



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

Level 30 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 30** will be able to

- Communicate and exchange information on familiar topics using a series of sentences and be able to handle short social interactions by asking and answering a variety of questions.

- Understand the main idea and some specific information when reading or listening to authentic media sources

- Infer the meaning of unfamiliar words in familiar contexts.

- Present information and personal preferences on familiar topics by creating with language primarily in the present tense.

- Produce sentences, series of sentences and some connected sentences in the present and past.

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

World Language Standards for Learning Languages : Goal Areas and Standards

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

Communication: 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 30 World Language: Overview

Course Essential Questions

What constitutes a good childhood?

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

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

Why do people travel?

Course Themes and Recommended Context

All World Language Courses are theme-based, with selected themes based on the Advanced Placement Course 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 30 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

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

2	The Art of Food (Contemporary Life)	<p>Explaining what an item costs.</p> <p>Identifying typical foods.</p> <p>Giving commands.</p> <p>Expressing emotion.</p>	<p>Prepositions Example: In exchange for</p> <p>Passive construction People eat...</p> <p>Imperatives – formal Example: Eat artichokes</p> <p>Exclamatory Expressions How (adjective)!</p>	<p>Tier 1 Vocabulary related to preparation of meals and related customs. Example: specific ingredients</p> <p>Tier 2 Idiomatic expressions and language specific vocabulary</p> <p>Tier 3 Domain- specific vocabulary for interpretive tasks</p>
3	Home Sweet Home (Family and Community)	<p>Telling someone what chores to do.</p> <p>Describing where things are located.</p> <p>Compare housing.</p> <p>Tell the price of housing.</p> <p>Tell what materials are used to construct houses.</p>	<p>Imperative – Informal Example: Clean your room</p> <p>Prepositions of place Example: on top of</p> <p>Superlatives Example: The most...</p> <p>Preposition - exchange 50 euros for a lamp</p> <p>Participle as adjective Made of...</p>	<p>Tier 1 Vocabulary related to housing and chores Example: materials used to build houses</p> <p>Tier 2 Idiomatic expressions and language specific vocabulary</p> <p>Tier 3 Domain- specific vocabulary for interpretive tasks</p>

4	Oh The Places You'll Go... (Contemporary Life)	<p>Identifying what “one” can do.</p> <p>Explain why vacationing is important.</p> <p>Explain what one did on vacation.</p> <p>Sequencing events</p> <p>Expressing mode of transportation</p>	<p>Passive voice one can</p> <p>Preposition Because of</p> <p>Past tense – irregular forms I went...I did...I walked....</p> <p>Adverbs Example: then, finally</p> <p>Preposition of Ways and Means Example: By car</p>	<p>Tier 1 Vocabulary related to travel. Example: travel destinations</p> <p>Tier 2 Idiomatic expressions and language specific vocabulary</p> <p>Tier 3 Domain- specific vocabulary for interpretive tasks</p>
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	Unit 1
AP Theme	Personal and Public Identities
Topic	Childhood Customs
Overview Unit	Learners will investigate events, customs and practices of children in the target culture and compare these to their own experiences as a child. They will explore the “Convention on the Rights of Children” (Unicef) and its impact on children in the target culture and make recommendations to improve opportunities for all children.
Essential Question	What constitutes a good childhood?
Unit Focus	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • identify memorable events, customs and practices of their own childhood. • explore the “Convention on the Rights of Children” (Unicef). • explain what constitutes a good childhood. • identify childhood events, customs and practices of children in the target culture. • compare and contrast typical events, customs and practices in the target culture and in their own culture. • compare childhood songs of the target culture and their own culture. • demonstrate an understanding of how childhood influences an adolescent. • investigate organizations that support the Rights of Children. • discuss what constitutes a good childhood. • make recommendations to improve opportunities for all children.

