

# BLUE VALLEY DISTRICT CURRICULUM OVERVIEW

## HS Spanish/French 1



### UNIT 1: Personal and Public Identities: Getting Acquainted

#### ESSENTIAL QUESTIONS

Who am I?

#### BIG IDEAS

Students use the target language to understand and communicate to:

- introduce themselves.
- exchange and present basic information to get to know other.
- appropriately greet others and use farewells.
- compare practices of greeting and introductions across target cultures.
- thrive in a 90% target language setting.

#### GUIDING QUESTIONS

How do I use language to

- greet and say goodbye to others?
- introduce myself using appropriate forms of address and express state of being?
- exchange memorized biographical information (name, age, birthday, nationality, where I am from, languages I speak)?
- discuss leisure activities at home and at school?
- identify where the target language is spoken in the world?
- understand basic classroom commands and express basic needs in the target language?
- use numbers in context; comment on percentage of populations that speak the target languages in the community and world?
- recognize and pronounce Chinese words written in Pinyin (CH)?
- recognize and copy legibly basic characters (CH)?
- write characters from memory for basic personal information (CH)?

## UNIT 2: Contemporary Life: Hanging Out !

### ESSENTIAL QUESTIONS

How do people have fun across cultures?

### BIG IDEAS

Students use the target language to understand and talk about:

- daily activities.
- plans to hang out with a friend.
- daily activities of teens around the world and make comparisons with their own.

### GUIDING QUESTIONS

How do I use language to

- invite, accept or decline an invitation to join in an activity?
- talk about activities I do at home or school and ask someone what they do?
- ask someone and tell how often and when I do specific activities?
- compare daily activities of teens in other cultures with my own?

## UNIT 3: Families & Community: We Are Family!

### ESSENTIAL QUESTIONS

Who is important in your life?

### BIG IDEAS

Students use the target language to understand and talk about:

- their connections with others as they describe and discuss family, friends and pets in their lives.
- how they spend time with others.
- why family is important and identify positive personality traits.
- how they connect with others through traditions and celebrations. celebrations of other cultures.

### GUIDING QUESTIONS

How do I use language to

- ask and answer questions about people I consider to be family and/or friends and what they do together?
- read and listen to comprehend passages about family structures, celebrations, and activities?
- comment on personality characteristics that are important when selecting friends?
- describe physical and personality traits of family, friends, and pets?
- give reasons why we all need family and friends?
- describe and compare important practices, celebrations, and traditions in their family or culture with the celebrations of others?

## UNIT 4: Contemporary Life: Let's Eat!

### ESSENTIAL QUESTIONS

What does the world eat? How does food reflect culture?

### BIG IDEAS

Students use the target language to understand and talk about:

- foods they and others eat at school and at home.
- foods they like and dislike and how they taste.
- types and nutritional value of foods available in their community and in other cultures.
- comparisons of typical foods and cultural dishes in their community and in target cultures.

### GUIDING QUESTIONS

How do I use language to

- ask and express needs and preferences for food and drink?
- identify and describe typical foods and cultural dishes?
- describe the nutritional value of typical foods?
- make comparisons between dishes and foods I eat and those in the other cultures?

## UNIT 5: Contemporary Life: Life@School

### ESSENTIAL QUESTIONS

How is school different around the world?

### BIG IDEAS

Students use the target language to understand and talk about:

- schools in their community and activities they participate in.
- subjects and classes they take in school.
- who goes to school in different cultures and how they get there.
- comparisons of schools in their community and in other cultures.

### GUIDING QUESTIONS

How do I use language to

- describe my school and school day?
- comment on habits we need in order to be a good learner?
- make comparisons between my school life and school life in other parts of the world?
- comment on who goes to school?
- comment on how students go to school in my community and compare to other parts of the world?

## UNIT 6: Contemporary Life: School's Out!

### ESSENTIAL QUESTIONS

How do people spend vacation time across cultures?

### BIG IDEAS

Students use the target language to understand and talk about:

- activities they do during vacation breaks from school.
- opinions about preferred activities.
- popular seasonal vacation destinations and activities of people in the target cultures.
- cultural perspectives related to vacation time, popular destinations and activities.

### GUIDING QUESTIONS

How do I use language to

- comment on where people like to go during school breaks and why?
- discuss preferred activities during vacation times?
- talk about vacation plans?
- make comparisons between my vacation habits and the vacation habits of the target cultures?