

# WORLD LANGUAGE

## LEVEL 3 UNIT 1

### Contemporary Life: A Viajar

Spanish HS | Intermediate Low | Level 3 | 5 Weeks



#### ESSENTIAL QUESTION

**What makes a vacation special?**

#### BIG IDEAS

Students use the target language to understand and talk about:

- The kinds of vacations people take and why (economics, interests, time, weather, tradition).
- How geography influences possible outdoor activities when vacationing in Mexico or other hispanic countries.
- A past unforgettable vacation. What made their vacation unforgettable?
- How people use transportation when traveling.

#### GUIDING QUESTIONS

How do I use language to

- communicate about various types of vacations and factors that influence those options.
- communicate about the connection between geography and outdoor recreation.
- make connections between traveling in various hispanic countries and the USA.
- narrate one of my past vacations.
- ask and answer questions to gather information about others' outdoor experiences.
- ask and answer questions about how people got to and around destinations.

#### FOCUS STANDARDS

**COMMUNICATION** Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

**ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

**ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

**ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

**ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE LOW**

Interpretive	<ul style="list-style-type: none"> <li>● Identify the topic and related information from short conversations</li> <li>● Identify the topic from simple sentences in short informational and fictional texts</li> </ul>
Interpersonal	<p>By creating simple sentences and asking appropriate follow-up questions:</p> <ul style="list-style-type: none"> <li>● Request and provide information in conversations on familiar topics</li> <li>● Interact with others to meet my basic needs in familiar situations</li> <li>● Express, ask about and react with some details to preferences, feelings, or opinions on familiar topics</li> </ul>
Presentational	<p>Using simple sentences:</p> <ul style="list-style-type: none"> <li>● Present personal information about my life, activities and events</li> <li>● Express my preferences on everyday topics of interest and explain why I feel that way</li> <li>● Present on familiar and everyday topics</li> <li>● Present / plan vacation experience &amp; explain what you DID</li> </ul>

## CULTURES

### Relating Cultural Practices & Products to Perspectives

- **Products:** Food, Souvenirs, Family time, Transportation
- **Practice:** Vacations last for an extended period of time (multiple weeks); Connection between activities and place; beach camping; weekend family time
- **Perspective:** Different cultures place different values on vacation time. We are attracted to locations because of their unique geographical features and available outdoor recreation; Families do not have the financial resources to take extended vacations so local day trips are more common.

## CONNECTIONS

### Making Connections to Other Disciplines

- Physical Education
- Geography
- Health
- Economics

### Acquiring Information & Diverse Viewpoints

- Cultural perspectives in travel habits

## COMPARISONS

### Language Comparisons

- Weather expressions
- Expressing reasons

### Cultural Comparisons

- Types of vacations
- Times of the year to take vacations (northern v. southern hemisphere)
- More alike than different in how people spend their vacation time
- Government has created campgrounds in the woods to help the economy, whereas other countries may not have the resources to create campgrounds.

## COMMUNITIES

### School & Global Communities

- Applying knowledge and skills while traveling to hispanic communities

### Lifelong Learning

- Self assess progress toward unit goal

# WORLD LANGUAGE

## LEVEL 3 UNIT 2

### Contemporary Life: En Las Noticias / In the News

All Languages HS | Intermediate Low | Level 3 | 6-7 Weeks



#### ESSENTIAL QUESTION

#### BIG IDEAS

**How do I talk about what's going on in the world?**

Students use the target language to understand and communicate about:

- news events that affect communities
- noteworthy events in the past
- trending news events

#### GUIDING QUESTIONS

How do I use language to

- retell a sequence of events using details and description
- tell what was happening when an event occurred
- ask follow-up questions to discern additional information about an event
- interpret and summarize authentic sources

#### FOCUS STANDARDS

**COMMUNICATION** Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

**ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

**ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

**ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

#### ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE LOW

Interpretive	<ul style="list-style-type: none"><li>• Identify the topic and related information from short conversations</li><li>• Identify the topic from simple sentences in short informational and fictional texts</li></ul>
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Interpersonal	<p>By creating simple sentences and asking appropriate follow-up questions:</p> <ul style="list-style-type: none"> <li>● Request and provide information in conversations on familiar topics</li> <li>● Interact with others to meet my basic needs in familiar situations</li> <li>● Express, ask about and react with some details to preferences, feelings, or opinions on familiar topics</li> </ul>
Presentational	<p>Using simple sentences:</p> <ul style="list-style-type: none"> <li>● Present personal information about my life, activities and evenings</li> <li>● Express my preferences on everyday topics of interest and explain why I feel that way</li> <li>● Present on familiar and everyday topics</li> </ul>

## CULTURES

### Relating Cultural Practices & Products to Perspectives

- **Products:** Newscast
- **Practices:** Newscasts focus on a variety of global issues from other countries.
- **Perspectives:** Hispanic countries are not as US centered; Their proximity to other countries impact their daily lives.