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ACTFL World Readiness Standards For Learning Languages Emphasized in the Unit					
Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i>				
	Unrehearsed Speaking Example: Learners will share childhood experiences.				
	Interpretive Communication <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>				
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;">Listening</td> <td style="width: 50%; text-align: center; padding: 5px;">Reading</td> </tr> <tr> <td style="padding: 5px;"> Example: Learners will listen to or watch a native speaker describe his/her childhood memories and will demonstrate comprehension. </td> <td style="padding: 5px;"> Example: Students will read an excerpt the “Convention on the Rights of Children” and demonstrate comprehension. </td> </tr> </table>	Listening	Reading	Example: Learners will listen to or watch a native speaker describe his/her childhood memories and will demonstrate comprehension.	Example: Students will read an excerpt the “Convention on the Rights of Children” and demonstrate comprehension.
	Listening	Reading			
	Example: Learners will listen to or watch a native speaker describe his/her childhood memories and will demonstrate comprehension.	Example: Students will read an excerpt the “Convention on the Rights of Children” and demonstrate comprehension.			
	Presentational communication <i>Learners present information, concepts, ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.</i>				
	Rehearsed Writing and Speaking Example: Learners will create a campaign to improve the rights of children globally.				

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<p>Cultures React with cultural competence and understanding</p>	<p style="text-align: center;">Relating Cultural Practices to Perspectives</p> <p style="text-align: center;"><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 style="text-align: center;">Relating Cultural Products to Perspectives</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>
	<p>Learners will be able to demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures. Demonstrate an understanding of the relationship between the cultural products and perspectives of the cultures.</p> <p>For example: Learners will identify a popular childhood toy or game, explore the customs related to the toy or game, and will demonstrate an understanding of the cultural significance.</p>
<p>Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in</p>	<p style="text-align: center;">Making Connections</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> <hr/> <p>Examples of connections to other disciplines:</p> <p><u>Social Studies</u>: Discussing the rights of children <u>Music</u>: Exploring childhood music.</p> <hr/> <p style="text-align: center;">Acquiring Information and Diverse Perspectives</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>

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academic and career-related situations.	Example: Learners will study and evaluate childhood traditions and practices.
Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons
	<i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i>
	Example: Learners will utilize language specific words commonly used when talking about childhood.
	Cultural Comparisons
Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities
	<i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i>
	Example: Learners will inform about the Convention on the Rights of Children.
	Lifelong Learning
Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will gain an appreciation of Organizations defending the rights of children.

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

Unit 2	
AP Theme	Contemporary Life
Topic	The Art of Food
Overview Unit	Learners will reflect on the cultural components of what we eat, why we eat it and how we eat in both the target culture and their own culture. They will also investigate the stereotypes that target cultures have regarding American eating habits.
Essential Question	How does who we are and where we are shape what we eat and how we eat it?
Unit Focus	Learners will be able to: <ul style="list-style-type: none"> • identify foods that are typically “American.”

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| | <ul style="list-style-type: none">• identify foods that are typically eaten in the target culture.• investigate why these foods are popular.• explore how geography and economic factors impact what we eat.• investigate the components of typical meals in the target culture.• make recommendations of what to eat when visiting regions in the target culture.• discuss habits and customs related to eating that are typically American.• investigate stereotypes of American eating habits by those of the target culture.• compare and contrast dining etiquette in the target culture and in our local culture. |
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ACTFL World Readiness Standards For Learning Languages Emphasized in the Unit					
Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i>				
	Unrehearsed Speaking Example: Learners will participate in a conversation about mealtime habits and customs.				
	Interpretive Communication <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>				
	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Listening</th> <th style="width: 50%; text-align: center;">Reading</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">Example: Learners will watch an authentic clip about food preparation and will demonstrate comprehension.</td> <td style="vertical-align: top;">Example: Learners will read an article about meal time etiquette and demonstrate comprehension.</td> </tr> </tbody> </table>	Listening	Reading	Example: Learners will watch an authentic clip about food preparation and will demonstrate comprehension.	Example: Learners will read an article about meal time etiquette and demonstrate comprehension.
Listening	Reading				
Example: Learners will watch an authentic clip about food preparation and will demonstrate comprehension.	Example: Learners will read an article about meal time etiquette and demonstrate comprehension.				
	Presentational communication <i>Learners present information, concepts, ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.</i>				
	Rehearsed Writing and Speaking Example: Learners will create a presentation on why foods are typical to certain regions based on geographic and economic influences.				

