



**World Language Curriculum  
Level 10  
French, Italian, Mandarin, and Spanish**

## Level 10 World Language: Description

The primary goal of the Fairfield Public Schools World Language Curriculum is to prepare students to be lifelong learners in an ever changing global society by developing the ability “to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world” (National Standards in Foreign Language Education Project, p.11).

Students in the Fairfield Public Schools are *immersed in a World Language program which emphasizes “knowing how (grammar), when (context), and why (purpose) to say what (vocabulary) to whom (audience)”* (National Standards in Foreign Language Education Project, p.12). *Emphasis is placed on the three communicative modes: presentational (written and oral language), interpretive (oral or written messages), and interpersonal (direct oral communication) and the study of culture, which is based on the relationship between product, practice, and perspective. Vocabulary development, functions and related grammatical structures and the exploration of culture are maintained through reading, writing, speaking, and listening activities throughout the program.*

Aligned with the newly released National Standards, World-Readiness Standards for Learning Languages, State Standards, and the AP Themes, our program introduces students to the target language and culture through authentic materials and real world application allowing learners to learn, practice, and apply their developing skills in spontaneous interactions and in non-rehearsed contexts.

The learner in **level 10** will:

- communicate information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.
- understand words, phrases, and formulaic language that have been memorized in order to get meaning of the main idea from simple, highly predictable oral or written texts.
- derive meaning from authentic texts that are supported by visuals or when the topic is very familiar.
- show emerging evidence of the ability to make inferences based on background and prior knowledge.
- write lists and short messages and notes using highly practiced sentences and formulaic questions.

National Standards in Foreign Language Education Project (NSFLEP). (2015). World-Readiness standards for learning languages (W-RSLL). Alexandria, VA: Author. Retrieved from: <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

**World Language Standards for Learning Languages: Goal Areas and Standards  
(from the American Council on the Teaching of Foreign Languages - ACTFL)**

**COMMUNICATION: Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.**

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

**CULTURES: Learners interact with cultural competence and understanding.**

- Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (Relating Cultural Practices to Perspectives)
- Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (Relating Cultural Products to Perspectives)

**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.**

- Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (Making Connections)
- Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. (Acquiring Information and Diverse Perspectives)

**COMPARISONS: Learners develop insight into the nature of language and culture in order to interact with cultural competence.**

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

**COMMUNITIES: Learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.**

- Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (School and Global Communities)
- Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement. (Lifelong Learning)

**Level 10 World Language: Overview**

**Course Essential Questions**

Who am I?

How do family and community influence me?

How do I manage my time?

How do I use my imagination?

What makes a travel destination special?

## Course Themes and Recommended Context

All World Language courses are theme-based, with selected themes based on the Advanced Placement Course

### Global Challenges

- Economic Issues
- Environmental Issues
- Philosophical Thought and Religion
- Population and Demographics
- Social Welfare
- Social Conscience

### Science and Technology

- Access to Technology
- Effects of Technology on Self and Society
- Health Care and Medicine
- Innovations
- Natural Phenomena
- Science and Ethics

### Contemporary Life

- Education and Careers
- Entertainment
- Travel and Leisure
- Lifestyles
- Relationships
- Social Customs and Values
- Volunteerism

### Personal and Public Identities

- Alienation and Assimilation
- Heroes and Historical Figures
- National and Ethnic Identities
- Personal Beliefs
- Personal Interests
- Self-Image

### Families and Communities

- Customs and Values
- Education Communities
- Family Structure
- Global Citizenship
- Human Geography
- Social Networking

### Beauty and Aesthetics

- Architecture
- Defining Beauty
- Defining Creativity
- Fashion and Design
- Language and Literature
- Visual and Performing Arts

## Level 10 World Language: Overview

### Assessments

Assessments are based on students' ability to read, write, listen, and speak the language in both rehearsed and unrehearsed formats. Correct use of language functions is included in each type of assessment.

Students' progress will be measured with both formative and summative assessments. Common assessments will be used and analyzed by teachers of each course.

### Teacher Resources

In addition to the approved text, teachers will use a variety of resources including authentic literature, videos, songs, and online periodicals.

