



**World Language Curriculum
Level 40
Italian**

Level 40 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).

Learners in the Fairfield Public Schools are *immersed in a World Language program which emphasizes “knowing how (grammar), when (context), and why (purpose) to say what (vocabulary) to whom (audience)”* (National Standards in Foreign Language Education Project, p.12). *Emphasis is placed on the three communicative modes: presentational (written and oral language), interpretive (oral or written messages), and interpersonal (direct oral communication) and the study of culture, which is based on the relationship between product, practice, and perspective. Vocabulary development, functions and related grammatical structures and the exploration of culture are maintained through reading, writing, speaking, and listening activities throughout the program.*

Aligned with the newly released National Standards, World-Readiness Standards for Learning Languages, State Standards, and the AP Themes, our program introduces students to the target language and culture through authentic materials and real world application allowing learners to learn, practice, and apply their developing skills in spontaneous interactions and in non-rehearsed contexts.

The learner in **level 40** will:

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

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

**World Language Standards for Learning Languages : Goal Areas and Standards
(from the American Council on the Teaching of Foreign Languages - ACTFL)**

COMMUNICATION: Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

- Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions. (Interpersonal Communication)
- Learners understand, interpret and analyze what is heard, read or viewed on a variety of topics. (Interpretative Communication)
- Learners present information, concepts and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers. (Presentation Communication)

CULTURES: Learners interact with cultural competence and understanding.

- Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (Relating Cultural Practices to Perspectives)
- Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied. (Relating Cultural Products to Perspectives)

CONNECTIONS: Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

- Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (Making Connections)
- Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. (Acquiring Information and Diverse Perspectives)

COMPARISONS: Learners develop insight into the nature of language and culture in order to interact with cultural competence.

- Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (Language Comparisons)
- Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own. (Cultural Comparisons)

COMMUNITIES: Learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

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

Level 40 World Language: Overview
Course Essential Questions
How does an artist's identity and background influence his/her work?
How do our cultural products, practices and perspectives influence contemporary life?
How does immigration create and change communities?
What are the origins of conflict and why do they exist?
What does it really mean to go green?

Course Themes and Recommended Context

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

Global Challenges

- Economic Issues
- Environmental Issues
- Philosophical Thought and Religion
- Population and Demographics
- Social Welfare
- Social Conscience

Science and Technology

- Access to Technology
- Effects of Technology on Self and Society
- Health Care and Medicine
- Innovations
- Natural Phenomena
- Science and Ethics

Contemporary Life

- Education and Careers
- Entertainment
- Travel and Leisure
- Lifestyles
- Relationships
- Social Customs and Values
- Volunteerism

Personal and Public Identities

- Alienation and Assimilation
- Heroes and Historical Figures
- National and Ethnic Identities
- Personal Beliefs
- Personal Interests
- Self-Image

Families and Communities

- Customs and Values
- Education Communities
- Family Structure
- Global Citizenship
- Human Geography
- Social Networking

Beauty and Aesthetics

- Architecture
- Defining Beauty
- Defining Creativity
- Fashion and Design
- Language and Literature
- Visual and Performing Arts

Level 40 World Language: Overview
Assessments
<p>Assessments are based on the three communicative modes in both rehearsed and unrehearsed formats: presentational (written and oral language), interpretive (oral or written messages), and interpersonal (direct oral communication).</p> <p>Learners' progress will be measured with both formative and summative assessments in which correct usage of language functions will be embedded.</p> <p>Common assessments will be used and analyzed by teachers of each course.</p>
Teacher Resources
<p>In addition to the approved text, teachers will use a variety of resources including authentic literature, videos, songs, and online periodicals.</p>

