-day life, students deepen their understanding of Chinese culture and society. The unit also introduces more advanced grammar and vocabulary, supporting continued language development and preparing students for more complex conversations. With its focus on travel, food, and everyday experiences, the unit keeps learning relevant, engaging, and meaningful.

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Chinese III Unit 3

Key Learning/Big Ideas:

- Use Mandarin to navigate real-life situations like giving directions, ordering food, and shopping.
- Describe relative locations, express purpose and possibility, and talk about ongoing actions.
- Handle conversations about money, prices, and sales using appropriate vocabulary and grammar.
- Gain cultural insights into Xi'an's history, the Hui Muslim community, and modern urban life.
- Recognize how cultural context influences language use in different real-world settings.
- Develop practical language skills that connect classroom learning with authentic Chinese experiences.

Essential Questions

Essential Questions

- How does language shape our understanding of place and culture?
- In what ways does culture influence how we communicate and live?
- How can learning about history and geography deepen language learning?
- How can language help us connect with people from different backgrounds?

Chinese III Unit 3

Core Content Standards

Content Specific Standards	<ul style="list-style-type: none">● Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.● Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.● Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.● Connections: Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic- and career-related situations.● Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
CT Core Literacy Standards	CCSS.ELA-Literacy.RI.11-12.3 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.SL.11-12.5
Portrait of the Graduate Characteristics	<ul style="list-style-type: none">● Collaborator● Communicator● Empathizer● Problem Solver● Planner

Chinese III Unit 3

"CAN DO" Statements	
Interpretive	<ul style="list-style-type: none">● I can identify the topic and some isolated facts from simple sentences in informational texts.● I can identify the topic and some isolated elements from simple sentences in short fictional texts.● I can understand familiar questions and statements from simple sentences in conversations.
Presentational	<ul style="list-style-type: none">● I can present personal information about my life and activities, using simple sentences most of the time.● I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.● I can present on familiar and everyday topics, using simple sentences most of the time.
Interpersonal	<ul style="list-style-type: none">● I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.● I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.● I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

Chinese III Unit 3

K-U-D

UNDERSTANDS

Students will understand that

- Describing places and directions is key to navigating new environments and connecting with others.
- Expressing ideas and everyday needs is essential for real-life communication.
- Xi'an's historical significance deeply influences its culture and identity today.
- The Hui Muslim community contributes unique cultural beliefs and practices to Xi'an's diversity.
- Modern life in Xi'an reflects a blend of tradition and contemporary culture, which shapes language and communication.

KNOW

DO

Language Points

- describing relative location
- expressing that someone can or cannot achieve a particular result
- describing an action that is going in a direction
- describing how far one place is from another

- Identify historic sites in today's Xi'an
- Describe something's location in relation to other objects/places
- Express whether or not an action is possible
- Ask for and give directions to a place
- Describe whether two places are close to each other or far apart
- Describe practices and beliefs common among the Hui
- Explain that you are going somewhere to do something

Chinese III Unit 3

- talking about going somewhere to do something
- anything and everything
- specifying which one
- saying “in addition to...” with 除了... 以外 ... 还/也 ...
- having an impression of a person or place
- expressing ordinal numbers (i.e. first, second, third...)
- describing an ongoing action with 着
- talking about money
- talking about sales and discounts

Culture Connection:

- Xi’an’s history
- the Hui people of China
- Xi’an today

- Talk about all of or none of something
- Specify what sort of thing you want
- Discuss additional examples of what someone likes, wants, or can do
- Describe things to do and see in Xi’an
- Express having a good or bad impression of something
- Describe an action that is ongoing
- Ask how much something costs and understand basic amounts of money
- Calculate the prices of items that are on sale

Common Student Misconceptions for this Unit

Students might mistakenly believe that:

- Cultural groups like the Hui use the same language, customs, and food as the majority Han population.
- “Shopping talk” in Chinese is just about vocabulary and not about understanding local customs, etiquette, and currency formats.
- Chinese food culture is the same across all regions, not realizing the unique culinary traditions of groups like the Hui in Xi’an.
- Ancient cities like Xi’an are only about history and not vibrant, modern urban centers.

Chinese III Unit 3

phrases like 除了...以外...还/也... can be used exactly like "besides" in English, without knowing the grammar rules.

- Describing ongoing actions in Chinese is the same as in English, overlooking the correct use of 着.
- Talking about money and prices in Chinese doesn't require understanding cultural norms around bargaining or sales.
- Language use is the same across all Chinese-speaking communities, not recognizing how regional culture and identity shape communication.

Unit Assessment

Performance Assessment

Task Overview

Imagine that one of your close friends or relatives is going on a trip to China. He or she will travel to Xi'an for a long weekend (three days). Your friend/relative wants a personalized experience so you will help plan the trip. Choose which friend or relative you are designing the trip for. Make an itinerary in Chinese to give to the local tour guide, and be sure you include local sites, special activities you know your friend/relative will like, and time for your friend/relative to explore the city independently.

Interpretive Task

Read the promotional travel materials for Xi'an, looking closely at the images and the map of the city. What would your friend/relative want to see or do?

Other (Formative, quizzes, tests, etc.)

- [Chapter 7 Assessment bank](#)
- [Chapter 8 Assessment bank](#)
- [Chapter 9 Assessment bank](#)

Chinese III Unit 3

Interpersonal Task

Tell your partner about the person you are planning the trip for and then describe your proposed itinerary. Focus on organizing the trip carefully, creating a logical sequence for the activities, and tailoring the trip to the interests of your friend/relative. Listen to your partner's itinerary and give suggestions to your partner.

Presentational Task

Create a poster of your recommended trip and write an itinerary with directions on how to get from one place to the next.

Student Directions:

[IPA Unit 3](#)

Supplemental Materials and Resources

N/A

Texts

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Chinese III Unit 3

Required Texts

Title	Author	Rationale	Lexile Level (where applicable)
<i>Go Far with Chinese 2</i>	Cheng & Tsui Co, Inc. Senior Curriculum Adviser: Ying Jin	Board-approved and ACTFL standards-aligned textbook for the course	Not applicable

Suggested Texts

N/A			
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Learning Plan

Required Learning Activities

In order to learn:	Students will:
How to describe locations, give or ask directions	<ul style="list-style-type: none"> ● study the contents presented by the teacher on slide 1, slide 2 and slide 3. ● participate in this activity - 比“👍” 还是比“👎” ? ● participate in this activity - 怎么描述?

Chinese III Unit 3

	<ul style="list-style-type: none"> ● write a skit. ● participate in this activity - 这是谁？ ● participate in this activity - 画漫画. ● participate in this activity - 匹配不匹配？ ● participate in this activity - 谁在说谎？ ● complete the speaking, reading, and writing exercises in the workbook.
<p>How to express going to places, doing activities, stating purposes and preferences, and making comparisons,</p>	<ul style="list-style-type: none"> ● study the contents presented by the teacher on slide 1, slide 2 and slide 3. ● participate in this activity - 匹配不匹配？ ● participate in this activity - 故事接龙. ● participate in this activity - 这是谁？ ● participate in this activity - 调查报告. ● participate in this activity - 猜(cāi)一猜. ● participate in this activity - 匹配游戏. ● complete the speaking, reading, and writing exercises in the workbook.
<p>How to talk about shopping, describe clothing, ask about prices and discounts, discuss impressions and ongoing actions,</p>	<ul style="list-style-type: none"> ● study the contents presented by the teacher on slide 1, slide 2 and slide 3. ● participate in this activity - 音乐问答. ● participate in this activity - 调查报告. ● participate in this activity - 这是谁？ ● participate in this activity - 故事接龙. ● participate in this activity - 你有什么建议？ ● write sentences. ● complete the speaking, reading, and writing exercises in the workbook.

Chinese III Unit 3

Suggested Learning Activities	
<p>How to describe locations, give or ask directions</p>	<ul style="list-style-type: none"> ● play this game - 记忆(jìyì) 游戏. ● play this group game - 你有什么建议? ● participate in this activity - 故事接龙. ● play this group game - 抢答器. ● play this game - 记忆(jìyì)游戏. ● play quizlet, Broocket and Gimkit games to review vocabulary and sentence patterns. ● complete the character writing section in the workbook.
<p>How to express going to places, doing activities, stating purposes and preferences, and making comparisons,</p>	<ul style="list-style-type: none"> ● participated in this activity - 抢答器. ● play this game - 匹配游戏. ● play this game - 生词拍卖会. ● play this game - 音乐问答. ● play this group game - 老师写错了?!?! ● play this activity - 谁在说谎. ● play quizlet, Broocket and Gimkit games to review vocabulary and sentence patterns. ● complete the character writing section in the workbook.
<p>how to talk about shopping, describe clothing, ask about prices</p>	<ul style="list-style-type: none"> ● play this game - 抢答器. ● play this game - 记忆(jìyì)游戏.

Chinese III Unit 3

and discounts, discuss impressions and ongoing actions,	<ul style="list-style-type: none">● participate in this activity - 生词拍卖会.● play this game - 猜谜(cāimí)游戏.● play this game - 抢答器.● play this game - 匹配游戏.● play quizlet, Broocket and Gimkit games to review vocabulary and sentence patterns.● complete the character writing section in the workbook.
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Revision History

Revision Date	Explanation of change(s) made to document

Chinese III Unit 4

Grade/Subject 9-12	9th- 12th / Chinese III
Unit Title	Adjusting to a New Life
Overview of Unit	In this unit, students will explore how people adapt to new environments through three thematic lessons: A Day at the Tea Farm, Keeping Healthy, and Maintaining Friendships. In A Day at the Tea Farm, students will learn to describe rural life, talk about actions involving objects, and express immediate reactions. Keeping Healthy focuses on recent activities, health habits, and shifts in the Chinese diet. In Maintaining Friendships, students will practice expressing personal decisions, giving reasons, and describing actions that involve movement. Through these lessons, students will build language skills while gaining cultural insights into daily life, health practices, and social relationships in China.
Pacing	9 - 10 weeks
ACTFL Proficiency Target	Novice High

Background Information For The Teacher (Unit Overview)

Rationale: This unit provides students with practical language tools to communicate about everyday topics such as routines, health, and relationships. By learning key grammar structures in context—like 一...就..., 刚才, and expressions of cause and consequence—students will strengthen their ability to express timing, actions, and reactions in Chinese. The unit also deepens cultural understanding through topics like rural life in China, changing eating habits, and how people maintain personal connections when moving to new places. These themes are not only essential for language development but also relatable to students' own experiences, making the learning process more engaging, relevant, and useful for real-world communication.

Chinese III Unit 4

Key Learning/Big Ideas:

- Learn to describe actions, reactions, and consequences using key sentence patterns like 一...就... and cause-effect expressions.
- Explore rural life, health habits, and friendships in China to build cultural understanding and global awareness.
- Use 刚 and 刚才 to talk about recent events, making their language more natural and time-specific.
- Discuss how people adapt to new environments, including changes in diet and ways of staying connected.
- Express personal decisions and give multiple reasons, strengthening their ability to engage in meaningful conversations.

Essential Questions

Essential Questions

- How do people adapt to change across different cultures and environments?
- In what ways does language help us express personal experiences and relationships?
- How are health, daily life, and social connections influenced by cultural practices?
- What can learning about another culture teach us about our own lives and values?

Core Content Standards

Content Specific Standards

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Chinese III Unit 4

	<ul style="list-style-type: none"> ● Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. ● Connections: Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic- and career-related situations. ● Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
<p>CT Core Literacy Standards</p>	<p>CCSS.ELA-Literacy.RI.11-12.3 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.SL.11-12.5</p>
<p>Portrait of the Graduate Characteristics</p>	<ul style="list-style-type: none"> ● Collaborator ● Communicator ● Empathizer ● Problem Solver ● Planner

Chinese III Unit 4

“CAN DO” Statements

Interpretive	<ul style="list-style-type: none">● I can identify the topic and some isolated facts from simple sentences in informational texts.● I can identify the topic and some isolated elements from simple sentences in short fictional texts.● I can understand familiar questions and statements from simple sentences in conversations.
Presentational	<ul style="list-style-type: none">● I can present personal information about my life and activities, using simple sentences most of the time.● I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.● I can present on familiar and everyday topics, using simple sentences most of the time.
Interpersonal	<ul style="list-style-type: none">● I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.● I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.● I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

Chinese III Unit 4

K-U-D

UNDERSTANDS

Students will understand that:

- adapting to a new life involves changes in routines, health practices, and social relationships.
- rural and urban lifestyles in China offer different perspectives on daily life and community.
- grammatical structures like 一...就... and 刚 vs. 刚才 help express time, sequence, and immediate reactions.
- Chinese culture values staying connected with family and friends, even across distances.
- expressing personal choices, giving reasons, and describing health conditions are essential for meaningful communication.

KNOW

Language Points

- repeating descriptive words
- using 边 vs 部
- taking something and doing something with it
- explaining consequences
- using 一 ... 就 ... to express “as soon as...”
- expressing “only” or “just” with 就
- using 刚才 vs 刚
- talking about what happened later on
- explaining that you won’t do something again
- giving an additional reason
- describing actions that move up or down

DO

- Explain some aspects of rural life in China
- Describe someone doing something to an object
- Describe some weather conditions
- Express the result of or an immediate reaction to an event
- Warn others about possible negative consequences of an action
- Describe how eating habits in China have changed in recent decades
- State that there is only a small number of something
- Describe what you or someone else just did
- Talk about basic symptoms of illnesses and allergies
- Talk about something that happened after something else
- Discuss some of the ways Chinese people stay connected with home when they go to a new place
- Say that someone will never do something again

Chinese III Unit 4

- explaining that something never happens or has never happened

Culture Connection:

- rural areas in China
- changes in the Chinese diet
- staying connected

- Make simple requests to move up or down
- Give two reasons to support your idea or opinion
- Explain that something has never happened

Common Student Misconceptions for this Unit

Students might mistakenly believe that:

- 边 and 部 mean the same thing and can be used interchangeably to describe location, not realizing that they serve different grammatical functions.
- putting 就 in a sentence always means “only,” not realizing that its meaning depends on context and tone.
- 把 is optional when describing actions involving objects, not realizing that it is often necessary for clarity and correct sentence structure.
- 过 can be used to talk about something that just happened, not realizing that 刚 and 刚才 are more appropriate for recent actions.
- rural life in China is outdated or unimportant, not realizing its continuing cultural and economic significance.
- friendships and social connections in China function the same way as in their own culture, not realizing the cultural nuances and values involved.

Chinese III Unit 4

Unit Assessment

Performance Assessment

Task Overview

Next year, new students from China will be coming to your school. Your school counselor has asked you to make a guidebook to help the new students prepare for life at your school and in your community. Try and think of ways to help them feel happy and healthy here.

Interpretive Task

Imagine that you found an online forum that asked Chinese exchange students to describe the challenges that they faced when they first arrived in the United States. Read two of the (imagined) students' posts and think about information and suggestions that you can include in your pamphlet to help make the transition smoother for the students coming to your school.

Interpersonal Task

Your partner has read two different posts from (imagined) Chinese exchange students. Share and discuss what you learned from the posts. What challenges did the students face? How did they overcome these challenges?

Presentational Task

Make a guidebook for Chinese exchange students who are coming to your school next year with information to help them adjust to your area.

Other (Formative, quizzes, tests, etc.)

- [Chapter 10 Assessment bank](#)
- [Chapter 11 Assessment bank](#)
- [Chapter 12 Assessment bank](#)

Chinese III Unit 4

Student Directions:
[IPA Unit 4](#)

Supplemental Materials and Resources

Texts			
Required Texts			
Title	Author	Rationale	Lexile Level (where applicable)
<i>Go Far with Chinese 2</i>	Cheng & Tsui Co, Inc. Senior Curriculum Adviser: Ying Jin	Board-approved and ACTFL standards-aligned textbook for the course	Not applicable
Suggested Texts			

Chinese III Unit 4

N/A			
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Learning Plan	
Required Learning Activities	
In order to learn:	Students will:
how to describe places and things, actions with objects, and express immediate reactions (as soon as),	<ul style="list-style-type: none"> ● participate in all activities using think-pair-share or turn-and talk ● study the contents presented by the teacher on slide 1, slide 2 and slide 3. ● participate in this activity - 站着还是坐下 ? ● participate in this activity - 小画家. ● participate in this activity - 匹配不匹配? ● participate in this activity - 这是个好问题! ● play this game - 投球(tóuqiú)游戏. ● participate in this activity - 匹配游戏. ● participate in this activity - 你有什么建议? ● participate in this activity - 排(pái)句子. ● complete the speaking, reading, and writing exercises in the workbook.
how to discuss recent actions, describe healthy habits, and explain symptoms when feeling unwell,	<ul style="list-style-type: none"> ● study the contents presented by the teacher on slide 1, slide 2 and slide 3. ● participate in this activity - 匹配不匹配? ● participate in this activity - 听写比赛. ● participate in this activity - 站着还是坐下 ? ● participate in this activity - 怎么描述? ● participate in this activity - 听写(tīngxiě)比赛.