Unit Title	Unit Topic (AP Course Theme)	Language Function	Related structures	Vocabulary
<b>Unit 1</b>	Getting to Know You (Personal and Public Identities)	Greet. Make introductions.	<b>Present tense</b> I am/You are <b>Present tense</b> My name/your name is	<p><b>Tier 1</b> Vocabulary related to basic introductions. Example: What is your name?</p> <p><b>Tier 2</b> Idiomatic expressions and language specific vocabulary Example: I am 10 years old.</p>
		Ask for and exchange personal information.	<b>Present tense</b> My age/your age <b>Possessive adjective</b> My birthday/your birthday <b>Present tense</b> My phone number/your phone number <b>Present tense</b> Where I am from/where you are from	
		Express likes and dislikes.	<b>Present tense</b> I like/I don't like You like/you don't like	
		Identify leisure activities.	<b>Present tense</b> I play/you play	
		Describe people.	<b>Present tense</b> I am/you are He/she is <b>Adjective agreement – singular</b>	
		Identify dwelling/role of family.	<b>Present tense</b> I live/you live with	
		Identify family members/relationships.	<b>Possessive adjectives</b> My/your	
		State the negative.	<b>Negation</b> I don't, He isn't, etc.	

<b>Unit 2</b>	Family, Customs and Ceremonies (Families and Communities)	Identify family, friends and pets. Ask about others' family, friends and pets.	<b>Present tense</b> I have/you have We have/you all have His/her name is Here is/here are There is/there are	<b>Tier 1</b> Vocabulary related to family. Example: mother  <b>Tier 2</b> Idiomatic expressions and language specific vocabulary. Example: There is/there are
		Describe family, friends and pets.	<b>Present tense</b> They are <b>Adjective agreement – plural</b>	
		Compare family members and friends.	<b>Comparisons</b> He is taller than	
		Ask for and exchange information about family, friends and pets.	<b>Present tense</b> His age/her age <b>Possessive adjective</b> His birthday/her birthday <b>Present tense</b> Where he/she is from	
		Express what others like and dislike.	<b>Present tense</b> He/she likes/dislikes They like/dislike	
		State what people do at a celebration.	<b>Present tense</b> I/you He/she They	

<b>Unit 3</b>	Time Management (Contemporary Life)	Discuss what classes and activities you have and what you have to do.	<b>Present tense</b> I have/you have He/she has We have They have	<b>Tier 1</b> Vocabulary related to time management. Example: schedule  <b>Tier 2</b> Idiomatic expressions and language specific vocabulary Example: at 5 p.m.
		Compare what you have to do with what you feel like doing.	<b>Idiomatic expressions</b> I/you have to do I/you feel like doing	
		Specifying day, date, time.	<b>Use of time expressions</b> On [day of the week] Date pattern At # o'clock 24 hour clock	
		State method of transportation.	<b>Present tense</b> to go by train, car, taxi, bus, bike on foot, etc.	
		Express relative time.	<b>Prepositions of time</b> before, after, etc. In the morning, afternoon At night	

<b>Unit 4</b>	Art and Music (Beauty and Aesthetics)	Describe what music and arts classes are offered at school in the U.S. and that of the target culture.	<b>Present Tense</b> We have/ they have	<b>Tier 1</b> Vocabulary related to the arts. Example: drums  <b>Tier 2</b> Idiomatic expressions and language specific vocabulary Example: to play an instrument
		List musical instruments in the U.S. and the target culture.	<b>Present Tense</b> We play/ they play	
		Identify famous artists/musicians in the target culture.	<b>Expressing Possession</b> It is the (painting, music, etc.) of	
		Express opinion about art/music in the U.S. and the target culture.	<b>Present Tense</b> I prefer/ We (my friends and I) prefer/  <b>Possessive Adjectives</b> Our/ their	
		State different means of creativity in the U.S. and the target culture.	<b>Present Tense</b> We (verb form)/ They (verb form)	

