



**World Language Curriculum  
Level 50  
French and Spanish**

## Level 50 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 50 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 50 World Language: Overview

### Course Essential Questions

How do our cultural products, practices and perspectives influence contemporary life?

How does immigration create and change communities?

What are the origins of conflict and why do they exist?

What are some possible resolutions to these conflicts?

How and why are people treated differently based on gender, ethnicity, religion, and/or economic status?

## 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 50 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.

Unit Title	Unit Topic (AP Course Theme)	Language Function	Related Structures	Vocabulary
<b>Unit 1</b>	<b>The Challenges Young Adults Face in the 21<sup>st</sup> Century</b> (Contemporary Life)	<p>Identify cultural products, discuss the practices and analyze the perspectives.</p> <p>Identify challenges that young adults face and explain how they meet these challenges.</p> <p>Explain initiatives to support schooling for young people around the world.</p> <p>Compare and contrast products, practices and perspectives nationally and globally.</p> <p>Identify and categorize economic, social and political reasons influencing educational opportunities for young adults.</p>	<p><b>Subjunctive/indicative – noun clauses</b> <b>Present/past</b> Example: It is/was good that...</p> <p><b>Subjunctive/indicative – noun clauses</b> <b>Present/past</b> Example: Young adults believe/believed that</p> <p><b>Subjunctive/indicative – noun clauses</b> <b>Present/past</b> Example: The government wants/wanted...</p> <p><b>Phrases</b> Example: because of...</p> <p><b>Relative pronoun</b> Example: that or which</p>	<p><b>Tier 1</b> Vocabulary related to educational resources and practices. Example: terms used in the application process.</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>

<p><b>Unit 2</b></p>	<p>Immigration/Emigration (Global Challenges)</p>	<p>Identify events that caused people to relocate and discuss the related emotional, economic and social aspects.</p> <p>Examine emotional, social, political and economic challenges created by immigration.</p> <p>Explore and categorize current issues created by immigration locally, nationally and globally.</p> <p>Provide possible solutions for supporting immigration globally.</p>	<p><b>Past Tenses - Pluperfect</b> Example: They relocated because that had been subjected... They were sad that...</p> <p><b>Subjunctive/indicative – adjective clauses</b> <b>Present/past</b> Example: They seek/sought a country that...</p> <p><b>Prepositional phrases</b> Example: For them...</p> <p><b>Subjunctive/indicative – adverbial clauses</b> <b>Present/past</b> Example: So that ...</p>	<p><b>Tier 1</b> Vocabulary related to immigration. Example: basic human rights</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>
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<p><b>Unit 3</b></p>	<p>Conflict or Resolution (Global Challenges)</p>	<p>Discuss perspectives on personal conflict and resolution.</p> <p>Examine the human response to conflict and resolution.</p> <p>Investigate how societies have been impacted by these conflicts.</p> <p>Explore how authors have used literature as a tool to share their perspectives.</p>	<p><b>Subjunctive/indicative – adverbial clauses</b> <b>Present/past</b> Example: When...where...as soon as...</p> <p><b>If clauses – present/future</b> Example: If they have different personalities, they need to work together.</p> <p><b>Comparison</b> Example: For (women)</p> <p><b>Relative pronoun</b> Example: whom</p>	<p><b>Tier 1</b> Vocabulary related to conflict and resolution. Example: causes of conflict</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>
<p><b>Unit 4</b></p>	<p>Equality (Personal and Public Identity)</p>	<p>Discuss the roles that gender, ethnicity, religion and economic status play in our society.</p> <p>Give possible solutions to improve the equity.</p> <p>Investigate how communities are addressing gender, ethnic, religious and economic bias.</p>	<p><b>Definite article (generalization)</b> Example: Men...</p> <p><b>If clauses Hypothetical</b> Example: If they were to argue</p> <p><b>Subjunctive/indicative – adverbial clauses</b> <b>Present/past</b> Example: although</p>	<p><b>Tier 1</b> Vocabulary related to equality. Example: gender bias</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 1</b>	
<b>AP Theme</b>	<b>Contemporary Life</b>
<b>Topic</b>	<b>The Challenges Young Adults Face in the 21<sup>st</sup> Century</b>
<b>Overview of Unit</b>	Learners will investigate the products, practices and perspectives that affect their lives and those of their peers around the world specifically focusing on education and educational opportunities. Through this lens students will examine the social, political and/or economic implications and the social values, attitudes and expectations related to education in different cultures. Learners will explore initiatives that support education for all.
<b>Essential Question</b>	How do our cultural products, practices and perspectives influence contemporary life?
<b>Unit Focus</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• identify cultural products that influence their lives.</li> <li>• discuss the practices related to these products.</li> <li>• analyze the cultural perspectives associated with the products and practices.</li> <li>• compare and contrast products, practices and perspectives nationally and globally.</li> <li>• identify the challenges that young adults confront.</li> <li>• explore how young adults meet these challenges.</li> <li>• describe the current status of education of young people around the world.</li> <li>• identify and categorize economic, social and/or political reasons influencing educational opportunities for young adults.</li> <li>• investigate social values, attitudes and expectations related to education.</li> <li>• explore initiatives to support education for young people around the world.</li> </ul>

