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|  |  | Global Languages**Level III Scope and Sequence** |

Link to Modern Language Essential Standards: <https://www.dpi.nc.gov/media/4112/open>

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| **Unit 1 Identity** | | |
| **PRIOR KNOWLEDGE**  **Some ability to communicate in the three major time frames (before, now, after)**  **Ability to ask and answer questions about familiar topics (school, friends, family)**  **Ability to interpret requests/directions.**  **\*\*Indicates AP/IB connection** | | |
| **Clarifying Objectives:**  NH.CLL.1.2. Generate conversations using familiar vocabulary and structures in short social interactions.  NH.CMT.1.2. Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.  NH.COD.1.2. Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines.  NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions. | | |
| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **1)** I can identify & compare common family experiences in my culture and the target culture. *Interpretive &*  *Presentationa*l  **2)** I can interpret the main idea and provide some supporting details from an excerpt about a family. *Interpretive* | **1)** Adverbs of frequency & connecting words & comparing words.  **2)** It is about, first, second, third, also, finally,,, | **1)** Read or listen to a passage in the target language, complete a comparison or T chart, present findings to the class  **2)** Read or listen to a passage in the target language, answer written or oral questions, write a summary, act out a scene, recreate a dialogue or phone conversation, draw a picture.... |

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| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **3)** I can sequence events about a personal experience in the past.  (A) From a narrative =  Interpretive  (B) Personal experience = Presentational  **4)** I can retell/ summarize a personal event after hearing or reading a narrative in the target language. *Presentational*  **5)** I can form questions that inquire about someone's family background. *Interpersonal*  **6)** I can engage in a conversation with a partner by asking & answering questions about our families.  (students may create an imaginary family if they prefer)  Interpersonal  **7)** I can present what I learned about my partner’s family to the class & compare it my own.  *Presentational & Interpretive*  **8)** I can explain 3 aspects of my social identity in the target language & how I make a difference in my community. (should this be in Unit 3?)  *Presentational* | **3)** (See 2 above)  Resource-generated vocabulary i.e.:  They said, I heard, In their life, They thought, They believed, At that time, When they were young, As a child  **4)** (See 2 & 3 above)  **5)** Where did you, Why did you… How have you, When did you… Tell me about a time when...  **6)** In my family there are….  In my imaginary family there would be….  One day I would like to have \_\_\_\_\_ as part of my family.  **7)** I learned that in some families…  In my friend/classmates family they…  **8)** Social media terminology, how I see myself, how the world see me, public & personal identity, I am important because... Explain types of community (school, neighborhood, sports team, friend group...) (move to Unit 3?) | **3)** Create a timeline, put events in order or occurrence, create a cartoon or mini book, multimedia presentation**.**  **4)** Write a summary, create a cartoon or mini book, multimedia presentation, create an oral interview, character monologue....  **5)** Create an interview, dialogue, skit, flashback, family photo album, family tree or genealogy...  **6)** Dialogue, skit, phone conversation, text exchange, social media posts...  **\*\*7)** Timed presentation  Charts, pictures/ multi media...  **\*\*8)** Social media platforms, cover letter for a job interview, scholarship, college application, create a video introducing themselves with their social qualities... |

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| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **9)** I can describe a cause that I care about, why it matters to me & answer follow up questions from classmates.  Presentational & Interpersonal  **10)** I can define what a stereotype is and how it can impact an individual. Presentational | **9)** See Learning Targets 1‐9  That changed me because… It is important to me because… I learned that/how… That made me feel… How interesting. That's terrible. How sad/great. Tell me more. How did that change you? How did that make you feel? How did that affect… Because....  **10)** Definition of stereotypes.  Stereotypes can be harmful when...  Some consequences of stereotypes are...  I have experienced stereotypes when....  Self-esteem  Feelings  Opportunities  Assumptions | **9)** Research for multimedia presentation, student listeners take notes to create follow up questions, create a video or poster about their cause...  **10)** Students write about¿?  personal poem that describes them or one that inspires them. They search for a poem by a target culture adolescent that inspires them. At the end of the course (possibly as part of a final assessment) they revisit these poems and determine if the poems still resonate with them or if they are no longer relevant, why.  **Culminating assessment suggested ideas: I am not a stereotype.**  Students will write a poem, present a monologue, create or choose a picture/drawing, write or choose a song etc. To express their sense of identity and why stereotypes don’t define them. Students can talk about themselves or someone  . |

