



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

## Level 20 World Language: Description

The primary goal of the Fairfield Public Schools World Language Curriculum is to create global citizens and lifelong learners who have developed the ability “to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world”. (National Standards in Foreign Language Education Project, p.11)

Students in the Fairfield Public Schools are *immersed in a World Language program which emphasizes “knowing how (grammar), when (context), and why (purpose) to say what (vocabulary) to whom (audience)”*. (World Readiness 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 and State Standards and the AP Themes, our program introduces students to the target language and culture through authentic materials and real world application allowing learners to learn, practice and apply their developing skills in spontaneous interactions and in non-rehearsed contexts.

The learner in **level 20** will be able to

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

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

## World Language Standards for Learning Languages : Goal Areas and Standards

(from the American Council on the Teaching of Foreign Languages - ACTFL)

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

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

## Level 20 World Language: Overview

Central Understandings	Course Essential Questions
	<p>What makes city life unique?</p> <p>What do we really need?</p> <p>What does it mean to maintain a balanced life style?</p> <p>What makes a person a hero or heroine?</p>

## 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 20 World Language: Overview

### Assessments

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

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

### Teacher Resources

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

**Language Functions and Vocabulary**

<b>Unit</b>	<b>Unit Topic (AP Course Theme)</b>	<b>Language Function</b>	<b>Related Structures</b>	<b>Vocabulary</b>
1	Life in the City (Contemporary Life)	Identify places in a city. Describe the purpose of places in a city. Give directions. Describe location of places. Express preferences with reasons about cities. Compare cities.	<b>Use of there is/there are</b> Here is/are... There is/are....  <b>Preposition of purpose</b> In order to ...  <b>Imperative – familiar, positive</b> Go straight  <b>Prepositions of place</b> On the left  <b>Conjunction</b> because  <b>Comparisons of inequality</b> More __ than Less __ than	<b>Tier 1</b> Vocabulary related to cities. Example: Giving directions, <b>Tier 2</b> Idiomatic expressions and language specific vocabulary <b>Tier 3</b> Domain- specific vocabulary for interpretive tasks



2	Responsible Consumerism (Science and Technology)	<p>Define responsible consumerism.</p> <p>Name what we need and what we do not need.</p> <p>Explore past consumer patterns.</p> <p>Express opinion.</p> <p>Compare what people buy.</p> <p>Determine what we can do to practice responsible consumerism.</p> <p>Explain what we can do to promote responsible consumerism.</p>	<p><b>Use of infinitive as noun</b> Buying what you need.</p> <p><b>What /that which)</b> What/that which</p> <p><b>Conjunction</b> But</p> <p><b>Past tense</b> They bought</p> <p><b>Relative pronoun</b> I think that...</p> <p><b>Comparisons of equality</b> as much as</p> <p><b>Impersonal expressions with infinitives</b> It is necessary to...</p> <p><b>Can, able and infinitive</b> We can, we are able to</p>	<p><b>Tier 1</b> Vocabulary related to responsible consumerism. Example: habits of consumers</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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3	Health and Wellness (Contemporary Life)	<p>Compare elements of a balanced lifestyle.</p> <p>Analyze the impact of the media.</p> <p>Explain what one has to do to maintain a balanced lifestyle.</p> <p>Promote a balanced lifestyle.</p>	<p><b>Irregular comparatives</b> Better than</p> <p><b>Present perfect</b> The media has shown</p> <p><b>Expressions with the infinitive</b> I have to.</p> <p><b>Should, ought</b> You should ...</p>	<p><b>Tier 1</b> Vocabulary related to health and wellness Example: healthy foods</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>
4	Heroes and Heroines (Personal and Public Identities)	<p>Summarize events in a person’s life</p> <p>Discuss common characteristics of our heroes and heroines.</p> <p>Discuss why these people were considered heroes.</p> <p>Talk about how a hero influenced you.</p>	<p><b>Past tense</b> He/she was born He/she studied</p> <p><b>Imperfect of linking verb for description</b> He/she was; They believed; He/she taught me</p>	<p><b>Tier 1</b> Vocabulary related to health and wellness Example: healthy foods</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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<b>Unit 1</b>	
<b>AP Theme</b>	Contemporary Life
<b>Topic</b>	Life in the City
<b>Overview Unit # 1</b>	Learners will navigate their way through a target culture city to determine what makes the city special and discuss issues that cities face. They will also investigate the importance of preserving cities and actions taken to achieve this.
<b>Essential Question</b>	What makes city life unique?
<b>Unit Focus</b>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• identify businesses, services, parks, etc. within a city.</li> <li>• describe the purpose(s) of various businesses, etc.</li> <li>• locate businesses, services, parks, etc. on a city map.</li> <li>• ask for and give directions from one point to another within a city.</li> <li>• examine what makes a city special.</li> <li>• locate old buildings and determine their importance as a means to preserve the past.</li> <li>• investigate measures taken to preserve the past.</li> <li>• compare cities around the world to identify common and different elements.</li> <li>• investigate specific issues certain target cities face (e.g. pollution, preservation of historical sites, presence of ancient ruins).</li> <li>• suggest ways for cities to address issues facing them.</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>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 select a city that they like to visit and explain why (what makes the city special).	
	<b>Interpretive Communication</b>  <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>	
	<b>Listening</b>  Example: Learners will listen to and follow directions from one place to another on a target culture city map.	<b>Reading</b>  Example: Learners will read information on a website about a specific city in order to identify what makes the city special.
	<b>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 create a presentation highlighting a city to visit and explain what there is to do there any why it is a good place to visit.	
	<b>Cultures</b> React with cultural competence and understanding	<b>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>

