



Dublin City Schools
World Languages
Graded Course of Study
2019

Vision

The Dublin City Schools World Language Staff believe in providing opportunities for students to become proficient in another language by including rich experiences in culture, literature, and the arts. It is our goal to support students in acquiring another language to high levels of proficiency. We believe language learning helps students to become better citizens of the world and to handle diverse situations both in the workplace and in daily life.

Goals

We believe that a DCS World Language education supports learning in the following areas:

- Literacy Skills: vocabulary growth, enhanced decoding skills, developed reading comprehension, improved writing skills
- Cognitive Skills: critical thinking, problem-solving, deductive and inductive reasoning, metalinguistic awareness
- Cultural Skills: awareness of diversity and appreciation of other cultures,, connections to one's own culture, sensitivity to culturally ambiguous situations
- Communication Skills: ability to engage in meaningful conversation, thoughtful exchange of ideas, understand and interpret spoken language as well as written text, and present information, concepts and ideas.
- Cross-curricular Skills: such as, but not limited to, geographical knowledge, history, healthy lifestyle, art appreciation, music appreciation, environmental awareness, scientific discoveries, leisure activities, global issues (e.g., immigration, politics, economy).

Instructional Agreements for World Language Learning in the DCS Workshop

- Teachers will use the target language as extensively as possible (90% plus) at all levels during instructional time while using strategies to facilitate comprehension and support meaning making.
- Appropriate feedback to students will be provided in order to help encourage learning and language development.
- A variety of opportunities for communication (i.e., interpretive, interpersonal, and presentational) will be planned throughout the course with the aim to facilitate advancement on the proficiency scale.
- Students will employ grammar to better express themselves in both oral and written production therefore it is essential that grammar is taught and used in context.
- Authentic materials will be used across levels to promote interpretive reading and listening skills. Adapted texts will also be used to maximize comprehensibility.
- Teachers will plan units that include identified desired learning targets, evidence of learning, and planned learning experiences and instructional components utilizing essential questions to help guide the learning.

World Language Learning Standards Overview

Communication Standard: Communicate in languages other than English, both in person and via technology.

Interpretive Communication (Reading, Listening/Viewing)

Competency # 1. Derive meaning from messages and texts using listening, reading and viewing strategies.

Competency # 2. Identify how authentic sources convey viewpoints and use authentic sources critically.

Competency # 3. Comprehend and interpret information in authentic messages and informational texts.

Competency # 4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts.

Interpersonal Communication (Speaking/Signing, Listening/Viewing, Reading and Writing)

Competency # 1. Negotiate meaning using requests, clarifications and conversation strategies.

Competency # 2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics.

Competency # 3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.

Presentational Communication (Speaking/Signing and Writing)

Competency # 1. Convey meaning using writing processes and presentation strategies.

Competency # 2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.

Competency # 3. Present literary, creative and artistic endeavors to audiences near or far.

Cultures Standard: Gain and use knowledge and understanding of other cultures.

Competency # 1. Examine and describe relationships among products, practices and perspectives and compare them across cultures.

Competency # 2. Experience the target language and culture(s) and share information and personal reactions with others.

Learning Standards: World Languages 9-12 Communication Standard

INTERPRETIVE COMMUNICATION: Communicate in languages other than English, both in person and via technology.

Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recorded messages; personal anecdotes; and narratives in the language. They understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children's stories and classical literary texts. Learners derive meaning through the use of listening, viewing and reading strategies. Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, nonprint and digital language and culture sources.

1. Derive meaning from more detailed messages and texts using listening, reading and viewing strategies.

- a. Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions.
- b. Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts.
- c. Make use of print and digital resources to understand the meaning of new words and expressions.
- d. Utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions.
- e. Use knowledge of the situation, the purpose of communication or context cues to understand more detailed messages.
- f. Interpret gestures, intonation and tone to comprehend a range of verbal and nonverbal messages

2. Analyze how authentic sources convey viewpoints and use authentic sources critically.

- a. Identify authentic sources and evaluate their suitability for specific tasks.
- b. Analyze the viewpoints of authentic sources by determining who produced the texts, when, why and for whom.
- c. Synthesize information about the same topic or event from multiple authentic sources, noting important similarities and differences in the points of view they represent.
- d. Use information and viewpoints from authentic sources to inform or enhance a more sophisticated conversation, presentation or expression of creativity.