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<p>Cultures React with cultural competence and understanding</p>	<p style="text-align: center;">Relating Cultural Practices to Perspectives</p> <p style="text-align: center;"><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 style="text-align: center;">Relating Cultural Products to Perspectives</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>
	<p>Learners will be able to</p> <p style="padding-left: 40px;">demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures.</p> <p style="padding-left: 40px;">Demonstrate an understanding of the relationship between the cultural products and perspectives of the cultures.</p> <p>For example: Learners will identify a popular dish in the target culture, explore when it is served, and will demonstrate an understanding of why it is eaten.</p>
<p>Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related</p>	<p style="text-align: center;">Making Connections</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>Examples of connections to other disciplines:</p> <p><u>Family and Consumer Science:</u> Food preparation</p> <p><u>Geography:</u> Understanding how terrain influences food production</p> <p><u>Economics:</u> Accessibility of food</p> <p style="text-align: center;">Acquiring Information and Diverse Perspectives</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>

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situations.	Examples: Learners will examine the differences in etiquette.
Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons
	<i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i>
	Examples: Learners will use language specific words commonly used when talking about food.
	Cultural Comparisons
Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<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 compare and contrast typical ingredients used to prepare food.
	School and Global Communities
	<i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i>
	Example: Learners will inform others about what to order when visiting the target culture.
	Lifelong Learning
	<i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will develop an understanding of how food impacts culture.

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Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Explaining what an item costs	Prepositions Example: In exchange for	Tier 1 Vocabulary related to preparation of meals and related customs. Example: specific ingredients Tier 2 Idiomatic expressions and language specific vocabulary Tier 3 Domain- specific vocabulary for interpretive tasks
Identifying typical foods.	Passive construction People eat...	
Giving commands.	Imperatives - formal Example: Eat artichokes	
Expressing emotion.	Exclamatory Expressions How (adjective)!	

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

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ACTFL World Readiness Standards For Learning Languages Emphasized in the Unit					
Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i>				
	Unrehearsed Speaking Example: Learners will discuss the allocation of household chores and responsibilities.				
	Interpretive Communication <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">Listening</td> <td style="width: 50%; text-align: center;">Reading</td> </tr> <tr> <td style="border: none;">Example: Learners will watch a video/listen to an audio clip of houses and demonstrate comprehension.</td> <td style="border: none;">Example: Learners will read real estate ads to determine price and location and demonstrate comprehension.</td> </tr> </table>	Listening	Reading	Example: Learners will watch a video/listen to an audio clip of houses and demonstrate comprehension.	Example: Learners will read real estate ads to determine price and location and demonstrate comprehension.
Listening	Reading				
Example: Learners will watch a video/listen to an audio clip of houses and demonstrate comprehension.	Example: Learners will read real estate ads to determine price and location and demonstrate comprehension.				
	Presentational communication <i>Learners present information, concepts, ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.</i>				
	Rehearsed Writing and Speaking Example: Learners will create a model house and explain how it reflects the geographical and cultural elements of the target culture.				