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| **Unit 2: Contemporary Life** | | |
| **BIG IDEAS: Contemporary life relates to the SELF (Unit 1 + Health and Well-being), TIME WITH PEERS (in and outside school), WORK (in and outside the home), FREE TIME, PEOPLE IN THE NEWS, and CURRENT EVENTS.**  **Prior Knowledge: Understanding of the word “contemporary” high frequency verbs, conjunctions**  **\*\*Indicates AP/IB Connection** | | |
| **Clarifying Objectives:**  IL.CLL.1.2 Use questions to exchange information in familiar situations.  NH.CMT.1.2. Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.  IL.CLL.4.1. Classify cultural practices of people in the target culture and the students’ culture using familiar topics, situations, and experiences. | | |
| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **1)** I can describe how I spend my leisure time and where I like to go and compare that to how someone in the target culture(s) might spend their leisure time.  **1a)** I can describe whether my leisure activities reflect a healthy or unhealthy lifestyle.  **1b**) I can investigate typical habits in the target culture that may be healthy or unhealthy and suggest ways to incorporate healthy habits into my own culture | **1)**  Normally I enjoy…  Sometimes my friends and I….  Usually, we like to….but if I have time I will…  I used to do/play/go…but now I (we)….  I read that in \_\_\_\_\_, kids my age like\_\_\_\_  In Greensboro, lots of kids\_\_\_\_\_ but in \_\_\_\_\_\_\_, kids prefer \_\_\_\_\_\_\_  **1a)** Class-generated list of leisure activities. Mental. Physical and emotional health. Balanced diet, smoking, vaping etc..  **1b)** Compare time management, more efficient, less efficient, percentage, adjectives of frequency. | **1)** Students will engage in creative conversation with a classmate in person or using Flipgrid, Canvas Discussions etc. They will write or talk about things they enjoy doing and share what they learned about people their age in the target culture.  **1a)** Using Jamboard, students will categorize a list of leisure activities as healthy or unhealthy and explain their choices. They can then set a goal to incorporate one healthy activity or eliminate one unhealthy activity. After a week, students will report their progress to the class.  **1b)** Students collaborate with classmates to review all knowledge about a healthy, well-balanced lifestyle. They can then create a campaign to promote healthy change in their classroom, school or community. Students create a presentation promoting the benefits of and strategies to get healthy. Ie) posters, multi-media presentations, public service announcements, commercials, speeches, blog posts, etc |

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| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **2)** I can compare how I communicate and interact with friends and how that might differ in other cultures.  **3)** I can express certainty or uncertainty about my future education and career.  **4)** I can conduct research about innovations and express my opinion about  what workers of the future might look like.    **5)** I can state my viewpoint of the expectations on adolescents in the target culture. Presentational  **6)** I can discuss peer pressure and how it can effect decision making about my current and future life. | **2)** more than, less than, as much as..  Texting acronyms in target language  Common apps used in other countries,  Smartphone, letters, email, landline etc.  **3)** If clauses (present ind, pres. Ind; pres ind, fut)  If I can, I will do it  I would like…  I know I will…  If I want to...then I must...  Maybe I can…  \*Subjunctive may be introduced on a limited basis where appropriate.  **4)** What soft skills/hard skills will they need?  Investigate and compare/contrast cultures  **5)** My parents think I should...  My teachers always…  My friend’s boss wants him to…  Adults don’t understand that….  If adults want kids to\_\_\_\_ then they should \_\_\_\_\_\_\_\_\_.  Expectations, archaic, unfair.  **6)** It’s hard to \_\_\_\_\_ when \_\_\_\_\_  Kids my age think \_\_\_\_\_\_\_  Individuality, conformity, popular, positive pressure vs. negative pressure | **2)** Students will demonstrate authentic conversation with a friend or relative via their most commonly used communication device. They may use voice recording, video or tools such as Sway, Google slides etc.  **3)** In small groups students will share their plans about their future with classmates. They will be given a scaffold so they can ask questions of people in their group. They will then create a piktochart showing what each student plans.  **4)** Students will choose a career path they would like to pursue or one that interests them. They will investigate innovations/advancements being made in that field and and post their opinion on how that career may change in the next 10 years. They will then compare their findings with one other classmate.  **5)** Socratic Seminar. Students are given two or three authentic reading sources then work in groups to discuss the readings and share their opinions.  **6)** Using Class Hook or teacher selected compilation of video clips, students will decide whether the example of peer pressure is positive or negative and then discuss ways to respond.  . |