<b>ACTFL World Readiness Standards For Learning Languages Emphasized in the Unit</b>			
<p><b>Communication</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p><b>1) Interpersonal Communication</b> <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p>		
	<p><b>Unrehearsed Speaking</b> Example: Learners will become young adults in the target culture and educational opportunities and the requirements for post-secondary education in their culture.</p>		
	<p><b>2) Interpretive Communication</b> <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>		
	<table border="1"> <tr> <td> <p><b>Listening</b> Example: Learners will read an authentic text about the educational challenges that young people face in various countries. They will demonstrate comprehension by identifying main ideas, giving supporting details, and making inferences.</p> </td> <td> <p><b>Reading</b> Example: Learners will watch/listen to an audio about educational resources in various countries and demonstrate comprehension by identifying main ideas and supporting details.</p> </td> </tr> </table>	<p><b>Listening</b> Example: Learners will read an authentic text about the educational challenges that young people face in various countries. They will demonstrate comprehension by identifying main ideas, giving supporting details, and making inferences.</p>	<p><b>Reading</b> Example: Learners will watch/listen to an audio about educational resources in various countries and demonstrate comprehension by identifying main ideas and supporting details.</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 solicit aid from a nonprofit agency to improve the quality of education in less affluent areas.</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 documents that are required to apply to post-secondary institutions, explore the process to be accepted to an institution, and will demonstrate an understanding of the process.</p>		

<p><b>Connections</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p>	<p><b>1) Making Connections</b> <i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p>
	<p><b>Examples of connections to other disciplines:</b> <u>Social Studies</u> The need to educate all young people</p>
	<p><b>2) Acquiring Information and Diverse Perspectives</b> <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p>
	<p>Example: Learners will explore educational practices around the world.</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 education.</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 similarities and differences in the process of preparing for post-secondary experiences.</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 inform others about the differences of educational systems and practices.</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 recognize and appreciate the educational opportunities that are available.</p>

<b>Lesson Planning Components</b>		
<b>Language Functions</b>	<b>Related Structures/Patterns</b>	<b>Vocabulary Expansion</b>
Identify cultural products, discuss the practices and analyze the perspectives.	<b>Subjunctive/indicative – noun clauses</b> <b>Present/past</b> Example: It is/was good that....	<b>Tier 1</b> Vocabulary related to educational resources and practices. Example: terms used in the application process. <b>Tier 2</b> Idiomatic expressions and language specific vocabulary <b>Tier 3</b> Domain- specific vocabulary for interpretive tasks
Identify challenges that young adults face and explain how they meet these challenges.	<b>Subjunctive/indicative – noun clauses</b> <b>Present/past</b> Example: Young adults believe/believed that	
Explain initiatives to support schooling for young people around the world.	<b>Subjunctive/indicative – noun clauses</b> <b>Present/past</b> Example: The government wants/wanted...	
Compare and contrast products, practices and perspectives nationally and globally.	<b>Phrases</b> Example: because of...	
Identify and categorize economic, social and political reasons influencing educational opportunities for young adults.	<b>Relative pronoun</b> Example: that or which	

