

Fairfield Public Schools



**World Language Curriculum  
Level 60/Advanced Placement  
French and Spanish**

## Level 60/AP 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 Advanced Placement 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 60/AP** will be able to

- Participate with ease and confidence in conversations using more specialized and precise vocabulary on topics of personal, community and global interest in a variety of time frames.
- Handle social interactions with a complication such as a lost item or a travel problem.
- Understand and be understood by native speakers unaccustomed to interacting with language learners.
- Comprehend main ideas and significant details when reading text and listening to authentic media sources on concrete and abstract topics including unfamiliar vocabulary and grammar structures.
- Identify the intent and perspective of an author or writer.
- Write well developed paragraphs that are organized and cohesive for a variety of audiences.

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 60/AP World Language: Overview

### Course Essential Questions

How do different societies define quality of life?

How do developments in science and technology affect our lives?

What are the social, political, and environmental challenges that confront the societies of the world?  
What are the possible solutions to these challenges?

How do language and culture influence the identity of a person?  
How does one's identity develop over time?

## Course Themes and Recommended Context

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

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| <ul style="list-style-type: none"><li>• <b>Global Challenges</b><ul style="list-style-type: none"><li>• Economic Issues</li><li>• Environmental Issues</li><li>• Philosophical Thought and Religion</li><li>• Population and Demographics</li><li>• Social Welfare</li><li>• Social Conscience</li></ul></li><li>• <b>Science and Technology</b><ul style="list-style-type: none"><li>• Access to Technology</li><li>• Effects of Technology on Self and Society</li><li>• Health Care and Medicine</li><li>• Innovations</li><li>• Natural Phenomena</li><li>• Science and Ethics</li></ul></li><li>• <b>Contemporary Life</b><ul style="list-style-type: none"><li>• Education and Careers</li><li>• Entertainment</li><li>• Travel and Leisure</li><li>• Lifestyles</li><li>• Relationships</li><li>• Social Customs and Values</li><li>• Volunteerism</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Personal and Public Identities</b><ul style="list-style-type: none"><li>• Alienation and Assimilation</li><li>• Heroes and Historical Figures</li><li>• National and Ethnic Identities</li><li>• Personal Beliefs</li><li>• Personal Interests</li><li>• Self-Image</li></ul></li><li>• <b>Families and communities</b><ul style="list-style-type: none"><li>• Customs and Values</li><li>• Education Communities</li><li>• Family Structure</li><li>• Global Citizenship</li><li>• Human Geography</li><li>• Social Networking</li></ul></li><li>• <b>Beauty and Aesthetics</b><ul style="list-style-type: none"><li>• Architecture</li><li>• Defining Beauty</li><li>• Defining Creativity</li><li>• Fashion and Design</li><li>• Language and Literature</li><li>• Visual and Performing Arts</li></ul></li></ul> |
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## **Level 60/AP 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 Title	Unit Topic (AP Course Theme)	Language Function	Vocabulary
Unit 1	Social Values and Customs (Contemporary Life)	<p>At the advanced level, emphasis is placed on students implementing advanced structures and patterns in their writing and speaking and to recognize the nuances as they are used in reading and listening.</p> <p>Structures to be reviewed  Forms and uses of the subjunctive (present and past)  Imperative</p>	<p><b>Tier 1</b>  Vocabulary related to social values, rites of passage and the meaning of personal independence  For example, vocabulary related to voting.</p> <p><b>Tier 2</b>  Idiomatic expressions and language specific vocabulary</p> <p><b>Tier 3</b>  Domain- specific vocabulary for interpretive tasks  For example: vocabulary from a text on how young adults perceive the right to vote.</p>
Unit 2	Innovations in Science and Technology (Science and Technology)	<p>Structures to be reviewed  Past tenses in the indicative  Relative pronouns</p>	<p><b>Tier 1</b>  Vocabulary related to science and technology  For example, drones</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>

			For example, vocabulary from an article related to recent scientific initiatives
Unit 3	7 billion and counting: The effects of an ever growing population (Global Challenges)	Structures to be reviewed If clauses Pronouns – direct, indirect, Reflexive, prepositional	<b>Tier 1</b> Vocabulary related to the social, political and environmental challenges due to an increased world population For example, shortages of resources <b>Tier 2</b> Idiomatic expressions and language specific vocabulary <b>Tier 3</b> Domain- specific vocabulary for interpretive tasks For example, vocabulary required to analyze a graphic on population trends.
Unit 4	What defines us? (Personal and Public Identity)	Structures to be reviewed Past participles – used as verbs and adjectives Gerunds	<b>Tier 1</b> Vocabulary related to defining the role of language and culture to determine who we are. <b>Tier 2</b> Idiomatic expressions and language specific vocabulary <b>Tier 3</b> Domain- specific vocabulary for interpretive tasks