<p>3. Comprehend and interpret more detailed information in authentic messages and informational texts.</p>	<ul style="list-style-type: none">a. Follow complex instructions, directions and requests.b. Provide more detailed answers to questions about authentic messages and informational texts.c. Identify, sequence and classify people, places, things or events based on detailed descriptions.d. Examine essential elements of written informational texts to differentiate the main idea and relevant details from extraneous information.e. Draw conclusions and justify inferences based on more nuanced ideas and details derived from authentic messages and informational texts.f. Synthesize information from authentic sources to solve complex problems, complete multi-step tasks or reinforce concepts across the curriculum.
<p>4. Comprehend and interpret more detailed information about the main idea and relevant details in authentic literary texts</p>	<ul style="list-style-type: none">a. Follow complex instructions, directions and requests.b. Provide more detailed answers to questions about authentic messages and informational texts.c. Identify, sequence and classify people, places, things or events based on detailed descriptions.d. Examine essential elements of written informational texts to differentiate the main idea and relevant details from extraneous information.e. Draw conclusions and justify inferences based on more nuanced ideas and details derived from authentic messages and informational texts.f. Synthesize information from authentic sources to solve complex problems, complete multi-step tasks or reinforce concepts across the curriculum.

INTERPERSONAL COMMUNICATION: Communicate in languages other than English, both in person and via technology.

Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.

1. Negotiate meaning using more sophisticated requests, clarifications and conversation strategies.

- a. Use a range of expressions to make requests and seek clarification.
- b. Ask and answer a wide range of questions to seek or clarify information.
- c. Paraphrase, elaborate or use circumlocution to clarify meaning and ambiguities.
- d. Observe or use more sophisticated nonverbal clues to help clarify meaning.
- e. Use a wider variety of conversation strategies to steer interactions.

2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics.

- a. Engage in greetings, introductions and leave-taking.
- b. Ask more complex questions and provide more detailed answers on a wide variety of topics.
- c. Give and follow sequences of multistep directions, requests or instructions to engage in a wider variety of social, educational, cultural and work-related tasks and activities.
- d. Share detailed descriptions of people, places, things and events.
- e. Initiate, sustain and conclude conversations, interviews and debates on a wider range of personal, general knowledge, academic, interdisciplinary and work-related topics and issues.
- f. Use language to acquire a greater variety of goods, services or information.
- g. Provide more detailed information or a wider variety of services using knowledge of the target language and culture.
- h. Collaborate to accomplish more challenging tasks or to propose solutions to more complex problems affecting local and global communities.

3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.

- a. Express a wider range of feelings and emotions in reaction to an announcement, a surprise or an event.
- b. Ask and answer more nuanced questions about feelings, emotions and preferences.
- c. Exchange, compare and justify preferences and opinions about personal, academic, professional and contemporary or historical topics.
- d. Advise peers, family members or co-workers on problems, concerns or personal matters and adjust advice, if necessary, based on emotional responses and/or counterargument.

PRESENTATIONAL COMMUNICATION: Communicate in languages other than English, both in person and via technology.

Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expression. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.

1. Convey more sophisticated meaning using writing processes and presentation strategies.

- a. Plan more sophisticated texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns.
- b. Organize thoughts and choose resources.
- c. Produce initial drafts/presentations while keeping audience, context and purpose in mind.
- d. Revise and edit texts/presentations using tools that promote reflection on meaning, form and mechanics.
- e. Produce final drafts/presentations with aesthetic appeal using tools that help to convey meaning.
- f. Rehearse presentations using a wider range of delivery strategies.
- g. Use appropriate techniques to cite sources and avoid plagiarism.

2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.

- a. Create and present more extensive lists and classifications.
- b. Tell a more detailed personal story or anecdote.
- c. Describe people, places or things in greater detail to educate or entertain others.
- d. Explain a more complex process or concept.
- e. Provide or demonstrate more complex rules, regulations and/or policies.
- f. Publicize an event, program or recent success by providing more extensive details.
- g. Advocate for and against the purchase or sale of products and/or services to a variety of audiences.
- h. Motivate others to meet or exceed personal or shared goals.
- i. Propose solutions to more complex issues or problems.
- j. Advise others about options, ideas, plans or perspectives using more complex language.
- k. Present a formal, persuasive argument for or against a current or past issue of shared concern or course of action.
- l. Synthesize detailed interdisciplinary information and content to create and present more extensive reports, presentations and/or projects

