



**World Language Curriculum  
Level 40  
French, Mandarin, Spanish**

## Level 40 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 40** will:

- participate in conversations on familiar topics and talk about events and experiences in a variety of time frames.
- handle social interactions in everyday situations and sometimes when there is an unexpected complication.
- show emerging proof of understanding and being understood by native speakers unaccustomed to interacting with language learners.
- comprehend main ideas and some details when reading text and listening to authentic media sources on concrete and abstract topics including unfamiliar vocabulary and grammar structures.
- produce paragraphs that are organized in the present, past and future time frames and include nuances of the language, for example the subjunctive.

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 40 World Language: Overview**

**Course Essential Questions**

How does an artist's identity and background influence his/her work?

How do we build and maintain relationships?

How can a balanced lifestyle be achieved and maintained?

What does it really mean to go green?

## Course Themes and Recommended Context

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

### 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 40 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
<b>Unit 1</b>	Everyone Loves Stories (Beauty and Aesthetics)	<p>Tell the stories that are depicted in various forms of art.</p> <p>Discuss the influences that drive an artist.</p> <p>Express hopes and desires.</p> <p>Compare and contrast cultural influences evidenced in various forms of art.</p>	<p><b>Review of past tenses</b></p> <p><b>Passive voice</b> The artist was influenced by...</p> <p><b>Present Subjunctive – Noun clauses</b> Example: The artist hopes that the people...</p> <p><b>Present Subjunctive – Noun clauses</b> It is important that...</p>	<p><b>Tier 1</b> Vocabulary related to arts and artistic expression. Example: different genres</p> <p><b>Tier 2</b> Idiomatic expressions and language specific vocabulary</p> <p><b>Tier 3</b> Domain- specific vocabulary for interpretive tasks</p>
<b>Unit 2</b>	Building and Maintaining Relationships (Family and Community)	<p>Make recommendations and give advice.</p> <p>Explain why it is necessary to build and maintain relationships.</p> <p>Describe relationships.</p>	<p><b>Present Subjunctive – Noun clauses</b> Example: I suggest that...</p> <p><b>Present Subjunctive – Noun clauses</b> Example: It is necessary that...</p> <p><b>Present Subjunctive vs. Present indicative</b> Example: It is true that...</p>	<p><b>Tier 1</b> Vocabulary related to building and maintaining relationships individually and globally Example: community programs</p> <p><b>Tier 2</b> Idiomatic expressions and language specific vocabulary</p> <p><b>Tier 3</b> Domain- specific vocabulary for interpretive tasks</p>

<b>Unit 3</b>	Appreciating Life: Carpe Diem! (Contemporary Life)	Express opinions and beliefs about a balanced life style.  Explain how to create a balanced life style.	<b>Present subjunctive/indicative – noun clauses</b> Example: I doubt that....I do not doubt that....  <b>Future</b> I will eat	<b>Tier 1</b> Vocabulary related to a balanced life style Example: balanced diet <b>Tier 2</b> Idiomatic expressions and language specific vocabulary <b>Tier 3</b> Domain- specific vocabulary for interpretive tasks
<b>Unit 4</b>	Let's Keep Our Planet Clean (Science and Technology)	Explain how we need to work together.  Describe how to achieve the ideal environment.  Describe elements that will improve the environment.	<b>Reciprocal pronouns</b> Example: They have to help each other  <b>Conditional</b> Example: They would  <b>Subjunctive – adjective clauses</b> We need a plan that...	<b>Tier 1</b> Vocabulary related to environmental issues Example: behaviors impacting the environment <b>Tier 2</b> Idiomatic expressions and language specific vocabulary <b>Tier 3</b> Domain- specific vocabulary for interpretive tasks



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<b>Unit 1</b>	
<b>AP Theme</b>	Beauty and Aesthetics
<b>Topic</b>	Everyone Loves Stories
<b>Overview of Unit</b>	Learners will explore how the arts are used to tell stories and how they reflect time and place.
<b>Essential Question</b>	How does an artist’s identity and background influence his/her work?
<b>Unit Focus</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• explain how stories are told (orally, written, painted, photographed, etc.)</li> <li>• identify cultural values presented in a variety of art.</li> <li>• derive meaning from a nonfiction text.</li> <li>• summarize central ideas and analyze key elements expressed in a given art medium.</li> <li>• compare and contrast cultural influences evidenced in different forms of art.</li> <li>• explore how one expresses his/her identity in a variety of art forms.</li> <li>• examine how stories are constructed in different genres.</li> <li>• investigate the internal and external forces that drive an artist.</li> <li>• investigate the work of one artist.</li> <li>• explain what art forms say about culture.</li> </ul>

