



**World Language Curriculum
Level 20
French, Italian, Mandarin, Spanish**

Level 20 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).

Learners 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 20** will:

- communicate and exchange information on familiar topics using phrases and simple sentences.
- handle short social interactions by asking and answering simple questions.
- understand words, phrases and formulaic language that has been memorized in order to get meaning of the main idea and a few supporting details from simple, highly predictable oral or written texts.
- understand the main idea and some specific information when reading or listening to short, routine conversations and simple announcements and reports.
- make basic inferences based on background and prior knowledge.
- write lists and short messages and notes producing a series of sentences.

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. (Presentation 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 20 World Language: Overview

Course Essential Questions

What makes city life unique?

What do we really need?

What does it mean to maintain a balanced life style?

What makes a person a hero or heroine?

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 20 World Language: Overview

Assessments

Assessments are based on the three communicative modes in both rehearsed and unrehearsed formats: presentational (written and oral language), interpretive (oral or written messages), and interpersonal (direct oral communication).

Learners' progress will be measured with both formative and summative assessments in which correct usage of language functions will be embedded.

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.

Language Functions and Vocabulary				
Unit Title	Unit Topic (AP Course Theme)	Language Function	Related Structures	Vocabulary
Unit 1	Life in the City (Contemporary Life)	Identify places in a city. Describe the purpose of places in a city. Give directions. Describe location of places. Express preferences with reasons about cities. Compare cities.	Use of there is/there are There is/are.... Preposition of purpose In order to ... Imperative – familiar, positive Go straight Prepositions of place On the left Conjunction because Comparisons of inequality More __ than Less __ than	Tier 1 Vocabulary related to cities. Example: Giving directions Tier 2 Idiomatic expressions and language specific vocabulary Example: Here is Tier 3 Domain- specific vocabulary for interpretive tasks
Unit 2	Responsible Consumerism (Science and Technology)	Define responsible consumerism. Name what we need and what we do not need. Explore past consumer	Use of infinitive What /that which I want to buy what I need. Conjunction But Past tense	Tier 1 Vocabulary related to responsible consumerism. Example: habits of consumers Tier 2

		<p>patterns.</p> <p>Express opinion.</p> <p>Compare what people buy.</p> <p>Determine what we can do to practice responsible consumerism.</p> <p>Explain what we can do to promote responsible consumerism.</p>	<p>They bought</p> <p>Relative pronoun I think that...</p> <p>Comparisons of equality as much as</p> <p>Impersonal expressions with infinitives It is necessary to...</p> <p>Can, able and infinitive We can, we are able to</p>	<p>Idiomatic expressions and language specific vocabulary</p> <p>Tier 3 Domain- specific vocabulary for interpretive tasks</p>
Unit 3	Health and Wellness (Contemporary Life)	<p>Compare elements of a balanced lifestyle.</p> <p>Analyze the impact of the media.</p> <p>Explain what one has to do to maintain a balanced lifestyle.</p> <p>Promote a balanced lifestyle.</p>	<p>Irregular comparatives Better than</p> <p>Present perfect The media has shown</p> <p>Expressions with the infinitive I have to.</p> <p>Should, ought He should ...</p>	<p>Tier 1 Vocabulary related to health and wellness. Example: healthy foods</p> <p>Tier 2 Idiomatic expressions and language specific vocabulary</p> <p>Tier 3 Domain- specific vocabulary for interpretive tasks</p>

Unit 4	<p>Heroes and Heroines (Personal and Public Identities)</p> <p>Summarize events in a person's life</p> <p>Discuss common characteristics of our heroes and heroines.</p> <p>Discuss why these people were considered heroes.</p> <p>Talk about how a hero influenced you.</p>	<p>Past tense He/she was born He/she studied</p> <p>Imperfect of "to be" He/she was</p> <p>Imperfect – beliefs They believed</p>	<p>Tier 1 Vocabulary related to describing heroic characteristic. Example: strong</p> <p>Tier 2 Idiomatic expressions and language specific vocabulary</p> <p>Tier 3 Domain- specific vocabulary for interpretive tasks</p>
---------------	---	---	--

Fairfield Public Schools
Level 20 — World Language Curriculum

Unit 1	
AP Theme	Contemporary Life
Topic	Life in the City
Overview of Unit	Learners will navigate their way through a target culture city to determine what makes the city special and discuss issues that cities face. They will also investigate the importance of preserving cities and actions taken to achieve this.
Essential Question	What makes city life unique?
Unit Focus	<p>Learners will:</p> <ul style="list-style-type: none"> • identify businesses, services, parks, etc. within a city. • describe the purpose(s) of various businesses, etc. • locate businesses, services, parks, etc. on a city map. • ask for and give directions from one point to another within a city. • examine what makes a city special. • locate old buildings and determine their importance as a means to preserve the past. • investigate measures taken to preserve the past. • compare cities around the world to identify common and different elements. • investigate specific issues certain target cities face (e.g. pollution, preservation of historical sites, presence of ancient ruins). • suggest ways for cities to address issues facing them.