<b>Unit 5</b>	Contemporary Life (Travel)	Talk about what they plan to do on vacation.	<b>Present tense</b> I plan to/you plan to We plan to/you all plan to I want to/you want to We want to/you all want to	<b>Tier 1</b> Vocabulary related to vacation. Example: beach  <b>Tier 2</b> Idiomatic expressions and language specific vocabulary Example: It's rainy.
		Indicate places they can visit.	<b>Can (able and infinitive)</b> I can You can	
		Describe weather.	<b>Idiomatic expressions</b> Weather language patterns It's hot/cold. It's rainy/sunny. etc.	
		Identify items needed based on destination and weather.	<b>Present tense</b> I need/you need <b>In order to</b> Because	

<b>Unit 1</b>	
<b>AP Theme</b>	Personal and Public Identities
<b>Topic</b>	Getting to Know You
<b>Overview of Unit</b>	Learners will take on a new cultural identity in order to begin their journey. They will introduce themselves to others and elicit information from others, reflecting their perspectives as citizens of the world. In addition, they will talk about the world that immediately surrounds them, including family and extracurricular activities. Learners will explore the advantages of being bilingual in the twenty-first century.
<b>Essential Question</b>	Who am I?
<b>Unit Focus</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• respond to classroom instructions.</li> <li>• identify where the target language is spoken.</li> <li>• locate the countries on a map.</li> <li>• identify how geographical location impacts leisure activities.</li> <li>• differentiate between informal and formal exchanges.</li> <li>• use appropriate forms of address to peers and adults when making introductions.</li> <li>• use appropriate gestures and expressions of greeting and leave taking.</li> <li>• choose appropriate adjectives to describe physical appearance and personality attributes.</li> <li>• ask and respond to simple questions about well-being, age, and birthdate.</li> <li>• describe typical dwellings in the U.S. and in the target culture.</li> <li>• identify family members and relationships.</li> <li>• compare the role of the family in the target culture and in the U.S.</li> <li>• list extracurricular activities in the U.S. and target culture.</li> <li>• compare extracurricular activities in the US with the target culture.</li> </ul>

<b>ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit</b>			
<p><b>Communication</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p><b>1) Interpersonal Communication</b> <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p>		
	<p><b>Unrehearsed Speaking</b> <i>Example:</i> Learners will introduce themselves to one another in their roles as students in the target culture.</p>		
	<p><b>2) Interpretive Communication</b> <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p><b>Listening</b> <i>Example:</i> Learners will listen to an audio clip or watch a video clip of native speakers introducing themselves and others and demonstrate comprehension.</p> </td> <td style="width: 50%;"> <p><b>Reading</b> <i>Example:</i> Learners will read a passage about leisure time activities in the target culture and will demonstrate comprehension.</p> </td> </tr> </table>	<p><b>Listening</b> <i>Example:</i> Learners will listen to an audio clip or watch a video clip of native speakers introducing themselves and others and demonstrate comprehension.</p>	<p><b>Reading</b> <i>Example:</i> Learners will read a passage about leisure time activities in the target culture and will demonstrate comprehension.</p>
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	<p><b>3) Presentational Communication</b> <i>Learners present information, concepts, 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.</i></p>		
<p><b>Rehearsed Writing and Speaking</b> <i>Example:</i> Learners will introduce their new identity.</p>			
<p><b>Cultures</b> Interact with cultural competence and understanding</p>	<p><b>1) Relating Cultural Practices to Perspectives</b> <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i></p>		
	<p><b>Learners will demonstrate an understanding of the relationship between cultural <u>practices</u> and perspectives of the cultures.</b></p>		
	<p><b>2) Relating Cultural Products to Perspectives</b> <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i></p>		
	<p><b>Learners will demonstrate an understanding of the relationship between the cultural <u>products</u> and perspectives of the cultures.</b> <i>Example:</i> Learners will identify documents used as a means of identification in the target culture, explore how and when they are used, and demonstrate an understanding of why these are the documents that are used.</p>		