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<b>ACTFL World Readiness Standards For Learning Languages Emphasized in the Unit</b>			
<b>Communication</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<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>		
	<b>Unrehearsed Speaking</b> Example: Learners will discuss what makes a great story with a peer.		
	<b>2) Interpretive Communication</b> <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <b>Listening</b>                Example: Learners will listen to an artist explaining a work and show comprehension.             </td> <td style="width: 50%;"> <b>Reading</b>                Example: Learners will read a legend from the target culture and summarize the central ideas to demonstrate comprehension.             </td> </tr> </table>	<b>Listening</b> Example: Learners will listen to an artist explaining a work and show comprehension.	<b>Reading</b> Example: Learners will read a legend from the target culture and summarize the central ideas to demonstrate comprehension.
	<b>Listening</b> Example: Learners will listen to an artist explaining a work and show comprehension.	<b>Reading</b> Example: Learners will read a legend from the target culture and summarize the central ideas to demonstrate comprehension.	
	<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>		
<b>Rehearsed Writing and Speaking</b> Example: Learners will prepare a presentation on an artist and his/her work.			
<b>Cultures</b> Interact with cultural competence and understanding	<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>		
	<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>		
	<b>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.</b> Example: Learners will identify a painting, explore the internal and external forces found in the painting, and will demonstrate an understanding of how the painting reflects the importance of self and social expression.		

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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 curriculums:</b>  <u>Art, Music and English</u>            Analysis of works of art (music, painting and sculpture, literature)</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 investigate genres and styles of communication.</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 utilize language specific words and expressions commonly used when talking about artistic expression.</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 investigate, explain and reflect on cultural norms and values reflected in different genres.</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 make interdisciplinary connections related to artist expression.</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 develop an appreciation of the arts and how they are used as a means of self-expression.</p>

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<b>Lesson Planning Components</b>		
<b>Language Functions</b>	<b>Related Structures/Patterns</b>	<b>Vocabulary Expansion</b>
Tell the stories that are depicted in various forms of art.	<b>Review of past tenses</b>	<b>Tier 1</b> Vocabulary related to arts and artistic expression. Example: different genres <b>Tier 2</b> Idiomatic expressions and language specific vocabulary <b>Tier 3</b> Domain- specific vocabulary for interpretive tasks
Discuss the influences that drive an artist.	<b>Passive voice</b> The artist was influenced by...	
Express hopes and desires.	<b>Present Subjunctive – Noun clauses</b> Example: The artist hopes that the people...	
Compare and contrast cultural influences evidenced in various forms of art.	<b>Present Subjunctive – Noun clauses</b> It is important that...	

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<b>Unit 2</b>	
<b>AP Theme</b>	Family and Community
<b>Topic</b>	Building and Maintaining Relationships
<b>Overview of Unit</b>	Students will investigate how relationships are built and maintained among people, groups and nations.
<b>Essential Question</b>	How do we build and maintain relationships?
<b>Unit Focus</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• identify what constitutes a good relationship between people.</li> <li>• describe relationships in their life, in the community, and in the world.</li> <li>• explain why it is important to build and maintain positive relationships.</li> <li>• give advice on how to build and maintain relationships.</li> <li>• research existing programs in the community that support positive relationships.</li> <li>• explore how customs related to relationships differ among countries of the target culture and the U.S.</li> <li>• explore the concept of sister cities.</li> <li>• identify exiting sister city projects between cities in the target culture and cities in the U.S.</li> <li>• investigate sister city projects.</li> <li>• investigate what affects relationships between countries.</li> <li>• examine programs or policies that promote positive relationships between nations.</li> </ul>

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<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> Example: Learners will each ask for advice on how to resolve an issue.</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%; vertical-align: top;"> <p><b>Listening</b> Example: Learners will watch/listen to a segment concerning positive and negative peer relationships and show comprehension by identifying strategies for dealing with difficult situations.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Reading</b> Example: Learners will read articles or tips on conflict resolution and show comprehension by identify key strategies for resolving conflict.</p> </td> </tr> </table>	<p><b>Listening</b> Example: Learners will watch/listen to a segment concerning positive and negative peer relationships and show comprehension by identifying strategies for dealing with difficult situations.</p>	<p><b>Reading</b> Example: Learners will read articles or tips on conflict resolution and show comprehension by identify key strategies for resolving conflict.</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> Example: Learners will identify a community or global connection. They will explain the relationship involved and make suggestions for ways to expand or strengthen the connections.</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>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 cultural practices and perspectives of the culture and the cultural products and perspectives of the culture.</b> Example: Learners will identify an institution that promotes positive relationships, explore the activities that they sponsor, and will demonstrate an understanding of the social implications.</p>		

