



**World Language Curriculum
Level 30
French, Italian, Mandarin, Spanish**

Level 30 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 30** will:

- communicate and exchange information on familiar topics using a series of sentences.
- participate in short social interactions by asking and answering a variety of questions.
- understand the main idea and some specific information when reading or listening to authentic media sources.
- infer the meaning of unfamiliar words in familiar contexts.
- present information and personal preferences on familiar topics by creating with language primarily in the present tense.
- produce sentences, series of sentences and some connected sentences in the present and past.

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 30 World Language: Overview

Course Essential Questions

What constitutes a good childhood?

How does who we are and where we are shape what we eat and how we eat it?

How do living conditions affect one's lifestyle and quality of life?

Why do people travel?

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 30 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 Structure | Vocabulary |
|-------------------|---|--|---|---|
| Unit 1 | Childhood Customs (Personal and Public Identities) | <p>Identify memorable aspects of their own childhood.</p> <p>Identify what one used to do.</p> <p>Describe people, places and objects.</p> <p>Describe how long ago something happened</p> <p>Explain what constitutes a good childhood.</p> | <p>Past tense Example: I went...</p> <p>Imperfect - background Example: When I was young.</p> <p>Imperfect – Description Example: It was/they were</p> <p>Adverb of time Example: ago</p> <p>Infinitive Example: It is necessary to + infinitive</p> | <p>Tier 1 Vocabulary related to childhood experiences, activities and celebrations Example: Rights of children</p> <p>Tier 2 Idiomatic expressions and language specific vocabulary</p> <p>Tier 3 Domain- specific vocabulary for interpretive tasks</p> |

| | | | | |
|---------------|---|--|---|--|
| Unit 2 | The Art of Food (Contemporary Life) | Explain what an item costs. Identify typical foods. Give commands. Express emotion. | Prepositions Example: In exchange for Impersonal pronoun (one) Imperatives – formal Example: Eat artichokes Exclamatory Expressions How (adjective)! | Tier 1 Vocabulary related to preparation of meals and related customs. Example: specific ingredients Tier 2 Idiomatic expressions and language specific vocabulary Tier 3 Domain- specific vocabulary for interpretive tasks |
| Unit 3 | Home Sweet Home (Family and Community) | Tell someone what chores to do. Describe where things are located. Compare housing. Tell the price of housing. Tell what materials are used to construct houses. | Imperative – Informal Example: Clean your room Prepositions of place Example: on top of Superlatives Example: The most... Preposition - exchange 50 euros for a lamp Participle as adjective Made of... | Tier 1 Vocabulary related to housing and chores Example: materials used to build houses Tier 2 Idiomatic expressions and language specific vocabulary Tier 3 Domain- specific vocabulary for interpretive tasks |

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| <p>Unit 4</p> | <p>Oh The Places You'll Go... (Contemporary Life)</p> | <p>Identify what "one" can do.</p> <p>Explain why vacationing is important.</p> <p>Explain what one did on vacation.</p> <p>Sequence events.</p> <p>Express mode of transportation.</p> | <p>Impersonal pronoun (one)</p> <p>Preposition Because of</p> <p>Past tense – irregular forms I went...I did...I walked....</p> <p>Adverbs Example: then, finally</p> <p>Preposition of Ways and Means Example: By car</p> | <p>Tier 1 Vocabulary related to travel. Example: travel destinations</p> <p>Tier 2 Idiomatic expressions and language specific vocabulary</p> <p>Tier 3 Domain- specific vocabulary for interpretive tasks</p> |
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**Fairfield Public Schools
Level 30 - World Language Curriculum**

| Unit 1 | |
|---------------------------|--|
| AP Theme | Personal and Public Identities |
| Topic | Childhood Customs |
| Overview of Unit | Learners will investigate events, customs and practices of children in the target culture and compare these to their own experiences as a child. They will explore the “Convention on the Rights of Children” (UNICEF) and its impact on children in the target culture and make recommendations to improve opportunities for all children. |
| Essential Question | What constitutes a good childhood? |
| Unit Focus | <p>Learners will:</p> <ul style="list-style-type: none"> • identify memorable events, customs and practices of their own childhood. • explore the “Convention on the Rights of Children” (UNICEF). • explain what constitutes a good childhood. • identify childhood events, customs and practices of children in the target culture. • compare and contrast typical events, customs and practices in the target culture and in their own culture. • compare childhood songs of the target culture and their own culture. • demonstrate an understanding of how childhood experiences influence an adolescent. • investigate organizations that support the Rights of Children. • discuss what constitutes a good childhood. • make recommendations to improve opportunities for all children. |