<b>Unit 1</b>	
<b>AP Theme</b>	Contemporary Life
<b>Topic</b>	Social Values and Customs
<b>Overview Unit # 1</b>	Students will define what elements constitute quality of life in the US and compare it to how it is perceived in cultures of the target language. They will explore how cultural perspectives influence certain rites of passage for young adults and how they impact what is considered to be a “quality lifestyle” for a young adult.
<b>Essential Question</b>	How do different societies define quality of life?
<b>Unit Focus</b>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Define what constitutes quality of life in our culture.</li> <li>• Investigate how cultures of the target language view quality of life and compare to their own culture.</li> <li>• Explore why different cultures have different values.</li> <li>• Examine how relationships are valued in the target culture and compare it with their own culture.</li> <li>• Define rites of passage and how they are reflected in different cultures.</li> <li>• Discuss what rites of passage lead to independence in the target culture and compare it to their own culture</li> <li>• Examine how and when young people gain independence.</li> <li>• Research the role that education plays in their quest for independence.</li> <li>• Investigate how economic factors influence how and when a young adult leaves home.</li> <li>• Determine the connection between economic factors and social values.</li> </ul>

<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	<p align="center"><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 align="center"><b>Unrehearsed Speaking</b></p> <p>Example: Learners will exchange information about the value that young people place on independence.</p>				
	<p align="center"><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"> <thead> <tr> <th align="center"><b>Listening</b></th> <th align="center"><b>Reading</b></th> </tr> </thead> <tbody> <tr> <td>           Example: Learners will watch/listen to an audio regarding social values and demonstrate comprehension and determine the speaker's point of view.         </td> <td>           Example: Learners will read an authentic text about rites of passage. They will demonstrate comprehension by identifying main ideas, giving supporting details, and making inferences.         </td> </tr> </tbody> </table>	<b>Listening</b>	<b>Reading</b>	Example: Learners will watch/listen to an audio regarding social values and demonstrate comprehension and determine the speaker's point of view.	Example: Learners will read an authentic text about rites of passage. They will demonstrate comprehension by identifying main ideas, giving supporting details, and making inferences.
	<b>Listening</b>	<b>Reading</b>			
	Example: Learners will watch/listen to an audio regarding social values and demonstrate comprehension and determine the speaker's point of view.	Example: Learners will read an authentic text about rites of passage. They will demonstrate comprehension by identifying main ideas, giving supporting details, and making inferences.			
	<p align="center"><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 align="center"><b>Rehearsed Writing and Speaking</b></p> <p>Example: Learners will research a rite of passage and prepare a presentation to be shared among peers.</p>					

<p><b>Cultures</b> React with cultural competence and understanding</p>	<p style="text-align: center;"><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 style="text-align: center;"><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> <hr/> <p><b>Learners will be able to demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture.</b></p> <p>For example: Learners will identify how voting takes place, explore what is required to be able to vote, and will demonstrate an understanding of the value placed on the right to vote.</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><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><b>Examples of connections to other disciplines:</b>  <u>Social Studies:</u> Education as a rite of passage; Voting as a rite of passage  <u>Sociology:</u> Social values of different societies</p>

	<b>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>
	Example: Learners will evaluate how young adults perceive the right to vote.
<b>Comparisons</b> Develop insight into the nature of language and culture in order to interact with cultural competence	<b>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>
	Example: Learners will use language specific idiomatic expressions at the advanced level to promote native level conversation.
	<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 various rites of passage in different cultures.
<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 share how values are shaped by culture within school and the community.
	<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 examine the value of personal independence and the responsibilities associated with it.

<b>Lesson Planning Components</b>		
<b>Language Functions</b>	<b>Related Structures/Patterns</b>	<b>Vocabulary Expansion</b>
At the advanced level, emphasis is placed on students implementing advanced structures and patterns in their writing and speaking and to recognize the nuances as they are used in reading and listening.	Structures to be reviewed Forms and uses of the subjunctive (present and past) Imperative	<b>Tier 1</b> Vocabulary related to social values, rites of passage and the meaning of personal independence For example, vocabulary related to voting. <b>Tier 2</b> Idiomatic expressions and language specific vocabulary <b>Tier 3</b> Domain- specific vocabulary for interpretive tasks For example: vocabulary from a text on how young adults perceive right to vote.