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<p><b>Connections</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p><b>1) Making Connections</b> <i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p>
	<p><b>Examples of connections to other disciplines:</b> <u>Geography</u>: Location of target language countries on a map</p>
	<p><b>2) Acquiring Information and Diverse Perspectives</b> <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p> <p><i>Example</i>: Learners will develop an understanding of the importance of formal and familiar address in the target culture.</p>
<p><b>Comparisons</b> Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p><b>1) Language Comparisons</b> <i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p> <p><i>Example</i>: Learners will examine how to tell someone their name.</p>
	<p><b>2) Cultural Comparisons</b> <i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i></p> <p><i>Example</i>: Learners will compare and contrast the role of family in the target culture and in their own.</p>
	<p><b>1) School and Global Communities</b> <i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i></p> <p><i>Example</i>: Learners will share the value of learning about another culture.</p>
<p><b>Communities</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p><b>2) Lifelong Learning</b> <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p> <p><i>Example</i>: Learners will reflect on the importance of being bilingual in the 21<sup>st</sup> century.</p>

<b>Lesson Planning Components</b>		
<b>Language Functions</b>	<b>Related Structures/Patterns</b>	<b>Vocabulary Expansion</b>
Greetings Making introductions	<b>Present tense</b> I am/You are <b>Present tense</b> My name/your name	<p><b>Tier 1</b> Vocabulary related to basic introductions. Example: What is your name?</p> <p><b>Tier 2</b> Idiomatic expressions and language specific vocabulary Example: I am 10 years old.</p> <p><b>Tier 3</b> Domain- specific vocabulary for interpretive tasks</p>
Ask for and exchange personal information	<b>Present tense</b> My age/your age	
	<b>Possessive adjective</b> My birthday/your birthday	
	<b>Present tense</b> My phone number/your phone number	
Express likes and dislikes	<b>Present tense</b> Where I am from/where you are from	
	<b>Present tense</b> I like/I don't like You like/you don't like	
Identify leisure activities	<b>Present tense</b> I play/you play	
Describe people	<b>Present tense</b> I am/you are He/she is <b>Adjective agreement – singular</b>	
	<b>Present tense</b> I live/you live	
Identify dwelling/role of family	<b>Possessive adjectives</b> My/your	
Identify family members/relationships	<b>Negation</b> I don't, He isn't, etc.	

<b>Unit 2</b>	
<b>AP Theme</b>	Family and Communities
<b>Topic</b>	Family, Customs and Ceremonies
<b>Overview of Unit</b>	Maintaining their cultural identity, learners will continue their exploration of family and family celebrations in the target culture and compare them with celebrations in the U.S. They will identify the traditions and foods associated with the celebration. They will also investigate community service activities and the role they play in the target culture and compare it to the U.S.
<b>Essential Question</b>	How do family and community influence me?
<b>Unit Focus</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• identify and describe family members and friends.</li> <li>• compare family members and friends.</li> <li>• describe personality traits, physical attributes and professions .</li> <li>• explore and compare the role of pets in the family in the target culture and the U.S.</li> <li>• list common family celebrations and/or traditions in the U.S.</li> <li>• research common family celebrations including typical activities, traditions and foods in the target culture.</li> <li>• compare and contrast common family celebrations and/or traditions in the U.S. and the target culture.</li> <li>• discuss the role of community service activities in the U.S. and compare it to the target culture.</li> <li>• explore cultural celebrations and compare/contrast these to celebrations from their own families and/or traditions.</li> </ul>

<b>ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit</b>			
<p><b>Communication</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p><b>1) Interpersonal Communication</b> <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p>		
	<p><b>Unrehearsed Speaking</b> <i>Example: Learners will share foods associated with a particular celebration in the target culture.</i></p>		
	<p><b>2) Interpretive Communication</b> <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p><b>Listening</b> <i>Example: Learners will listen/watch a video clip of a family celebration and demonstrate comprehension.</i></p> </td> <td style="width: 50%;"> <p><b>Reading</b> <i>Example: Learners will read an ad about pets and demonstrate comprehension.</i></p> </td> </tr> </table>	<p><b>Listening</b> <i>Example: Learners will listen/watch a video clip of a family celebration and demonstrate comprehension.</i></p>	<p><b>Reading</b> <i>Example: Learners will read an ad about pets and demonstrate comprehension.</i></p>
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	<p><b>3) Presentational communication</b> <i>Learners present information, concepts, 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.</i></p>		
<p><b>Rehearsed Writing and Speaking</b> <i>Example: Learners will prepare a presentation on a custom associated with a celebration in the target culture.</i></p>			
<p><b>Cultures</b> Interact with cultural competence and understanding</p>	<p><b>1) Relating Cultural Practices to Perspectives</b> <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i></p>		
	<p><b>Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures.</b></p>		
	<p><b>2) Relating Cultural Products to Perspectives</b> <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied</i></p>		
	<p><b>Learners will demonstrate an understanding of the relationship between the cultural products and perspectives of the cultures.</b> <i>Example: Learners will identify a song related to a celebration, explore when it is performed, and will demonstrate an understanding of the lyrics.</i></p>		