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| ACTFL World Readiness Standards For Learning Languages Emphasized in the Unit | | | |
|---|---|--|--|
| <p style="text-align: center;">Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> | <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 share childhood experiences.</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%;"> <tr> <td style="width: 50%;"> <p>Listening Example: Learners will listen/watch a native speaker describe his/her childhood memories and will demonstrate comprehension.</p> </td> <td style="width: 50%;"> <p>Reading Example: Learners will read an excerpt the “Convention on the Rights of Children” and demonstrate comprehension.</p> </td> </tr> </table> | <p>Listening Example: Learners will listen/watch a native speaker describe his/her childhood memories and will demonstrate comprehension.</p> | <p>Reading Example: Learners will read an excerpt the “Convention on the Rights of Children” and demonstrate comprehension.</p> |
| | <p>Listening Example: Learners will listen/watch a native speaker describe his/her childhood memories and will demonstrate comprehension.</p> | <p>Reading Example: Learners will read an excerpt the “Convention on the Rights of Children” and demonstrate comprehension.</p> | |
| | <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 improve the rights of children globally.</p> | | | |
| <p style="text-align: center;">Cultures Interact with cultural competence and understanding</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 identify a popular childhood toy or gam in the target culture, explore the customs related to it, and will demonstrate an understanding of the cultural significance.</p> | | |

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Level 30 - World Language Curriculum

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| <p style="text-align: center;">Connections</p> <p>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>Social Studies</u> The rights of children</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 study and evaluate childhood traditions and practices.</p> |
| <p style="text-align: center;">Comparisons</p> <p>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 utilize language specific words and expressions commonly used when talking about childhood.</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 investigate typical toys and games.</p> |
| <p style="text-align: center;">Communities</p> <p>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 inform others about the Convention on the Rights of Children.</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 recognize the need to defend the rights of children globally.</p> |

**Fairfield Public Schools
Level 30 - World Language Curriculum**

| Lesson Planning Components | | |
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| Language Functions | Related Structures/Patterns | Vocabulary Expansion |
| Identify memorable aspects of their own childhood. | Past tense Example: I went... | Tier 1 Vocabulary related to childhood experiences, activities and celebrations Example: Rights of Children Tier 2 Idiomatic expressions and language specific vocabulary Tier 3 Domain- specific vocabulary for interpretive tasks |
| Identify what one used to do. | Imperfect - background Example: When I was young. | |
| Describe people, places and objects. | Imperfect – description Example: It was/they were | |
| Describe how long ago something happened. | Adverb of time Example: ago | |
| Explain what constitutes a good childhood. | Infinitive Example: It is necessary to + infinitive | |

Fairfield Public Schools
Level 30 - World Language Curriculum

| Unit 2 | |
|---------------------------|---|
| AP Theme | Contemporary Life |
| Topic | The Art of Food |
| Overview of Unit | Learners will reflect on the cultural components of what we eat, why we eat it and how we eat it in both the target culture and their own culture. They will also investigate the stereotypes that target cultures have regarding American eating habits. |
| Essential Question | How does who we are and where we are shape what we eat and how we eat it? |
| Unit Focus | <p>Learners will:</p> <ul style="list-style-type: none"> • identify foods that are typically “American.” • identify foods that are typically eaten in the target culture. • investigate why these foods are popular. • explore how geography and economic factors impact what we eat. • investigate the components of typical meals in the target culture. • make recommendations of what to eat when visiting regions in the target culture. • discuss habits and customs related to eating that are typically American. • investigate stereotypes of American eating habits by those of the target culture. • discuss habits and customs related to eating that are typical of the target culture. • investigate stereotypes of target culture eating habits by Americans. • compare and contrast dining etiquette in the target culture and in their own local culture. |