Language Functions and Vocabulary				
Unit Title	Unit Topic (AP Course Theme)	Language Function	Related Structures	Vocabulary
Unit 1	Everyone Loves Stories (Beauty and Aesthetics)	<p>Tell the stories that are depicted in various forms of art.</p> <p>Discuss the influences that drive an artist.</p> <p>Express hopes and desires.</p> <p>Compare and contrast cultural influences evidenced in various forms of art</p>	<p>Review of past tenses</p> <p>Passive voice The artist was influenced by...</p> <p>Present Subjunctive – Noun clauses Example: The artist hopes that the people...</p> <p>Present Subjunctive – Noun clauses It is important that...</p>	<p>Tier 1 Vocabulary related to arts and artistic expression. Example: different genres</p> <p>Tier 2 Idiomatic expressions and language specific vocabulary</p> <p>Tier 3 Domain- specific vocabulary for interpretive tasks</p>
Unit 2	The Challenges Young Adults Face in the 21st Century (Contemporary Life)	<p>Identify cultural products, discuss the practices and analyze the perspectives.</p> <p>Identify challenges that young adults face and explain how they meet these challenges.</p> <p>Explain initiatives to support schooling for young people around the world.</p> <p>Compare and contrast</p>	<p>Subjunctive/indicative – noun clauses Present/past Example: It is/was good that....</p> <p>Subjunctive/indicative – noun clauses Present/past Example: Young adults believe/believed that</p> <p>Subjunctive/indicative – noun clauses Present/past</p>	<p>Tier 1 Vocabulary related to educational resources and practices. Example: terms used in the application process.</p> <p>Tier 2 Idiomatic expressions and language specific vocabulary</p> <p>Tier 3 Domain- specific vocabulary for interpretive tasks</p>

		<p>products, practices and perspectives nationally and globally.</p> <p>Identify and categorize economic, social and political reasons influencing educational opportunities for young adults.</p>	<p>Example: The government wants/wanted...</p> <p>Phrases Example: because of...</p> <p>Relative pronoun Example: that or which</p>	
Unit 3	Immigration/Emigration (Global Challenges)	<p>Identify events that caused people to relocate and discuss the related emotional, economic and social aspects.</p> <p>Examine emotional, social, political and economic challenges created by immigration.</p> <p>Explore and categorize current issues created by immigration locally, nationally and globally.</p> <p>Provide possible solutions for supporting immigration globally</p>	<p>Past Tenses - Pluperfect Example: They relocated because that had been subjected... They were sad that...</p> <p>Subjunctive/indicative – adjective clauses Present/past Example: They seek/sought a country that...</p> <p>Prepositional phrases Example: For them...</p> <p>Subjunctive/indicative – adverbial clauses Present/past Example: So that ...</p>	<p>Tier 1 Vocabulary related to immigration. Example: basic human rights</p> <p>Tier 2 Idiomatic expressions and language specific vocabulary</p> <p>Tier 3 Domain- specific vocabulary for interpretive tasks</p>

Unit 4	Let's Keep Our Planet Clean (Science and Technology)	Explain how we need to work together. Describe how to achieve the ideal environment. Describe elements that will improve the environment.	Reciprocal pronouns Example: They have to help each other Conditional Example: They would Subjunctive – adjective clauses We need a plan that...	Tier 1 Vocabulary related to environmental issues Example: behaviors impacting the environment Tier 2 Idiomatic expressions and language specific vocabulary Tier 3 Domain- specific vocabulary for interpretive tasks
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	Unit 1
AP Theme	Beauty and Aesthetics
Topic	Everyone Loves Stories
Overview of Unit	Learners will explore how the arts are used to tell stories and how they reflect time and place.
Essential Question	How does an artist’s identity and background influence his/her work?
Unit Focus	<p>Learners will:</p> <ul style="list-style-type: none"> • explain how stories are told (orally, written, painted, photographed, etc.) • identify cultural values presented in a variety of art. • derive meaning from a nonfiction text. • summarize central ideas and analyze key elements expressed in a given art medium. • compare and contrast cultural influences evidenced in different forms of art. • explore how one expresses his/her identity in a variety of art forms. • examine how stories are constructed in different genres. • investigate the internal and external forces that drive an artist. • investigate the work of one artist. • explain what art forms say about 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	1) 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 what makes a great story with a peer.	
	2) Interpretive Communication <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>	
	Listening Example: Learners will listen to an artist explaining a work and show comprehension.	Reading Example: Learners will read a legend from the target culture and summarize the central ideas to demonstrate comprehension.
	3) 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 prepare a presentation on an artist and his/her work.	
Cultures Interact with cultural competence and understanding	1) Relating Cultural Practices to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i>	
	2) Relating Cultural Products to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i>	
	Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture. Example: Learners will identify a painting, explore the internal and external forces found in the painting, and will demonstrate an understanding of how the painting reflects the importance of self and social expression.	