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<p><b>Connections</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p><b>1) Making Connections</b> <i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p>
	<p>Family and Consumer Science: Traditional foods</p>
	<p><b>2) Acquiring Information and Diverse Perspectives</b> <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p> <p><i>Example:</i> Learners will evaluate the role pets play in target cultures.</p>
<p><b>Comparisons</b> Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p><b>1) Language Comparisons</b> <i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p> <p><i>Example:</i> Learners will investigate how to tell age.</p>
	<p><b>2) Cultural Comparisons</b> <i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i></p> <p><i>Example:</i> Learners will compare and contrast family structures in the U.S. and in the target culture.</p>
	<p><b>1) School and Global Communities</b> <i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i></p> <p><i>Example:</i> Learners will inform others of the types of community service agencies that exist in various cultures.</p>
<p><b>Communities</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p><b>2) Lifelong Learning</b> <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p> <p><i>Example:</i> Learners will reflect on the importance of community service.</p>

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<b>Lesson Planning Components</b>		
<b>Language Functions</b>	<b>Related Structures/Patterns</b>	<b>Vocabulary Expansion</b>
Identify family, friends and pets Ask about others' family, friends and pets	<b>Present tense</b> I have/you have We have/you all have His/her name is Here is/here are There is/there are	<b>Tier 1</b> Vocabulary related to family. Example: mother  <b>Tier 2</b> Idiomatic expressions and language specific vocabulary Example: There is/there are  <b>Tier 3</b> Domain- specific vocabulary for interpretive tasks
Describe family, friends and pets	<b>Present tense</b> They are <b>Adjective agreement – plural</b>	
Compare family members and friends	<b>Comparisons</b> He is taller than	
Ask for and exchange information about family, friends and pets	<b>Present tense</b> His age/her age <b>Possessive adjective</b> His birthday/her birthday <b>Present tense</b> Where he/she is from	
Express what others like and dislike	<b>Present tense</b> He/she likes/dislikes They like/dislike	
State what people do at a celebration	<b>Present tense</b> I/you He/she They	

<b>Unit 3</b>	
<b>AP Theme</b>	Contemporary Life
<b>Topic</b>	Time Management
<b>Overview of Unit</b>	Learners will assume their cultural identity to investigate a typical school day and a typical weekend in the life of a student in the target culture. They will identify school schedules, courses taken, and extracurricular activities available to them in the target culture. In addition, they will investigate the concept of time and how time is allocated.
<b>Essential Question</b>	How do I manage my time?
<b>Unit Focus</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• discuss their typical school day.</li> <li>• explore a typical day in the target culture and compare it to their own.</li> <li>• discuss the concept of time in the target culture and compare it to their own.</li> <li>• compare and contrast educational systems in the U.S. and in the target culture.</li> <li>• explain how students in the target culture use their time and compare it to their own.</li> <li>• compare weekend activities in Fairfield and those of the target culture.</li> <li>• compare and contrast daily and weekend plans in the target culture (assuming their cultural identity) with their own actual plans in Fairfield.</li> </ul>