Chinese III Unit 4

	<ul style="list-style-type: none"> ● participate in this activity - 匹配游戏. ● participate in this activity - 排(pái)句子. ● complete the speaking, reading, and writing exercises in the workbook.
<p>how to express personal decisions, give reasons, and describe actions involving movement</p>	<ul style="list-style-type: none"> ● study the contents presented by the teacher on slide 1, slide 2 and slide 3. ● participate in this activity - 你有什么建议? ● participate in this activity - 听写(tīngxiě)比赛. ● participate in this activity - 记忆(jìyì)游戏. ● play this game - 音乐问答. ● participate in this activity - 这是个好问题! ● participate in this activity - 站着还是坐下? ● participate in this activity - 排(pái)句子. ● complete the speaking, reading, and writing exercises in the workbook.
Suggested Learning Activities	
<p>how to describe places and things, actions with objects, and express immediate reactions (as soon as),</p>	<ul style="list-style-type: none"> ● play this game - 谁在说谎(shuōhuǎng)? ● play this game - 苍蝇拍. ● play this game - 宾果(bīnguǒ)游戏. ● play this game - 猜谜(cāimí)游戏. ● play quizlet, Broocket and Gimkit games to review vocabulary and sentence patterns. ● complete the character writing section in the workbook.
<p>how to discuss recent actions, describe</p>	<ul style="list-style-type: none"> ● participate in this activity - 记忆(jìyì)游戏.

Chinese III Unit 4

<p>healthy habits, and explain symptoms when feeling unwell,</p>	<ul style="list-style-type: none"> ● play this game - 投球(tóuqiú)游戏. ● play this game - 生词拍卖会. ● play this game - 投球(tóuqiú)游戏. ● play this game - 猜谜(cāimí)游戏. ● play quizlet, Broocket and Gimkit games to review vocabulary and sentence patterns. ● complete the character writing section in the workbook.
<p>how to express personal decisions, give reasons, and describe actions involving movement</p>	<ul style="list-style-type: none"> ● play this game - 苍蝇拍. ● play this game - 宾果(bīngǔ)游戏. ● play this game - 苍蝇拍. ● participate in this activity - 生词拍卖会. ● play this game - 猜谜(cāimí)游戏. ● play quizlet, Broocket and Gimkit games to review vocabulary and sentence patterns. ● complete the character writing section in the workbook.

Revision History

Revision Date	Explanation of change(s) made to document

REGION 5 UNIT ORGANIZER

Grade/Subject 9-12	Spanish I/ Grades 9-12
Unit Title	iHola!
Overview of Unit	This unit provides students with content and skills to be able to understand and communicate about basic information (greetings, the alphabet, numbers, and the calendar).
Pacing	5 weeks
ACTFL Performance Target	Novice low- Novice mid

Background Information For The Teacher (Unit Overview)

Rationale:

This unit is an introduction to the Spanish language and the Spanish-speaking world. In addition to serving as a window to other communities, it can also serve as a mirror for students to reflect on their own lives. Furthermore, learning about how the Spanish language unites a huge portion of distinct communities around the world allows them to avoid generalizing about “Spanish-speakers” as they see how large, geographically dispersed, and diverse the Spanish-speaking community truly is. The content in this unit will allow students to engage in a variety of real-world situations, which they can practice in the safety of the classroom setting, such as introducing themselves to others and sharing basic information.

Key Learning/Big Ideas:

- Learning Spanish, one of the most widely spoken languages in the world, will benefit students in real-world situations.
- Learning a new language is daunting at first, but there are strategies to make it easier.
- Spanish and English have a great deal in common, but also have many differences at various levels of the language.

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Essential Questions

Essential Questions

- How widely used is Spanish in the world and in my community?
- How does learning another language help me create connections with others?
- What strategies will help me communicate in Spanish as I begin to learn this language?

Core Content Standards

Content Specific Standards

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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

[World Readiness Standards For Learning Languages](#)

CT Core Literacy Standards

- Reading Standards for Informational:
 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
 6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- Writing Standards:
 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- Speaking and Listening
 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

[Common Core State Standards](#)

REGION 5 UNIT ORGANIZER

Portrait of the Graduate Characteristics	<ul style="list-style-type: none"> ● Collaborator ● Communicator ● Empathizer ● Problem Solver ● Planner
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“CAN DO” Statements	
Interpretive	<ul style="list-style-type: none"> ● Interpretive reading task- I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts. (novice mid). ● Interpretive listening- I can identify some basic facts from memorized or familiar words and phrases in conversations. (novice mid)
Presentational	<ul style="list-style-type: none"> ● N/A
Interpersonal	<ul style="list-style-type: none"> ● Interpersonal speaking and listening- I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. (novice low)

K-U-D
UNDERSTANDS

REGION 5 UNIT ORGANIZER

Students will understand that:

- Spanish is one of the most widely used languages in the world, with communities of Spanish-speakers living in many parts of the world, which may include in their own community
- Greetings may vary based on who is being addressed and level of formality
- Different languages (specifically English and Spanish) have different systems of communication, which may even include what letters are included in the alphabet, what words get capitalized, the format of how we report dates, etc.

KNOW

- names of Spanish-speaking countries around the world
- vocabulary for greetings and leave-taking
- vocabulary for exchanging basic personal information
- vocabulary for the letters of the alphabet in Spanish
- vocabulary for numbers (1-31)
- vocabulary for months, days of the week, seasons, dates

DO

- Identify some Spanish-speaking parts of the world
- Greet others in a culturally acceptable way
- Identify key words, author's purpose, supporting details, etc. in a written text
- Identify basic information (name, origin, birthday) when shared with them while listening or reading
- Share basic information about themselves (name, origin, birthday) verbally

Common Student Misconceptions for this Unit

Students might mistakenly believe:

- Spanish is not spoken widely across the world.
- Learning a language is limited to learning new words for things, and isn't also about learning new structures, learning about different cultures, and stretching yourself with communication and problem-solving skills.
- Learning a new language means that you have to do it perfectly.

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Unit Assessment	
Performance Assessment (be sure all three modes are assessed)	Other (Formative, quizzes, tests, etc.)
<p>Task Overview:</p> <p>You are getting ready to sign up for a program in a Spanish-speaking city. You need to show that you:</p> <ol style="list-style-type: none">1) understand the poster to enroll in a class2) understand basic information about classmates also enrolled in the classes3) exchange basic personal information when meeting someone new in the program	<ul style="list-style-type: none">• Vocabulary quiz Greetings/goodbyes & exch basic info• U1 Vocab quiz numb letters days of Week seasons
<p>Student Directions: (link to Google document that will be given to students)</p> <p>Unit 1 Summative Performance TaskAssessment</p> <p>Unit 1 performance assessment Audio for Listening</p>	

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Supplemental Materials and Resources

Texts			
Required Texts			
Title	Author	Rationale	Lexile Level (where applicable)
EntreCulturas 1	Mar, Davis, Sloan, Watson-Lopez	BoE approved textbook	n/a
Suggested Texts			
Title	Author	Rationale	Lexile Level (where applicable)
N/A			

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Learning Plan		
Required Learning Activities		
<i>In order to learn:</i>	<i>Students will:</i>	<i>Mode of Communication</i>
geography of Spanish-speaking world	<ul style="list-style-type: none"> identify different Spanish-speaking countries around the world (use textbook p.7) Spanish-speaking countries 	Interpretive
greetings and basic personal information	<ul style="list-style-type: none"> greet one another and exchanging basic personal information using unit vocabulary (actividades 3, 4, 5, 7, 8 in textbook) Greetings good byes slides Asi se dice 1 saludos y despedidas_Vocab Saludos y despedidas Actividades Activity 7 Activity 7 Audio Optional greetings goodbyes activities 	Interpersonal
Alphabet	<ul style="list-style-type: none"> recognize and produce the Spanish alphabet and the letter sounds (textbook pp 15-17. Actividades 10, 11, 13) Asi se dice 2: el alfabeto El alfabeto Slides El alfabeto Activities Activity 10 Audio Activity 11 audio 	Interpretive
Numbers 1-31	<ul style="list-style-type: none"> Recite numbers 1-31 (Textbook activity 14 p 18) in order to say their phone numbers, their birthday and talk about dates. Material has been included with calendar, days, and seasons. 	Interpersonal

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	Activity # 14 is included in the same file with activities 15-17	
Months, days of the week, seasons, dates	<ul style="list-style-type: none"> Use months of the year, days of the week and the different seasons to say their birthdays, the date, and relate the months of the year with the different seasons. (textbook pp 18-20, actividades 15, 16, 17). Calendar_numbers_days_seasons_slides Actividades 14-18 Calendario Activity 15 calendar Activity 15 Audio Activity 17 Grid Activity 18 paso 2 Audio Activity_days-months_seasons Optional_project_El calendario 	Interpersonal

Revision History

Revision Date	Explanation of change(s) made to document

REGION 5 UNIT ORGANIZER

Grade/Subject 9-12	Spanish I / Grades 9-12
Unit Title	Identidades
Overview of Unit	This unit provides students with content and skills to be able to understand and communicate information about their personal identities including characteristics, and what activities they like and dislike
Pacing	4 Weeks
ACTFL Performance Target	Novice high

Background Information For The Teacher (Unit Overview)

Rationale:

This unit provides students with the tools needed to express who they are and what they like to do, while also providing content to allow them to ask and understand some basic questions. This unit serves as a window to other communities, while providing a “mirror” for students to reflect on what makes them individuals in terms of who they are and what they like to do. Students are introduced to famous people in the Spanish-speaking world, and learn about young people in a variety of Spanish-speaking countries, allowing them to see similarities and differences in one another’s lives and communities. The content in this unit allows students to engage in a variety of real-world situations, which they can practice in the safety of the classroom setting, such as expressing who they are, what they like to do, and asking basic questions of others.

Key Learning/Big Ideas:

- The Spanish language, like all Romance languages, has the concept of gender that runs throughout the language, even at the early levels.
- Verbs in Spanish are conjugated differently from in English, and correct verb forms are integral to clear communication.

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- There are many similarities and differences in young people within our culture, as well as across cultures. Our choices form who we are as individuals.

Essential Questions

Essential Questions

- Who am I? How does what I do define who I am?
- How am I similar to and different from young people in the Spanish-speaking world?
- How do language and daily life activities shape identity?
- What strategies will help me communicate in Spanish as I begin to learn this language?

Core Content Standards

Content Specific Standards

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

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- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

[World Readiness Standards For Learning Languages](#)

CT Core Literacy Standards

- Reading Standards for Informational:
 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
 6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- Writing Standards:
 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- Speaking and Listening

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	<p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Common Core State Standards</p>
<p>Portrait of the Graduate Characteristics</p>	<ul style="list-style-type: none"> ● Collaborator ● Communicator ● Empathizer ● Problem Solver ● Planner

“CAN DO” Statements	
<p>Interpretive</p>	<ul style="list-style-type: none"> ● Interpretive listening- I can identify the topic and some isolated facts from simple sentences in informational texts. (novice high)
<p>Presentational</p>	<ul style="list-style-type: none"> ● Presentational task- I can present personal information about my life and activities, using simple sentences most of the time. (novice high)
<p>Interpersonal</p>	<ul style="list-style-type: none"> ● Interpersonal task- I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. (novice high)

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K-U-D

UNDERSTANDS

Students will understand that:

- Words to describe who we are often gendered in Spanish, with masculine and feminine forms, which is different from what they may be used to in English.
- Verbs in Spanish have different forms (or conjugations) to let people express who or what is doing the action and when the action takes place.
- Young people in the student’s culture and in the Spanish-speaking world may have many things in common and many differences, in both cases, students’ activities lead to defining who we are

KNOW

DO

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- vocabulary related to who people are and what activities they like to do
- the verb ser to express characteristics and who they are
- the verb gustar to express likes and dislikes
- interrogative words to understand and ask questions

- Understand basic information about young people in the Spanish-speaking world (demographic information, likes and dislikes, etc.) when listening.
- Write an email to a young person, providing information and asking questions about who they are, likes and dislikes, etc.
- Talk about yourself, providing as much information as possible about yourself including your likes, dislikes, etc.

Common Student Misconceptions for this Unit

Students might mistakenly believe:

- There are no similarities in what young people do for fun in the student’s own community and across other cultures.
- Gendered words in Spanish only apply to people.
- You can just use the infinitive of a verb in a sentence without conjugating it.

Unit Assessment

Performance Assessment

Task Overview:

Other

- [2. Spanish I U2 vocabulary quiz- vocabulary related to who people are and what activities they like to do](#)

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You are getting ready to host an exchange student at your school, and then to take part in an international program.

- 1) To prepare to host an exchange student at your school, learn about 2 different students from the Spanish-speaking world to get to know more about them.
- 2) As the school-based guide for the student of your choice, write an email to follow up to their video introduction, in which you ask them lots of questions and determine what you have in common.
- 3) To prepare for another international program, create a video in which you present yourself to a host family ahead of staying with them next summer. Include as much information as you can about yourself, especially regarding what makes you who you are, and what you like to do and don't like to do.

Student Directions:

[Updated Copy of 5. End of unit 2 assessment L1](#)

[Updated Copy of 5. End of unit 2 assessment L2](#)

- [3. Spanish I U2 grammar quiz- the verb ser](#)
- [4. Spanish I U2 vocabulary quiz- interrogative words](#)
- [Quiz: Optional Asi se dice 1 & Pronouns](#)

Supplemental Materials and Resources

- N/A

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Texts			
Required Texts			
Title	Author	Rationale	Lexile Level (where applicable)
EntreCulturas 1	Mar, Davis, Sloan, Watson-Lopez	BoE approved textbook	n/a
Suggested Texts			
N/A			

Learning Plan		
Required Learning Activities		
<i>In Order to Learn:</i>	<i>Students will:</i>	<i>Mode of Communication</i>
Vocabulary related to who I am and the activities I like to do	<p>Learn vocabulary connected to their identities and the activities they like to do. They will learn how to ask questions to gather information from their peers, allowing them to know each other through their favorite activities.</p> <ul style="list-style-type: none"> ● 1. Asi se dice 1 Quien Soy ● 2. Así se dice 1_ I can talk about who I am ● 3. Quien soy_ Textbook Activities ● 4. actividad5_paso1 Mi identidad tu identidad (1) 	Presentational

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<p>Subject pronouns in Spanish</p>	<p>Learn Spanish subject pronouns to talk about themselves and others. They will engage in practice with classmates and the teacher, focusing on the formal and informal versions of "you" in Spanish, as well as the masculine and feminine forms of "they" and "we."</p> <ul style="list-style-type: none"> ● 5. Spanish Pronouns Presentation ● 6. Spanish Pronouns ● 7. Subject Pronouns Act workbook pp 9-10 ● 8. Subject Pronouns Workbook Ans Keys 	<p>Interpersonal</p>
<p>The verb to be (ser)</p>	<p>Learn conjugation of the verb “ser” in present tense. They will use this verb to express who they are and to talk about their class and others using the vocabulary about identity in the beginning of the unit.</p> <ul style="list-style-type: none"> ● 10. Organizador grafico observa verb ser ● 10A. ECS1_U1_OBS1 Verb ser (1) ● 11. Ser (1).PNG ● 12. Verb ser presentation ● 13. Verb ser activities 	<p>Interpersonal</p>
<p>Vocabulary to express what I like to do</p>	<p>Use the verb “gustar” in first person “me gusta” and second person “te gusta” to talk about the activities they like to do. They will work on their interpersonal speaking skills by interacting with classmates to find out what they each like to do.</p> <ul style="list-style-type: none"> ● 14. Asi se dice 2 Mis actividades favoritas (3) ● 15. Asi se dice 2: Mis actividades favoritas ● 16. Asi se dice 2_Mis actividades fav/gustar ● 17. EC L1 U1 Observa2 -Verb Gustar 	<p>Presentational/interpersonal</p>
<p>Question words</p>	<p>Students will use question words to ask different questions to their classmates in order to acquire some personal information.</p> <ul style="list-style-type: none"> ● 18. Asi se dice 3: Preguntas y respuestas ● 19. Preguntas y respuestas ● 	<p>Interpersonal</p>

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Suggested Learning Activities

<i>In order to learn:</i>	<i>Students will: These are optional activities that can be used to reinforce students' learning of the content</i>	
	<ul style="list-style-type: none"> • 9. Subject Pronouns_Practice • 21. Memory Activity preguntas • 22. SpanishQuestionWordsWorksheetDistanceLearningFriendly-1 	

Revision History

Revision Date	Explanation of change(s) made to document

REGION 5 UNIT ORGANIZER

Grade/Subject 9-12	Spanish I/ Grades 9-12
Unit Title	La vida en la escuela
Overview of Unit	This unit provides students with content and skills to be able to understand and communicate about their life as students (school supplies, places in the school, classes, and activities in school), as well as to learn about how school life is similar and different in their community and in the Spanish-speaking world.
Pacing	4-5 weeks
ACTFL Performance Target	Novice mid to intermediate low

Background Information For The Teacher (Unit Overview)

Rationale:

This unit provides students with the tools needed to explore school life in their communities and in various parts of the Spanish-speaking world. This unit serves as a window to other communities, while providing a “mirror” for students to reflect on what defines student life. Students are introduced to school life and how it varies in terms of school calendars, schedules, courses, and extracurriculars. Students learn about young people in a variety of Spanish-speaking countries, allowing them to see similarities and differences in one another’s school lives. The content in this

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unit allows students to engage in a variety of real-world situations, which they can practice in the safety of the classroom setting, such as expressing what their school life is like.