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<p style="text-align: center;"><b>Connections</b></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><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 and history</u>            Locating sister cities            Investigating relationships between the U.S. and target cultures</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 understand the importance of friendship and positive relationships and compare and contrast perspectives in the target culture and in the U.S.</p>
<p style="text-align: center;"><b>Comparisons</b></p> <p>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 utilize language specific words and expressions commonly used when talking about relationships.</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 investigate culturally appropriate customs that foster personal relationships.</p>
<p style="text-align: center;"><b>Communities</b></p> <p>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 research programs that exist in the community to foster positive relationships.</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 personal relationships and how to maintain and strengthen relationships in their lives.</p>

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<b>Lesson Planning Components</b>		
<b>Language Functions</b>	<b>Related Structures/Patterns</b>	<b>Vocabulary Expansion</b>
Make recommendations and give advice.	<b>Present Subjunctive – Noun clauses</b> Example: I suggest that...	<b>Tier 1</b> Vocabulary related to building and maintaining relationships individually and globally Example: community programs <b>Tier 2</b> Idiomatic expressions and language specific vocabulary <b>Tier 3</b> Domain- specific vocabulary for interpretive tasks
Explain why it is necessary to build and maintain relationships.	<b>Present Subjunctive – Noun clauses</b> Example: It is necessary that...	
Describe relationships.	<b>Present Subjunctive vs. Present indicative</b> Example: It is true that...	



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<b>Unit 3</b>	
<b>AP Theme</b>	Contemporary Life
<b>Topic</b>	Appreciating Life: Carpe Diem!
<b>Overview of Unit</b>	Learners will explore the concept of a balanced lifestyle, investigate how cultural practices and perspectives impact maintaining a balanced lifestyle, and make recommendations on how to achieve balance.
<b>Essential Question</b>	How can a balanced lifestyle be achieved and maintained?
<b>Unit Focus</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• define what “balanced life style” means to them.</li> <li>• discuss the elements that are considered necessary components of a balanced lifestyle in our culture.</li> <li>• investigate the concept of “balanced life style” in the target culture.</li> <li>• compare the obstacles in achieving a balanced life style in the target culture and their own culture.</li> <li>• analyze how cultural practices and perspectives impact maintaining a balanced lifestyle.</li> <li>• investigate how teens in the target culture spend their time and determine whether it represents a balanced life style.</li> <li>• compare how teenagers in the target culture and our own culture spend their time.</li> <li>• make recommendations for ways to create and/or maintain a balanced lifestyle.</li> </ul>

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<b>ACTFL World Readiness Standards For Learning Languages Emphasized in the Unit</b>			
<p style="text-align: center;"><b>Communication</b></p> <p>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>            Example: After reviewing the plans for a well-balanced lifestyle, learners will discuss which plan is most suitable and explain why.</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%; vertical-align: top;"> <p><b>Listening</b>                Example: Learners will watch commercials for products or events that promise to make life easier or less stressful and will demonstrate comprehension.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Reading</b>                Example: Learners will interpret a graph or chart related to the components of a balanced life style.</p> </td> </tr> </table>	<p><b>Listening</b>                Example: Learners will watch commercials for products or events that promise to make life easier or less stressful and will demonstrate comprehension.</p>	<p><b>Reading</b>                Example: Learners will interpret a graph or chart related to the components of a balanced life style.</p>
	<p><b>Listening</b>                Example: Learners will watch commercials for products or events that promise to make life easier or less stressful and will demonstrate comprehension.</p>	<p><b>Reading</b>                Example: Learners will interpret a graph or chart related to the components of a balanced life style.</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>            Example: Learners will create a plan to maintain a balanced lifestyle.</p>			
<p style="text-align: center;"><b>Cultures</b></p> <p>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>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 cultural practices and perspectives of the culture and the cultural products and perspectives of the culture.</b>            Example: Learners will identify the role of a café in the target culture, explore the concept of spending time with friends, and demonstrate an understanding of the importance given to relaxation.</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>Connections to other disciplines:</b>  <u>Health and Wellness</u>            a balanced lifestyle</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 acquire information regarding the importance of "down 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 utilize language specific words and expressions commonly used when talking about a balanced lifestyle.</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 reflect on the importance given to "down time" in the target culture and their own.</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 make recommendations on how to maintain a balanced life style.</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 examine personal lifestyle and understand the importance of maintaining a balanced lifestyle.</p>