<p>3. Present a range of literary, creative and artistic endeavors to audiences near or far.</p>	<ul style="list-style-type: none"> a. Recite or retell authentic stories, folktales, poems, rhymes and legends using appropriate gestures. b. Dramatize or perform authentic songs, dances, skits, plays, monologues or scenes from literature using appropriate gestures. c. Play music or produce an art/craft of the target culture and share more detailed information about it with others. d. Write and perform an original rhyme, story, poem, song, skit, dance, cartoon, monologue or play. e. Use sophisticated visuals and sound to enhance more elaborate performances.
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<p>CULTURES STANDARD: Gain and use knowledge and understanding of other cultures.</p> <p>Through the target language, students examine the relationship among the products, practices and perspectives of the target culture(s). Students enhance their understanding by making cultural comparisons and developing cultural insights. The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts. As they become globally competent citizens, students learn that language and culture are inextricably linked. As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.</p>	
<p>1. Analyze and explain relationships among products, practices and perspectives and compare them across cultures.</p>	<ul style="list-style-type: none"> a. Investigate, explain and demonstrate patterns of behavior. b. Analyze why people meet their basic needs in different ways and share findings with others. c. Analyze and compare a variety of products, practices and perspectives of the U.S. and target cultures. d. Analyze and present factors that affect the availability and affordability of products and services across cultures. e. Investigate and explain a variety of institutions, contemporary and historical figures, contributions and time periods of the target culture(s). f. Investigate and explain how languages and cultures interact with, influence or change each other over time. g. Investigate and explain how a variety of factors result in regional variations in products, practices and perspectives among and within target language communities. h. Examine cultural perspectives as they are portrayed in the media and other sources and describe them to others. i. Solve complex problems and complete elaborate tasks while taking into consideration diverse cultural perspectives.

	<p>j. Explain or demonstrate how having global competency skills enables people to build collaborative relationships with others.</p> <p>k. Hone global competency skills for use in college, career and beyond by engaging in collaborative activities online and/or in person with members of diverse communities at home and in the target culture(s).</p>
<p>2. Experience the target language and culture(s) and share information and personal reactions with others.</p>	<p>a. Attend, view or participate in a wide variety of cross-cultural activities and target culture events.</p> <p>b. Experience and react to a wide variety of expressive products</p> <p>c. Analyze, explain and create replicas of important objects, images and symbols.</p> <p>d. Use authentic digital and print media.</p> <p>e. Investigate and experience target community organizations and their resources.</p> <p>f. Interact and collaborate with a variety of target language speakers around a wide range of interests.</p> <p>g. Use appropriate levels of formality or informality when interacting with members of the target culture(s).</p> <p>h. Analyze and explain why people in different cultures might have differing viewpoints on a variety of issues.</p>

Chinese Themes, Topics and Aspects

Themes	Standards Alignment	Chinese 1 Topics and Aspects	Chinese 2 Topics and Aspects	Chinese 3 Topics and Aspects
Identities	<p><u>Interpretive</u></p> <ul style="list-style-type: none"> ● 1a, 1b, 1c, 1d, 1e, 1f ● 2b, 2c, 2d ● 3c ● 4f 	<p style="text-align: center;">My Profile</p> <p>Personal Details Appearance Personality Likes & Dislikes</p>	<p style="text-align: center;">My Profile</p> <p>Appearance Personality Clothing</p>	<p style="text-align: center;">My Profile</p> <p>Childhood Future Plans</p>
	<p><u>Interpersonal</u></p> <ul style="list-style-type: none"> ● 1a, 1b, 1c, 1d, 1e ● 2a, 2b, 2c, 2d, 2e, 2f ● 3a, 3b, 3c, 3d 	<p style="text-align: center;">Relationships</p> <p>Family Friends Pets Social Protocols (personal, informal, formality, greetings)</p>	<p style="text-align: center;">Relationships</p> <p>Family Friends Pets Social Protocols (public, formal, formality, greetings)</p>	<p style="text-align: center;">Relationships</p> <p>Family Friends Pets Social Media</p>
	<p><u>Presentational</u></p> <ul style="list-style-type: none"> ● 1a, 1b, 1d, 1e, 1f ● 2a, 2b ● 3f, 3g, 3h, 3i, 3j, 3k 	<p style="text-align: center;">Cultural Diversity</p> <p>Nationality / Origins Languages spoken Target Language Cultures</p>	<p style="text-align: center;">Cultural Diversity</p> <p>Stereotypes Target Language Cultures</p>	<p style="text-align: center;">Cultural Diversity</p> <p>Artistic Expressions Stereotypes Target Language Cultures</p>
	<p><u>Cultures</u></p> <ul style="list-style-type: none"> ● 1a, 1b, 1c, 1d, 1e ● 2d, 2g, 2h 			
Experiences & Contemporary Life	<p><u>Interpretive</u></p> <ul style="list-style-type: none"> ● 1a, 1b, 1c, 1d, 1e, 1f ● 2b 	<p style="text-align: center;">Healthy Living</p> <p>Emotions</p>	<p style="text-align: center;">Healthy Living</p> <p>Nutrition Daily Routines Wellness Exercise</p>	<p style="text-align: center;">Healthy Living</p> <p>Social Media Driving Safely Individual Responsibility</p>
	<p><u>Interpersonal</u></p> <ul style="list-style-type: none"> ● 1a, 1b, 1c, 1d, 1e ● 2b, 2c, 2d, 2e, 2f, 2g ● 3a, 3b, 3c, 3d <p><u>Presentational</u></p> <ul style="list-style-type: none"> ● 1a, 1b, 1d, 1e, 1f ● 2a, 2h, 2i, 2j, 2k, 2l <p><u>Cultures</u></p> <ul style="list-style-type: none"> ● 1a, 1b, 1c, 1d, 1e ● 2d 		<p style="text-align: center;">Hobbies & Interests</p> <p>Travel Sports & Leisure</p>	<p style="text-align: center;">Hobbies & Interests</p> <p>Entertainment</p>