Key Learning/Big Ideas:

- The student experience varies a great deal within one culture as well as across cultures.
- Verbs in Spanish are conjugated differently from in English, and correct verb forms are integral to clear communication.
- Learning a new language is cumulative, and what was learned in past units can be recycled and altered to create new meaning.

Essential Questions

Essential Questions

- What places, people, and activities define student life?
- How is student life at my school similar to and different from student life in various parts of the Spanish-speaking world?
- What strategies will help me communicate in Spanish as I begin to learn this language?

Core Content Standards

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Content Specific Standards	<ul style="list-style-type: none">● Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.● Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.● Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.● Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.● Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.● Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.● Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.● Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.● Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>World Readiness Standards For Learning Languages</p>
CT Core Literacy Standards	<ul style="list-style-type: none">● Reading Standards for Informational:<ol style="list-style-type: none">1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <ul style="list-style-type: none"> ● Writing Standards: <ul style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ● Speaking and Listening <ul style="list-style-type: none"> 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Common Core State Standards</p>
<p>Portrait of the Graduate Characteristics</p>	<ul style="list-style-type: none"> ● Collaborator ● Communicator ● Empathizer ● Problem Solver ● Planner

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"CAN DO" Statements	
Interpretive	<ul style="list-style-type: none">● I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts. (novice mid)● I can identify the topic and some isolated facts from simple sentences in informational texts. (novice high)●
Presentational	<ul style="list-style-type: none">● I can present personal information about my life, activities and events, using simple sentences. (intermediate low)
Interpersonal	<ul style="list-style-type: none">● I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. (novice high)

K-U-D

UNDERSTANDS

Students will understand that:

5

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- Many school supplies, facilities, and courses in their schools are also present in many schools in the Spanish-speaking world, while differences also exist depending on setting, type of school, country, etc..
- To communicate about what students do in school, just like in English, we use a variety of verbs to communicate about actions. In Spanish, each subject pronoun has a corresponding verb ending, which means that verb forms give us clues to who or what is doing the action in a sentence.
- Learning verb endings is essential to being able to communicate in Spanish.

KNOW	DO
<ul style="list-style-type: none"> ● vocabulary for school supplies ● vocabulary to talk about what students need and want (tengo, necesito, qué necesitas, etc.) ● vocabulary to talk about quantities (un/una, unos/unas, muchos/muchas) ● vocabulary for classes and courses ● vocabulary for places in the school ● vocabulary to communicate about school activities ● “hay” to express existence (there is / there are) ● how to conjugate -ar verbs in the present tense 	<ul style="list-style-type: none"> ● Identify what school supplies students have and need ● Discuss what classes students have ● Write about what classes you have (in an email) ● Write about what there is/ are in a school (in an email) ● Write about what students do in a school day using -ar verbs (in an email) ● Compare and contrast cultural similarities and differences in educational systems in the student’s community and communities in the Spanish-speaking world after reading about cultural practices

REGION 5 UNIT ORGANIZER

Common Student Misconceptions for this Unit

Students might mistakenly believe:

- Schools function the same way in all parts of the world.
- Gendered words in Spanish only apply to people.
- You can just use the infinitive of a verb in a sentence without conjugating it.

Unit Assessment

7

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Performance Assessment (be sure all three modes are assessed)	Other (Formative, quizzes, tests, etc.)
<p>Task Overview: MIDTERM EXAM</p> <p>As part of an international program that creates materials to teach young people about school life in different parts of the world, learn about school life in other places before sharing what life is like for students in your school.</p> <ol style="list-style-type: none">1) Interpretive listening- Watch a video about two young people in the Spanish-speaking world. Show that you understand what they said about their schedules, what supplies they need, and what there is in their schools.2) Interpretive reading- Read a list of school supplies to get ready for a school year in a school in the Spanish-speaking world. Show that you understand what you have read.3) Interpersonal writing- Respond to an email in which you mention your schedule and when you have your classes, what school supplies you need, and where these classes take place.4) Presentational writing- Write a blog post for Spanish-speaking students who want to know about daily life at your school. Write about the many activities that you and others do during a regular day at school. <p>Student Directions: (link to Google document that will be given to students) Link to midterm exam</p>	<ul style="list-style-type: none">● quiz- vocabulary for school supplies / vocabulary to talk about what students need and want (tengo, necesito, qué necesitas, etc.) / vocabulary to talk about quantities (un/una, unos/unas, muchos/muchas) Spanish I Unit 2 quiz: school supplies, uno/a mucho/a(s), tener necesitar● quiz- vocabulary for classes and courses / vocabulary for places in the school Spanish I Unit 2 quiz: school subjects and places in the school Or Asi se dice 1 School supplies: Quiz Vocab 1 Spa I L1 Asi se dice 1 school supplies_Quiz Vocab 1 Spa I L2● vocabulary to communicate about school activities● quiz- how to conjugate -ar verbs in the present tense Spanish I Unit 2 quiz: how to conjugate -ar verbs in the present tense

REGION 5 UNIT ORGANIZER

[Midterm review](#)

Supplemental Materials and Resources

- N/A

Texts

Required Texts

Title	Author	Rationale	Lexile Level (where applicable)
<i>EntreCulturas 1</i>	Mar, Davis, Sloan, Watson-Lopez	BOE approved textbook	n/a

Suggested Texts

REGION 5 UNIT ORGANIZER

N/A			
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Learning Plan		
Required Learning Activities		
<i>In Order to Learn:</i>	<i>Students will:</i>	<i>Mode of Communication</i>
Vocabulary related to school supplies	<p>Talk about school supplies, identify what they have and what they need for school. They will work individually most of the time to tell what school supplies they are able to recognize in Spanish. Files 6 and 6A is a group activity for which students will be showing their ability to recognize school supplies.</p> <ul style="list-style-type: none"> ● 1. asi-se-dice-1-Los utiles escolares (1) ● 2. Vocabulario 1 _suppliessubj handout ● 3. Vocabulary 1 School supp ● 4. EC_L1_U2_Actividad3 -Que hay en mi mochila.pdf ● 4A. Video_ Que hay en mi mochila actividad 3.mp4 ● 5. Asi se dice 1: La vida escolar part 2 ● 6. Group activity with school supplies ● 6A. Finding school supplies activity ● Cards Vocabulary 1 School supp subj (1) 	Presentational/inter personal
Culture	<p>Read about different ways of naming certain school supplies in other countries.</p> <ul style="list-style-type: none"> ● 7. Asi se dice 1: Part II_Enfoque cultural 	

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<p>Vocabulary related to subjects and places in the school</p>	<p>Use vocabulary related to school subjects and the different places in the school.</p> <ul style="list-style-type: none"> ● 8. asi-se-dice-2 las asignaturas (2) ● 9. Asi se dice 2: Las asignaturas/ Places in the school 	<p>Presentational</p>
<p>Talk about school life, what time classes happen, where. Use the verb tener to express what the student has and the verb necesitar to express what the student needs. Use of indefinite articles.</p>	<p>Use the verb “tener” to inform the teacher and their classmates about the different subjects they take at school. They will also create in Spanish their own versions of their school schedules to inform what subjects they take, at what time, where, and what they need in terms of supplies for each subject.</p> <ul style="list-style-type: none"> ● 10. At what time ● 11. Verb tener ● 12. School schedule detalles gramaticales ● 12a_ Mi horario project ● 13. Asi se dice 2: practice activities ● 14. Un una practice activities ● 15. Practice indefinite articles 	<p>Presentational/interpersonal/interpretive</p>
<p>Vocabulary to talk about things students do at school.</p>	<p>In order to talk about things that students do at school and outside of school, they will learn conjugation in the present tense of regular ar verbs. At this point, students will be working on certain activities that will allow them to interact with one another to find out the things they do during the day.</p> <ul style="list-style-type: none"> ● 16. Asi se dice 3: I can talk about things I do at school ● 17. asi-se-dice-3-updated_ Que haces en la escuela 	<p>Presentational/interpretive</p>
<p>Conjugation of regular ar verbs in present tense</p>	<ul style="list-style-type: none"> ● 18. The present tense of regular -ar verbs ● 19. EC L1 U2 Observa3 LosVerbosQueTerminan in AR.pdf ● 19. Video_ observa-3 ar verbs (1) 	<p>Presentational/interpersonal</p>

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	<ul style="list-style-type: none"> ● 19A. AR verbs Observa 3 ● 20. Actividad 25_AR verbs.pdf ● 21. Actividad26_AR verbs cuando lo hago.pdf ● 22. conjugation AR verbs ● 23. conjugation AR verbs_Ans Key ● 24. Present tense AR verbs Textbook practice ● 25. Actividad que haces en tu escuela.pdf ● 26. PresentTenseRegularARVerbChart32ARSpanishVerbConjugations-1.pdf 	
Suggested Learning Activities		
<i>In Order to Learn:</i>	<i>Students will: These are optional activities that can be used to reinforce students' learning of the content</i>	
<i>Vocabulary related to places in the school and school supplies activities</i>	<ul style="list-style-type: none"> ● Optional Classroom Activities: Different Places in the School ● Optional_DiceWritingNumbersSchoolSupplies-1 	
<i>Places in the school and definite articles</i>	<ul style="list-style-type: none"> ● Optional Places and people in the school Vocab/Notes def articles 	
<i>Conjugation of ar verbs in present tense</i>	<ul style="list-style-type: none"> ● Optional_SpanishPresentTenseARVerbsCactoConversacinSAMPLEFREEBIE-1.pdf 	

REGION 5 UNIT ORGANIZER

Revision History

Revision Date	Explanation of change(s) made to document

REGION 5 UNIT ORGANIZER

Grade/Subject 9-12	Spanish I/ Grades 9-12
Unit Title	Mi familia es tu familia
Overview of Unit	This unit provides students with content and skills to be able to understand and communicate about their life as members of a family (family members, characteristics, parts of a home, family activities), as well as to learn about how families are similar and different in their community and in the Spanish-speaking world.
Pacing	4-5 weeks
ACTFL Performance Target	Novice mid to intermediate low

Background Information For The Teacher (Unit Overview)

Rationale:

This unit provides students with the tools needed to express what their families are like, where families live, and what activities families take part in together. This unit serves as a window to other communities, while providing a “mirror” for students to reflect on what makes them individuals in terms of who makes up their households and what activities families do together. Students are introduced to the families of young people in the Spanish-speaking world, allowing them to see similarities and differences in one another’s lives and families. The content in this unit allows students to engage in a variety of real-world situations, which they can practice in the safety of the classroom setting, such as expressing who makes up a family, what the family members are like, where these people live, and what they do together.

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Key Learning/Big Ideas:

- Families do not all look the same within our own culture or across cultures.
- In different communities, people's homes look different and who lives in one household varies.
- Verbs in Spanish are conjugated differently from in English, and correct verb forms are integral to clear communication.
- Learning a new language is cumulative, and what was learned in past units can be recycled and altered to create new meaning.

Essential Questions

Essential Questions

- Who makes up a family?
- How do different places and activities bring families together?
- How are families in my culture similar to and different from countries in the Spanish-speaking world?
- What strategies will help me communicate in Spanish as I begin to learn this language?

REGION 5 UNIT ORGANIZER

Core Content Standards

Content Specific Standards

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- Language Comparisons: 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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- Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

[World Readiness Standards For Learning Languages](#)

CT Core Literacy Standards

- Reading Standards for Informational:
 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
 6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- Writing Standards:
 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- Speaking and Listening
 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

[Common Core State Standards](#)

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<p>Portrait of the Graduate Characteristics</p>	<ul style="list-style-type: none"> ● Collaborator ● Communicator ● Empathizer ● Problem Solver ● Planner
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“CAN DO” Statements	
Interpretive	<ul style="list-style-type: none"> ● I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts. (novice mid)
Presentational	<ul style="list-style-type: none"> ● I can present personal information about my life, activities and events, using simple sentences. (intermediate low)
Interpersonal	<ul style="list-style-type: none"> ● I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. (novice mid)

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K-U-D

Students will understand that:

- families look different from one another, even in the same culture
- naming conventions differ from one culture to another
- adjectives need to agree with the nouns they modify in number and in gender
- how long people live with their parents varies from one culture to another
- where people live varies from one culture to another and within cultures

KNOW

- vocabulary for family members (include p.147 vocabulary)
- vocabulary for physical appearance and physical characteristics
- vocabulary for characteristics of personality
- vocabulary related to homes (types of homes, rooms, settings)
- prepositions of place
- vocabulary for activities that people do with family and friends
- vocabulary for frequency of events
- ser (review) for characteristics
- estar for location
- -er and -ir verb conjugations

DO

- Converse about family members, homes, and activities
- Prepare a presentation of your (future) family for an exchange program
- Answer questions about other classmates' families and homes

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- some irregular verbs: estar, hacer, ir, salir, and ver
- Common ways to express obligations: Tener que + infinitive

Common Student Misconceptions for this Unit

Students might mistakenly believe:

- The only definition of family is a nuclear family.
- Gendered words in Spanish only apply to people.
- You can just use the infinitive of a verb in a sentence without conjugating it.

Unit Assessment

Performance Assessment (be sure all three modes are assessed)

Task Overview:

Task 1- Interpersonal speaking and listening assessment

- 1) Your classmates will ask you questions about your home and your family. Answer the questions using full sentences.

Other

- quiz- vocabulary for family members (include p.147 vocabulary)

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Task 2- Presentation of family and home

- 2) Present your family and home to an exchange program as you get ready to host an exchange student, who will want to know who lives in your home, what these people are like, what you do together, and where you live and what your home is like.
- 3) As you learn about the other families and homes, write down the most important pieces of information from the posters.