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| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| 7) I can characterize what a role model is and discuss whether current role models in my culture and the target culture should be emulated.  *Presentational*  **8)** I can explain how heroes and villains shape our lives. I can describe a person (real or fictional, political or pop culture, from the point of view of someone who likes/agrees with this person and someone who does not. | 7) Class generated list of characteristics of a role model  **8)** hero, villain  I read a story about…  I think \_\_\_\_\_\_ was a hero because…  I don’t think \_\_\_\_\_ was a villain because… | 7) Teacher will prepare a presentation of well-known people from students’ and target cultures. Students will respond whether they think this person is or is not a role model and explain their decision.  **8a)** Class will co-construct and try to reach consensus on characteristics of heroes and villains.  **8b)** Students will fill out Venn diagram comparing and contrasting 2 figures. One they see as a hero and one as a villain.  **8c).** Students present a controversial person to the class (orally or in writing), someone with both heroic and villainous characteristics and peers determine whether they see the person as a hero or villain. If possible, select and research people from the target cultures. |

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| **Unit 3: Families and Communities** | | |
| **Prior Knowledge:**  **Vocabulary to describe family and close relationships**  **Vocabulary to describe different groups of people with common interests (sports, music, hobbies)**  **Vocabulary to describe physical communities (city, school, locations)**  **Some ability to communicate in the three major time frames (before, now, after)**  **Ability to ask and answer questions about familiar topics (family and communities)** | | |
| **Clarifying Objectives:**  IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.  IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media.  IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language | | |
| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **1a)** can identify and compare different types of family structures both in my community and in the target culture/s. *Interpretive, Presentational*  **1b**) I can interpret information from an authentic chart/graph of family statistics from the target culture/s. *Interpretive*  **1c**) I can compare what family structures were like then and are now. Interpretive*, Presentational* | **1a)** vocabulary associated with different types of family roles and structures that represent students’ cultures and target language cultures (single-parent, nuclear, adopted, foster, blended, multi-generational, etc.)  **1b)** vocabulary related to reading charts/graphs/tables (percent, rate, etc.)  **1c)** comparisons, past tense of verbs such as:  To cohabitate, to raise children, to live (alone or with others), to inherit, to retire, to be (isolated), to have (an empty nest) | **1a)** Read, listen to or watch a text in the target language about different family roles and structures.  Create a Venn diagram or T-chart to organize information and then present findings about past and present family roles and structures in writing or speaking.  **1b)** Analyze and summarize information presented in an authentic graph/chart/table.  **1c)** Research and present (in writing or speaking) how family roles and structures have changed over time.  Write a letter, e-mail or diary entry and/or create a video/audio presentation “from my future self” describing what family life/structure is like and comparing it to how it “used to be” as a child. |

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| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **1d**) I can imagine what my future family and life will be like  Presentational, Interpersonal  **2)** I can engage in a conversation about family structures.  *Interpersonal*  **3)** I can listen to and/or view texts about families from the target culture and summarize them in speaking or writing. *Presentational/Interpretive*  **4**) I can define what constitutes a community and identify different communities in my culture and the target cultures´. *Interpersonal*  **5)** I can compare perspectives and expectations of family members in my culture with the target  cultures´. *Presentational, Interpersonal*  . | **1d**) future verbs such as to save, to spend, to invest, to donate, to earn, to pay taxes,  **2)** interrogatives, transitions  **3)** recycle high frequency verbs, adjectives, activities, places around the town  **4)** nationality, ethnicity, neighborhood, community center, school, religious, sports teams, arts, music, clubs  values (collective thinking, individual, competition, collaboration) , norms,  **5)** chores, working outside the home, club/extra-curriculars, babysitting younger siblings, helping grandparents etc. | **1d)** Tell a partner what your family will be like 20 years from now  Role play: a session with a financial planner discussing your future  **2)** Using Jamboard, students will post notes on what they know/have learned about family structures.  **3)** Students will choose one country from the target culture then using Jamboard, Sway or a Venn diagram etc. create a comparative presentation of similarities and differences between families.  **4)**  **5)**  **Culminating assessment suggested ideas:**  Summative: In a presentational mode...  Students could research family structures in one or more target cultures and present information orally and in writing. |