		Customs & Traditions Food (Café) and drinks Comments on food Order food and drinks Holidays & Celebrations	Customs & Traditions Food (Grocery and Restaurant) Order food Plan cultural celebrations Holidays & Celebrations	Customs & Traditions Present food preparation procedures Plan cultural celebrations Holidays & Celebrations
The World We Live In	<u>Interpretive</u> <ul style="list-style-type: none"> 1a, 1b, 1c, 1d, 1e, 1f 2a, 2b 3a, 3b, 3c, 3d 	Home & School Time Meals	Home & School Schedules & time Daily Routine Meals	Home & School Responsibilities Housing
	<u>Interpersonal</u> <ul style="list-style-type: none"> 1a, 1b, 1c, 1d, 1e 2b, 2c, 2d, 2e, 2f, 2h 	Our Community Professions & Career Pathways Around the Town Shopping	Our Community Transportation Around the Town Shopping	Our Community Transportation Professions & Career Pathways Shopping
	<u>Presentational</u> <ul style="list-style-type: none"> 1a, 1b, 1d, 1e, 1f 2a, 2d, 2e, 2g, 2i, 2j, 2k, 2l 3f, 3g, 3h, 3i, 3j, 3k 	The Wider World Geography	The Wider World Geography Weather	The Wider World Nature and Environment
Creative Expressions & Human Ingenuity*	<u>Interpretive</u> <ul style="list-style-type: none"> 1a, 1b, 1c, 1d, 1e, 1f 2a, 2b, 2c, 2d 3e, 3f 4a, 4b, 4c, 4d, 4e, 4f, 4g 	Music & Art Music Songs Art Monuments	Music & Art Music: Songs Art Film	Music & Art Music Songs Art Film Painting, Sculpture, Theatre
	<u>Interpersonal</u> <ul style="list-style-type: none"> 1a, 1b, 1c, 1d, 1e 2b, 2c, 2d, 2e, 2f 	Literature Picture books FVR	Literature Legendary stories Short stories Simple chapter books Simple Poetry Fairy tales FVR	Literature Legendary stories Short novels Short Stories Poetry Fairy Tales FVR
	<u>Presentational</u> <ul style="list-style-type: none"> 1a, 1b, 1c, 1d, 1e, 1f, 1g 2a, 2c, 2f 3a, 3b, 3c, 3d, 3e 	Technology Cell phone use Media and communication	Technology Media & Communication Transportation	Technology New Technologies Transportation
<u>Cultures</u> <ul style="list-style-type: none"> 2a, 2d, 2f, 2h 				

Chinese Units by Level

Each course will explore approximately 5-8 units of study. These units reflect an integrated approach to addressing the standards, themes, topics and aspects. Essential questions, assessments and instructional design will be outlined within collaborative flexible lesson design in order to meet the language learners within each classroom.