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Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.	1) Making Connections <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>
	Examples of connections to other curriculums: Art, Music and English Analysis of works of art (music, painting and sculpture, literature)
	2) Acquiring Information and Diverse Perspectives <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i>
	Example: Learners will investigate genres and styles of communication
Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence	1) 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 and expressions commonly used when talking about artistic expression.
	2) Cultural Comparisons <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 investigate, explain and reflect on cultural norms and values reflected in different genres.
Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	1) 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 make interdisciplinary connections related to artist expression.
	2) 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 appreciation of the arts and how they are used as a means of self-expression.

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

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	Unit 2
AP Theme	Contemporary life
Topic	The Challenges Young Adults Face in the 21st Century
Overview of Unit	Learners will investigate the products, practices and perspectives that affect their lives and those of their peers around the world specifically focusing on education and educational opportunities. Through this lens students will examine the social, political and economic implications and the social values, attitudes and expectations related to education in different cultures. Students will explore initiatives that support education for all.
Essential Question	How do our cultural products, practices and perspectives influence contemporary life?
Unit Focus	<p>Learners will:</p> <ul style="list-style-type: none"> • identify cultural products that influence their lives. • discuss the practices related to these products. • analyze the cultural perspectives associated with the products and practices. • compare and contrast products, practices and perspectives nationally and globally. • identify the challenges that young adults confront. • explore how young adults meet these challenges. • describe the current status of education of young people around the world. • identify and categorize economic, social and political reasons influencing educational opportunities for young adults. • investigate social values, attitudes and expectations related to education. • explore initiatives to support education for young people around the world.

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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	1) 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 become young adults in the target culture and educational opportunities and the requirements for post-secondary education in their culture.	
	2) Interpretive Communication <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>	
	Listening Example: Learners will read an authentic text about the educational challenges that young people face in various countries. They will demonstrate comprehension by identifying main ideas, giving supporting details, and making inferences.	Reading Example: Learners will watch/listen to an audio about educational resources in various countries and demonstrate comprehension by identifying main idea and supporting details.
	3) 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>	
Cultures Interact with cultural competence and understanding	Rehearsed Writing and Speaking Example: Learners will solicit aid from a nonprofit agency to improve the quality of education in less affluent areas.	
	1) Relating Cultural Practices to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i>	
	2) Relating Cultural Products to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i>	
	Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture. Example: Learners will identify documents that are required to apply to post-secondary institutions, explore the process to be accepted to an institution, and will demonstrate an understanding of the process.	

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Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.	1) Making Connections <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>
	Examples of connections to other disciplines: <u>Social Studies</u> The need to educate all young people
	2) Acquiring Information and Diverse Perspectives <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i>
	Example: Learners will explore educational practices around the world.
Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence	1) 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 and expressions commonly used when talking about education.
	2) Cultural Comparisons <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 investigate similarities and differences in the process of preparing for post-secondary experiences.
Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	1) 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 the differences of educational systems and practices.
	2) Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will recognize and appreciate the educational opportunities that are available.