<b>Unit 2</b>	
<b>AP Theme</b>	<b>Global Challenges</b>
<b>Topic</b>	<b>Immigration/Emigration</b>
<b>Overview of Unit</b>	Learners will explore the impact that immigration has on communities and the role that immigration plays in the shaping of communities. Learners will also gain an understanding of the reasons why people choose or are forced to relocate and venture to a new homeland and the challenges that they face along the way. Learners will complete the unit by examining current issues related to immigration.
<b>Essential Question</b>	How does immigration create and change communities?
<b>Unit Focus</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• identify events in their community that have caused people to relocate.</li> <li>• discuss the emotional, economic and social aspects related to relocation.</li> <li>• investigate causes that lead people to immigrate from their homeland.</li> <li>• examine emotional, social, political and economic challenges created by immigration.</li> <li>• determine what are basic human rights offered by the Declaration of Human Rights.</li> <li>• investigate legal documentation necessary for immigration/emigration.</li> <li>• explore and categorize current issues created by immigration locally, nationally and globally.</li> <li>• analyze the impact of immigration in shaping communities.</li> <li>• examine how immigration has created and challenged cultures.</li> <li>• provide possible solutions for supporting immigration globally.</li> </ul>

<b>ACTFL World Readiness Standards For Learning Languages Emphasized in the Unit</b>			
<p><b>Communication</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p><b>1) Interpersonal Communication</b> <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p>		
	<p><b>Unrehearsed Speaking</b> Example: Learners will assume the role of immigrants and share their experiences.</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"> <tr> <td> <p><b>Listening</b> Example: Learners will watch/listen to a person sharing his/her personal experiences as an immigrant and will demonstrate comprehension by identifying main ideas and supporting details.</p> </td> <td> <p><b>Reading</b> Example: Learners will read an authentic text about various challenges faced by immigrants. They will demonstrate comprehension by identifying main ideas, giving supporting details, and making inferences.</p> </td> </tr> </table>	<p><b>Listening</b> Example: Learners will watch/listen to a person sharing his/her personal experiences as an immigrant and will demonstrate comprehension by identifying main ideas and supporting details.</p>	<p><b>Reading</b> Example: Learners will read an authentic text about various challenges faced by immigrants. They will demonstrate comprehension by identifying main ideas, giving supporting details, and making inferences.</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 explore why people immigrate and the obstacles they face in various countries and prepare a presentation.</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 lyrics that have been created to reflect the experiences of immigrants, explore the sentiments that are expressed and will demonstrate an understanding of the author’s perspective.</p>		

<p><b>Connections</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p>	<p><b>1) Making Connections</b> <i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p>
	<p><b>Examples of connections to other disciplines:</b> <u>Social Studies</u> Causes and effects of immigration <u>The arts</u> How people use the arts as a means of expression</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 develop and understanding of what motivates immigrants to seek a better future and life.</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 immigration.</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 reasons to immigrate and challenges that immigrants face.</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 inform others about the trials and tribulations of immigration.</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 gain greater respect for people of diverse backgrounds and perspectives and a deeper understanding of how communities have been shaped by people of diverse backgrounds.</p>

<b>Lesson Planning Components</b>		
<b>Language Functions</b>	<b>Related Structures/Patterns</b>	<b>Vocabulary Expansion</b>
Identify events that caused people to relocate and discuss the related emotional, economic and social aspects.	<b>Past Tenses - Pluperfect</b> Example: They relocated because that had been subjected... They were sad that...	<b>Tier 1</b> Vocabulary related to immigration. Example: basic human rights <b>Tier 2</b> Idiomatic expressions and language specific vocabulary <b>Tier 3</b> Domain- specific vocabulary for interpretive tasks
Examine emotional, social, political and economic challenges created by immigration.	<b>Subjunctive/indicative – adjective clauses Present/past</b> Example: They seek/sought a country that...	
Explore and categorize current issues created by immigration locally, nationally and globally.	<b>Prepositional phrases</b> Example: For them...	
Provide possible solutions for supporting immigration globally	<b>Subjunctive/indicative – adverbial clauses Present/past</b> Example: So that ...	