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	<p style="text-align: center;"><b>Relating Cultural Products to Perspectives</b></p> <p style="text-align: center;"><i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i></p> <hr/> <p><b>Learners will be able to</b>  <b>demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures.</b>  <b>Demonstrate an understanding of the relationship between the cultural products and perspectives of the cultures.</b></p> <p>For example: Learners will identify an old building, explore the use and customs related to it, and will demonstrate an understanding of why it is important to preserve the past.</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 style="text-align: center;"><b>Making Connections</b></p> <p style="text-align: center;"><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></p> <p><u>Geography</u>: Location of cities and places in a city  <u>History</u>: Historic centers, city development</p>
	<p style="text-align: center;"><b>Acquiring Information and Diverse Perspectives</b></p> <p style="text-align: center;"><i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p> <p>Examples: Learners will evaluate various cities in the target culture.</p>
<p><b>Comparisons</b></p>	<p style="text-align: center;"><b>Language Comparisons</b></p>

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Develop insight into the nature of language and culture in order to interact with cultural competence	<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>
	Examples: Learners will use language-specific words commonly used when talking about cities.
	<b>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>
	Example: Learners will explain how historic districts are maintained.
<b>Communities</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<b>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>
	Example: Learners will plan a trip to a city in the target culture.
	<b>Lifelong Learning</b>
	<i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will develop an appreciation of other cities and how buildings are maintained and need to be preserved.

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

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<b>Unit 2</b>	
<b>AP Theme</b>	Science and Technology
<b>Topic</b>	Responsible Consumerism
<b>Overview Unit #2</b>	Learners will define the meaning of responsible consumerism in order to understand what is required to maintain a healthy environment. They will also investigate how the media influences our perspective and how our habits have impacted the environment. In addition, learners will consider ways in which to address the issues related to consumerism.
<b>Essential Question</b>	What do we really need?
<b>Unit Focus</b>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Define responsible consumerism.</li> <li>• List items that are needed to maintain a healthy lifestyle and healthy environment.</li> <li>• name products that we buy but that are not requirements for a well-balanced lifestyle.</li> <li>• describe how the media influences what we want and what we buy.</li> <li>• compare and contrast the use of media in target cultures and the US.</li> <li>• discuss how consumerism affects our environment.</li> <li>• explore how past habits have compromised our world.</li> <li>• compare ways that the US and target cultures address consumerism.</li> <li>• determine what we can do to practice responsible consumerism.</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>Interpersonal Communication</b></p> <p><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></p> <p>Example: In pairs, learners will explain what they can do to become responsible consumers.</p>	
	<p><b>Interpretive Communication</b></p> <p><i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>	
	<p><b>Listening</b></p> <p>Example: Learners will watch a video promoting responsible consumerism and list the solutions that are offered.</p>	<p><b>Reading</b></p> <p>Example: Learners will read a graph devoted to consumer habits and list major trends.</p>
	<p><b>Presentational Communication</b></p> <p><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></p> <p>Example: Learners will create a campaign to promote responsible consumerism.</p>	
	<p><b>Cultures</b> React with cultural competence and understanding</p>	<p><b>Relating Cultural Practices to Perspectives</b></p> <p><i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i></p>