Chinese Level 1 Units of Study

Unit 1: My Profile: Who I am and how I connect with the Chinese-speaking world	Unit 2: My Home and Family: Where and with whom I live
<p><u>Theme:</u> Identities <u>Topic:</u> My profile, relationships, cultural diversity, <u>Aspect:</u> Personal details, name, where from, age and phone number, numbers 1-100, social protocols, greetings, farewells, introductions, formal and informal address, stereotypes, target language cultures, nationality / origins overview of “culture” and that of Chinese-speaking peoples, and contributions by modern famous Chinese speakers</p>	<p><u>Theme:</u> Identities <u>Topic:</u> Relationships, my profile <u>Aspect:</u> Family, family members, family size, Pets and zodiac signs Animals at my household and zodiac signs for family and friends personal details, appearance, Basic physical characteristics of family members, personality</p>
<p><u>Theme:</u> The World We Live In <u>Topic:</u> The wider world <u>Aspect:</u> Geography, Chinese-speaking countries, capitals, major cities and famous places</p>	<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living, customs and traditions <u>Aspect:</u> Emotions, how I feel, holidays, celebrations and birthdays Moon Festival/Mid-Autumn Festival, related cultural practice, how such occasions are celebrated, greetings</p>
	<p><u>Theme:</u> The World We Live In <u>Topic:</u> The wider world <u>Aspect:</u> Geography, where I live, where my family members live</p>
Unit 3: My Likes and Dislikes: What I like to do	Unit 4: My Community: Where I go for authentic traditional Chinese breakfast in the community, what I look for there, how I order breakfast food and drinks, how I compliment the food and drinks
<p><u>Theme:</u> Identities <u>Topic:</u> My profile <u>Aspect:</u> Likes/dislikes, like/dislike pets/animals, and the reasons why (adjectives)</p>	<p><u>Theme:</u> Identities <u>Topic:</u> My profile <u>Aspect:</u> Appearances, How I look and how I feel gear towards food</p>
<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Colors and Peking Opera Masks</p>	<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Customs and traditions, healthy living <u>Aspect:</u> Food/fast food, breakfast and drinks, what I like to eat (in a restaurant) or to grab a quick bite to eat, or order a drink; fast food in China v.s. that in the U.S.</p>

<p><u>Aspect:</u> Colors, Peking Opera Masks, and color implications, basic colors and influences on the Chinese cultural practices, roles defined by colors and entertainment; presenting to an audience about Peking Opera masks</p>	<p>American fast-food chains in China; food choices and comments on food and drinks, nutrition</p>
<p><u>Theme:</u> The World We Live In <u>Topic:</u> The wider world <u>Aspect:</u> Landmarks: their locations, comprehending their historical significance</p>	<p><u>Theme:</u> The World We Live In <u>Topic:</u> our community contemporary life for youth, the wider world <u>Aspect:</u> Concept of fun, inviting friends and declining invitations; hanging out with friends, geography, what to see and do in additional places in parts of China Technology: conversations on social media and networking</p>
<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Technology <u>Aspect:</u> Media and communication, types of technology used in free time, games, online resources to enhance learning the TL. Learn to input romanized system to generate simple Chinese characters.</p>	
<p>Unit 5: My Community: Where I hangout with friends for fun in the community, what I would expect to see there, what I get for gifts as healthy and lucky alternatives in the target culture, how I bargain for better prices</p>	<p>Unit 6: My Community: Where I hangout with friends for fun and where I experience authentic Chinese food in the community, what I would expect to see there, how I order the food in culturally appropriate manners</p>
<p><u>Theme:</u> Identities <u>Topic:</u> My profile <u>Aspect:</u> How I feel, and what I feel like to do, What I feel like to do</p>	<p><u>Theme:</u> Identities <u>Topic:</u> My profile <u>Aspect:</u> How I feel, and what I feel like to do</p>
<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Customs and traditions, holidays, customs and traditions currencies in Chinese-speaking countries, healthy living <u>Aspect:</u> food/fruits what I like to buy and eat (shopping from farmers' markets, fruit-stands) and why, Chinese New Year, shopping fun and frenzy, bargain as a pastime (common cultural practice); implication and cultural awareness and practices related to fruits and gifting with fruits, currencies, prices, and bargaining, nutrition</p>	<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Customs and traditions, holidays, customs and traditions, currencies in Chinese-speaking countries, healthy living <u>Aspect:</u> Food/authentic Chinese dishes, ordering (in a restaurant) and why, Chinese New Year (continued), preparing for New Year celebration; greetings; related arts and crafts; implication and cultural awareness and practices related to gift-giving, rituals and traditional celebrations, currencies, prices, and bargaining -- continued; ads, nutrition, what I should eat during this time of the year</p>
<p><u>Theme:</u> The World We Live In <u>Topic:</u> Our community, the wider world <u>Aspect:</u> Around the town, which place I want to buy my fruits, bargaining for a better price, shopping, what I want and need to buy -- bargain (adjectives) geography and landmarks , what to see and do in additional places in China</p>	<p><u>Theme:</u> The World We Live In <u>Topic:</u> Our community, the wider world <u>Aspect:</u> Around the town, making dumplings and tea; serving dumplings and tea to family and friends; where to buy ingredients, shopping, what I want and need to buy; how much to get (numbers, measure words and adjectives) geography and landmarks, where to go, what to see and do in additional places in China; holiday (CNY) travel</p>