Student Directions: (link to Google document that will be given to students)

[Copy of End of Unit 4 - interpretive / presentational](#)
[Unidad 4- Mi familia es tu familia Interpersonal speaking](#)

- quiz- vocabulary for physical appearance and physical characteristics / vocabulary for characteristics of personality
[Word bank Spanish I U4 quiz: family members, physical appearance, personality](#)

[Copy of Spanish I U4 quiz: family members, physical appearance, personality](#)

- quiz- vocabulary related to homes (types of homes, rooms, settings) / prepositions of place
- quiz- ser (review) for characteristics / estar for location
[Spanish I U4 quiz: vocabulary related to home, prepositions of place](#)
- quiz- vocabulary for activities that people do with family and friends

[Spanish I U4 quiz: activities and frequency](#)

- quiz- -er and -ir verb conjugations
[Spanish I U4 quiz: -er and -ir verbs](#)

Optional:

- quiz- some irregular verbs: dar, estar, hacer, ir, salir, and ver
[Spanish I U4 quiz: some irregular verbs](#)

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Supplemental Materials and Resources

- N/A

Texts

Required Texts

Title	Author	Rationale	Lexile Level (where applicable)
<i>EntreCulturas 1</i>	Mar, Davis, Sloan, Watson-Lopez	BOE approved textbook	n/a

Suggested Texts

N/A			
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Learning Plan		
Required Learning Activities		
<i>In Order to Learn:</i>	<i>Students will:</i>	<i>Mode of Communication</i>
Cultural perspectives: La Familia	Read regarding cultural perspective and practices in Spanish countries related to family. <ul style="list-style-type: none"> ● 1. Culture: La familia 	
Vocabulary related to family members	Learn terms related to family members. They will be able to read family trees using the corresponding vocabulary to identify each family member. <ul style="list-style-type: none"> ● 2. Asi se dice 1 Vocabulary 1 La familia ● 3. Asi se dice 1: Esta es mi familia table ● 4. Mi familia textbook activities 3-5 ● 5. Actividades:Asi se dice 1 esta es mi familia 	Presentational/interpreive
Use of adjectives with the verb ser	Using adjectives be able to express in writing and orally what their family members look like. They will need to know how to modify adjectives based on gender and number. <ul style="list-style-type: none"> ● 6. Adjectives presentation ● 7. Adjectives notes ● 8. Observa1 -SE Adjectives graphic organizer ● 9. Video Adjectives observa-1 (2) ● 10. Adjectives activities from Expresate.pdf ● 11. Adjectives activities from workbook Expresate.pdf 	Presentational/interpersonal/interpretive

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	<ul style="list-style-type: none"> ● 12. Writing assignment Mi familia y la de Paola ● 13. Review Adjectives and verbs ser y tener 	
Vocabulary related to places in the house and location.	<p>Learn and use vocabulary related to different places in the house and their location. They will be able to describe their house and talk about where they are located related to other places within the house.</p> <ul style="list-style-type: none"> ● 14. Asi se dice 2 Mi casa Mi hogar ● 15. Asi se dice 2 Mi casa Mi hogar List ● 16. Asi se dice 2 U4: Mi casa mi hogar Vocabulary activities ● 17. Enfoque cultural Mi casa Mi hogar ● 19. Asi se dice 2: Mi casa Mi hogar_activity with ar verbs 	Interpretive/presentational
The verb “estar” to talk about location	<p>Use the vocabulary related to the different places of the house and their location with the verb “estar” to talk about where these places are located within the house.</p> <ul style="list-style-type: none"> ● 20. El verbo Estar presentation ● 21. El verbo estar notes ● 22. Verb estar_activities Expressate book.pdf ● 23. Verbo estar using vocabulary ● 23A. Ans keys Verbo estar using vocabulary ● 24. Donde esta la casa textbook activities 	Presentational
Vocabulary related activities we would like to do	<p>Acquire vocabulary to talk about activities they wish to engage in. They will practice asking their peers about the activities they are interested in, using the question: ¿Qué te gustaría hacer? and responding with: “Me gustaría...”. This will focus solely on vocabulary rather than grammatical</p>	Interpretive

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	<p>structure.</p> <ul style="list-style-type: none"> ● 25. asi-se-dice-3 Que te gustaria hacer mañana ● 26. Asi se dice 3: Vocabulary Table_ Que te gustaria hacer? ● 26A. Asi se deci 3: Que te gustaria hacer 	
The verb Tener que + infinitive to express obligations and duties.	<p>Start using the verb tener + que + infinitive to talk about obligations and duties.</p> <ul style="list-style-type: none"> ● 27. Verbos Tener que ● 28. Notes_Tener que 	Interpersonal/presentational
Conjugation of regular er and ir verbs in present tense	<p>Start using er and ir regular verbs in present tense to talk about things they do during the day and on weekends. They will be able to form more complex sentences to talk about their daily activities and their family's.</p> <ul style="list-style-type: none"> ● 29B_video_11-u3-enfoque-en-la-forma.mp4 ● 29C. Er & Ir verbs ● 30. Present tense of -er and -ir verbs Notes ● 31. conjugation er & ir verbs ● 32. Ans key conjugation er & ir verbs ● 33. Practice er & ir verbs 	Presentational/interpersonal/interpretive.
Conjugation of the verb ir in present tense	<p>Learn how to conjugate the verb ir in present tense to talk about places they are going.</p> <ul style="list-style-type: none"> ● 34. Verbo Ir ● 35. Verbo Ir Notes 	Presentational/interpersonal
Suggested Learning Activities		
<i>In Order to Learn:</i>	<i>Students will:</i>	

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<p><i>Vocabulary related to family and activities</i></p>	<p><i>These are optional activities to practice vocabulary and grammar.</i></p> <ul style="list-style-type: none"> ● 18. Asi se dice 2 U4: Mi casa Mi hogar activities ● 18A. Video Actividad 13 paso 1 & 2 La casa de Paola ● Optional_EC_L1_U3_Actividad27-SE-.pdf ● Optional Listening La familia Real 	<p><i>Interpretive listening</i></p>
	<ul style="list-style-type: none"> ● Optional -er and -ir verbs 	<p><i>Presentational and interpersonal</i></p>
<p><i>Unit Project</i></p>	<p><i>This project can be done in place of the unit assessment.</i></p> <ul style="list-style-type: none"> ● End of Unit 4 - project La familia 	<p><i>Presentational</i></p>

Revision History

Revision Date	Explanation of change(s) made to document

REGION 5 UNIT ORGANIZER

Grade/Subject 9-12	Spanish I/ Grades 9-12
Unit Title	La comida es cultura
Overview of Unit	This unit provides students with content and skills to be able to understand and communicate about their likes and dislikes in terms of food, as well as the role that food plays in cultural identity (foods, market phrases, meals, likes and dislikes, how food tastes), as well as to learn about how food products and practices related to foods are similar and different in their community and in the Spanish-speaking world.
Pacing	4 weeks
ACTFL Performance Target	novice mid to intermediate low

Background Information For The Teacher (Unit Overview)

Rationale:

This unit provides students with the tools needed to express what food products and practices exist in their own culture and in the Spanish-speaking world. This unit serves as a window to other communities, while providing a “mirror” for students to reflect on what makes them individuals in terms of food experiences related to their cultures. Students are introduced to a variety of cultural products and practices related to food in the Spanish-speaking world, allowing them to see similarities and differences in one another’s choices and preferences. The content in this unit allows students to engage in a variety of real-world situations, which they can practice in the safety of the classroom setting, such as expressing food preferences, expressing what foods taste like, and buying and ordering food at a market or restaurant.

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Key Learning/Big Ideas:

- Learning vocabulary for foods in Spanish allows us to learn about foods that may be unique to the target culture(s).
- While people eat food in all cultures, the kinds of foods the people eat, and the way in which they are prepared or eaten often differ from one culture to the next.
- Verbs in Spanish are conjugated differently from in English, and correct verb forms are integral to clear communication.
- Learning a new language is cumulative, and what was learned in past units can be recycled and altered to create new meaning.

Essential Questions

Essential Questions

- How do food products and food practices shape cultural identity?
- How can exploring new foods lead me to understand different cultures?
- How are foods in my culture similar to and different from those in countries in the Spanish-speaking world?
- What strategies will help me communicate in Spanish as I begin to learn this language?

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Core Content Standards

Content Specific Standards (NGSS, SS Framework, CCS, ACTFL etc.)

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

[World Readiness Standards For Learning Languages](#)

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CT Core Literacy Standards	<ul style="list-style-type: none">● Reading Standards for Informational:<ol style="list-style-type: none">1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.● Writing Standards:<ol style="list-style-type: none">4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)● Speaking and Listening<ol style="list-style-type: none">2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <p>Common Core State Standards</p>

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<p>Portrait of the Graduate Characteristics</p>	<ul style="list-style-type: none"> ● Collaborator ● Communicator ● Empathizer ● Problem Solver ● Planner
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“CAN DO” Statements	
Interpretive	<ul style="list-style-type: none"> ● I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts (novice mid)
Presentational	<ul style="list-style-type: none"> ● I can present personal information about my life, activities and events, using simple sentences. (intermediate low)
Interpersonal	<ul style="list-style-type: none"> ● I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. (novice mid)

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K-U-D

UNDERSTANDS

Students will understand that:

- their food products and practices are not standard around the world, and different cultures eat different foods, in different places, at different times
- food products and practices can be seen as a window into a culture
- foods produced in different places shape the way that people eat

KNOW

- vocabulary related to foods (fruits, vegetables, beverages, other foods)
- vocabulary for meals
- vocabulary for basic colors
- vocabulary to talk about how food tastes
- vocabulary for buying food in a market or ordering from a menu
- stem change verbs in the present tense (e-ie, e-i, o-ue, o-u)
- expressions with tener (tener ganas de + infinitive, tener hambre, tener sed)
- indirect object pronouns (with verbs like gustar)
- estar (for talking about reacting to how food tastes)

DO

- Listen and discuss what young people say about what and when they eat
- Order food at a food stall
- Express your preferences about foods and drinks and react to how they taste.
- Write about what foods you prefer and how they taste.

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Common Student Misconceptions for this Unit

Students might mistakenly believe:

- People eat the same things, in the same ways, across all cultures.
- Everything in Spanish should translate literally to English.
- Gendered words in Spanish only apply to people.
- You can just use the infinitive of a verb in a sentence without conjugating it.

Unit Assessment

Performance Assessment (be sure all three modes are assessed)

Task Overview:

Students will demonstrate that they can:

Other (Formative, quizzes, tests, etc.)

- Quiz on vocabulary related to fruits, vegetables and foods and meals.
- Stem changing verbs (querer, preferir, recomendar)
[Unit 5 Quiz L2 asi se dice 1 & 2](#)

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- 1) understand what they hear by identifying what young people in other cultures have for breakfast
- 2) write about differences and similarities in food products and practices in their culture and in different parts of the Spanish-speaking world
- 3) order food at a food stall
- 4) write about food habits and preferences for an audience in another culture

Student Directions: (link to Google document that will be given to students)

[Speaking assessment](#)

[Span I L1/L2 Assessment](#)

[Unit 5 Quiz L1 asi se dice 1 & 2](#)

- Quiz on vocabulary related street food.
- Stem changing verbs (pedir, servir).
- Phrases with the verb Tener (Tener hambre, tener sed, tener ganas de)

[Quiz L1 Asi se dice 3](#)

[Quiz L2 Asi se dice 3](#)

Supplemental Materials and Resources

- N/A

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Texts			
Required Texts			
Title	Author	Rationale	Lexile Level (where applicable)
<i>EntreCulturas 1</i>	Mar, Davis, Sloan, Watson-Lopez	BOE approved textbook	n/a
Suggested Texts			
N/A			

Learning Plan		
Required Learning Activities		
<i>In Order to Learn:</i>	<i>Students will:</i>	<i>Mode of Communication</i>

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<p>Vocabulary related to fruits, vegetables, foods and meals of the day.</p>	<p>Learn vocabulary that will allow them to talk about the foods and drinks they want and the foods/meals they usually eat during the day.</p> <ul style="list-style-type: none"> ● 1. unidad-4-asi-se-dice-1 ● 2. Unit 5 La comida es cultura asi se dice 1&2 ● 3. Vocabulary activities Asi se dice 1 & 2 	<p>Interpretive</p>
<p>Stem-changing verbs (e-ie)</p>	<p>Learn some e to ie stem changing verbs to express what food they want, recommend, and prefer.</p> <ul style="list-style-type: none"> ● 4. EC L1 U4 Observa1 -verb querer and stem changing.pdf ● 4A. Video_EC1 U4 Observa 1.mp4 ● 5. EC L1 U4 Enfoque stem-changing verbs-SE-.pdf ● 6. Verb querer ● 7. Textbook activities_Unit 5 stem-changing verbs 	<p>Interpersonal</p>
<p>Verb gustar</p>	<p>Learn how to express their likes and dislikes using the verb gustar and the corresponding indirect object pronouns</p> <ul style="list-style-type: none"> ● 8. Verbo gustar detalle gramatical ● 9. EC L1 U4 Observa2 the verb gustar & cantar -SE-.pdf ● 9A. l1-u4-observa-2 (1).mp4 ● 10. Verbo gustar ● 12. Textbook activities Verbo gustar 	<p>Interpersonal/presentational</p>
<p>Vocabulary related to street food</p>	<p>Explore terminology associated with street foods, focusing specifically on Mexican dishes. Students will use this vocabulary later on in this unit to order food from a menu.</p> <ul style="list-style-type: none"> ● 13A. unidad-4-asi-se-dice-3 (1) ● 13. Asi se dice 3: I can order food from a menu 	<p>Interpretive</p>

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	Practice this vocabulary using the online textbook. Teacher will assign these activities to all students through the online textbook.	
Other stem changing verbs e-i	Learn stem changing verbs from e to i. These verbs will be used to order food, to talk about what food will be served. <ul style="list-style-type: none"> • 14. Verb pedir, servir 	Interpersonal/presentational
Useful expressions with the verb tener	Learn expressions such as “I am hungry, I am thirsty, I feel like...” in Spanish. They will learn that these expressions are used with the verb “tener”. <ul style="list-style-type: none"> • 15. Useful expressions with the verb Tener: • 15A. Phrases with the verb tener • 16. Textbook activities Asi se dice 3 Unit 5 	Interpersonal/presentational
The verb “estar” to describe food	Learn the use of the verb “estar” with adjectives to describe the food while eating. They will be able to express whether the food is hot, cold, salty, sweet, delicious, or disgusting. <ul style="list-style-type: none"> • 17. Enfoque verbo estar with adj-.pdf • 17A. l1-u4-enfoque-en-la-forma.mp4 • 18. EC L1 U4 Extension Enfoque verbo estar & Adj -SE-.pdf • 19. Como esta la comida 	Interpersonal/presentational
Suggested Learning Activities		
<i>In Order to Learn:</i>	<i>Students will:</i>	
	Engage in exercises focusing on stem-changing verbs while expressing reactions to food flavors during a meal. Use phrases that describe your experience with different tastes and textures of the food. <ul style="list-style-type: none"> • Practice activities how is the food stem changing verbs.pdf • Textbook activities 3 & 5 Vocab 7A.pdf 	Interpersonal

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	<p><i>Practice vocabulary related to foods and meals using verbs such as querer, recomendar, preferir.</i></p> <ul style="list-style-type: none"> • <u>Unit 5: Writing and speaking activity foods and stem-changing verbs</u> 	<p><i>Interpersonal/presentational</i></p>
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Revision History

Revision Date	Explanation of change(s) made to document

REGION 5 UNIT ORGANIZER

Grade/Subject 9-12	Spanish I/ Grades 9-12
Unit Title	La vida es un carnaval
Overview of Unit	This unit provides students with content and skills to be able to understand and communicate about leisure activities, events, and celebrations in their culture island in the Spanish-speaking world. They will also learn to express future plans and talk about past experiences.
Pacing	4 weeks
ACTFL Performance Target	novice high to intermediate mid

Background Information For The Teacher (Unit Overview)

Rationale:

This unit provides students with the tools needed to express information about leisure activities and celebrations in their own culture and in the Spanish-speaking world. This unit serves as a window to other communities, while providing a “mirror” for students to reflect on what makes them individuals in terms of what they do in their free time and what celebrations they take part in. Students are introduced to a variety of cultural products and practices related to leisure activities and celebrations in the Spanish-speaking world, allowing them to see similarities and differences in one another’s preferences and activities. The content in this unit allows students to engage in a variety of real-world situations, which they can practice in the safety of the classroom setting, such as making plans and expressing future events, extending invitations and responding to invitations, reacting to situations, and expressing past actions.