Fairfield Public Schools
Level 20 — World Language Curriculum

ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit	
Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	1) Interpersonal Communication <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i>
	Unrehearsed Speaking Example: Learners will select a city that they like to visit and explain why (what makes the city special).
	2) Interpretive Communication <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>
	Listening Example: Learners will listen to and follow directions from one place to another on a city map from the target culture.
	Reading Example: Learners will read information on a website about a specific city in order to identify what makes the city special.
	3) Presentational Communication <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>
Cultures Interact with cultural competence and understanding	Rehearsed Writing and Speaking Example: Learners will create a presentation highlighting a city to visit and explain what there is to do there and why it is a good place to visit.
	1) Relating Cultural Practices to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i>
	2) Relating Cultural Products to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i>
Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture. Example: Learners will identify an old building, explore the use and customs related to it, and will demonstrate an understanding of why it is important to preserve the past.	

Fairfield Public Schools
Level 20 — World Language Curriculum

<p>Connections 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>1) Making Connections <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>Examples of connections to other disciplines <u>Geography</u> Location of cities and places in a city</p> <p>2) Acquiring Information and Diverse Perspectives <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 various cities in the target culture.</p>
<p>Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>1) Language Comparisons <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 examine language specific words and expressions commonly used when talking about cities.</p> <p>2) Cultural Comparisons <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 explain how historic districts are maintained.</p>
<p>Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>1) School and Global Communities <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 plan a trip to a city in the target culture.</p> <p>2) Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p> <p>Example: Learners will develop an appreciation of other cities and how buildings are maintained and need to be preserved.</p>

Fairfield Public Schools
Level 20 — World Language Curriculum

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Identify places in a city.	Use of there is/there are There is/are....	Tier 1 Vocabulary related to cities. Example: Giving directions
Describe the purpose of places in a city.	Preposition of purpose In order to ...	Tier 2 Idiomatic expressions and language specific vocabulary Example: There is
Give directions.	Imperative – familiar, positive Go straight	
Describe location of places.	Prepositions of place On the left	
Express preferences with reasons about cities.	Conjunction because	Tier 3 Domain- specific vocabulary for interpretive tasks
Compare cities.	Comparisons of inequality More __ than Less __ than	

Fairfield Public Schools
Level 20 — World Language Curriculum

Unit 2	
AP Theme	Science and Technology
Topic	Responsible Consumerism
Overview of Unit	Learners will define the meaning of responsible consumerism in order to understand what is required to maintain a healthy environment. They will also investigate how the media influences our perspective and how our habits have impacted the environment. In addition, learners will consider ways in which to address the issues related to consumerism.
Essential Question	What do we really need?
Unit Focus	<p>Learners will:</p> <ul style="list-style-type: none">• define responsible consumerism.• list items that are needed to maintain a healthy environment.• name products that we buy but that do not support maintaining a healthy environment.• describe how the media influences what we want and what we buy.• compare and contrast the use of media in target cultures and the U.S..• discuss how consumerism affects our environment.• explore how past habits have compromised our world.• compare ways that the U.S. and target cultures address consumerism.• determine what we can do to practice responsible consumerism.

Fairfield Public Schools
Level 20 — World Language Curriculum

ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit		
Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<p>1) Interpersonal Communication <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p> <p>Unrehearsed Speaking Example: Learners will explain what they can do to become responsible consumers.</p>	
	<p>2) Interpretive Communication <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>	
	<table border="1"> <tr> <td style="padding: 5px;"> Listening Example: Learners will watch a video promoting responsible consumerism and list the solutions that are offered. </td><td style="padding: 5px;"> Reading Example: Learners will read a graph devoted to consumer habits and list major trends. </td></tr> </table>	Listening Example: Learners will watch a video promoting responsible consumerism and list the solutions that are offered.
Listening Example: Learners will watch a video promoting responsible consumerism and list the solutions that are offered.	Reading Example: Learners will read a graph devoted to consumer habits and list major trends.	
<p>3) Presentational Communication <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>Rehearsed Writing and Speaking Example: Learners will create a campaign to promote responsible consumerism.</p>		
<p>1) Relating Cultural Practices to Perspectives <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>2) Relating Cultural Products to Perspectives <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>Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture. For example: Learners will identify water as a resource, explore the measures taken to preserve water, and will demonstrate an understanding of how cultures value water as a resource.</p>		
Cultures Interact with cultural competence and understanding		