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| **Unit 4: Navigating and Impacting the World Around Me (Global Connections and Challenges)** | | |
| **BIG IDEAS: The world can be perceived as the SELF, HOME, COMMUNITY/NEIGHBORHOOD, STATE, REGION, CONTINENT, & WORLD AS A WHOLE. The first 6 can play a role in the world as a whole. For example, access to clean water is an issue of global importance, but it matters to the individual whether or not water is available in their home and community.**  **GREAT RESOURCE: The UNs 17 Sustainable Development Goals**  **Prior Knowledge:** | | |
| **Clarifying Objectives:**  NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.  NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.  NH.CMT.1.2 Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language. | | |
| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **1**) I can identify ways in which teenagers stay connected in my culture & the target culture & common topics of discussion. *Interpretive*  **2)** I can explain how I can positively impact my community & how teens in the target culture can impact their community. *Presentational*  (Global citizenship)  **3)** I can recognize cultural practices that shape the lives of teenagers in the target culture. *Interpretive/Interpersonal* | **1)** Social media terminology, text messaging abbreviations, social gathering opportunities, trending topics that interest teenagers – student generated list.  **2)** I can, I could, I should, I would, I need to, I will, so that, because.. (+ student generated vocabulary i.e. serving at church, Scouts, peer tutoring, volunteering...)  **3)** Language chucks will vary depending on the content the teacher chooses for this lesson. | **1)** Students choose a media platform & maintain a discussion/ communication over multiple days in the target language. They may show screen shots as evidence to the teacher.  **2a)** Google Slides – each student chooses a person from the target culture who is making a difference & explains what he/ she is doing.  **2b)** Teacher shows examples of social influencers from the target culture & students discuss how they are making a difference or giving back to their community.  **3a)** Read a passage or story from the target culture & identify some of the cultural practices, products & perspectives.  **3b)** Students look at artwork or social media clips & discuss the cultural practices they see represented. |

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| **Learning Targets** | **Language Chunks and Vocabulary** | **Checks for Learning** |
| **4)** I can identify habits that are good or bad for the environment  **5)** I can explain why certain behaviors are good for the environment & others are bad.  **6)** I can interpret information from an authentic chart/graph of environmental statistics from the target culture/s.    **7)** I can set a goal to positively impact the environment around me & explain how I met that goal in the target language. (Nicole)  **8)** I can identify and analyze humanitarian needs within the target cultures/countries and their impact on society. (Nicole)    **9)** I can research a global issue and provide basic facts from the global perspective and from my community’s perspective. | **4)** Recycle, conserve water, electricity, etc... use public transportation, turn off lights, pick up trash, plant a tree, etc... waste water, electricity, throw trash on the ground, etc...  **5)** You should, you should not, it would be better to... because..., there would be less pollution, trash, waste, cleaner air, better for wildlife, etc...  **6)** There is/ are/ was/ were...  \_\_% of..., the data shows (recycle terminology from above)  **7)** I plan to, my goal is to, I will, I have, my next step is, then, after that, so far...    **8)** Student generated vocabulary as needed based on each country’s unique need (EX: hunger, poverty, access to education, clean water, obesity, etc...)  **9)** The language of statistics (percentage, and numbers and decimal system); all the language in the titles of the UNs sustainable development goals; sustainable, development, energy, earth/land, water and the different bodies of water, air/wind, sun/fire, energy, peace, social justice, | **4)** When shown a photo, students will describe what they are seeing. Students create signs/ posters in the target language reminding others to recycle, turn off the lights, etc...as well as signs telling others what not to do.  **5a)** Students create a chart explaining how to replace bad behaviors with good behaviors & what the benefits there would be to the environment.  **5b)** Students create a skit where they persuade a friend to change bad habits for good habits.  **6)** Write a letter, e-mail, Tweet and/or create a video/audio presentation describing the negative environmental impacts revealed by the data, then give at least 3 solutions to help improve the environment.  **7)** Students chose a goal from website below: https://www.un.org/sustainabledevelopment/climate-action-superheroes/  (You can put this site in many different languages) They select which kind of Superhero they want to be, then create a chart, journal, blog, etc... to document & report their progress to the class throughout the week.  **8)** Students read or listen to an authentic source about the target culture/ country & respond to comprehension questions. 8b. Students complete a chart based on the passage. Students categorize the level of need each country faces as shown on the UN website.  **9a)** Each student will select a sustainable development goal and prepare a “briefing” on the goal.  **9b)** Students work in groups to assess/evaluate the goal area in their own community.  9c) Students draft a letter to send to community leaders related to their community’s needs related to the given goal area. If the community has made great strides in the goal area, they also acknowledge these in the letter.  9d) Each group devises a service learning project related to the Goal area and the class, all the language students in that level, or all the students in the school, can vote on which service learning project most interests them.    Integrated Performance |