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Key Learning/Big Ideas:

- While people engage in leisure activities and celebrations, the kinds of events that are celebrated, or how they are celebrated often differ from one culture to the next.
- Learning about leisure activities and cultural celebrations act as a window into the values and beliefs of target culture(s) and our own.
- As in English, there are different verb tenses in Spanish, and the way that verbs are formed and the structures we use allow us to express when the actions take place as well as who is doing the action.
- Learning a new language is cumulative, and what was learned in past units can be recycled and altered to create new meaning.

Essential Questions

Essential Questions

- What leisure activities help to define my community and me?
- How do popular celebrations reflect history and culture?
- How do leisure activities create bridges between cultures?
- What strategies will help me communicate in Spanish as I begin to learn this language?

Core Content Standards

Content Specific Standards

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

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- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

[World Readiness Standards For Learning Languages](#)

CT Core Literacy Standards

- Reading Standards for Informational:
 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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	<p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <ul style="list-style-type: none"> ● Writing Standards: <ul style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ● Speaking and Listening <ul style="list-style-type: none"> 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Common Core State Standards</p>
<p>Portrait of the Graduate Characteristics</p>	<ul style="list-style-type: none"> ● Collaborator ● Communicator ● Empathizer ● Problem Solver ● Planner

“CAN DO” Statements

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Interpretive	<ul style="list-style-type: none">● I can identify the topic and some isolated facts from simple sentences in informational texts. (novice high)● I can understand the main idea and key information in short straightforward informational texts (Intermediate mid)
Presentational	<ul style="list-style-type: none">● I can present personal information about my life, activities and events, using simple sentences. (intermediate low)
Interpersonal	<ul style="list-style-type: none">● I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. (novice high)● I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. (intermediate low)

K-U-D

UNDERSTANDS

Students will understand that:

- there are similarities and differences in leisure time activities in their culture and in Spanish-speaking cultures around the world.

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- there are similarities and differences in celebrations in their community and in Spanish-speaking cultures around the world.
- communication across different time frames requires different grammatical structures.

KNOW

- vocabulary for free time activities
- vocabulary to accept and reject invitations
- vocabulary for different kinds of events and celebrations
- vocabulary to express positive and negative reactions to events
- vocabulary to express when something takes place
- vocabulary to express how someone is feeling
- interrogative words (to ask and understand questions)
- ir + a + infinitive to express future actions
- preterite tense formation (regular verbs, ir, hacer, estar) to express past completed actions
- some celebrations and holidays in the Spanish-speaking world

DO

- Have a conversation about what activities you and others do for fun.
- Converse about what a young person does in free time.
- Identify key words, supporting details, main idea, organizational features, author's perspective, and cultural perspective related to a reading about a holiday. Make text-based inferences based on the reading.
- Write a newsletter contribution for the Spanish-speakers in your community, in which you write about how people celebrated a celebration in your community in the past year.
- Respond to an email in which you have to accept or reject an invitation from a friend. Then, write what you are going to do (either at the event or instead of the event).

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Common Student Misconceptions for this Unit

Students might mistakenly believe:

- Every culture has the same leisure activities and the same celebrations.
- Gendered words in Spanish only apply to people.
- There is only one verb tense: the present tense.

Unit Assessment

Performance Assessment (be sure all three modes are assessed)

Task Overview:

You have the opportunity to act as a cultural ambassador for visiting students from the Dominican Republic to your community.

- 1) Converse with them about what you do for leisure in your community to help them know what to expect when they visit.

Other

- Quiz on vocabulary related to activities you do on weekends, and places you go to perform these activities
[Asi se dice 1_vocabuarly quiz](#)
- Quiz on the use of the verb ir to express simple future tense.

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- 2) Listen to a young person talk about what she does to understand what leisure time looks like in her home community.
- 3) Learn about a celebration that links many different communities across the world by reading a blog post about it.
- 4) Write about a celebration in your own community that took place last year to celebrate.
- 5) Read and email and accept or reject an invitation to a celebration, and express what you will do (at the celebration or instead of the celebration).

[Verbo Ir + a + infinitive quiz](#)

Student Directions: (link to Google document that will be given to students)

Supplemental Materials and Resources

- [Final exam \(draft\)](#)

Texts

Required Texts

Title	Author	Rationale	Lexile Level (where applicable)

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<i>EntreCulturas 1</i>	Mar, Davis, Sloan, Watson-Lopez	BOE approved textbook	n/a
Suggested Texts			
N/A			

Learning Plan		
Required Learning Activities		
<i>In order to learn:</i>	<i>Students will:</i>	<i>Mode of Communication</i>
Vocabulary related to activities performed on weekends and places where we can perform these activities	<ul style="list-style-type: none"> Learn vocabulary to talk about activities they perform on weekends and during the week. They will also learn vocabulary related to places where different kind of activities can be performed 1. unidad-6-asi-se-dice-1 2. Asi se dice 1_textbook activities 	Interpretive/interpersonal
The verb ir + a + infinitive to express simple future.	<ul style="list-style-type: none"> Learn the use of the verb ir to express future plans. 3. U6_Observa1_Ir + a +infinitive.pdf 3A_l1-u5-observa-1.mp4 4. Verbo Ir + a + infinitive 4A_Verbo Ir_Notes 	Interpretive/interpersonal/presentational
To request and provide	<ul style="list-style-type: none"> Write a newsletter contribution for the Spanish-speakers in your community, in which you write about how people celebrated a celebration in your community in the past year. 	Interpretive/Presentational

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information on a variety of topics		
To share information, actions and feelings	<ul style="list-style-type: none"> ● With a partner: <ul style="list-style-type: none"> ○ have a conversation about what activities you and others do for fun. ○ converse about what a young person does in free time. 	Interpretive/ Interpersonal/ Presentational
To request and respond to personal information	<ul style="list-style-type: none"> ● Respond to an email in which you have to accept or reject an invitation from a friend. Then, write what you are going to do (either at the event or instead of the event). 	
Suggested Learning Activities		
<i>In order to learn:</i>	<i>Students will:</i>	
N/A		

Revision History

Revision Date	Explanation of change(s) made to document

REGION 5 UNIT ORGANIZER

Grade/Subject 9-12	Latin I; 9-12
Unit Title	Roma
Overview of Unit	This unit introduces students to various facets of life in the city of ancient Rome during 64 AD including the lives of common people, the structure and buildings of the city, entertainment, and religious life. It also introduces person endings for verbs, the present tense, and the nominative and accusative cases for the first three declensions.
Pacing	9 weeks, approx.
ACTFL Performance Target	Novice low-Novice mid

Background Information For The Teacher (Unit Overview)

Rationale:

This unit establishes several basic and essential components of the Latin language while situating Latin in the context of city life in Rome. Learning Latin helps students develop problem solving and analytical reasoning skills, which have cross-curricular applications. Language and culture are inextricably linked, and so studying them in tandem increases the comprehension and understanding of both; grounding Latin in the culture of ancient Rome makes it more vivid and helps students think of Latin as a language rather than a mental exercise. In this unit, the topics of city life, particularly inner-city life, public entertainment, and religious practices lend themselves well to comparison with the modern world, both increasing student engagement by emphasizing relevance to their lives and helping students empathize both with the ancient Romans and with people in the modern world who live in different circumstances and hold different views.

Key Learning/Big Ideas:

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- While life in ancient Rome had certain similarities to life in modern American cities, there were also important differences influenced by both time/technology and also culture.
- The forum was the center of political, religious, and economic life in ancient Rome and so held a unique importance to the ancient Romans.
- Chariot racing was the most popular form of entertainment in Rome and a vector of control for the state over the masses.
- Religious observance in ancient Rome had both public and private aspects that were equally vital in the minds of the Romans.
- Latin words change based on how they are used in a sentence in a way English words do not—nouns decline based on their use, while verbs change person endings, among other things—which means word order in Latin sentences is more flexible than in English sentences.

Essential Questions

Essential Questions

- Why do we still study ancient Rome and its language?
- How does the structure of language affect meaning and understanding?
- How do connections made with different cultures affect our understanding of those cultures and our own?
- How is power demonstrated and reflected in a society?
- Why is mythology important to our understanding of a culture?

Core Content Standards

Content Specific Standards (NGSS, SS Framework, CCS, etc.)

- [ACL Standards for Classical Language Learning](#)
 - Interpretive Reading: Novice Low, Novice Mid
 - Novice Low Learners can identify a few memorized Latin or Greek words and phrases when they read.

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- Novice Mid Learners can understand some learned or memorized Latin or Greek words and phrases when they read.
- Cultural: Intermediate
 - Intermediate Learners identify and analyze Roman or ancient Greek cultural practices from authentic materials.
 - Intermediate Learners use authentic resources (e.g., images or facsimiles of papyri, manuscripts and material culture) in order to identify and analyze products and their use in Roman or ancient Greek culture.
 - Intermediate Learners create a model of e.g., a home, camp, sanctuary, bath, or basilica, and explain who was allowed in these spaces and what they did there.
- Connections: Novice
 - Novice Learners draw and mark plans of houses, sanctuaries, and mixed-use spaces, such as the agora or forum.
 - Novice Learners identify the roots of words that are Latin or Greek in origin and begin to explain the connections implied by those roots
- Comparisons: Novice
 - Novice Learners identify cognates and derivatives between Latin or Greek and their native languages when the definitions of the cognates or derivatives are provided.
 - Novice Learners compare word order in simple sentences of Latin or Greek to their native languages.

CT Core Literacy Standards (non-ELA)

- CCSS.ELA-LITERACY.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- CCSS.ELA-LITERACY.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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**Portrait of the
Graduate
Characteristics**

- Collaborator
- Communicator
- Empathizer
- Problem Solver
- Planner

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“CAN DO” Statements	
Interpretive	<ul style="list-style-type: none"> ● Novice Low Learners can connect some Latin or Greek words and phrases to their meanings, particularly when words are accompanied by images ● Novice Mid Learners can recognize words and phrases with the help of visuals ● Novice Mid Learners can recognize Latin or Greek words and phrases when they associate them with things they already know
Presentational	<ul style="list-style-type: none"> ● NA
Interpersonal	<ul style="list-style-type: none"> ● NA

K-U-D

UNDERSTANDS

Students will understand that:

- There are similarities between life in ancient Rome and life in big cities today, but there are also differences due to the vastly different time period and cultures.
- The structure of Latin is very different from English, especially concerning words and how they work (e.g., verb endings) and sentence order, but English derivatives and cognates can still help in figuring out meaning.

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- The grammar and syntax of Latin and English is very different, and so meaning must be understood based on the structure of the Latin sentence, but English cognates can still be helpful in figuring out vocabulary.
- Language and culture are inextricably tied together and it will enhance our understanding of each to approach them in conjunction.
- It can be easier to understand how grammar applies to English when viewing it through the lens of another language.

KNOW	DO
<ul style="list-style-type: none"> ● Person endings (1st, 2nd, 3rd persons, singular and plural) ● 80 basic vocabulary words connected to city life (20 per chapter, linked in Learning Activities) ● Nominative and accusative endings, singular and plural, for the first three declensions ● Latin word order and flexibility for basic sentences ● What life was like in the city streets of Rome in 64 AD ● The purpose and use of Roman monumental public buildings ● What a foundation myth is, and why it is important to understanding a culture ● The popularity of chariot-racing and why it was useful to the political apparatus ● How important religion was to Roman public life ● How private religious observance worked in Rome and how it different from public observance 	<ul style="list-style-type: none"> ● Connect Latin words with meanings ● Recognize Latin words and phrases used repetitively ● Identify cultural products, their purposes, and their basic significance in Roman culture ● List practices observed in visual representation or a text of a practice in Roman culture ● Recognize words and phrases with the help of visuals ● Recognize words and phrases when associated with known information ● Identify the correct subject of a verb ● Identify whether a noun is being used as a subject or object ● Identify whether a subject or object is singular or plural

Common Student Misconceptions for this Unit

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Students might mistakenly believe:

- Latin works the way English does and you can simply do a word-for-word replacement and the sentences will be easily understandable.
- Ancient Rome was a single monolithic, static culture for its entire 1000 year history.
- People from the ancient world were more simplistic than people from the modern world.
- English doesn't have subjects and objects in sentences.
- Latin works the way English does with a reliance on word order to convey meaning.
- A forum is just the center of the city, or a place for discussion, or an educational center.
- In ancient Rome, anyone could participate in politics.
- The only, or most popular, entertainment in Rome was gladiator fights.
- Romans had a weekend.
- Ancient religion was exactly like modern religion.
- All religion is mainly/primarily personal.
- Christianity was always hegemonic.

Unit Assessment

Performance Assessment

*(Performance Task = "An Inquiry")

Task Overview: (directions for teachers, including what the task is, how it's authentic, how it might be differentiated, materials, etc.)

Other (Formative, quizzes, tests, etc.)

- [Common Assessment 1](#)
- 3 Chapter quizzes ([Chapter 1](#), [Chapter 2](#), [Chapter 3](#))
- 4 Vocabulary quizzes ([Chapter 1](#), [Chapter 2](#), [Chapter 3](#), [Chapter 4](#))
- [Roman Forum project \(webquest introduction\)](#)
- [Roman deity project](#)

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The task is to create a tour guide presentation of a monument in the Forum Romanum. The students will take on the roles of tour guides, and prepare a presentation of their selected monument.

It is authentic because this is a real-world application of the history and culture of ancient Rome and one of the ways it is disseminated.

There is an option to work with a partner, and differing levels of support may be given as necessary in regards to the research process and synthesizing the information.

Materials may vary depending on student decisions on how to create the visual, but will not be provided by the teacher.

Student Directions: (link to Google document that will be given to students)

- [Roman Forum Project](#)

Supplemental Materials and Resources

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Texts			
Required Texts			
Title	Author	Rationale	Lexile Level (where applicable)
Suburani	Hands Up Education Community Interest Company	District-adopted textbook	
Suggested Texts			
Roman Forum Interactive Map	ItalyGuides	Allows students to virtually explore the Forum Romanum during that section of the unit.	
Roman Forum Interactive Plan	James Grout	Allows students to virtually explore the Forum Romanum with more detailed explanations during that section of the unit.	
Khan Academy Roman Forum Article	Jeffrey A. Becker	Allows students to dig deeper into the construction of the Forum Romanum during that section of the unit.	
ThoughtCo Roman Forum Article	N.S. Gill	Allows students to dig deeper into the construction and contents of the Forum Romanum during that section of the unit.	
Encyclopedia Britannica Roman Forum Article	The Editors of the Encyclopedia of Britannica	Allows students to dig deeper into the construction and contents of the Forum Romanum during that section of the unit.	