	<b>Unit 3</b>
<b>Theme</b>	<b>Global Challenges</b>
<b>Topic</b>	<b>Conflict or Resolution</b>
<b>Overview of Unit</b>	Learners will investigate conflict on a personal level, within countries and among countries, the causes of the conflicts, and the impact these conflicts have had and do have on the people of the target cultures and their own culture. Learners will also explore steps that have been taken to resolve conflict and analyze their effectiveness and will hypothesize possible solutions to conflict.
<b>Essential Question</b>	What are the origins of conflict and why do they exist? What are some possible resolutions to these conflicts?
<b>Unit Focus</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• discuss what conflict means to them.</li> <li>• explore personal conflict and its causes.</li> <li>• hypothesize conflict resolution strategies.</li> <li>• investigate whether perspectives on personal conflict and resolution differ between the target culture and their own.</li> <li>• identify conflicts within countries and among countries.</li> <li>• categorize the causes of these conflicts.</li> <li>• investigate how societies have been impacted by these conflicts.</li> <li>• examine the human response to conflict and resolution.</li> <li>• explore what governments and governing agencies have done to resolve conflict.</li> <li>• analyze the effectiveness of responses to conflict.</li> <li>• explore how authors have used literature as a tool to share their perspectives.</li> </ul>

<b>ACTFL World Readiness Standards For Learning Languages Emphasized in the Unit</b>			
<p><b>Communication</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p><b>1) Interpersonal Communication</b> <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p>		
	<p><b>Unrehearsed Speaking</b> Example: Learners will take on roles of those impacted by a conflict and participate in a conversation sharing personal responses.</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"> <tr> <td> <p><b>Listening</b> Example: Learners will watch/listen to an individual expressing personal viewpoints concerning a conflict and demonstrate comprehension by identifying main ideas and supporting details.</p> </td> <td> <p><b>Reading</b> Example: Learners will read an authentic text related to a global conflict and will demonstrate comprehension by identifying main ideas, giving supporting details, and making inferences.</p> </td> </tr> </table>	<p><b>Listening</b> Example: Learners will watch/listen to an individual expressing personal viewpoints concerning a conflict and demonstrate comprehension by identifying main ideas and supporting details.</p>	<p><b>Reading</b> Example: Learners will read an authentic text related to a global conflict and will demonstrate comprehension by identifying main ideas, giving supporting details, and making inferences.</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 report about a conflict within or among countries in the target culture, discuss the response by government to resolve the conflict and discuss how societies have been impacted.</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 political institutions that exist, explore their effectiveness and will demonstrate an understanding of how they impact society.</p>		

<p><b>Connections</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p>	<p><b>1) Making Connections</b> <i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p>
	<p><b>Examples of connections to other disciplines:</b> <u>History</u> Causes and effects of conflict <u>Literature</u> Literature as a tool of expression</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 differing points of view regarding global conflict.</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 conflict and resolution.</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 causes of conflicts, how they affect societies and what steps have been taken to resolve conflicts.</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 share information on global conflicts.</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 literature as a means of self-expression.</p>

<b>Lesson Planning Components</b>		
<b>Language Functions</b>	<b>Related Structures/Patterns</b>	<b>Vocabulary Expansion</b>
Discuss perspectives on personal conflict and resolution.	<b>Subjunctive/indicative – adverbial clauses</b> <b>Present/past</b> Example: When...where...as soon as...	<b>Tier 1</b> Vocabulary related to conflict and resolution. Example: causes of conflict  <b>Tier 2</b> Idiomatic expressions and language specific vocabulary  <b>Tier 3</b> Domain- specific vocabulary for interpretive tasks
Examine the human response to conflict and resolution.	<b>If clauses – present/future</b> Example: If they have different personalities, they need to work together.	
Investigate how societies have been impacted by these conflicts.	<b>Comparison</b> Example: For (women)	
Explore how authors have used literature as a tool to share their perspectives.	<b>Relative pronoun</b> Example: whom	