<b>ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit</b>			
<p><b>Communication</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p><b>1) Interpersonal Communication</b> <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p>		
	<p><b>Unrehearsed Speaking</b> <i>Example: Assuming their cultural identity, learners will make plans with one another for the weekend.</i></p>		
	<p><b>2) Interpretive Communication</b> <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p><b>Listening</b> <i>Example: Learners will listen to an audio clip or watch a video clip of native speakers discussing their weekend schedules and demonstrate comprehension.</i></p> </td> <td style="width: 50%;"> <p><b>Reading</b> <i>Example: Learners will read a school schedule and demonstrate comprehension.</i></p> </td> </tr> </table>	<p><b>Listening</b> <i>Example: Learners will listen to an audio clip or watch a video clip of native speakers discussing their weekend schedules and demonstrate comprehension.</i></p>	<p><b>Reading</b> <i>Example: Learners will read a school schedule and demonstrate comprehension.</i></p>
	<p><b>Listening</b> <i>Example: Learners will listen to an audio clip or watch a video clip of native speakers discussing their weekend schedules and demonstrate comprehension.</i></p>	<p><b>Reading</b> <i>Example: Learners will read a school schedule and demonstrate comprehension.</i></p>	
	<p><b>3) Presentational Communication</b> <i>Learners present information, concepts, 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.</i></p>		
<p><b>Rehearsed Writing and Speaking</b> <i>Example: Learners will create a presentation reflecting how young adults in the target culture allocate their time.</i></p>			
<p><b>Cultures</b> Interact with cultural competence and understanding</p>	<p><b>1) Relating Cultural Practices to Perspectives</b> <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i></p>		
	<p><b>Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures.</b></p>		
	<p><b>2) Relating Cultural Products to Perspectives</b> <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i></p>		
	<p><b>Learners will demonstrate an understanding of the relationship between the cultural products and perspectives of the cultures.</b> <i>Example: Learners will identify a typical day on a school schedule, explore the practices related to the schedule, and will demonstrate an understanding of the rationale for the schedule.</i></p>		

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<p><b>Connections</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p>	<p><b>1) Making Connections</b> <i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p>
	<p><b>Examples of connections to other disciplines:</b> Health: Time management</p>
	<p><b>2) Acquiring Information and Diverse Perspectives</b> <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p>
	<p>Example: Learners will explore the concept of time.</p>
<p><b>Comparisons</b> Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p><b>1) Language Comparisons</b> <i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p>
	<p>Example: Learners will use language-specific words commonly used when talking about schools and time management.</p>
	<p><b>2) Cultural Comparisons</b> <i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i></p>
	<p>Example: Learners will compare schools.</p>
<p><b>Communities</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p><b>1) School and Global Communities</b> <i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i></p>
	<p>Example: Learners will report on the allocation of time.</p>
	<p><b>2) Lifelong Learning</b> <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p>
	<p>Example: Learners will reflect upon time management.</p>

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<b>Lesson Planning Components</b>		
<b>Language Functions</b>	<b>Related Structures/Patterns</b>	<b>Vocabulary Expansion</b>
Discuss what classes and activities you have and what you have to do	<b>Present tense</b> I have/you have He/she has We have They have	<b>Tier 1</b> Vocabulary related to time management. Example: schedule  <b>Tier 2</b> Idiomatic expressions and language specific vocabulary Example: at 5 p.m.  <b>Tier 3</b> Domain- specific vocabulary for interpretive tasks
Compare what you have to do with what you feel like doing	<b>Idiomatic expressions</b> I/you have to do I/you feel like doing	
Specify day, date, time	<b>Use of time expressions</b> On [day of the week] Date pattern At # o'clock 24 hour clock	
State method of transportation	<b>Present tense</b> to go by train, car, taxi, bus, bike on foot, etc.	
Express relative time	<b>Prepositions of time</b> before, after, etc. In the morning, afternoon At night	

<b>Unit 4</b>	
<b>AP Theme</b>	Beauty and Aesthetics
<b>Topic</b>	Art and Music
<b>Overview of Unit</b>	Learners will once again assume their cultural identity to explore creativity and the imagination. They will investigate art and music in the target culture and explore how creativity is expressed through art, music and other means and how they use their imagination.
<b>Essential Question</b>	How do I use my imagination?
<b>Unit Focus</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• give examples of art and music in their own culture.</li> <li>• investigate artists and musicians in the target culture.</li> <li>• express their opinion about artwork and music in the target culture.</li> <li>• list popular musical instruments in the U.S.</li> <li>• investigate popular musical instruments in the target culture.</li> <li>• explore why specific instruments are popular in the target culture and their own.</li> <li>• identify how they express their creativity through art, music or other means.</li> <li>• explain how people in the target culture express their creativity.</li> <li>• discuss how they use their imagination.</li> </ul>