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| **Unit 5: Science and Technology** | | |
| **Prior Knowledge**  **Vocabulary: to create, to grow, to build, the 4 elements (earth, wind, fire, water), parts of the body, science, scientist, scientific, biology, chemistry, physics, environmental science, forensic science, nursing fundamentals, astronomy, nutrition, neurology, technology terms**  **Grammar: Comparisons** | | |
| **Clarifying Objectives:**  Interpersonal:  IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.  IL.CLL.1.2 Use questions to exchange information in familiar situations.  Interpretive:  IL.COD.2.1 Analyze the relationship between words from the target language and the students’ language to expand vocabulary related to academic topics.  IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language  Presentational:  NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.  Culture:  IL.CLL.4.1 Classify cultural practices of people in the target culture and the students’ culture using familiar topics, situations, and experiences.  IL.COD.4.1 Analyze cultural practices and perspectives from the target culture with the students’ culture.  IL.CMT.4.2 Create resources in the target language for use in the community.. | | |
| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **TECHNOLOGY SUBTOPIC:**  1) I can identify and compare cognates and loan words related to science/inventions.  *Interpretive*  2) I can read or listen to descriptions of how machines and inventions work.  *Interpretive* | 1) Class generated vocabulary that may include: landline, cell phone, smart phone, social media \* device, portable, old, new, before, nowadays, currently, back then  2) technology, innovation, changes, technical, development, to change, to improve, was invented, came about, created, caused, helped, discovered, impacted | 1) Students read/listen to/watch nonfiction texts/audio about science and inventions.  2) Students listen to/read descriptions of how machines and inventions work and match them to a picture of that machine. |

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| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **3)** I can describe how a machine or invention works.  *Presentational*  **4)** I can ask and answer questions about how machines and inventions work.  *Interpersonal*  **5a)** I can research a scientist or inventor from the target culture and identify the impact of their work.  *Interpretive, Culture*  **5b)** I can understand cultural perspectives on technology and science  **6)** I can ask and answer questions about an inventor/scientist in the target culture.  *Interpersonal, Presentational*  **7)** I can explain the impact of science and technology on our lives.  *Presentational* | **3)** Student/teacher generated vocabulary for each technology discussed  **4)** advantage, disadvantage fast, simple, comfortable, safe, secure faster than, better than, more...than  **5a)** Verbs to describe the impact of machines and technologies function (for example: fold, crease, add, melt, combine, attach, package)  **6)** Review modal verbs (should/must/can)  Review comparative  Imperative  **7**) Subjunctive- it is important that, it is necessary that, it is possible that, it is a shame that, I am sad/happy that, I propose that, I hope that | **3)** Students choose a machine or invention and describe it to a partner, who has to guess what it is.  **4)** Students ask and answer questions with a partner to understand how a machine or invention works.  **5a and 5b)** Students choose a scientist or inventor from the target culture and research their life and work. They identify the impact of that person’s contribution. They prepare a text that summarizes their findings.  **6)** Students interview each other to learn about other inventors and scientists in the target culture.  **7)** Students create an app/machine/invention to market to the target culture and explain how it works, its purpose and impact. Or they assume the role of an inventor/scientist from the target culture and do the same.  They create an oral and visual/written presentation and try to convince their classmates to invest in their product (Shark Tank) or to explain its impact on our lives (Ted Talk). |