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

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	Unit 3
AP Theme	Global Challenges
Topic	Immigration/Emigration
Overview of Unit	Learners will explore the impact that immigration has on communities and the role that immigration plays in the shaping of communities. Learners will also gain an understanding of the reasons why people choose or are forced to relocate and venture to a new homeland and the challenges that they face along the way. Learners will complete the unit by examining current issues related to immigration.
Essential Question	How does immigration create and change communities?
Unit Focus	<p>Learners will:</p> <ul style="list-style-type: none"> • identify events in their community that have caused people to relocate. • discuss the emotional, economic and social aspects related to relocation. • investigate causes that lead people to immigrate from their homeland. • examine emotional, social, political and economic challenges created by immigration. • determine what are basic human rights offered by the Declaration of Human Rights. • investigate legal documentation necessary for immigration/emigration. • explore and categorize current issues created by immigration locally, nationally and globally. • analyze the impact of immigration in shaping communities. • examine how immigration has created and challenged cultures. • provide possible solutions for supporting immigration globally.

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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	1) 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 assume the role of immigrants and share their experiences.	
	2) Interpretive Communication <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>	
	Listening Example: Learners will watch/listen to a person sharing his/her personal experiences as an immigrant and will demonstrate comprehension by identifying main idea and supporting details.	Reading Example: Learners will read an authentic text about various challenges faced by immigrants. They will demonstrate comprehension by identifying main ideas, giving supporting details, and making inferences.
	3) 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>	
Cultures Interact with cultural competence and understanding	Rehearsed Writing and Speaking Example: Learners will explore why people immigrate and the obstacles they face in various countries and prepare a presentation.	
	1) Relating Cultural Practices to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i>	
	2) Cultural Products to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i>	
	Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture. Example: Learners will identify lyrics that have been created to reflect the experiences of immigrants, explore the sentiments that are expressed and will demonstrate an understanding of the author's perspective.	

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Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.	1) Making Connections <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>
	Examples of connections to other disciplines: <u>Social Studies</u> Causes and effects of immigration <u>The arts</u> How people use the arts as a means of expression
	2) Acquiring Information and Diverse Perspectives <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i>
	Example: Learners will develop and understanding of what motivates immigrants to seek a better future and life.
Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence	1) 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 and expressions commonly used when talking about immigration.
	2) Cultural Comparisons <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 investigate, explain and reflect on reasons to immigrate and challenges that immigrants face.
Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	1) 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 the trials and tribulations of immigration.
	2) Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will gain greater respect for people of diverse backgrounds and perspectives and a deeper understanding of how communities have been shaped by people of diverse backgrounds.

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

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

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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	1) 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 an environmental issue and propose solutions.	
	2) Interpretive Communication <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>	
	Listening Example: Learners will listen/watch an authentic clip related to environmental issues and identify the issue and a few supporting details.	Reading Example: Learners will read about how different communities are addressing the issue of pollution and identify problems and possible solutions.
	3) 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 Learners will identify, explain and propose solutions to an environmental issue that is prevalent in the target culture.	
Cultures Interact with cultural competence and understanding	1) Relating Cultural Practices to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i>	
	2) Relating Cultural Products to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i>	
	Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture. Example: Learners will identify plans created for recycling, explore how the plans are executed, and will demonstrate an understanding of how those in the target culture respond to the recycling and preserving the environment.	

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Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.	1) Making Connections <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>
	Examples of connections to other disciplines: <u>Environmental Science</u> pollution
	2) Acquiring Information and Diverse Perspectives <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i>
	Example: Learners will evaluate the attitudes of those in the target culture toward environmental issues and how different communities address environmental issues.
Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence	1) 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 and expressions commonly used when talking about the environment.
	2) Cultural Comparisons <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 how governmental agencies address the issue of pollution.
Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	1) 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 plan a campaign to address environmental issues and consider solutions.
	2) Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will consider how they can contribute to the improvement of the environment.

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