## CONNECTIONS

### Making Connections to Other Disciplines

- Social Studies: current events
- Career and Tech Education: Broadcast Journalism

### Acquiring Information & Diverse Viewpoints

- What makes news in our communities is more common than not across cultures
- News is conveyed across cultures in a variety of ways

## COMPARISONS

### Language Comparisons

- There was/were

### Cultural Comparisons

- Types of news covered

## COMMUNITIES

### School & Global Communities

- Read and or listen to events from target culture

### Lifelong Learning

- Follow a news feed

# WORLD LANGUAGE

## LEVEL 3 UNIT 3

### Global Challenges: A conservar

Spanish HS | Intermediate Low | Level 3 | 4-5 Weeks



#### ESSENTIAL QUESTION

**How do our actions impact the environment?**

#### BIG IDEAS

Students use the target language to understand and communicate about:

- Environmental issues
- Personal and societal solutions for environmental challenges.
- How other cultures approach protecting the environment

#### GUIDING QUESTIONS

How do I use language to

- Talk about how I and others take care of the planet?
- Compare different approaches to protecting the environment?
- Express opinions about problems and solutions to environmental issues?
- Express why is it important to protect the environment?

#### FOCUS STANDARDS

**COMMUNICATION** Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

**ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

**ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

**ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

#### ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE LOW

Interpretive	<ul style="list-style-type: none"><li>• Identify the topic and related information from short conversations</li><li>• Identify the topic from simple sentences in short informational and fictional</li></ul>
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	<b>texts</b>
<b>Interpersonal</b>	<p>By creating simple sentences and asking appropriate follow-up questions:</p> <ul style="list-style-type: none"> <li>● Request and provide information in conversations on familiar topics</li> <li>● Interact with others to meet my basic needs in familiar situations</li> <li>● Express, ask about and react with some details to preferences, feelings, or opinions on familiar topics</li> </ul>
<b>Presentational</b>	<p>Using simple sentences:</p> <ul style="list-style-type: none"> <li>● Present personal information about my life, activities and evenings</li> <li>● Express my preferences on everyday topics of interest and explain why I feel that way</li> <li>● Present on familiar and everyday topics</li> </ul>

## CULTURES

### Relating Cultural Practices & Products to Perspectives

- **Products to perspectives:**

**Product: Recycling**

**Practice:** Recycle everywhere, don't litter (no trash anywhere); governmental restrictions with regards to pollution and waste products, restrictions on where/what can be built.

**Perspective:** Communities value recycling and environmental protection based on geographical location, resources, and practices.
- **Practices to perspectives:**

**Product:** Conservation of biodiversity and natural resources

**Practice:** Usage of natural resources; laws protecting wildlife and biodiversity

**Perspective:** Communities value conservation based on availability of natural resources and geography.

## CONNECTIONS

### Making Connections to Other Disciplines

- Science: Environment
- Civics and global citizenship

### Acquiring Information & Diverse Viewpoints

- Investigating different perspectives on protecting the environment

## COMPARISONS

### Language Comparisons

- Expressing hopes and wishes (Ojalá que)
- Transition words for making comparisons (cada vez más)

### Cultural Comparisons

- Compare environmental issues and preservation in the US and Spanish speaking countries
- Investigating how different cultures protect the environment

## COMMUNITIES

### School & Global Communities

- Volunteer in the community
- Take active steps to protect the environment

### Lifelong Learning

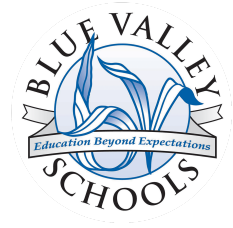
- Self assess progress toward unit goal
- Volunteerism

# WORLD LANGUAGE

## LEVEL 3 UNIT 4

### Families and Communities: A probar

Spanish HS | Intermediate Low | Level 3 | 6-8 Weeks



#### ESSENTIAL QUESTION

#### BIG IDEAS

**How does food reflect traditions and family life?**

Students use the target language to understand and communicate about:

- how they connect with others through food traditions in their families.
- how families in my community and in the target culture shop and prepare food
- How to broaden cultural perspectives through research of traditional foods

#### GUIDING QUESTIONS

How do I use language to

- Communicate popular foods and their role within my family
- describe traditional foods from the target language culture
- Make connections between foods in Spanish-speaking countries and the U.S.
- Communicate suggestions about foods to try
- read and listen to comprehend passages about family and regional traditions with food