**Unit 5: Science and Technology**

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| **Unit 5: Science and Technology** | | |
| **Prior Knowledge**  **Vocabulary: to create, to grow, to build, the 4 elements (earth, wind, fire, water), parts of the body, science, scientist, scientific, biology, chemistry, physics, environmental science, forensic science, nursing fundamentals, astronomy, nutrition, neurology, technology terms**  **Grammar: Comparisons** | | |
| IL.COD.1.2 Understand how to ask and answer questions and exchange information on academic topics.  IL.CMT.1.1 Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.  IL.CMT.1.2 Use the language to exchange information with people from the target culture about shared experiences | | |
| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **ENVIRONMENT SUBTOPIC:**  1) I can understand news reports about environmental issues in the target culture and in my own community and summarize the main idea and some details.  *Interpretive and presentational*    **2)** I can identify and compare cognates and loan words related to environmental issues.  Culture    **3)** I can compare environmental concerns in the target culture/s with my own community. *Presentational, culture*    **4)** I can ask and answer questions about the main idea and details related to environmental issues. Interpretive | **1)** Resource generated vocabulary:  plastic ocean, plastic island, bags, bottles, straws pesticides, chemicals, bees, food waste, expiration date glacier meltdown  **2**) Student and teacher generated list.  **3)** clean water, air pollution, improved, became worse, declined, caused, saved,  **4)** natural resources, developing countries, That could lead to..., that could be..., that would be... Increase, decrease, consequence of, global temperature, climate change, in order to avoid, that endangers, endangered | 1a) Students read/listen to/watch news reports about environmental issues in the target culture/s. For each topic, they prepare a summary of the main idea and at least 3 important details.    **2)** Students compile a list of environmental vocabulary in the target language from the news reports and compare cognates and loan words.    **3)** Students create a Venn diagram or T-chart to compare environmental problems in the target culture and their own community.    **4)** Students divide up environmental topics and ask and answer partner/s questions about the main idea and details. |

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| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **5)** I can identify steps individual citizens are taking in the target culture/s to protect the environment. Interpretive, culture  **6)** I can summarize an environmental problem and give suggestions about steps people can take to mitigate it. Presentational    **7)** I can present and defend my viewpoint on an environmental issue. Presentational, Interpersonal    **8)** I can comment on a classmate's viewpoint on an environmental issue. Interpersonal | **5)** ) protected, environmental, biodegradable, metal, endangered, reduced, recycle, conserve, turn off, reduce, plant, reuse, energy efficient,  Zero waste, Community gardens  Throwing away food, Food banks    **6)** Review modal verbs (should/must/can)  Review comparative  Imperative    **7)** Subjunctive- it is important that, it is necessary that, it is possible that, it is a shame that, I am sad/happy that, I propose that, I hope that  8) | **5)** Students read/listen to/watch authentic resources to identify environmental solutions in the target cultures. (volunteers cleaning beaches of plastic, zero waste lifestyle, public water fountains, etc)    **6)** Students select one environmental issue and compile a briefing on the facts surrounding the problem, suggest possible solutions and steps, etc.  **7)** Students complete a presentational project in which they present and defend their viewpoint on an environmental issue.  **8)** Students respond with comments to their peers’ viewpoints.  See here for possible presentational projects to fulfill Learning Targets 7 and 8 |