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Meet the Romans with Mary Beard (1 , 2 , 3)	Mary Beard, BBC	Documentary about daily life in ancient Rome, with an emphasis on the diversity of the population	
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Learning Plan

Required Learning Activities

In order to learn:	Students will:
<p>Interpretive reading:</p> <ul style="list-style-type: none"> ● Connect Latin words with meanings ● Recognize Latin words and phrases used repetitively ● Recognize words and phrases with the help of visuals ● Recognize Latin words and phrases when they associate them with things they already know 	<ul style="list-style-type: none"> ● Participate in a teacher-led reading and answer questions about a Latin text accompanied by visuals. <ul style="list-style-type: none"> ○ Textbook: pg 7, pg 23, pg 39, pg 60 ● Answer questions in Latin and English about a Latin text. <ul style="list-style-type: none"> ○ In Latin: Lucilius, nox, Sabina, Forum Boarium, palma, saxum ○ In English: Forum Romanum, cella, post ludos, omina, dona
<p>Grammar:</p> <ul style="list-style-type: none"> ● Identify the correct subject of a verb ● Identify whether a noun is being used as a subject or object 	<ul style="list-style-type: none"> ● Complete grammar exercises to practice grammar skills. <ul style="list-style-type: none"> ○ Worksheets: Word order, Verb endings, Verb practice, Case identification, Case practice, Noun practice, Case change, Case change 2, Noun endings, Person endings ○ Textbook: pgs 14, 20; pgs 34, 36, 37; pgs 47, 53; pgs 63, 67

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<ul style="list-style-type: none"> Identify whether a subject or object is singular or plural 	
Vocabulary	<ul style="list-style-type: none"> Make connections between words in their vocabulary list and English derivatives. <ul style="list-style-type: none"> ch 1 worksheet, ch 1 vocabulary list ch 2 worksheet, ch 2 vocabulary list ch 3 worksheet, ch 3 vocabulary list ch 4 worksheet, ch 4 vocabulary list
Culture: <ul style="list-style-type: none"> Identify cultural products, their purposes, and their basic significance in Roman culture List practices observed in visual representation or a text of a practice in Roman culture 	<ul style="list-style-type: none"> Participate in class discussion about the cultural context of Latin readings. Read informational English passages and translated ancient sources about the topic and answer analytical questions about them. <ul style="list-style-type: none"> Textbook: pgs 12, 15, 17, 18; pgs 26, 27, 29, 32; pgs 44, 48, 49, 52; pgs 55, 57, 58, 59, 63, 65, 68 Research a monument in the Roman Forum and present their findings to the class (see assessments). Research a deity in the Roman pantheon and present their findings to the class (see assessments).
Planning	<ul style="list-style-type: none"> Complete projects (Roman Forum, Deity) that require planning and time management both in and outside of class.
Suggested Learning Activities	
Interpretive reading	<ul style="list-style-type: none"> Create illustrations and/or comics to convey the meaning of the story. Correct false statements about the story.
Grammar	<ul style="list-style-type: none"> Listen to direct instruction on grammar topics: Present Tense, Nominative and Accusative Plurals, Neuter Nouns and Person Endings.
Vocabulary	<ul style="list-style-type: none"> Compete in vocabulary review games, either digitally through Quizlet, Blooket, or Gimkit, or physically, such as pictionary, charades, vocabulary squares, or flyswatter.

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	<ul style="list-style-type: none">○ Vocab squares ch2, Vocab squares ch4
Culture	<ul style="list-style-type: none">● Watch a documentary video and complete comprehension and analytical questions about it through EdPuzzle.

Revision History

Revision Date	Explanation of change(s) made to document

REGION 5 UNIT ORGANIZER

Grade/Subject 9-12	Latin I; 9-12
Unit Title	vita in Urbe
Overview of Unit	This unit introduces students to the practicality of life in ancient Rome, focusing on baths and sanitation and then slavery, and introducing more complex sentence structures with the use of the infinitive and the ablative case and prepositional phrases.
Pacing	5 weeks, approx.
ACTFL Performance Target	Novice mid

Background Information For The Teacher (Unit Overview)

Rationale:

In this unit students will continue their development of Latin skills, an exploration of the infinitive verb form and its use in sentences and ablative case endings and uses in the first three declensions and how these topics relate to Latin as an inflected language. They will develop these language skills through an exploration of two cultural topics. The first of these, bathing, encourages students to question their own assumptions about cleanliness in the past and develop their critical thinking skills, while also allowing the opportunity for cross-curricular STEM connections in discussions about hydroengineering. The second area of study, slavery, helps students develop empathy and makes them better critical thinkers as

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we read ancient sources and evaluate what they say, and don't say, about slavery and the enslaved. Critical thinking, cross-curricular connections, and empathy are all skills students can apply more generally to life.

Key Learning/Big Ideas:

- Bathing was a central aspect in the lives of ancient Romans and served both a hygienic and social purpose.
- Water is and has always been a necessity of life and cities are built around ensuring its supply.
- Slavery was an inveterate, vital, and omnipresent part of life in ancient Rome and cannot be glossed over when studying the ancient world.
- Latin sentences include more complex elements that add to the subtlety of their meaning.

Essential Questions

Essential Questions

- How does the structure of language affect meaning and understanding?
- How does understanding the structure of Latin sentences help us become better thinkers, readers, and communicators in any language?
- What can the lives of ordinary people in the ancient world teach us about power, status, and identity today?
- How is power demonstrated and reflected in a society?

Core Content Standards

Content Specific Standards

- [ACL Standards for Classical Language Learning](#)

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- Interpretive Reading: Novice Mid
 - Novice Mid Learners can understand some learned or memorized Latin or Greek words and phrases when they read.
- Cultural: Intermediate
 - Intermediate Learners identify and analyze Roman or ancient Greek cultural practices from authentic materials.
 - Intermediate Learners use authentic resources (e.g., images or facsimiles of papyri, manuscripts and material culture) in order to identify and analyze products and their use in Roman or ancient Greek culture.
 - Intermediate Learners create a model of e.g., a home, camp, sanctuary, bath, or basilica, and explain who was allowed in these spaces and what they did there.
- Connections: Novice
 - Novice Learners draw and mark plans of houses, sanctuaries, and mixed-use spaces, such as the agora or forum.
 - Novice Learners identify the roots of words that are Latin or Greek in origin and begin to explain the connections implied by those roots
- Comparisons: Novice
 - Novice Learners identify cognates and derivatives between Latin or Greek and their native languages when the definitions of the cognates or derivatives are provided.
 - Novice Learners compare word order in simple sentences of Latin or Greek to their native languages.

CT Core Literacy Standards

- CCSS.ELA-LITERACY.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<p>Portrait of the Graduate Characteristics</p>	<ul style="list-style-type: none"> ● Collaborator ● Communicator ● Empathizer ● Problem Solver ● Planner

"CAN DO" Statements	
<p>Interpretive</p>	<ul style="list-style-type: none"> ● Novice Mid Learners can recognize words and phrases with the help of visuals ● Novice Mid Learners can recognize Latin or Greek words and phrases when they associate them with things they already know
<p>Presentational</p>	<ul style="list-style-type: none"> ● NA
<p>Interpersonal</p>	<ul style="list-style-type: none"> ● NA

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K-U-D

UNDERSTANDS

Students will understand that:

- Societies reflect different types of power—e.g., social, economic, legal—in different ways, but the expression of that power echoes throughout various societies in history.
- While many aspects of the ancient Roman world both seem and are entirely alien to the modern American, there are also many parallels between our societies and ancient people are not inherently less intelligent or more savage.
- The structure of Latin is very different from English, especially concerning words and how they work (e.g., verb endings) and sentence order, but English derivatives and cognates can still help in figuring out meaning.
- The grammar and syntax of Latin and English is very different, and so meaning must be understood based on the structure of the Latin sentence, but English cognates can still be helpful in figuring out vocabulary.
- Language and culture are inextricably tied together and it will enhance our understanding of each to approach them in conjunction.
- It can be easier to understand how grammar applies to English when viewing it through the lens of another language.

KNOW

- Singular and plural ablative case endings for the first three declensions

DO

- Identify cultural products, their purposes, and their basic significance in Roman culture

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- Infinitive forms and uses
- Prepositions and how they are used
- 40 basic vocabulary words related to the baths and slavery (20 per chapter, linked in Learning Activities)
- How bathing worked in the ancient Roman world
- What Roman public baths were and how they were set up
- How water got to Rome
- How Romans thought and wrote about slavery
- What life was like for enslaved people in Rome
- The centrality of slavery to Roman life

- List practices observed in visual representation or a text of a practice in Roman culture
- Compare ancient Rome with the modern world
- Recognize words and phrases with the help of visuals
- Recognize Latin words and phrases when they associate them with things they already know
- Identify infinitive forms and understand how they are being used in a sentence
- Identify and correctly interpret prepositional phrases

Common Student Misconceptions for this Unit

Students might mistakenly believe:

- Slavery was not entirely central and vital to the ancient Roman economy and way of life.
- Slavery in ancient Rome was racially based, or slaves were predominantly black people.
- Slavery in ancient Rome was exactly like slavery in America/slavery as practiced in America is just “what slavery is”.
- All ancient people were dirty, and bathing hadn’t been invented yet.
- There was no running water in ancient Rome.
- Prepositions work the way conjunctions do and don’t have specific objects.

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- There are no infinitives in English.

Unit Assessment	
Performance Assessment	Other
<p>Task Overview: (directions for teachers, including what the task is, how it's authentic, how it might be differentiated, materials, etc.)</p> <p>The task is to create a video documentary of a public bath complex in the Roman world. The students will take on the roles of documentarians, and work in pairs or small groups to create documentary videos.</p> <p>It is authentic because this is a real-world application of the history and culture of ancient Rome and one of the ways it is disseminated.</p> <p>There is a requirement to work with a partner, which may be student-selected or teacher-assigned based on need, and differing levels of</p>	<ul style="list-style-type: none">• 2 Vocabulary quizzes: Chapter 5, Chapter 6• 2 Chapter quizzes: Chapter 5, Chapter 6

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support may be given as necessary in regards to the research process and synthesizing the information.

Materials will not be provided by the teacher.

Student Directions: (link to Google document that will be given to students)

- [Roman Baths Documentary Project](#)

Supplemental Materials and Resources

- N/A

Texts

Required Texts

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Title	Author	Rationale	Lexile Level
Suburani	Hands Up Education Community Interest Company	District-adopted textbook	
Suggested Texts			
Title	Author	Rationale	Lexile Level
N/A			

Learning Plan	
Required Learning Activities	
In order to learn:	Students will:
Interpretive reading <ul style="list-style-type: none"> ● Recognize words and phrases with the help of visuals ● Recognize Latin words and phrases when they 	<ul style="list-style-type: none"> ● Participate in a teacher-led reading and answer questions about a Latin text accompanied by visuals. <ul style="list-style-type: none"> ○ Pg 74, 88 ● Answer questions in Latin and English about a Latin text. <ul style="list-style-type: none"> ○ In Latin: thermae, de cella, epistula ○ In English: fuga prima pars, in latrina, fuga secunda pars, Currax et Quartilla,

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associate them with things they already know	
Grammar <ul style="list-style-type: none"> ● Identify infinitive forms and understand how they are being used in a sentence ● Identify and correctly interpret prepositional phrases 	<ul style="list-style-type: none"> ● Complete grammar exercises to practice grammar skills. <ul style="list-style-type: none"> ○ Worksheets: Practicing possum, practicing infinitives, Prepositions, Time expressions ○ Textbook: pgs 73, 84; pgs 100, 101
Vocabulary	<ul style="list-style-type: none"> ● Make connections between words in their vocabulary list and English derivatives. <ul style="list-style-type: none"> ○ Ch 5 list, Ch 5 worksheet ○ Ch 6 list, Ch 6 worksheet
Culture <ul style="list-style-type: none"> ● Identify cultural products, their purposes, and their basic significance in Roman culture ● List practices observed in visual representation or a text of a practice in Roman culture 	<ul style="list-style-type: none"> ● Participate in class discussion about the cultural context of Latin readings ● Read informational English passages and translated ancient sources about the topic and answer analytical questions about them <ul style="list-style-type: none"> ○ Textbook: pgs 71, 78, 81, 82, 84; pgs 87, 92, 95, 99, 101
Suggested Learning Activities	
In order to learn:	Students will:

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<p>Interpretive reading</p> <ul style="list-style-type: none"> ● Recognize words and phrases with the help of visuals ● Recognize Latin words and phrases when they associate them with things they already know 	<ul style="list-style-type: none"> ● Create illustrations and/or comics to convey the meaning of the story ● Correct false statements about the story
<p>Grammar</p> <ul style="list-style-type: none"> ● Identify infinitive forms and understand how they are being used in a sentence ● Identify and correctly interpret prepositional phrases 	<ul style="list-style-type: none"> ● Listen to direct instruction on grammar topics: Ablative Case and Time Expressions, Infinitives
<p>Vocabulary</p>	<ul style="list-style-type: none"> ● Compete in vocabulary review games, either digitally through Quizlet, Blooket, or Gimkit, or physically, such as pictionary, charades, vocabulary squares, or flyswatter <ul style="list-style-type: none"> ○ Ch 5 vocab squares, Ch 6 vocab squares
<p>Culture</p> <ul style="list-style-type: none"> ● Identify cultural products, their purposes, and their basic significance in Roman culture 	<ul style="list-style-type: none"> ● Watch a documentary video and complete comprehension and analytical questions about it through EdPuzzle ● Listen to direct instruction on culture topics: Roman Baths

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<ul style="list-style-type: none">List practices observed in visual representation or a text of a practice in Roman culture	
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Revision History

Revision Date	Explanation of change(s) made to document

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Grade/Subject 9-12	Latin I/ 9-12
Unit Title	Britannia
Overview of Unit	This unit introduces students to the wider Roman world, focusing on the outskirts of the Empire and the territory of Britannia as the Romans brought it more fully under control through different techniques and established it as a province. The unit also introduces the imperfect and perfect tenses, the dative case, and adjectives.
Pacing	9 ½ weeks, approx.
ACTFL Performance Target	Novice mid-Novice high

Background Information For The Teacher (Unit Overview)

Rationale:

This unit is important because it immerses students in a historically rich and culturally complex moment of Roman expansion, offering them the opportunity to explore the nuanced processes of imperialism from both ancient and modern perspectives. By examining Roman Britain through the lenses of military power, economic exchange, religious assimilation, and cultural transformation, students gain a deeper understanding of how empires assert and maintain dominance, not only in antiquity but throughout history with cross-curricular comparisons to their social studies classes. The unit promotes critical thinking by drawing parallels between Roman strategies of control and modern forms of cultural hegemony, prompting students to reflect on power dynamics in their own world. At the same time, it advances Latin language acquisition through meaningful exposure to past tense verbs, the dative case, and adjective agreement, all situated within engaging, context-rich narratives.

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Key Learning/Big Ideas:

- The concept of tense and how it is expressed varies in different languages.
- Latin expresses grammatical concepts differently than English does.
- The Roman conquest of Britain involved both military victory as well as cultural Romanization and religious syncretism.
- Many Britons pushed back and rebelled against Roman control, including Boudica and the druids, and were crushed by the Romans.

Essential Questions

Essential Questions

- How does the structure of language affect meaning and understanding?
- How does it affect people to live under cultural hegemony?
- How do stories help people understand themselves and their world?
- How did Romans use stories—mythological, historical, or personal—to define their values and identity?

Core Content Standards

Content Specific Standards ACTFL 5C's

- [ACL Standards for Classical Language Learning](#)
 - Interpretive Reading: Novice Mid, Novice High
 - Novice Mid Learners can understand some learned or memorized Latin or Greek words and phrases when they read.

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	<ul style="list-style-type: none"> ■ Novice High Learners can easily understand the main idea of texts related to familiar topics, personal interests, and studies. They can sometimes follow stories and descriptions about events and experiences in various time frames. ○ Cultural: Intermediate <ul style="list-style-type: none"> ■ Intermediate Learners identify and analyze Roman or ancient Greek cultural practices from authentic materials. ■ Intermediate Learners use authentic resources (e.g., images or facsimiles of papyri, manuscripts and material culture) in order to identify and analyze products and their use in Roman or ancient Greek culture. ■ Intermediate Learners create a model of e.g., a home, camp, sanctuary, bath, or basilica, and explain who was allowed in these spaces and what they did there. ○ Connections: Novice <ul style="list-style-type: none"> ■ Novice Learners draw and mark plans of houses, sanctuaries, and mixed-use spaces, such as the agora or forum. ■ Novice Learners identify the roots of words that are Latin or Greek in origin and begin to explain the connections implied by those roots ○ Comparisons: Intermediate <ul style="list-style-type: none"> ■ Intermediate Learners compare how different time frames and aspects are expressed in Latin or Greek and their native languages and describe the shades of meaning expressed by such differences.
<p>CT Core Literacy Standards</p>	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● CCSS.ELA-LITERACY.RI.9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. ● CCSS.ELA-LITERACY.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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<p>Portrait of the Graduate Characteristics</p>	<ul style="list-style-type: none"> ● Collaborator ● Communicator ● Empathizer ● Problem Solver ● Planner
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“CAN DO” Statements	
<p>Interpretive</p>	<ul style="list-style-type: none"> ● Novice Mid Learners can recognize words and phrases with the help of visuals ● Novice Mid Learners can recognize Latin or Greek words and phrases when they associate them with things they already know ● Novice High Learners can sometimes follow short, written descriptions or instructions when supported by visuals ● Novice High Learners can understand simple questions related to a familiar text
<p>Presentational</p>	<ul style="list-style-type: none"> ● NA
<p>Interpersonal</p>	<ul style="list-style-type: none"> ● NA

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K-U-D

UNDERSTANDS

Students will understand that:

- Cultural hegemony of a large central power can lead to the flattening and even loss of minority cultural practices, both intentionally and as a byproduct of consolidation.
- Stories can serve propagandistic purposes that shape biases.
- The structure of Latin is very different from English, especially concerning words and how they work (e.g., verb endings) and sentence order, but English derivatives and cognates can still help in figuring out meaning.
- The grammar and syntax of Latin and English is very different, and so meaning must be understood based on the structure of the Latin sentence, but English cognates can still be helpful in figuring out vocabulary.
- Language and culture are inextricably tied together and it will enhance our understanding of each to approach them in conjunction.