	<b>Unit 4</b>
<b>Theme</b>	<b>Personal and Public Identity</b>
<b>Topic</b>	<b>Equality</b>
<b>Overview of Unit</b>	Students will explore how biases affect the way people are treated and the opportunities they are afforded. Based on their findings, they will investigate how communities are addressing these issues and will offer suggestions to provide a more equitable lifestyle for all.
<b>Essential Question</b>	How and why are people treated differently based on gender, ethnicity, religion and/or economic status?
<b>Unit Focus</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• discuss the roles that gender, ethnicity, religion and/or economic status play in our society.</li> <li>• explore how gender, ethnic, religious and/or economic bias affect how people are treated and the opportunities for advancement in the target culture.</li> <li>• evaluate how artists portray gender, ethnicity, religion and/or economic status in their work.</li> <li>• investigate how communities are addressing gender, ethnic, religious and/or economic bias.</li> <li>• offer suggestions to create a more equitable situation for all.</li> </ul>

<b>ACTFL World Readiness Standards For Learning Languages Emphasized in the Unit</b>			
<p><b>Communication</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p><b>1) Interpersonal Communication</b> <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p>		
	<p><b>Unrehearsed Speaking</b> Example: Learners will assume a role and participate in a conversation reacting to a scenario reflecting inequality.</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"> <tr> <td> <p><b>Listening</b> Example: Learners will watch/listen to a video clip related to traditional stereotypes and demonstrate comprehension by identifying main ideas and supporting details.</p> </td> <td> <p><b>Reading</b> Example: Learners will read an authentic text about changing roles in contemporary life and demonstrate comprehension by identifying main ideas, giving supporting details, and making inferences.</p> </td> </tr> </table>	<p><b>Listening</b> Example: Learners will watch/listen to a video clip related to traditional stereotypes and demonstrate comprehension by identifying main ideas and supporting details.</p>	<p><b>Reading</b> Example: Learners will read an authentic text about changing roles in contemporary life and demonstrate comprehension by identifying main ideas, giving supporting details, and making inferences.</p>
	<p><b>Listening</b> Example: Learners will watch/listen to a video clip related to traditional stereotypes and demonstrate comprehension by identifying main ideas and supporting details.</p>	<p><b>Reading</b> Example: Learners will read an authentic text about changing roles in contemporary life and demonstrate comprehension by identifying main ideas, giving supporting details, and making inferences.</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 develop a public service announcement promoting a campaign to promote equality in the family and community.</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 clothing specific to certain groups, explore how people dress and will demonstrate an understanding of how clothing can define an individual.</p>		

<p><b>Connections</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p>	<p><b>1) Making Connections</b> <i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p>
	<p><b>Examples of connections to other disciplines:</b> <u>Sociology</u> Biases that exists in the family and community <u>The arts</u> The portrayal of people in the arts (literature, painting, sculpture, music, photography)</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 examine how attitudes within family and community affect the roles we play in society.</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 equality.</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 how gender, ethnicity, religion and/or economic status affect different societies.</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 inform others about how roles that we assume differ around the world.</p>
	<p><b>2) Lifelong Learning</b> <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p>
	<p>Example: Learners will consider the value of creating equity in the family and the community.</p>

<b>Lesson Planning Components</b>		
<b>Language Functions</b>	<b>Related Structures/Patterns</b>	<b>Vocabulary Expansion</b>
Discuss the roles that gender, ethnicity, religion and /or economic status play in our society.	<b>Definite article (generalization)</b> Example: Men...	<b>Tier 1</b> Vocabulary related to equality. Example: gender bias <b>Tier 2</b> Idiomatic expressions and language specific vocabulary <b>Tier 3</b> Domain- specific vocabulary for interpretive tasks
Give possible solutions to improve the equity.	<b>If clauses Hypothetical</b> Example: If they were to argue	
Investigate how communities are addressing gender, ethnic, religious and/or economic bias.	<b>Subjunctive/indicative – adverbial clauses</b> <b>Present/past</b> Example: although	