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| **Unit 6: Beauty and Aesthetics** | | |
| **Prior Knowledge**  **Vocabulary:**  **Verbs: To see, to draw, to paint, to act, to build etc.**  **Grammar: Likes and dislikes in present and past tense, opinions (I think, I prefer, I believe, in my opinion)**  **Comparatives (as many as, more than, less than, as\_\_\_\_\_ as.**  **\*\*Note to teachers. This unit can be taught as a stand-alone or elements of it can be interwoven with any of the other units.**  **Areas to explore: music (classical, pop, rap...), painting, drawing, graffiti, comics, sculpture, photography, architecture, dance, fashion, cinema, literature (fiction and non-fiction), advertising...** | | |
| **Clarifying Objectives:**  IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.  NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture  NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics. | | |
| **Learning Targets** | **Vocabulary Chunks** | **Checks for Learning** |
| CONCEPTS AND PERCEPTIONS OF BEAUTY & AESTHETICS  1. I can categorize elements of beauty into physical traits and non‐physical traits. Interpretive  2. I can explain how different cultures hold different beauty standards by analyzing ads and works of art. Presentational. Interpretive  3. I can analyze the way in which media and social media influence the perception of beauty and aesthetics across cultures both positively and negatively. Presentational. Interpretive.  4. I can distinguish the pros and cons of previous and current beauty standards. Presentational. Interpretive  BEAUTY AND AESTHETICS THROUGH ARTIFACTS AND PERFORMANCE  1.I can describe a work of art and what makes it unique. Interpretive  2. I can determine and explain the purpose of an artifact. Presentational. Interpretive  3. I can argue/defend my interpretation of beauty as evidenced through examples of visual and/or performing arts. Interpersonal/ Presentational | Teachers work with students to develop vocabulary lists that allow students to communicate about physical traits as well as positive character traits.  Some examples include: being generous, showing solidarity with others, edifying, attitude, confidence, insecurity, socially acceptable/unacceptable,  Other examples include: looks like, hair (facial/body), complexion, to put on makeup, to pick out clothes, jewelry, how-to videos and tips, inner beauty, outer beauty, superficial/fake, perfection...  Phrases to state an opinion such as I think, I believe... In my opinion...  Comparing/Contrasting: as \_\_\_\_\_ as, more \_\_\_\_\_ than, not as \_\_\_\_\_ as,  Defending opinions using superlatives: the most \_\_\_\_\_, the least \_\_\_\_\_    Teachers work with students to develop vocabulary lists that allow students to communicate about various artifacts as they relate to visual and performing arts.  Some examples include:  beauty, shape, color, audience, self‐portrait, portrait, sculpture, still life, foreground, background, symmetrical, hard, soft, detailed, minimal, art movements (impressionism, surrealism, etc.) dreamy, realistic, abstract, disturbing, strange, depressing, inspiring ● to demonstrate/support/promote/honor… (religious beliefs, political ideas, a leader, etc.) ● to tell a story, to teach ● practical reasons for the particular artifact studied ‐ for example, to protect the city, to provide water, to archive | 1. Students watch a video of people explaining what beauty means to them. Students summarize the information and then categorize the traits (physical/ non-physical) mentioned by those individuals.  <https://youtu.be/QOtBQ7khAC8>  2. Students will view ads that sell beauty products in the U.S. as well as those from the target culture. Students will then compare and contrast those advertisements in order to identify the true agenda/purpose of those ads as they seek to understand what the different cultures value.  3. Students look at various memes/images and the comments posted by those who have viewed them and discuss differences of perception.  4. Students debate/defend the pros and cons of current beauty standards as compared to historical /cultural trends of beauty.  1a. Students create a replica of a work of art and present their analyses.  1b. Students create a video of a performance and analyze it.  2.Students compare a work of art or performance by a target culture artist with another by a U.S. artist. Then students determine the artist’s purpose.  3. Students conduct research on a target-culture fashion designer and compare it with a U.S. fashion designer.  Students analyze the intersection between art and science. |

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| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **Ideas for enrichment:**  GOALS: To understand the benefits and the motivations of why adolescents work.  What are the different options available to adolescents upon graduating from high school. Compare/contrast cultures  b) \*\*I can analyze and compare roles in households in a target culture and my community. (Resource: Sandra Cisneros’ “Only Daughter”) *Interpretive, Presentational*  Unit 3  (JA) Mysteries, Myths, Legends,  I can identify the mysteries, myths, and/or legends that resonate with my family.  I can find a key mystery, myth, and or legend in one of the target cultures that has something in common with the stories that resonate with my family  Sudents determine if their favorite works of literature are translated in the target language. If so, they compile a list of the titles in the target langoage (e.g., The Hunger Games in Spanish is Los juegos de hambre). Students Make a personal reading list of books (from target cultures authors) they would consider reading. They can use some kind of authentic search engine (people who read books X,Y, and Z, also liked A, B, and C). |  | CULMINATING ASSESSMENT:  Students look online for jobs available in cities of the target culture. After reading several ads, they will then create their own wanted ad to be displayed in an online class newspaper. Students then write a cover letter and resumé that would make them a great candidate for their preferred job. The class will work together to generate a list of agreed upon interview questions and will then create 3 more individually that are specific to their jobs and can be used in the spoken interviews. Every student must interview and be interviewed at least three times. Once all interviews are completed the interviewers submit to the teacher their 1st, 2nd, and 3rd choices for the job, explaining why; and likewise, the interviewees will submit in order which jobs they would accept and why.  **Culminating Assessment:**  Students will apply for an internship, highlighting reasons they are a perfect candidate for the position and explain how the position will/ would help them in their future endeavors.  Students reply to an e-mail from a prospective employer.  Unit 3  Note: these are NOT checks for learning (yet), but just brainstorming AP and IB connections  AP: customs and values, education and communities, family structure, global citizenship, human geography, social networking, traditions and values  EQ: How do you **define family** in different societies?  How do individuals contribute to the wellbeing of a community?  What are the differences in the roles that communities and families assume in different societies of the world?  IB: Social Organization  Relationships  Community  Social Engagement  Unit 5  **TECHNOLOGY PROJECT IDEAS:**  (JA) Each student finds an innovative piece of technology that has solved an issue in the target culture, presents the piece of technology to the class. Student or collaborative group crowd sources questions about the technology and ideas to take the technology to the next step (something as simple as a google form or a canvas discussion board). Class’ ideas for future iterations and questions about the technology (I wonder, I want to know) are synthensized by the individual/group that presented the technology (example are the billboards in Peru that convert moisture in air into potable water).  (JA) Students find an inspiring STEM teen in the target cultures and tells about the problem that the teen solved, describes the solution or the difference that the target cultures adolescent is making, and where they predict the adolescent innovator will be in the future. A digital book is made by collecting a page from each student. Each student finds a heritage language learner or student of the target language, lets the “audience” select 2-3 people they want to learn about and student presents the pages to their audience. As an alternative, students can put together an infographic. |