**Fairfield Public Schools
Level 30 - World Language Curriculum**

| ACTFL World Readiness Standards For Learning Languages Emphasized in the Unit | | | |
|--|---|---|---|
| <p>Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> | <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 participate in a conversation about mealtime habits and customs.</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%;"> <tr> <td style="width: 50%;"> <p>Listening Example: Learners will watch an authentic clip about food preparation and will demonstrate comprehension.</p> </td> <td style="width: 50%;"> <p>Reading Example: Learners will read an article about meal time etiquette and demonstrate comprehension.</p> </td> </tr> </table> | <p>Listening Example: Learners will watch an authentic clip about food preparation and will demonstrate comprehension.</p> | <p>Reading Example: Learners will read an article about meal time etiquette and demonstrate comprehension.</p> |
| | <p>Listening Example: Learners will watch an authentic clip about food preparation and will demonstrate comprehension.</p> | <p>Reading Example: Learners will read an article about meal time etiquette and demonstrate comprehension.</p> | |
| | <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 presentation on why foods are typical to certain regions based on geographic and economic influences.</p> | | | |
| <p>Cultures Interact with cultural competence and understanding</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 identify a popular dish in the target culture, explore when it is served, and will demonstrate an understanding of why it is eaten.</p> | | |

Fairfield Public Schools
Level 30 - World Language Curriculum

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| <p style="text-align: center;">Connections</p> <p>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> Understand how geography impacts what we eat</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 differences in etiquette.</p> |
| <p style="text-align: center;">Comparisons</p> <p>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 food.</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 and contrast typical ingredients used to prepare food.</p> |
| <p style="text-align: center;">Communities</p> <p>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 inform others about what to order when visiting 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 understanding of how food impacts culture.</p> |

**Fairfield Public Schools
Level 30 - World Language Curriculum**

| Lesson Planning Components | | |
|-----------------------------------|--|--|
| Language Functions | Related Structures/Patterns | Vocabulary Expansion |
| Explain what an item costs | Prepositions Example: In exchange for | Tier 1 Vocabulary related to preparation of meals and related customs. Example: specific ingredients Tier 2 Idiomatic expressions and language specific vocabulary Tier 3 Domain- specific vocabulary for interpretive tasks |
| Identify typical foods. | Impersonal pronoun (one) One can buy... | |
| Give commands. | Imperatives – formal Example: Eat artichokes | |
| Express emotion. | Exclamatory Expressions How (adjective)! | |

Fairfield Public Schools
Level 30 - World Language Curriculum

| Unit 3 | |
|---------------------------|--|
| AP Theme | Family and Community |
| Topic | Home Sweet Home |
| Overview of Unit | Learners will become familiar with types of dwellings that exist and investigate the geographical, economical, sociological, and/or cultural perspectives that affect the concept of home in the target culture and their own. They will also explore the concept of chores in the target culture and compare it to their own culture. |
| Essential Question | How do living conditions affect one's lifestyle and quality of life? |
| Unit Focus | <p>Learners will:</p> <ul style="list-style-type: none"> • identify types of housing and materials used to build houses. • analyze how climate and geography affect the types of dwellings available. • explore how housing reflects economic status. • investigate the cost of homes and compare to prices in Connecticut and other areas of the U.S. • compare how layout and design of housing differ in the target culture and their own. • examine how chores are allocated in the target culture and their own and explain why. • investigate how family structure affects the way a house is utilized. • analyze how housing and lifestyle are related. |

**Fairfield Public Schools
Level 30 - World Language Curriculum**

| ACTFL World Readiness Standards For Learning Languages Emphasized in the Unit | | | |
|--|--|--|--|
| <p>Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> | <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 the allocation of household chores and responsibilities.</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%;"> <tr> <td style="width: 50%;"> <p>Listening Example: Learners will watch a video/listen to an audio clip of houses and demonstrate comprehension.</p> </td> <td style="width: 50%;"> <p>Reading Example: Learners will read real estate ads to determine price and location of houses and demonstrate comprehension.</p> </td> </tr> </table> | <p>Listening Example: Learners will watch a video/listen to an audio clip of houses and demonstrate comprehension.</p> | <p>Reading Example: Learners will read real estate ads to determine price and location of houses and demonstrate comprehension.</p> |
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| | <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 model house and explain how it reflects the geographical and cultural elements of the target culture.</p> | | | |
| <p>Cultures Interact with cultural competence and understanding</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 identify a room of a house, explore when and how it is used, and will demonstrate an understanding of how this custom reflects the attitudes of the culture.</p> | | |