#### FOCUS STANDARDS

**COMMUNICATION** Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

**ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

**ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

**ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

## ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE LOW

Interpretive	<ul style="list-style-type: none"> <li>● Identify the topic and related information from short conversations</li> <li>● Identify the topic from simple sentences in short informational and fictional texts</li> </ul>
Interpersonal	<p>By creating simple sentences and asking appropriate follow-up questions:</p> <ul style="list-style-type: none"> <li>● Request and provide information in conversations on familiar topics</li> <li>● Interact with others to meet my basic needs in familiar situations</li> <li>● Express, ask about and react with some details to preferences, feelings, or opinions on familiar topics</li> </ul>
Presentational	<p>Using simple sentences:</p> <ul style="list-style-type: none"> <li>● Present personal information about my life, activities and evenings</li> <li>● Express my preferences on everyday topics of interest and explain why I feel that way</li> <li>● Present on familiar and everyday topics</li> </ul>

### CULTURES

#### Relating Cultural Practices & Products to Perspectives

- **Products:** What people from Spanish-speaking countries eat
- **Perspectives:** How those foods are eaten (from a food truck, outside on a terrace, late at night, food eaten cold)
- **Practices to perspectives:** Food practices based on local ingredients, geography, work-life demands, family traditions, climate, etc.)

### CONNECTIONS

#### Making Connections to Other Disciplines

- Geography
- Health
- Economics

#### Acquiring Information & Diverse Viewpoints

- Cultural perspectives in eating habits

### COMPARISONS

#### Language Comparisons

- Opinions

#### Cultural Comparisons

- Traditional dishes
- Common ingredients across cultural dishes
- Similar ingredients with similar geographic locations

### COMMUNITIES

#### School & Global Communities

- Applying knowledge and skills while traveling to and eating in hispanic communities

#### Lifelong Learning

- Self assess progress toward unit goal



# WORLD LANGUAGE

## LEVEL 3 UNIT 5

### Contemporary Life: Las Tendencias

Spanish/French HS | Intermediate mid | Level 4 | 6 Weeks



#### ESSENTIAL QUESTION

#### BIG IDEAS

##### How do trends connect us?

Students use the target language to understand and communicate about:

- How trends and fads unite communities
- Past trends that influenced previous generations
- Trends/fads in the target culture

#### GUIDING QUESTIONS

How do I use language to

- Talk about trends and why they are popular?
- Tell reasons that people choose trends?
- Describe past and current fads and trends?
- Compare and contrast trends and fads from today to those in previous generations?
- Explore trends from the target culture?

#### FOCUS STANDARDS

**COMMUNICATION** Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

**ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

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**ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

**ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE MID**

Interpretive	<ul style="list-style-type: none"> <li>• Understand the main idea and key information in short, straightforward informational texts.</li> <li>• Understand the main idea and key information in short, straightforward fictional texts.</li> <li>• Understand the main idea and key information in short, straightforward conversations.</li> </ul>
Interpersonal	<p>By creating sentences and series of sentences and asking a variety of follow-up questions, I can:</p> <ul style="list-style-type: none"> <li>• Exchange information in conversations on familiar topics and some researched topics</li> <li>• Interact with others to meet my needs in a variety of familiar situations</li> <li>• Exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics</li> </ul>
Presentational	<p>Using sentences and a series of sentences, I can:</p> <ul style="list-style-type: none"> <li>• Tell a story about my life, activities, events and other social experiences</li> <li>• State my viewpoint about familiar topics and give some reasons to support it</li> <li>• Give straightforward presentation on a variety of familiar topics and some concrete topics I have researched</li> </ul>

## CULTURES

### Relating Cultural Products & Practices to Perspectives

- **Products:** music, movies, games, fashion
- **Practices:** People changing their preferences in music, media or fashion based on trends; the phenomenon of trends spreading through social media
- **Perspectives:** Trends are a reflection of culture; trends spread quickly throughout a culture and are connected to a certain time or era; people can be influenced by trends

## CONNECTIONS

### Making Connections to Other Disciplines

- Sociology
- History

### Acquiring Information & Diverse Viewpoints

- Using a variety of resources from the target culture to gain understanding of diverse perspectives

## COMPARISONS

### Language Comparisons

- Compare language conventions common in expressing likes and dislikes (gustar)

### Cultural Comparisons

- Trends can be universal or vary across cultures

## COMMUNITIES

### School & Global Communities

- School traditions at pep rallies
- Trends that spread on social media

### Lifelong Learning

- Self-reflection and desire for continued personal growth and enrichment