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| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
|  |  | **Culminating Activity Options:**  \*Students generate a description of a work of art, giving clues that lead to identifying a work of art.  \*Reading the descriptions, students search to determine which work of art is being described.  \*Students create a visual and performing art gallery of the target culture world, acting as docents for art or hosts for performing arts. For performing arts, an American-idol-type show could be set up. Each host could describe the significance of the piece and students could cast their vote for winning/favorite performances. It could even be set up with advancing brackets. |

Resources:

Stereotypes:

<https://www.discoveryeducation.ca/teachers/free-lesson-plans/understanding-stereotypes.cfm>

Global Connections – use if the group wants it from the original document from Kimberly:

1. I can sort characteristics of the society of the target culture and my culture into time periods. Interpretive

2. I can categorize events into 3 categories of cultural shifts‐economic, social, or religious. Interpretive

3. I can determine how an object or image was significant to a society in a given time period in both the target culture and/or my own. Interpretive

4. I can compare the significance of an object from today and a previous time period. Presentational/Interpersonal

5, 6. Repeat LT 3 & 4 with other objects and/or images that refer to topics addressed in LT 1 & 2.

7, 8. Repeat LT 3 & 4 with other objects and/or images that refer to topics addressed in LT 1 & 2.

9. I can speculate what my life would have been like if I had lived in a previous time. Interpersonal

Language chunks Column 2:

resource‐generated changes regarding economics, religious, family structures, politics ● how to refer to decades (the 70's, the 80's, etc.)

● economic, social, religious ● played a role, provided, made possible, allowed, created, came to be, resulted in, was the basis for as a result of, because of

● possible objects/images ‐ should be related to the topics presented in LT1 and LT2 ‐ photos of a plow, revolutionaries, a typical family, people at a church, a telegraph, a factory, students at school ● LT 3

● on one hand, in the same way, in addition, consequently, in contrast to, rather than, unless

● If I had lived at that time, If I were, I would..., I would have..., I would be... ● more/less: poor, educated, vaccinated, hungry, simplistic, happier, religious, married

Column 3:

WLES FOR UNIT 5

IL.COD.1.1 Understand how to start and continue unrehearsed conversations on a limited number of academic topics.

NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture. NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary

NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics. NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines. NH.COD.3.3 Use readily available technology tools

NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture

IL.CLL.4.2 Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.

IL.CLL.4.3 Analyze the language conventions in authentic written and spoken texts.

Unit 5 Topics

**Option A for 7 and 8: Service Learning Project.** Students prepare a persuasive text to convince their classmates to choose their proposed Service Learning Project. They then present it orally in person or in a video/Flipgrid. Other students in the class listen and judge the quality of the evidence and arguments. Students ask and answer questions about the projects. Finally, the class chooses a project.

Students could then participate in a class Service Learning environmental project. They keep a log of their hours and present a reflection in the target language.

**Option B for 7 and 8: Mock Debate**

Students could prepare a mock debate about an environmental topic. They present their arguments orally and in writing. Another student role plays a debate opponent and presents the opposing view. Other students in the class listen and judge the quality of the evidence and arguments. Students ask and answer questions about the topics. Finally, the class chooses a debate winner.

**Option C: Community Outreach**

Students create posters, infographics or short informative videos in the target language about their topic to be displayed around the school, the school website, social media or in the community.

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| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
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