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	<p><b>Relating Cultural Products to Perspectives</b></p> <p><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 be able to</b>  <b>demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures.</b>  <b>Demonstrate an understanding of the relationship between the cultural products and perspectives of the cultures.</b></p> <p>For example: Learners will identify water as a resource, explore the measures taken to preserve water, and will demonstrate an understanding of how cultures value water as a resource.</p>
<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>Making Connections</b></p> <p><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></p> <p><u>Environmental Science</u>: Preserving the environment.  <u>Media Studies</u>: The ways in which the media influences our spending habits.</p>
	<p><b>Acquiring Information and Diverse Perspectives</b></p> <p><i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p>
	<p>Examples: Learners will view websites promoting responsible consumerism.</p>
<b>Comparisons</b>	<p><b>Language Comparisons</b></p>

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Develop insight into the nature of language and culture in order to interact with cultural competence	<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>
	Examples: Language specific words commonly used when talking consumerism.
	<b>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>
	Examples: Learners will reflect on spending habits in target cultures and our own.
<b>Communities</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<b>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>
	Examples: Learners will plan a campaign to promote responsible consumerism.
	<b>Lifelong Learning</b>
	<i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Examples: Learners reflect on what it means to be a responsible consumer and why it is important.

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

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<b>Unit 3</b>	
<b>AP Theme</b>	Contemporary Life
<b>Topic</b>	Health and Wellness
<b>Overview Unit # 3</b>	Students will examine their own lifestyles and that of their peers in the target culture to determine what constitutes a balanced lifestyle.
<b>Essential Question</b>	What does it mean to maintain a balanced life style?
<b>Unit Focus</b>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• identify what elements are considered part of a balanced lifestyle in the US</li> <li>• explore health and wellness websites to determine what constitutes a balanced lifestyle in the target culture.</li> <li>• discuss how personal and cultural values influence the meaning of “a balanced lifestyle”.</li> <li>• Explore habits that lead to a healthy lifestyle in the target culture and in the U.S.</li> <li>• compare and contrast what the concept of a healthy diet in the US and in the target culture.</li> <li>• analyze the impact of the media on life style and diet.</li> <li>• compare the lifestyles of young adults in the target culture and in the US regarding a balanced lifestyle.</li> <li>• research what is being done to encourage a balanced lifestyle.</li> <li>• offer suggestions on how and why to maintain a healthy lifestyle.</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>Interpersonal Communication</b></p> <p><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></p> <p>Example: Learners will discuss healthy food options.</p>		
	<p><b>Interpretive Communication</b></p> <p><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="text-align: center; width: 50%;"> <p><b>Listening</b></p> <p>Example: Learners will watch a commercial devoted to improving our wellbeing and demonstrate comprehension.</p> </td> <td style="text-align: center; width: 50%;"> <p><b>Reading</b></p> <p>Example: Learners will visit a wellness website and demonstrate comprehension and demonstrate comprehension</p> </td> </tr> </table>	<p><b>Listening</b></p> <p>Example: Learners will watch a commercial devoted to improving our wellbeing and demonstrate comprehension.</p>	<p><b>Reading</b></p> <p>Example: Learners will visit a wellness website and demonstrate comprehension and demonstrate comprehension</p>
	<p><b>Listening</b></p> <p>Example: Learners will watch a commercial devoted to improving our wellbeing and demonstrate comprehension.</p>	<p><b>Reading</b></p> <p>Example: Learners will visit a wellness website and demonstrate comprehension and demonstrate comprehension</p>	
	<p><b>Presentational Communication</b></p> <p><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></p> <p>Example: Learners will persuade others to maintain a healthy lifestyle.</p>		
<p><b>Cultures</b>            React with cultural competence and understanding</p>	<p><b>Relating Cultural Practices to Perspectives</b></p> <p><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>Relating Cultural Products to Perspectives</b></p> <p><i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i></p>		

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	<p><b>Learners will be able to</b>  <b>demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures.</b>  <b>Demonstrate an understanding of the relationship between the cultural products and perspectives of the cultures.</b></p> <p>For example: Learners will look at a food pyrami , explore the concept of portion size, and will demonstrate an understanding of how cultures perceive quantity of food.</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>Making Connections</b></p> <p><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 cultures:</b></p> <p><u>Health</u>: Balanced lifestyle  <u>Family and consumer sciences</u>: Eating well to maintain a healthy lifestyle  <u>Media Studies</u>: The way in which the media influences our concept of balance</p>
	<p><b>Acquiring Information and Diverse Perspectives</b></p> <p><i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p>
	<p>Example: Learners will acquire information about healthy lifestyles.</p>
<p><b>Comparisons</b>  Develop insight into the nature of</p>	<p><b>Language Comparisons</b></p> <p><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>

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language and culture in order to interact with cultural competence	Example: Language specific words commonly used when talking about a balanced life style.
	<b>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>
	Example: Learners will compare habits leading to a healthy lifestyle. Example: walking vs. driving
<b>Communities</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<b>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>
	Example: Learners will promote a balanced lifestyle.
	<b>Lifelong Learning</b>
	<i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will learn how to maintain a healthy diet and a well-balanced lifestyle.