<b>ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit</b>			
<p><b>Communication</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p><b>1) Interpersonal Communication</b> <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p>		
	<p><b>Unrehearsed Speaking</b> <i>Example: Learners will talk about their favorite artist or musician.</i></p>		
	<p><b>2) Interpretive Communication</b> <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p><b>Listening</b> <i>Example: Learners will listen to a song and explain how it reflects the creative nature of the singer.</i></p> </td> <td style="width: 50%;"> <p><b>Reading</b> <i>Example: Learners will read a short biography of an artist and demonstrate comprehension.</i></p> </td> </tr> </table>	<p><b>Listening</b> <i>Example: Learners will listen to a song and explain how it reflects the creative nature of the singer.</i></p>	<p><b>Reading</b> <i>Example: Learners will read a short biography of an artist and demonstrate comprehension.</i></p>
	<p><b>Listening</b> <i>Example: Learners will listen to a song and explain how it reflects the creative nature of the singer.</i></p>	<p><b>Reading</b> <i>Example: Learners will read a short biography of an artist and demonstrate comprehension.</i></p>	
	<p><b>3) Presentational Communication</b> <i>Learners present information, concepts, 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.</i></p>		
<p><b>Rehearsed Writing and Speaking</b> <i>Example: Learners will create a presentation on how people use their imagination.</i></p>			
<p><b>Cultures</b> Interact with cultural competence and understanding</p>	<p><b>1) Relating Cultural Practices to Perspectives</b> <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i></p>		
	<p><b>Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures.</b></p>		
	<p><b>2) Relating Cultural Products to Perspectives</b> <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i></p>		
	<p><b>Learners will demonstrate an understanding of the relationship between the cultural products and perspectives of the cultures.</b> <i>Example: Learners will identify an instrument, explore when and how it is played, and will demonstrate an understanding of its importance.</i></p>		

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<p><b>Connections</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p><b>1) Making Connections</b> <i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p>
	<p><b>Examples of connections to other disciplines:</b> Music: Instruments</p>
	<p><b>2) Acquiring Information and Diverse Perspectives</b> <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p>
	<p><i>Example:</i> Learners will explore how music reflects creativity.</p>
<p><b>Comparisons</b> Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p><b>1) Language Comparisons</b> <i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p>
	<p><i>Example:</i> Learners will use language-specific words commonly used when talking about art and music.</p>
	<p><b>2) Cultural Comparisons</b> <i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i></p>
	<p><i>Example:</i> Learners will compare popular forms of art.</p>
<p><b>Communities</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p><b>1) School and Global Communities</b> <i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i></p>
	<p><i>Example:</i> Learners will research popular musicians and artists from the target culture who have achieved global fame.</p>
	<p><b>2) Lifelong Learning</b> <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p>
	<p><i>Example:</i> Learners will reflect upon the importance of creativity and the imagination.</p>

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Describe what music and arts classes are offered at school in the U.S. and that of the target culture.	<b>Present Tense</b> We have/ they have	<b>Tier 1</b> Vocabulary related to the arts. Example: drums  <b>Tier 2</b> Idiomatic expressions and language specific vocabulary Example: to play an instrument  <b>Tier 3</b> Student-centered forms of artwork and creative expression. Example: Website Design
List musical instruments in the U.S. and the target culture.	<b>Present Tense</b> We play/ they play	
Identify famous artists/musicians in the target culture	<b>Expressing Possession</b> It is the (painting, music, etc.) of	
Express opinion about art/music in the U.S. and the target culture.	<b>Present Tense</b> I prefer/ We (my friends and I) prefer/  <b>Possessive Adjectives</b> Our/ their	
State different means of creativity in the U.S. and the target culture.	<b>Present Tense</b> We (verb form)/ They (verb form)	