	<b>Unit 2</b>
<b>AP Theme</b>	Science and Technology
<b>Topic</b>	Innovations in Science and Technology
<b>Overview Unit # 1</b>	Students will compare how technology (or lack of technology) affects the lives of people in the target cultures with the US. They will explore how societies are attempting to provide technology for more inhabitants.
<b>Essential Question</b>	How do developments in science and technology affect our lives?
<b>Unit Focus</b>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify how innovations in science and technology affect their lives and the community.</li> <li>• Examine initiatives being taken to provide technology to those in less affluent areas.</li> <li>• Investigate how technological and scientific innovations affect/could affect the quality of life of people in the target culture.</li> <li>• Explore international initiatives related to science and technology.</li> <li>• Discuss the impact of these initiatives.</li> </ul>

<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 participate in a conversation explaining the value of a newly acquired innovation.	
	<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 watch/listen to an audio promoting innovations in science and technology and demonstrate comprehension by analyzing the point of view of the speaker.	<b>Reading</b>  Example: Learners will read an authentic text regarding innovations in science and technology and demonstrate comprehension by identifying main ideas, give supporting details, and make inferences.
	<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 participate in a debate regarding a specific scientific innovation.	

<p><b>Cultures</b> React with cultural competence and understanding</p>	<p style="text-align: center;"><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 style="text-align: center;"><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> <hr/> <p><b>Learners will be able to demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture.</b></p> <p>Example: Learners will identify a contemporary technological device, explore how it is used in the target culture, and will demonstrate an understanding the perspectives related to the device.</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><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>Science</u>: Technological advances  <u>Health and Wellness</u>: Medical advancements; Impact of science on daily life</p> <p style="text-align: center;"><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 evaluate how scientific and technological research impacts practices and beliefs around the world.</p>



<b>Comparisons</b> Develop insight into the nature of language and culture in order to interact with cultural competence	<b>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>
	Example: Learners will use language specific idiomatic expressions at the advanced level to promote native level conversation.
	<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 reflect on the integration of scientific and technological advancements in various cultures.
<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 inform others of the impact that technological advances around the world.
	<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 consider the role that science and technology play in contemporary life.

<b>Lesson Planning Components</b>		
<b>Language Functions</b>	<b>Related Structures/Patterns</b>	<b>Vocabulary Expansion</b>
<p>At the advanced level, emphasis is placed on students implementing advanced structures and patterns in their writing and speaking and to recognize the nuances as they are used in reading and listening.</p>	<p>Structures to be reviewed            Past tenses in the indicative            Relative pronouns</p>	<p><b>Tier 1</b>            Vocabulary related to science and technology            For example, drones  <b>Tier 2</b>            Idiomatic expressions and language specific vocabulary  <b>Tier 3</b>            Domain- specific vocabulary for interpretive tasks            For example, vocabulary from an article related to recent scientific initiatives</p>

<b>Unit 3</b>	
<b>AP Theme</b>	Global Challenges
<b>Topic</b>	7 billion and counting: The effects of an ever growing population
<b>Overview Unit</b>	Students will explore the effects of an ever growing world population and the social, political and environmental challenges that it creates. They will research how governments and private agencies are responding to these challenges and will consider solutions.
<b>Essential Question</b>	What are the social, political, and environmental challenges that confront the societies of the world? What are the possible solutions to these challenges?
<b>Unit Focus</b>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify social, political, and environmental challenges that impact young adults</li> <li>• Analyze population increases and how they affect social, political and environmental challenges</li> <li>• Investigate birth rates and life expectancies in the target culture</li> <li>• Research social, political and environmental challenges that confront societies of the world due to an increasing population.</li> <li>• Research how governments and private agencies are responding to these challenges</li> <li>• Hypothesize possible solutions to these challenges</li> </ul>

<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 participate in a conversation regarding a global issue caused by the increases in population.		
	<b>Interpretive Communication</b>  <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> <b>Listening</b>             Example: Learners will watch/listen to an audio regarding global challenges and demonstrate comprehension by identifying main idea and supporting details.         </td> <td style="width: 50%; text-align: center;"> <b>Reading</b>             Example: Learners will read and interpret a graph of population trends and will demonstrate comprehension and applying the data.         </td> </tr> </table>	<b>Listening</b>  Example: Learners will watch/listen to an audio regarding global challenges and demonstrate comprehension by identifying main idea and supporting details.	<b>Reading</b>  Example: Learners will read and interpret a graph of population trends and will demonstrate comprehension and applying the data.
	<b>Listening</b>  Example: Learners will watch/listen to an audio regarding global challenges and demonstrate comprehension by identifying main idea and supporting details.	<b>Reading</b>  Example: Learners will read and interpret a graph of population trends and will demonstrate comprehension and applying the data.	
	<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 develop a possible solution to a global challenge and explain the effects it might have.		
<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>		
	<b>Relating Cultural Products to Perspectives</b>  <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and</i>		