KNOW

- Imperfect tense endings for all regular verbs
- Imperfect tense for the verb “to be” and all compounds
- Perfect tense person endings
- Perfect stem

DO

- Follow short, written descriptions or instructions when supported by visuals
- Understand simple questions related to a familiar text
- Identify cultural products, their purposes, and their basic significance in Roman culture

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- | | |
|--|---|
| <ul style="list-style-type: none">● Singular and plural dative case endings for the first three declensions● Adjective agreement● Superlative adjective forms● 80 basic vocabulary words connected to military life and conquest (20 per chapter, linked in Learning Activities)● How the Romans conquered Britain militarily, including dealing with revolts● How the Romans Romanized British culture● How the Romans syncretized their gods with British gods | <ul style="list-style-type: none">● List practices observed in visual representation or a text of a practice in Roman culture● Compare the ancient Roman world to the modern world● Recognize words and phrases with the help of visuals● Recognize Latin words and phrases when they associate them with things they already know● Identify whether a noun is being used as an indirect object, singular or plural● Understand how verbs express time |
|--|---|

Common Student Misconceptions for this Unit

Students might mistakenly believe:

- Conquering an area was a straightforward process of winning one final battle and then everything was under control.
- Roman imperialism looked the same as 18th and 19th century European imperialism and colonialism.
- Ablative case covers all prepositions.
- Past tenses in Latin are formed with helping verbs, as they often are in English.
- Perfect and imperfect tenses are the same thing, or there is only one “past tense”.
- Adjectives can describe any kinds of words, not just nouns.

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Unit Assessment

Performance Assessment

Task Overview:

Present the Curse Tablets Activity powerpoint and provide students with the handout below; students will be taking the roles of ancient Romans to create a curse tablet in response to some outrage against them.

NB: You might want to remind students not to curse their classmates/other teachers. Characters from the textbook are fine!

For differentiation, some tablets were written in native languages, so some English may be incorporated as long as the other requirements are met.

Teacher will supply thin copper sheets/thick aluminum foil for creating the tablets. Instruct students to do their engraving on top of a notebook for better results. They may use a pen to do so.

Student Directions: (link to Google document that will be given to students)

- [Curse Tablet Performance Assessment](#)

Other

- [Midterm Exam](#)
- [Common Assessment 3](#)
- 4 Vocabulary quizzes: [Chapter 7](#), [Chapter 8](#), [Chapter 9](#), [Chapter 10](#)
- 3 Chapter quizzes: [Chapter 7](#), [Chapter 8](#), [Chapter 9](#)
- [Curse Tablets Activity](#)

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Supplemental Materials and Resources

- N/A

Texts

Required Texts

Title	Author	Rationale	Lexile Level
Suburani	Hands Up Education Community Interest Company	District-adopted textbook	
How to Make an Ancient Curse Tablet	ReligionForBreakfast	Instructions on how to make a curse tablet for use with the Curse Tablet Performance Assessment	

Suggested Texts

Title	Author	Rationale	Lexile Level
The Roman Empire in	PBS	For completion of the Roman Army webquest;	

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the First Century: Soldiers		additional information about the lives and backgrounds of soldiers in the Roman Army	
Introduction to Legion: Life in the Roman army	Carolina Rangel de Lima	For completion of the Roman Army webquest; additional information about the lives and backgrounds of soldiers in the Roman Army	
Curse Tablets	R.S.O. Tomlin	For use with the Curse Tablets Performance Assessment, showing examples of curse tablets recovered from Aquae Sulis	
Curse Tablets from Roman Britain	Society for the Promotion of Roman Studies	Additional resource for curse tablets	
Leicester's Roman curse tablets	University of Leicester	Additional resource for curse tablets	
7 Ancient Roman Curses You Can Work into Modern Life	Kristina Killgrove	Additional resource for curse tablets	

Learning Plan

Required Learning Activities

In order to learn:	Students will:
Interpretive reading	<ul style="list-style-type: none"> ● Participate in a teacher-led reading and answer questions about a Latin text accompanied by visuals.

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<ul style="list-style-type: none"> ● Follow short, written descriptions or instructions when supported by visuals ● Understand simple questions related to a familiar text ● Recognize words and phrases with the help of visuals ● Recognize Latin words and phrases when they associate them with things they already know 	<ul style="list-style-type: none"> ○ Textbook: pg 103, pg 120, pg 136, pg 151 ● Answer questions in Latin and English about a Latin text. <ul style="list-style-type: none"> ○ Latin: Druides, Camulodunum II, senex ignotus, vox crudelis ○ English: heros, fructus mirabilis, celer, Luccus, umbra, Septimus revenit, magnum periculum
<p>Grammar</p> <ul style="list-style-type: none"> ● Identify whether a noun is being used as an indirect object, singular or plural ● Understand how verbs express time 	<ul style="list-style-type: none"> ● Complete grammar exercises to practice grammar skills. <ul style="list-style-type: none"> ○ Worksheets: Imperfect or perfect, Imperfect tense, Perfect tense ○ Textbook: pg 117; pg 133; pgs 138, 141, 146; pg 161
<p>Vocabulary</p>	<ul style="list-style-type: none"> ● Make connections between words in their vocabulary list and English derivatives. <ul style="list-style-type: none"> ○ ch 7 vocab list, ch 7 worksheet ○ ch 8 vocab list, ch 8 worksheet ○ ch 9 vocab list, ch 9 worksheet ○ ch 10 vocab list, ch 10 worksheet
<p>Culture</p> <ul style="list-style-type: none"> ● Identify cultural products, their purposes, and their 	<ul style="list-style-type: none"> ● Participate in class discussion about the cultural context of Latin readings. ● Read informational English passages and translated ancient sources about the topic and answer analytical questions about them.

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<p>basic significance in Roman culture</p> <ul style="list-style-type: none"> ● List practices observed in visual representation or a text of a practice in Roman culture ● Compare the ancient Roman world to the modern world 	<ul style="list-style-type: none"> ○ Textbook: pgs 108, 110, 114; pgs 119, 124, 128, 129, 131, 133; pgs 135, 139, 142, 143, 145, 147; pgs 154, 156, 159, 162, 163, 164, 165 ● Create a mock “curse tablet” modeled after real archaeological examples (see assessments).
Suggested Learning Activities	
In order to learn:	Students will:
<p>Interpretive reading</p> <ul style="list-style-type: none"> ● Follow short, written descriptions or instructions when supported by visuals ● Understand simple questions related to a familiar text ● Recognize words and phrases with the help of visuals ● Recognize Latin words and phrases when they associate them with things they already know 	<ul style="list-style-type: none"> ● Create illustrations and/or comics to convey the meaning of the story. <ul style="list-style-type: none"> ○ umbra ● Correct false statements about the story.
Grammar	<ul style="list-style-type: none"> ● Listen to direct instruction on grammar topics.

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<ul style="list-style-type: none"> ● Identify whether a noun is being used as an indirect object, singular or plural ● Understand how verbs express time 	<ul style="list-style-type: none"> ○ Adjectives, Dative Case, Imperfect and Perfect Tense, Perfect Tense and Superlatives
<p>Vocabulary</p>	<ul style="list-style-type: none"> ● Compete in vocabulary review games, either digitally through Quizlet, Blooket, or Gimkit, or physically, such as pictionary, charades, vocabulary squares, or flyswatter. <ul style="list-style-type: none"> ○ Ch 7 vocab squares, Ch 8 vocab squares, Ch 9 vocab squares, Ch 10 vocab squares
<p>Culture</p> <ul style="list-style-type: none"> ● Identify cultural products, their purposes, and their basic significance in Roman culture ● List practices observed in visual representation or a text of a practice in Roman culture 	<ul style="list-style-type: none"> ● Watch a documentary video and complete comprehension and analytical questions about it through EdPuzzle. ● Complete a webquest about the Roman army.

Revision History

Revision Date	Explanation of change(s) made to document

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Grade/Subject 9-12	Latin I/ 9-12
Unit Title	mareque incendium
Overview of Unit	This unit discusses the relationship the ancient Romans had with the sea, including trade, sea exploration, and piracy, and also the Great Fire of 64 CE. It also introduces the genitive and vocative cases, imperatives, and the enclitics -ne and -que.
Pacing	5 weeks, approx.
ACTFL Performance Target	Novice mid-Novice high

Background Information For The Teacher (Unit Overview)

Rationale:

This unit connects students to both the daily realities and dramatic events of Roman life in ways that foster historical understanding, critical thinking, and practical awareness. By exploring the Romans' relationship with the sea through trade, transportation, and piracy students gain insight into the foundations of global commerce and maritime security, making connections to modern shipping and supply chains that shape their lives today. This awareness encourages them to become more thoughtful consumers and globally conscious citizens. The study of the Great Fire of Rome allows students to examine how natural and human-made disasters impact societies, fostering empathy for those affected and sharpening their ability to evaluate how communities respond to crises, which are all skills that are highly relevant in today's world.

Key Learning/Big Ideas:

- Latin and English share similarities, but it is important not to assume they always work the same way.
- Romans were deeply dependent on the Mediterranean Sea for shipping and so sea travel was a vital part of their lives and culture.
- Piracy in the ancient Mediterranean was a huge problem that affected many aspects of life and had lasting political ramifications.
- The Great Fire of Rome in 64 CE had an enormous effect on the city and the people of Rome.

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Essential Questions

Essential Questions

- How do trade, migration, and communication across the sea connect and divide different cultures?
- How do people respond to crisis or danger, and what can ancient stories teach us about resilience, courage, and fear?
- How does the structure of language affect meaning and understanding?
- How has the human relationship with the natural world changed over time?

Core Content Standards

Content Specific Standards

- [ACL Standards for Classical Language Learning](#)
 - Interpretive Reading: Novice Mid, Novice High
 - Novice Mid Learners can understand some learned or memorized Latin or Greek words and phrases when they read.
 - Novice High Learners can easily understand the main idea of texts related to familiar topics, personal interests, and studies. They can sometimes follow stories and descriptions about events and experiences in various time frames.
 - Cultural: Intermediate
 - Intermediate Learners identify and analyze Roman or ancient Greek cultural practices from authentic materials.
 - Intermediate Learners use authentic resources (e.g., images or facsimiles of papyri, manuscripts and material culture) in order to identify and analyze products and their use in Roman or ancient Greek culture.
 - Connections: Novice
 - Novice Learners identify the roots of words that are Latin or Greek in origin and begin to explain the connections implied by those roots
 - Comparisons: Intermediate

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	<ul style="list-style-type: none"> ■ Intermediate Learners compare how different time frames and aspects are expressed in Latin or Greek and their native languages and describe the shades of meaning expressed by such differences.
<p>CT Core Literacy Standards</p>	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● CCSS.ELA-LITERACY.RI.9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. ● CCSS.ELA-LITERACY.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<p>Portrait of the Graduate Characteristics</p>	<ul style="list-style-type: none"> ● Collaborator ● Communicator ● Empathizer ● Problem Solver ● Planner

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“CAN DO” Statements	
Interpretive	<ul style="list-style-type: none"> ● Novice Mid Learners can recognize words and phrases with the help of visuals ● Novice Mid Learners can recognize Latin or Greek words and phrases when they associate the with things they already know ● Novice High Learners can sometimes follow short, written descriptions or instructions when supported by visuals ● Novice High Learners can understand simple questions related to a familiar text
Presentational	<ul style="list-style-type: none"> ● NA
Interpersonal	<ul style="list-style-type: none"> ● NA

K-U-D

UNDERSTANDS

Students will understand that:

- Ocean shipping was a vital part of the economic lifeblood of the ancient Romans and continues to be so today, despite the dangers inherent in sea travel.

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- The Romans dealt with tragedy as we do today, by looking for an explanation and trying to avoid future tragedies; as also often happens today, many would decide there was a culpable party whether there was definitive proof or not.
- The grammar and syntax of Latin and English is very different, and so meaning must be understood based on the structure of the Latin sentence, but English cognates can still be helpful in figuring out vocabulary.
- Language and culture are inextricably tied together and it will enhance our understanding of each to approach them in conjunction.

KNOW	DO
<ul style="list-style-type: none"> ● Singular and plural genitive case endings for the first three declensions ● Singular and plural vocative case endings for the first three declensions ● Imperative forms and uses, positive and negative ● 40 basic vocabulary words related to the baths and slavery (20 per chapter, linked in Learning Activities) ● How to ask yes or no questions ● The enclitic -que ● How sea travel worked for the Romans and how they viewed the sea ● The importance of the sea to trade and commerce ● The causes of and contributing factors to the Great Fire of Rome in 64 CE 	<ul style="list-style-type: none"> ● Follow short, written descriptions or instructions when supported by visuals ● Understand simple questions related to a familiar text ● Identify cultural products, their purposes, and their basic significance in Roman culture ● List practices observed in visual representation or a text of a practice in Roman culture ● Compare the ancient Roman world to the modern world ● Recognize words and phrases with the help of visuals ● Recognize Latin words and phrases when they associate them with things they already know ● Identify whether a noun is being used as a possessive, singular or plural ● Understand how to give commands in Latin ● Identify whether a noun is being used for direct address, singular or plural

Common Student Misconceptions for this Unit

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Students might mistakenly believe:

- Romans didn't really travel on the sea.
- Piracy wasn't invented yet in ancient Rome.
- Sea travel worked the way it works today.
- Possessives work in Latin the way they do in Spanish, using a preposition.
- Vocatives are the same thing as nominatives.
- Telling someone to do something isn't a different verb form.
- The only way to say "and" in Latin is "et".
- Asking yes or no questions works the same way it does in English.
- Fire wasn't a big concern for the ancient Romans.

Unit Assessment

Performance Assessment

Task Overview:

The task is to create a podcast examining the causes of the Great Fire of 64 AD. The students will take on the roles of podcasters, and work alone or in pairs to create podcast episodes.

It is authentic because this is a real-world application of the history and culture of ancient Rome and one of the ways it is disseminated.

Other

- 2 Chapter Quizzes: [Chapter 11](#), [Chapter 12](#)
- 2 Vocabulary Quizzes: [Chapter 11](#), [Chapter 12](#)

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Differing levels of support may be given as necessary in regards to the research process and synthesizing the information.

Materials will not be provided by the teacher; however, the students may use their school-issued devices to record their podcasts and so any technical or sound issues will be discussed with the students.