Fairfield Public Schools
Level 20 — World Language Curriculum

Connections 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>1) Making Connections <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>Examples of connections to other disciplines: <u>Media Studies:</u> The ways in which the media influences our spending habits.</p> <p>2) Acquiring Information and Diverse Perspectives <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p> <p>Example: Learners will view websites promoting responsible consumerism.</p>
Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence	<p>1) Language Comparisons <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 examine language specific words and expressions commonly used when talking consumerism.</p> <p>2) Cultural Comparisons <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 reflect on spending habits in target cultures and their own.</p>
Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<p>1) School and Global Communities <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 plan a campaign to promote responsible consumerism.</p> <p>2) Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p> <p>Example: Learners reflect on what it means to be a responsible consumer and why it is important.</p>

Fairfield Public Schools
Level 20 — World Language Curriculum

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Define responsible consumerism.	Use of infinitive What /that which I want to buy what I need.	Tier 1 Vocabulary related to responsible consumerism. Example: habits of consumers
Name what we need and what we do not need.	Conjunction but	
Explore past consumer patterns.	Past tense They bought	Tier 2 Idiomatic expressions and language specific vocabulary
Express opinion.	Conjunction I think that...	
Compare what people buy.	Comparisons of equality as much as	Tier 3 Domain- specific vocabulary for interpretive tasks
Determine what we can do to practice responsible consumerism.	Impersonal expressions with infinitives It is necessary to...	
Explain what we can do to promote responsible consumerism.	Can, able and infinitive We can, we are able to	

Fairfield Public Schools
Level 20 — World Language Curriculum

Unit 3	
AP Theme	Contemporary Life
Topic	Health and Wellness
Overview of Unit	Students will examine their own lifestyles and those of their peers in the target culture to determine what constitutes a balanced lifestyle.
Essential Question	What does it mean to maintain a balanced life style?
Unit Focus	<p>Learners will:</p> <ul style="list-style-type: none">• identify what elements are considered part of a balanced lifestyle in the U.S.• explore health and wellness websites to determine what constitutes a balanced lifestyle in the target culture.• discuss how personal and cultural values influence the meaning of “a balanced lifestyle.”• explore habits that lead to a healthy lifestyle in the target culture and in the U.S.• compare and contrast what the concept of a healthy diet in the U.S. and in the target culture.• analyze the impact of the media on lifestyle and diet.• compare the lifestyles of young adults in the target culture and in the U.S. regarding a balanced lifestyle.• research what is being done to encourage a balanced lifestyle.• offer suggestions on how and why to maintain a healthy lifestyle.

Fairfield Public Schools
Level 20 — World Language Curriculum

ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit		
Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<p>1) Interpersonal Communication <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p> <p>Unrehearsed Speaking Example: Learners will discuss healthy food options.</p>	
	<p>2) Interpretive Communication <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>	
	<table border="1"> <tr> <td>Listening Example: Learners will watch a commercial devoted to improving our well-being and demonstrate comprehension.</td><td>Reading Example: Learners will visit a wellness website and demonstrate comprehension.</td></tr> </table>	Listening Example: Learners will watch a commercial devoted to improving our well-being and demonstrate comprehension.
Listening Example: Learners will watch a commercial devoted to improving our well-being and demonstrate comprehension.	Reading Example: Learners will visit a wellness website and demonstrate comprehension.	
<p>3) Presentational Communication <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>Rehearsed Writing and Speaking Example: Learners will persuade others to maintain a healthy lifestyle.</p>		
<p>1) Relating Cultural Practices to Perspectives <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>2) Relating Cultural Products to Perspectives <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>Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture. Example: Learners will look at a food pyramid, explore the concept of portion size, and demonstrate an understanding of how cultures perceive quantity of food.</p>		

Fairfield Public Schools
Level 20 — World Language Curriculum

<p>Connections 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>1) Making Connections <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>Examples of connections to other cultures: <u>Health</u> Balanced lifestyle</p> <p>2) Acquiring Information and Diverse Perspectives <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p> <p>Example: Learners will acquire information about healthy lifestyles.</p>
<p>Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>1) Language Comparisons <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 examine language specific words and expressions commonly used when talking about a balanced life style.</p> <p>2) Cultural Comparisons <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 habits leading to a healthy lifestyle i.e. walking vs. driving.</p>
<p>Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>1) School and Global Communities <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 promote a balanced lifestyle.</p> <p>2) Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p> <p>Example: Learners will know how to maintain a healthy diet and a well-balanced lifestyle.</p>