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<b>Lesson Planning Components</b>		
<b>Language Functions</b>	<b>Related Structures/Patterns</b>	<b>Vocabulary Expansion</b>
Express opinions and beliefs about a balanced life style.	<b>Present subjunctive/indicative – noun clauses</b> Example: I doubt that...I do not doubt that....	<b>Tier 1</b> Vocabulary related to a balanced life style Example: balanced diet <b>Tier 2</b> Idiomatic expressions and language specific vocabulary
Explain how to create a balanced life style.	<b>Future</b> I will eat	<b>Tier 3</b> Domain- specific vocabulary for interpretive tasks

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<b>Unit 4</b>	
<b>AP Theme</b>	Science and Technology
<b>Topic</b>	Let´s Keep Our Planet Green
<b>Overview of Unit</b>	Learners will explore environmental issues facing the planet, explore practices in place to maintain a green environment, and propose solutions to environmental issues.
<b>Essential Question</b>	What does it really mean to go green?
<b>Unit Focus</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• identify local initiatives to maintain a green environment.</li> <li>• describe what elements would constitute an ideal environment.</li> <li>• explain the impact of behavior on the environment.</li> <li>• identify the practices that mitigate efforts to maintain a green environment.</li> <li>• explore practices established locally, nationally and globally to maintain a green environment.</li> <li>• compare and contrast the problems facing different communities.</li> <li>• evaluate graphs and other visuals related to environmental issues.</li> <li>• research an environmental issue and propose possible solutions.</li> </ul>

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<b>ACTFL World Readiness Standards For Learning Languages Emphasized in the Unit</b>			
<p style="text-align: center;"><b>Communication</b></p> <p>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>            Example: Learners will discuss an environmental issue and propose solutions.</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>                Example: Learners will listen/watch an authentic clip related to environmental issues and identify the issue and a few supporting details.</p> </td> <td style="width: 50%;"> <p><b>Reading</b>                Example: Learners will read about how different communities are addressing the issue of pollution and identify problems and possible solutions.</p> </td> </tr> </table>	<p><b>Listening</b>                Example: Learners will listen/watch an authentic clip related to environmental issues and identify the issue and a few supporting details.</p>	<p><b>Reading</b>                Example: Learners will read about how different communities are addressing the issue of pollution and identify problems and possible solutions.</p>
	<p><b>Listening</b>                Example: Learners will listen/watch an authentic clip related to environmental issues and identify the issue and a few supporting details.</p>	<p><b>Reading</b>                Example: Learners will read about how different communities are addressing the issue of pollution and identify problems and possible solutions.</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>            Example: Learners will identify, explain and propose solutions to an environmental issue that is prevalent in the target culture.</p>			
<p style="text-align: center;"><b>Cultures</b></p> <p>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>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 cultural practices and perspectives of the culture and the cultural products and perspectives of the culture.</b>            Example: Learners will identify plans created for recycling, explore how the plans are executed, and will demonstrate an understanding of how those in the target culture respond to the recycling and preserving the environment.</p>		

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<p style="text-align: center;"><b>Connections</b></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><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>Environmental Science</u>  pollution</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 the attitudes of those in the target culture toward environmental issues and how different communities address environmental issues.</p>
<p style="text-align: center;"><b>Comparisons</b></p> <p>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 utilize language specific words and expressions commonly used when talking about the environment.</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 how governmental agencies address the issue of pollution.</p>
<p style="text-align: center;"><b>Communities</b></p> <p>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 plan a campaign to address environmental issues and consider solutions.</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 consider how they can contribute to the improvement of the environment.</p>

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<b>Lesson Planning Components</b>		
<b>Language Functions</b>	<b>Related Structures/Patterns</b>	<b>Vocabulary Expansion</b>
Explain how we need to work together.	<b>Reciprocal pronouns</b> Example: They have to help each other	<b>Tier 1</b> Vocabulary related to environmental issues. Example: behaviors impacting the environment <b>Tier 2</b> Idiomatic expressions and language specific vocabulary <b>Tier 3</b> Domain- specific vocabulary for interpretive tasks
Describe how to achieve the ideal environment.	<b>Conditional</b> Example: They would	
Describe elements that will improve the environment.	<b>Subjunctive – adjective clauses</b> We need a plan that...	