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<p>Cultures React with cultural competence and understanding</p>	<p>Relating Cultural Practices to Perspectives</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>Relating Cultural Products to Perspectives</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>Learners will be able to</p> <p>demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures.</p> <p>Demonstrate an understanding of the relationship between the cultural products and perspectives of the cultures.</p> <p>For example: Learners will identify a room of a house, explore when and how it is used, and will demonstrate an understanding of how this custom reflects the attitudes of the culture.</p>
<p>Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related</p>	<p>Making Connections</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>Examples of connections to other disciplines:</p> <p><u>Geography</u>: identify climate and terrain of geographical area</p> <p><u>Mathematics</u>: Converting target language currency to dollars</p> <p><u>Sociology</u>: The role of the family</p>
	<p>Acquiring Information and Diverse Perspectives</p> <p><i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p>

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situations.	Examples: Learners will develop an understanding of the connection between family structure and housing.
Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons
	<i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i>
	Example:: Learners will use language specific words commonly used when talking about the home.
	Cultural Comparisons
Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities
	<i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i>
	Example: Learners will share how housing reflects culture and geography.
	Lifelong Learning
	<i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will develop a deeper understanding of accommodations when traveling on the target culture..

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

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	Unit 4
AP Theme	Contemporary Life
Topic	Oh The Places You'll Go...
Overview Unit # 1	Learners will identify common vacation destinations and examine what influences our choices and makes certain areas desirable. They will also investigate the cultural implications related to travel and compare values associated with travel.
Essential Question	Why do people travel?
Unit Focus	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • identify common vacation destinations for people in the U.S. • explain why these places are popular. • explore popular vacation destinations for inhabitants of the target culture. • explain why they are popular. • examine how geography influences our vacation destinations. • investigate the value placed on vacation, how it is spent and with whom in both the target culture and their own. • explain how cultural perspectives affect customs related to vacation in the target culture and their own.

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ACTFL World Readiness Standards For Learning Languages Emphasized in the Unit					
<p>Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication</p> <p><i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p>				
	<p>Unrehearsed Speaking</p> <p>Example: Learners will decide where they would like to spend their next vacation.</p>				
	<p>Interpretive Communication</p> <p><i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>				
	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Listening</th> <th style="width: 50%; text-align: center;">Reading</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <p>Example: Learners will watch or listen to an audio piece about a travel destination and demonstrate comprehension by listing the key attractions.</p> </td> <td style="padding: 5px;"> <p>Example: Learners will read a series of websites/brochures and match the destination with a number of travelers to demonstrate comprehension.</p> </td> </tr> </tbody> </table>	Listening	Reading	<p>Example: Learners will watch or listen to an audio piece about a travel destination and demonstrate comprehension by listing the key attractions.</p>	<p>Example: Learners will read a series of websites/brochures and match the destination with a number of travelers to demonstrate comprehension.</p>
Listening	Reading				
<p>Example: Learners will watch or listen to an audio piece about a travel destination and demonstrate comprehension by listing the key attractions.</p>	<p>Example: Learners will read a series of websites/brochures and match the destination with a number of travelers to demonstrate comprehension.</p>				
	<p>Presentational communication</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>Rehearsed Writing and Speaking</p> <p>Example: Learners will create a presentation about a vacation destination in a target culture.</p>				

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<p>Cultures React with cultural competence and understanding</p>	<p>Relating Cultural Practices to Perspectives</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>Relating Cultural Products to Perspectives</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>Learners will be able to demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures. Demonstrate an understanding of the relationship between the cultural products and perspectives of the cultures.</p> <p>For example: Learners will identify a travel website, explore how it encourages people to visit the destination, and will demonstrate an understanding of why the destination is appealing to those in the target culture.</p>
<p>Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and</p>	<p>Making Connections</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>Examples of connections to other disciplines:</p> <p><u>Geography</u>: Identify places on a map; Determine climate <u>Social Studies</u>: Places of historical interest</p>
	<p>Acquiring Information and Diverse Perspectives</p> <p><i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p>

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career-related situations.	Example: Learners will evaluate how others view the importance of travel.
Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons
	<i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i>
	Example: Learners will use language specific words commonly used when talking about travel.
	Cultural Comparisons
Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities
	<i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i>
	Example: Learners will inform others about how and where to travel given certain parameters.
	Lifelong Learning
Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will reflect on the meaning of vacation and will expand their capacity to explore new places.

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