Student Directions: (link to Google document that will be given to students)

- [Great Fire Podcast Project](#)

Supplemental Materials and Resources

- N/A

Texts

Required Texts

Title	Author	Rationale	Lexile Level (where applicable)

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Suburani	Hands Up Education Community Interest Company	District-adopted textbook	
Suggested Texts			
Title	Author	Rationale	Lexile Level (where applicable)
Additional Evidence from textbook	Hands Up Education Community Interest Company	Additional information from textbook resources about the Great Fire of Rome, for use with podcast project	
Tacitus' description of the great fire of Rome (Annals 15.38)	Tom Mackenzie	Video analysis of the ancient author Tacitus' description of the Great Fire of Rome, for use with podcast project	
S3 EP4: THE GREAT FIRE OF ROME Background	PBS	Article giving background about the historical events of the Great Fire and assessing Tacitus as a source, for use with podcast project	
Lives of the Twelve Caesars: Nero	Suetonius	Ancient source discussing the Great Fire of Rome, for use with podcast project	
Roman History, 62.16-18	Cassius Dio	Ancient source discussing the Great Fire of Rome, for use with podcast project	
Did Nero Really Fiddle While Rome Burned?	History Channel	Article discussing causes of the Great Fire of Rome, for use with podcast project	
The Great Fire of Rome	Matthew Reich	Article discussing causes of the Great Fire of Rome, for use with podcast project	

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Learning Plan

Required Learning Activities

<i>In Order to Learn:</i>	<i>Students will:</i>
<p>Interpretive reading</p> <ul style="list-style-type: none"> ● To follow short, written descriptions or instructions when supported by visuals ● To understand simple questions related to a familiar text ● To recognize words and phrases with the help of visuals ● To recognize Latin words and phrases when they associate them with things they already know 	<ul style="list-style-type: none"> ● Participate in a teacher-led reading and answer questions about a Latin text accompanied by visuals. <ul style="list-style-type: none"> ○ Textbook: pg 167, pg 183 ● Answer questions in Latin and English about a Latin text. <ul style="list-style-type: none"> ○ Latin: piratae, incendium in Subura ○ English: piratae, Ostia, flammae, fures
<p>Grammar</p> <ul style="list-style-type: none"> ● To identify whether a noun is being used as a possessive, singular or plural ● To understand how to give commands in Latin 	<ul style="list-style-type: none"> ● Complete grammar exercises to practice grammar skills. <ul style="list-style-type: none"> ○ Worksheets: Adjective-noun agreement, ○ Textbook: pg 181, pg 195
<p>Vocabulary</p> <ul style="list-style-type: none"> ● Latin vocabulary and English derivatives 	<ul style="list-style-type: none"> ● Make connections between words in their vocabulary list and English derivatives. <ul style="list-style-type: none"> ○ ch 11 vocab list, ch 11 derivatives ○ ch 12 vocab list, ch 12 derivatives
<p>Culture</p>	<ul style="list-style-type: none"> ● Participate in class discussion about the cultural context of Latin readings.

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<ul style="list-style-type: none"> ● To identify cultural products, their purposes, and their basic significance in Roman culture ● List practices observed in visual representation or a text of a practice in Roman culture ● To compare the ancient Roman world to the modern world 	<ul style="list-style-type: none"> ● Read informational English passages and translated ancient sources about the topic and answer analytical questions about them. <ul style="list-style-type: none"> ○ Textbook: pgs 169, 171, 172, 173, 175, 180; pgs 186, 187, 190, 191, 192, 193, 196 ● Research the Great Fire of Rome and create a podcast explaining its causes, including who they think is at fault and why, and comparing it to a modern disaster (see assessments).
Suggested Learning Activities	
<i>In Order to Learn:</i>	<i>Students will:</i>
<p>Interpretive reading</p> <ul style="list-style-type: none"> ● To follow short, written descriptions or instructions when supported by visuals ● To understand simple questions related to a familiar text ● To recognize words and phrases with the help of visuals ● To recognize Latin words and phrases when they associate them with things they already know 	<ul style="list-style-type: none"> ● Create illustrations and/or comics to convey the meaning of the story. ● Correct false statements about the story. <ul style="list-style-type: none"> ○ fumus, tempestas
<p>Grammar</p>	<ul style="list-style-type: none"> ● Listen to direct instruction on grammar topics. <ul style="list-style-type: none"> ○ Genitive Case, Imperatives and Vocatives

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<ul style="list-style-type: none"> ● To identify whether a noun is being used as a possessive, singular or plural ● How to give commands in Latin 	
<ul style="list-style-type: none"> ● Common Latin vocabulary 	<ul style="list-style-type: none"> ● Compete in vocabulary review games, either digitally through Quizlet, Blooket, or Gimkit, or physically, such as pictionary, charades, vocabulary squares, or flyswatter. <ul style="list-style-type: none"> ○ ch 11 vocab squares, ch 12 vocab squares
<p>Culture</p> <ul style="list-style-type: none"> ● To Identify cultural products, their purposes, and their basic significance in Roman culture ● To list practices observed in visual representation or a text of a practice in Roman culture ● To compare the ancient Roman world to the modern world 	<ul style="list-style-type: none"> ● Watch a documentary video and complete comprehension and analytical questions about it through EdPuzzle.

Revision History

Revision Date	Explanation of change(s) made to document

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Grade/Subject 9-12	Latin I/9-12
Unit Title	vita in provincia
Overview of Unit	This unit introduces students to life in a Roman provincial town, including how a town was set up, mining, country villas, theater, art, and marriage; in addition, further, more complex sentences are introduced through the examination of relative clauses and relative pronouns, comparative adjectives, the future tense, indirect statements, and demonstrative adjectives.
Pacing	10 weeks, approx.
ACTFL Performance Target	Novice high

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Background Information For The Teacher

Rationale:

This unit deepens students' understanding of how Roman culture was not only exported to the provinces but also shaped by them, fostering a more nuanced and inclusive view of ancient history. By focusing on life in a fully Romanized province like Lusitania, students learn to recognize the complexity of empire, not as a one-way imposition of culture, but as a dynamic exchange. Topics such as mining, countryside villas, provincial art, and theater illuminate aspects of Roman life often overlooked and help students appreciate the role of regional diversity in shaping a broader Roman identity. The storyline's inclusion of marriage also provides a meaningful opportunity to explore how societal institutions reflect and reinforce cultural values, both ancient and modern. These themes encourage critical thinking about identity, tradition, and change, which are skills students can use to evaluate systems in their own lives and societies. Through their continued study of Latin, students also develop essential analytical and communication skills, including understanding complex sentence structures, identifying relationships between ideas, and applying grammatical logic through future tense verbs, comparatives, demonstratives, relative clauses, and indirect statements. This linguistic and cultural exploration not only enriches students' understanding of the ancient world but also strengthens their ability to think critically, compare global cultures, and communicate effectively.

Key Learning/Big Ideas:

- Latin and English share similarities, but it is important not to assume they always work the same way.
- People living in the Roman provinces were just as worthy of study as people living in Rome itself, and much of the archaeological evidence we have from Rome comes from these far-flung places.
- While we should not look at the lives of the wealthy and powerful as being all there is to ancient Rome, it is still useful and important to consider them as one part of the larger Roman world.
- Marriage formed the basis of Roman family life, and while they had different priorities and values than we do today, there are still parts of their lives that are relatable to us today.

Essential Questions

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Essential Questions

- How does the structure of language affect meaning and understanding?
- How do people find and express their identity in a world that often tries to define it for them?
- What is the purpose of art?
- What aspects of life are cultural and what aspects reflect a universal humanity, if any?

Core Content Standards

Content Specific Standards)

- [ACL Standards for Classical Language Learning](#)
 - Interpretive Reading: Novice Mid, Novice High
 - Novice Mid Learners can understand some learned or memorized Latin or Greek words and phrases when they read.
 - Novice High Learners can easily understand the main idea of texts related to familiar topics, personal interests, and studies. They can sometimes follow stories and descriptions about events and experiences in various time frames.
 - Cultural: Intermediate
 - Intermediate Learners identify and analyze Roman or ancient Greek cultural practices from authentic materials.
 - Intermediate Learners use authentic resources (e.g., images or facsimiles of papyri, manuscripts and material culture) in order to identify and analyze products and their use in Roman or ancient Greek culture.
 - Connections: Intermediate
 - Intermediate Learners research historical or cultural events from the Greek or Roman world and compare them to similar events in United States history.
 - Intermediate Learners identify and use derivatives and cognates in Latin or Greek and their native languages, and hypothesize about their origins
 - Comparisons: Intermediate

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	<ul style="list-style-type: none"> ■ Intermediate Learners compare how different time frames and aspects are expressed in Latin or Greek and their native languages and describe the shades of meaning expressed by such differences.
<p>CT Core Literacy Standards</p>	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● CCSS.ELA-LITERACY.RI.9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. ● CCSS.ELA-LITERACY.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<p>Portrait of the Graduate Characteristics</p>	<ul style="list-style-type: none"> ● Collaborator ● Communicator ● Empathizer ● Problem Solver ● Planner

“CAN DO” Statements	
<p>Interpretive</p>	<ul style="list-style-type: none"> ● Novice High Learners can sometimes follow short, written descriptions or instructions when supported by visuals ● Novice High Learners can understand simple questions related to a familiar text
<p>Presentational</p>	<ul style="list-style-type: none"> ● NA

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Interpersonal

- NA

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K-U-D

UNDERSTANDS

Students will understand that:

- People can hold multiple identities at once, even identities that seem to contradict one another, such as an immigrant feeling a connection to both their new home country and their country of origin.
- Art can be practical, have artistic merit, reflect culture, and serve as self-expression, and can do all of these at once.
- There are many aspects of how we think of the world that are culturally dictated, though we may not realize it, but human beings also have a basic empathy and experience the same emotions and interiority as one another.
- The structure of Latin is very different from English, especially concerning words and how they work (e.g., verb endings) and sentence order, but English derivatives and cognates can still help in figuring out meaning.
- The grammar and syntax of Latin and English is very different, and so meaning must be understood based on the structure of the Latin sentence, but certain aspects have more exact English translations than others.
- Language and culture are inextricably tied together and it will enhance our understanding of each to approach them in conjunction.

KNOW

- Future tense endings for all 1st and 2nd conjugation regular verbs
- Future tense for the verb “to be” and all compounds
- Comparative adjectives
- Demonstrative adjectives
- Relative clauses and their use

DO

- Follow short, written descriptions or instructions when supported by visuals
- Understand simple questions related to a familiar text
- Identify cultural products, their purposes, and their basic significance in Roman culture
- List practices observed in visual representation or a text of a practice in Roman culture

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- Relative pronouns in the nominative and accusative, all three genders
- Indirect statement concept and formation
- 80 basic vocabulary words connected to life in a province (20 per chapter, linked in Learning Activities)
- What considerations went into founding a Roman town
- Mining in the Roman world
- What a country villa looked like and how it ran
- What sort of theater was popular
- How domestic art such as mosaics were made and what their purpose was
- How marriage and weddings worked in Rome
- Compare the ancient Roman world to the modern world
- Understand how verbs express time
- Identify and understand relative clauses
- Identify and understand indirect statements
- Understand how to compare things grammatically

Common Student Misconceptions for this Unit

Students might mistakenly believe:

- The Latin future tense uses a helping verb like English does.
- The indirect statement uses a conjugated verb in Latin like English does.
- Demonstrative adjectives have the same forms as regular adjectives.
- Marriage was only about one person loving another person.
- There is no artistic value in functional art like mosaics.
- Mining was a job for free workers or otherwise works like it does today with safety standards.
- Romans just put towns down wherever they wanted.

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Unit Assessment

Performance Assessment	Other (Formative, quizzes, tests, etc.)
<p>Task Overview: Students will be taking the roles of ancient Roman artisans to create mosaics in the Roman tradition.</p> <p>For differentiation, students will be able to design their own mosaics according to their own ability; Roman examples range from fairly basic geometric patterns to much more elaborate scenes.</p> <p>Teacher will supply optional materials; depending on budget/availability, the mosaics may be made out of paper squares, stickers, beans, or actual ceramic or stone tiles. Students will have the option of choosing their own materials.</p> <p>Student Directions: (link to Google document that will be given to students)</p> <ul style="list-style-type: none">• Roman Mosaic Performance Assessment	<ul style="list-style-type: none">• Final Exam• 4 Vocabulary quizzes: Chapter 13, Chapter 14, Chapter 15, Chapter 16• 3 Chapter quizzes: Chapter 13, Chapter 14, Chapter 15• Roman Town Collaborative Project

Supplemental Materials and Resources

- N/A

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Texts				
Required Texts				
Title		Author	Rationale	Lexile Level
Suburani		Hands Up Education Community Interest Company	District-adopted textbook	
Suggested Texts				
A Funny Thing Happened on the Way to the Forum		Stephen Sondheim	A musical adaptation of an amalgamation of comedic plays by Plautus	
Roman Road-Construction. English audio.		Ancient technology	An informative video about the construction and engineering of Roman roads	
Some of Ancient Rome's Best-Preserved Art		Annelisa Stephan	An article from the Getty Museum discussing Roman mosaics with pictures of examples	

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Learning Plan	
Required Learning Activities	
<i>In Order to Learn:</i>	<i>Students will:</i>
<p>Interpretive reading</p> <ul style="list-style-type: none"> ● To follow short, written descriptions or instructions when supported by visuals ● To understand simple questions related to a familiar text 	<ul style="list-style-type: none"> ● Participate in a teacher-led reading and answer questions about a Latin text accompanied by visuals. <ul style="list-style-type: none"> ○ Pg 199, 215, 231, 247 ● Answer questions in Latin and English about a Latin text. <ul style="list-style-type: none"> ○ Latin: in pistrino, autumnus, in villa, consilium ○ English: sub vesperum, manere aut abire, post cenam, cena, pater anxius
<p>Grammar</p> <ul style="list-style-type: none"> ● To understand how verbs express time ● To identify and understand relative clauses ● To identify and understand indirect statements ● To understand how to compare things grammatically 	<ul style="list-style-type: none"> ● Complete grammar exercises to practice grammar skills. <ul style="list-style-type: none"> ○ Worksheets: Latin sentences, Pronoun Review, Comparatives Practice, Demonstratives Practice, Indirect Statement Practice, Personal Pronoun Practice, Relative Pronoun Practice ○ Textbook: pg 213; pg 227; pgs 239, 243; pgs 255, 257, 262
<p>Vocabulary</p> <ul style="list-style-type: none"> ● To learn common Latin vocabulary 	<ul style="list-style-type: none"> ● Make connections between words in their vocabulary list and English derivatives. <ul style="list-style-type: none"> ○ ch 13 vocab list, ch 13 worksheet ○ ch 14 vocab list, ch 14 worksheet

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	<ul style="list-style-type: none"> ○ ch 15 vocab list, ch 15 worksheet ○ ch 16 vocab list, ch 16 worksheet
<p>Culture</p> <ul style="list-style-type: none"> ● To identify cultural products, their purposes, and their basic significance in Roman culture ● To list practices observed in visual representation or a text of a practice in Roman culture ● To compare the ancient Roman world to the modern world 	<ul style="list-style-type: none"> ● Participate in class discussion about the cultural context of Latin readings. ● Read informational English passages and translated ancient sources about the topic and answer analytical questions about them. <ul style="list-style-type: none"> ○ Textbook: pgs 202, 208, 212; pgs 218, 221, 228; pgs 234, 235, 240, 242; pgs 253, 256, 258, 261 ● Collaborate with classmates to plan a Roman settlement given typical criteria (see assessments). ● Create a mosaic modeled off ancient Roman examples (see assessments).
Suggested Learning Activities	
<p><i>In Order to Learn:</i></p>	<p><i>Students will:</i></p>
<p>Interpretive reading</p> <ul style="list-style-type: none"> ● To follow short, written descriptions or instructions when supported by visuals ● To understand simple questions related to a familiar text 	<ul style="list-style-type: none"> ● Create illustrations and/or comics to convey the meaning of the story. <ul style="list-style-type: none"> ○ in metallo ● Correct false statements about the story.
<p>Grammar</p> <ul style="list-style-type: none"> ● To understand how verbs express time ● To identify and understand relative clauses ● To identify and understand 	<ul style="list-style-type: none"> ● Listen to direct instruction on grammar topics.

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<p>indirect statements</p> <ul style="list-style-type: none"> ● To understand how to compare things grammatically 	
<p>Vocabulary</p> <ul style="list-style-type: none"> ● To use common Latin vocabulary 	<ul style="list-style-type: none"> ● Compete in vocabulary review games, either digitally through Quizlet, Blooket, or Gimkit, or physically, such as pictionary, charades, vocabulary squares, or flyswatter. <ul style="list-style-type: none"> ○ ch 13 vocab squares, ch 14 vocab squares, ch 15 vocab squares, ch 16 vocab squares
<p>Culture</p> <ul style="list-style-type: none"> ● To identify cultural products, their purposes, and their basic significance in Roman culture ● To list practices observed in visual representation or a text of a practice in Roman culture ● To compare the ancient Roman world to the modern world 	<ul style="list-style-type: none"> ● Watch a documentary video and complete comprehension and analytical questions about it through EdPuzzle.

Revision History

Revision Date	Explanation of change(s) made to document