Fairfield Public Schools
Level 20 — World Language Curriculum

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Compare elements of a balanced lifestyle.	Irregular comparatives Better than	Tier 1 Vocabulary related to health and wellness Example: healthy foods
Analyze the impact of the media.	Present perfect The media has shown	Tier 2 Idiomatic expressions and language specific vocabulary
Explain what one has to do to maintain a balanced lifestyle.	Expressions with the infinitive I have to	Tier 3 Domain- specific vocabulary for interpretive tasks
Promote a balanced lifestyle.	Should, ought He should ...	

Fairfield Public Schools
Level 20 — World Language Curriculum

Unit 4	
AP Theme	Personal and Public Identities
Topic	Heroes and Heroines
Overview of Unit	Learners will identify heroes and will discuss common traits of heroes and heroines and will explore how these figures are represented and the role they play in the target culture and their own.
Essential Question	What makes a person a hero or heroine?
Unit Focus	<p>Learners will:</p> <ul style="list-style-type: none">• identify local and national heroes and heroines as well as personal heroes.• discuss common characteristics of our heroes and heroines.• investigate heroes and heroines of the target culture.• discuss why these people are/were considered heroes and heroines.• examine how one's past influences who they become.• explore heroes and heroines in cartoons and other media from the target culture and their own culture.• explore how comic strips are used in different cultures and how the values of a society are reflected in them.• examine what characteristics heroic cartoon characters possess and compare with heroes from the target culture and their own culture.• examine what characteristics are important for our future global leaders and for each individual.• create a comic containing a personal, national, or international hero or heroine.

Fairfield Public Schools
Level 20 — World Language Curriculum

ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit		
Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<p>1) Interpersonal Communication <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p> <p>Unrehearsed Speaking Example: Learners will discuss characteristics that are important to have in the 21st century.</p>	
	<p>2) Interpretive Communication <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%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Listening Example: Learners will listen to a biographical or an autobiographical account of someone considered a hero in the target culture and will demonstrate comprehension.</td><td style="padding: 5px;">Reading Example: Learners will read a cartoon in the target culture and demonstrate comprehension.</td></tr> </table>	Listening Example: Learners will listen to a biographical or an autobiographical account of someone considered a hero in the target culture and will demonstrate comprehension.
Listening Example: Learners will listen to a biographical or an autobiographical account of someone considered a hero in the target culture and will demonstrate comprehension.	Reading Example: Learners will read a cartoon in the target culture and demonstrate comprehension.	
<p>3) Presentational Communication <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>Rehearsed Speaking Example: Learners will report about a hero/heroine from their target culture.</p>		
<p>1) Relating Cultural Practices to Perspectives <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>2) Relating Cultural Products to Perspectives <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>Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture. For example: Learners will identify a comic strip or cartoon, explore how it is used as a means of self-expression by the artist, and will demonstrate an understanding of the value of cartoons as a means of self-expression.</p>		

Fairfield Public Schools
Level 20 — World Language Curriculum

<p>Connections 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>1) Making Connections <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>Examples of connections to other cultures: <u>History:</u> Famous people</p> <p>2) Acquiring Information and Diverse Perspectives <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p> <p>Example: Learners will examine the use of comics/cartoons.</p>
<p>Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>1) Language Comparisons <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 examine language specific words and expressions commonly used when talking about heroes and heroines.</p> <p>2) Cultural Comparisons <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 qualities of heroes.</p>
<p>Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>School and Global Communities <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 share what characteristics are needed in the heroes of the 21st century.</p> <p>Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p> <p>Example: Learners will examine positive characteristics to emulate.</p>

Fairfield Public Schools
Level 20 — World Language Curriculum

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Summarize events in a person's life.	Past tense He/she was born He/she studied	Tier 1 Vocabulary related to describing heroic characteristic. Example: strong
Discuss common characteristics of heroes and heroines.	Imperfect of "to be" He/she was	Tier 2 Idiomatic expressions and language specific vocabulary
Discuss why these people were considered heroes.	Imperfect – beliefs They believed	
Talk about how a hero influenced you.	Indirect objects He/she taught me	Tier 3 Domain- specific vocabulary for interpretive tasks