<b>Unit 5</b>	
<b>AP Theme</b>	Contemporary Life
<b>Topic</b>	Travel
<b>Overview of Unit</b>	Learners will explore vacation destinations, particular landmarks to visit, regional foods, and the activities in which tourists participate. They will also explore the weather and the type of clothing required.
<b>Essential Question</b>	What makes a travel destination special?
<b>Unit Focus</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• identify different types of vacation destinations and locate them on a map.</li> <li>• compare Fairfield as a tourist destination to the target culture destinations.</li> <li>• talk about what they plan to do on vacation.</li> <li>• indicate landmarks and other attractions they can visit while on vacation in the U.S. and the target culture.</li> <li>• describe a regional dish that they are going to eat.</li> <li>• choose daily activities during vacation.</li> <li>• describe weather and the role it plays on vacation.</li> <li>• identify clothing and other typical items needed based on destination and weather.</li> </ul>

<b>World Readiness Standards For Learning Languages Emphasized in the Unit</b>			
<p><b>Communication</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p><b>1) Interpersonal Communication</b> <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p>		
	<p><b>Unrehearsed Speaking</b> <i>Example: Learners will determine where they would like to spend their next vacation.</i></p>		
	<p><b>2) Interpretive Communication</b> <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p><b>Listening</b> <i>Example: Learners will watch a video clip of a weather forecast and determine appropriate clothing.</i></p> </td> <td style="width: 50%;"> <p><b>Reading</b> <i>Example: Learners will read a travel brochure and list popular landmarks.</i></p> </td> </tr> </table>	<p><b>Listening</b> <i>Example: Learners will watch a video clip of a weather forecast and determine appropriate clothing.</i></p>	<p><b>Reading</b> <i>Example: Learners will read a travel brochure and list popular landmarks.</i></p>
	<p><b>Listening</b> <i>Example: Learners will watch a video clip of a weather forecast and determine appropriate clothing.</i></p>	<p><b>Reading</b> <i>Example: Learners will read a travel brochure and list popular landmarks.</i></p>	
	<p><b>3) Presentational Communication</b> <i>Learners present information, concepts, 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.</i></p>		
<p><b>Rehearsed Writing and Speaking</b> <i>Example: Learners will create a travel brochure.</i></p>			
<p><b>Cultures</b> Interact with cultural competence and understanding</p>	<p><b>1) Relating Cultural Practices to Perspectives</b> <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i></p>		
	<p><b>Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures.</b></p>		
	<p><b>2) Relating Cultural Products to Perspectives</b> <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i></p>		
	<p><b>Learners will demonstrate an understanding of the relationship between the cultural products and perspectives of the cultures.</b> <i>Example: Learners will identify a regional dish, explore when and how it is eaten, and will demonstrate an understanding of why it is eaten.</i></p>		

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<p><b>Connections</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p><b>1) Making Connections</b> <i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p>
	<p><b>Examples of connections to other disciplines:</b> Science; Weather</p>
	<p><b>2) Acquiring Information and Diverse Perspectives</b> <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p>
	<p>Example: Learners will evaluate vacation destinations.</p>
<p><b>Comparisons</b> Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p><b>1) Language Comparisons</b> <i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p>
	<p>Examples: Learners will use language-specific words commonly used when talking about weather and vacation destinations.</p>
	<p><b>2) Cultural Comparisons</b> <i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i></p>
	<p>Example: Learners will compare the amount of vacation destinations.</p>
<p><b>Communities</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p><b>1) School and Global Communities</b> <i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i></p>
	<p>Example: Learners will identify vacation destinations and the languages that are spoken.</p>
	<p><b>2) Lifelong Learning</b> <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p>
	<p>Example: Learners will reflect on travel destinations and what they offer.</p>

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Talk about what they plan to do on vacation	<b>Present tense</b> I plan to/you plan to We plan to/you all plan to I want to/you want to We want to/you all want to	<b>Tier 1</b> Vocabulary related to vacation. Example: beach  <b>Tier 2</b> Idiomatic expressions and language specific vocabulary Example: It's rainy.  <b>Tier 3</b> Domain- specific vocabulary for interpretive tasks
Indicate places they can visit	<b>Can, able and infinitive</b> I can You can	
Describe weather	<b>Idiomatic expressions</b> Weather language patterns It's hot/cold. It's rainy/sunny. etc.	
Identify items needed based on destination and weather	<b>Present tense</b> I need/you need <b>In order to</b> Because	