Fairfield Public Schools
Level 30 - World Language Curriculum

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| <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> Climate and terrain of geographical areas <u>Sociology</u> The role of the family</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 develop an understanding of the connection between family structure and housing.</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 the home.</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 be able to explain the differences in housing and why these differences exist.</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 share how housing reflects culture and geography.</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 a deeper understanding of accommodations for traveling to the target culture.</p> |

**Fairfield Public Schools
Level 30 - World Language Curriculum**

| Lesson Planning Components | | |
|---|---|--|
| Language Functions | Related Structures/Patterns | Vocabulary Expansion |
| Tell someone what chores to do. | Imperative – Informal Example: Clean your room. | Tier 1 Vocabulary related to housing and chores Example: materials used to build houses Tier 2 Idiomatic expressions and language specific vocabulary Tier 3 Domain- specific vocabulary for interpretive tasks |
| Describe where things are located. | Prepositions of place Example: on top of | |
| Compare housing. | Superlatives Example: The most... | |
| Tell the price. | Preposition - exchange 50 euros for a lamp | |
| Tell what materials are used to construct houses. | Participle as adjective Made of... | |

Fairfield Public Schools
Level 30 - World Language Curriculum

| Unit 4 | |
|---------------------------|---|
| AP Theme | Contemporary Life |
| Topic | Oh The Places You'll Go! |
| Overview of Unit | Learners will identify common vacation destinations and examine what makes certain areas desirable. They will also investigate the cultural implications related to travel and compare values associated with travel. |
| Essential Question | Why do people travel? |
| Unit Focus | <p>Learners will:</p> <ul style="list-style-type: none"> • identify common vacation destinations for people in the U.S. • explain why these places are popular. • explore popular vacation destinations for inhabitants of the target culture. • explain why they are popular. • examine how geography influences our vacation destinations. • investigate the value placed on vacation, how it is spent and with whom in both the target culture and their own. • explain how cultural perspectives affect customs related to vacation in the target culture and their own. |

**Fairfield Public Schools
Level 30 - World Language Curriculum**

| ACTFL World Readiness Standards For Learning Languages Emphasized in the Unit | | | |
|---|--|--|---|
| <p>Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> | <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 decide where they would like to spend their next vacation.</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%;"> <tr> <td style="width: 50%;"> <p>Listening Example: Learners will watch/listen to an audio piece about a travel destination and demonstrate comprehension by listing the key attractions.</p> </td> <td style="width: 50%;"> <p>Reading Example: Learners will read a series of websites/brochures and match the destination with a number of travelers to demonstrate comprehension.</p> </td> </tr> </table> | <p>Listening Example: Learners will watch/listen to an audio piece about a travel destination and demonstrate comprehension by listing the key attractions.</p> | <p>Reading Example: Learners will read a series of websites/brochures and match the destination with a number of travelers to demonstrate comprehension.</p> |
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| | <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 presentation about a vacation destination in a target culture.</p> | | | |
| <p>Cultures Interact with cultural competence and understanding</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 travel website, explore how it encourages people to visit the destination, and demonstrate an understanding of why the destination is appealing to those in the target culture.</p> | | |

Fairfield Public Schools
Level 30 - World Language Curriculum

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| 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 | 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> |
| | Examples of connections to other disciplines: <u>Geography</u> Identify places on a map and determine climate <u>Social Studies</u> Places of historical interest |
| | 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> |
| | Example: Learners will evaluate how others view the importance of travel. |
| Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence | 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> |
| | Example: Learners will use language specific words and expressions commonly used when talking about travel. |
| | 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> |
| | Example: Learners will compare different perspectives related to travel within and among countries. |
| Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world | 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> |
| | Example: Learners will inform others about how and where to travel given certain parameters. |
| | 2) Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i> |
| | Example: Learners will reflect on the meaning of vacation and will expand their capacity to explore new places. |

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| Lesson Planning Components | | |
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| Language Functions | Related Structures/Patterns | Vocabulary Expansion |
| Identify what “one” can do. | Impersonal pronoun (one) One can travel... | Tier 1 Vocabulary related to travel. Example: travel destinations Tier 2 Idiomatic expressions and language specific vocabulary Tier 3 Domain- specific vocabulary for interpretive tasks |
| Explain why vacationing is important. | Preposition Because of | |
| Explain what one did on vacation. | Past tense – irregular forms I went...I did...I walked.... | |
| Sequence events. | Adverbs Example: then, finally | |
| Express mode of transportation. | Preposition of Ways and Means Example: By car | |