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

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<b>Unit 4</b>	
<b>AP Theme</b>	Personal and Public Identities
<b>Topic</b>	Heroes and Heroines
<b>Overview Unit # 4</b>	Learners will identify heroes will discuss common traits of heroes and heroines in the target culture and their own. They will then explore cartoon figures to determine what traits are portrayed and compare these traits with real heroes. Students will also create a comic strip containing a hero in the cartoon.
<b>Essential Question</b>	What makes a person a hero or heroine?
<b>Unit Focus</b>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• identify local and national heroes and heroines as well as personal heroes.</li> <li>• discuss common characteristics of our heroes and heroines.</li> <li>• investigate heroes and heroines of the target culture.</li> <li>• discuss why these people are/were considered heroes and heroines.</li> <li>• examine how one’s past has influenced who they have become/became.</li> <li>• explore heroes and heroines in cartoons and other media from the target culture and their own culture.</li> <li>• explore how comic strips are used in different cultures and how the values of a society are reflected in them.</li> <li>• examine what characteristics heroic cartoon characters possess and compare with heroes from the target culture and their own culture.</li> <li>• examine what characteristics are important for our future global leaders and for each individual.</li> <li>• create a comic containing a personal, national or international hero or heroine</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>Interpersonal Communication</b></p> <p><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></p> <p>Example: Learners will discuss characteristics that are important to have in the 21<sup>st</sup> century.</p>	
	<p><b>Interpretive Communication</b></p> <p><i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>	
	<p><b>Listening</b></p> <p>Example: Learners will listen to a biographical or an autobiographical account of someone considered a hero in the target culture and will demonstrate comprehension.</p>	<p><b>Reading</b></p> <p>Example: Learners will read a cartoon in the target culture and demonstrate comprehension.</p>
	<p><b>Presentational Communication</b></p> <p><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 Speaking</b></p> <p>Example: Learners will report about a hero/heroine from their target culture.</p>	
	<p><b>Cultures</b> React with cultural competence and understanding</p>	<p><b>Relating Cultural Practices to Perspectives</b></p> <p><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>Relating Cultural Products to Perspectives</b></p> <p><i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i></p>		

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	<p><b>Learners will be able to</b>  <b>demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures.</b>  <b>Demonstrate an understanding of the relationship between the cultural products and perspectives of the cultures.</b></p> <p>For example: Learners will identify a comic strip or cartoon, explore how it is used as a means of self expression by the artist, and will demonstrate an understanding of the value of cartoons as a means of self-expression.</p>
<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>Making Connections</b></p> <p><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 cultures:</b></p> <p><u>History</u>: Famous people in history  <u>Media Studies</u>: The use of comics/cartoons</p>
	<p><b>Acquiring Information and Diverse Perspectives</b></p> <p><i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p>
	<p>Examples: Learners will examine the use of comics/cartoons.</p>
<p><b>Comparisons</b>          Develop insight into the nature of language and culture in order to</p>	<p><b>Language Comparisons</b></p> <p><i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p>
	<p>Examples: Language specific words commonly used when talking about heroes and heroines.</p>
	<p><b>Cultural Comparisons</b></p>

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interact with cultural competence	<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 qualities of heroes.
Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<b>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>
	Examples: Learners will share what characteristics are needed in the heroes of the 21 <sup>st</sup> century.
	<b>Lifelong Learning</b>  <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Examples: Learners will examine positive characteristics to emulate.

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<b>Lesson Planning Components</b>		
<b>Language Functions</b>	<b>Related Structures/Patterns</b>	<b>Vocabulary Expansion</b>
summarize events in a person's life	<b>Past tense</b> He/she was born He/she studied	<b>Tier 1</b> Vocabulary related to both real life and comic book heroes Example: adjectives reflecting characteristics <b>Tier 2</b> Idiomatic expressions and language specific vocabulary <b>Tier 3</b> Domain- specific vocabulary for interpretive tasks
Discuss common characteristics of our heroes and heroines.	<b>Imperfect of linking verb for description</b> He/she was	
Discuss why these people were considered heroes.	<b>Imperfect – beliefs</b> They believed	
Talk about how a hero influenced you.	<b>Indirect objects</b> He/she taught me	