	<i>perspectives of the cultures studied.</i>
	<p><b>Learners will be able to demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture.</b></p> <p>For example: Learners will identify the availability of water, explore what plans are in place to provide a growing population with water, and will demonstrate an understanding of the rationale for the plans.</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>	<b>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>
	<b>Examples of connections to other disciplines:</b>
	<p><u>Science:</u> Environmental issues <u>Social Studies:</u> Population trends</p>
	<b>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>
	Example: Learners will gather information and evaluate population increases around the world and their effects on society and the environment
<p><b>Comparisons</b> Develop insight into the nature of language and culture in order to interact with</p>	<b>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>
	Example: Learners will use language specific idiomatic expressions at the advanced level to promote native level conversation.

cultural competence	<p style="text-align: center;"><b>Cultural Comparisons</b></p> <p><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>Learners will investigate, explain, compare/contrast and reflect on cultural issues such as life expectancy, birth rates and responses to a growing population.</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 style="text-align: center;"><b>School and Global Communities</b></p> <p><i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i></p> <p>Example: Learners will inform others about what can be done to meet the challenges of an increasing population.</p> <p style="text-align: center;"><b>Lifelong Learning</b></p> <p><i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p> <p>Example: Learners will examine they can make a difference responding to the effects of a growing population.</p>

<b>Lesson Planning Components</b>		
<b>Language Functions</b>	<b>Related Structures/Patterns</b>	<b>Vocabulary Expansion</b>
At the advanced level, emphasis is placed on students implementing advanced structures and patterns in their writing and speaking and to recognize the nuances as they are used in reading and listening.	Structures to be reviewed If clauses Pronouns – direct, indirect, reflexive	<b>Tier 1</b> Vocabulary related to the social, political and environmental challenges due to an increased world population For example, shortages of resources <b>Tier 2</b> Idiomatic expressions and language specific vocabulary <b>Tier 3</b> Domain- specific vocabulary for interpretive tasks For example, vocabulary required to analyze a graphic on population trends.

	<b>Unit 4</b>
<b>AP Theme</b>	Personal and Public Identity
<b>Topic</b>	What defines us?
<b>Overview Unit # 1</b>	Students will explore how language and culture influence our identity and how art is reflection of our identity.
<b>Essential Question</b>	How do language and culture influence the identity of a person? How does one's identity develop over time?
<b>Unit Focus</b>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Define what constitutes identity.</li> <li>• Identify elements that shape one's identity.</li> <li>• Examine how living in a multicultural community impacts identity.</li> <li>• Discuss how language and culture influence our public and personal identity</li> <li>• Analyze the connection between global citizenship and cultural identity</li> <li>• Reflect on how the arts are used to reflect one's identity</li> <li>• Investigate the role of tolerance and acceptance in fostering global citizenship</li> </ul>



**ACTFL World Readiness Standards For Learning Languages Emphasized in the Unit**

<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 participate in a conversation regarding the elements that have shaped their identity.</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/listen to an audio on how culture shapes identity and demonstrate comprehension by identifying main idea and supporting details.</p>	<p><b>Reading</b></p> <p>Example: Learners will read an authentic text about how language shapes identity and demonstrate comprehension by identifying main ideas, giving supporting details, and making inferences.</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 promoting tolerance and global citizenship.</p>	

<p><b>Cultures</b> React with cultural competence and understanding</p>	<p style="text-align: center;"><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 style="text-align: center;"><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></p> <p style="padding-left: 40px;"><b>demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures.</b></p> <p style="padding-left: 40px;"><b>Demonstrate an understanding of the relationship between the cultural products and perspectives of the cultures.</b></p> <p>For example: Learners will identify language as a product of culture, explore how language is used to foster identity, and will demonstrate an understanding of the values attached to maintaining ones language</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><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>The Arts:</u> Paintings, music, literature</p> <p><u>Sociology:</u> Language trends</p>

	<b>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>
	Example: Learners will evaluate the importance of tolerance and acceptance to foster global citizenship.
<b>Comparisons</b> Develop insight into the nature of language and culture in order to interact with cultural competence	<b>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>
	Example: Learners will use language specific idiomatic expressions at the advanced level to promote native level conversation
	<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 reflect on the role that language and culture play in defining one’s identity in the target culture and their 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>
	Example: Learners will inform others on ways to promote global citizenship.
	<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 reflect on the difference among cultures

<b>Lesson Planning Components</b>		
<b>Language Functions</b>	<b>Related Structures/Patterns</b>	<b>Vocabulary Expansion</b>
At the advanced level, emphasis is placed on students implementing advanced structures and patterns in their writing and speaking and to recognize the nuances as they are used in reading and listening.	Structures to be reviewed Pronouns – direct, indirect, reflexive, Prepositional Past participles – used as verbs and Adjectives Gerunds	<b>Tier 1</b> Vocabulary related to defining the role of language and culture to determine who we are. <b>Tier 2</b> Idiomatic expressions and language specific vocabulary <b>Tier 3</b> Domain- specific vocabulary for interpretive tasks