Chinese Level 2 Units of Study

<p align="center">Unit 1: Relationships: How we communicate, interact with friends and overcome conflicts <i>(belonging, bullying, overcoming problems in relationships and helping others, stereotypes)</i></p>	<p align="center">Unit 2: Customs and Traditions: What aspects define Chinese-speaking culture? culture and stereotypes, places in China; hobbies, sports and social changes and related adaptations</p>
<p><u>Theme:</u> Identities <u>Topic:</u> My profile, relationships, cultural diversity <u>Aspect:</u> Personality, weather, clothing, personality, how to dress appropriately for different weather and activities, friends according to the zodiac signs v.s. Western astrology; personal temperament, likes/dislikes; human connections/interaction with others; overcoming conflicts in relationships and helping others stereotypes of race and gender, bullying, related hobbies; habits; likes and dislikes</p>	<p><u>Theme:</u> Identities <u>Topic:</u> Cultural diversity <u>Aspect:</u> Target language cultures mid-autumn festival celebration; a related legendary story, define identities for the main characters in the legendary story, stereotypes via defining male and female roles and perceptions in the story in ancient times, comparing with those in contemporary China and in the U.S.</p>
<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living <u>Aspect:</u> Emotions, Adjectives, temperament</p>	<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Customs & traditions <u>Aspect:</u> Holidays & celebrations, cultural practices and celebration rituals related to Mid-Autumn Festival; related cultural beliefs; influence of ancient Chinese culture on current culture and people's perspectives and behavior, History: Holiday celebration rituals during war times -- Mooncake fillings. Food: Mooncakes and tea</p>
<p><u>Theme:</u> The World We Live In <u>Topic:</u> Home & school <u>Aspect:</u> Responsibilities, Schedules, routines and chores</p>	<p><u>Theme:</u> The World We Live In <u>Topic:</u> The wider world <u>Aspect:</u> Geography: autumn outing in China, visiting a region in China Nature: Season, season changes, color changes in nature, foliage; landscape</p>
<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Literature, technology <u>Aspect:</u> Articles/Essays/journals, simple writings on school life, extracurricular activities and life at home, media and communication, social life and downtime activities via/with technology</p>	<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music & art <u>Aspect:</u> Architecture, monuments and literature: pavilions, monuments and poems Music and songs: traditional instruments and related songs for the occasion</p>

<p align="center">Unit 3: My School Life: What I do at school</p>	<p align="center">Unit 4: Food and the Spring Festival: The role of food, Chinese New Year, Gods and symbolism in Chinese art, literature and culture</p>
<p><u>Theme:</u> Identities <u>Topic:</u> My profile <u>Aspect:</u> Likes & dislikes, what I study in school</p>	<p><u>Theme:</u> Identities <u>Topic:</u> My profile <u>Aspect:</u> What to consider this time of the year in an authentic manner</p>

<p><u>Theme:</u> The World We Live In <u>Topic:</u> Home & school, our community, the wider world <u>Aspect:</u> Schedules, time, how my school day is structured (time and sequence) Responsibilities, routines and chores, shopping, field trip and party for celebration what I want and need to buy for school subjects and events, and for extracurricular activities, plan a party to celebrate the Mid-Autumn Festival, education systems, how my school compares to Chinese-speaking schools WeChat video chat, voice chat or in writing format</p>	<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Customs & traditions, holidays, customs and traditions, currencies in Chinese-speaking countries, healthy living <u>Aspect:</u> food/authentic chinese dishes, learn to cook authentically, and demonstrate how to in TL, Hosting a Chinese New Year's party, Preparing for New Year celebration; greetings; related arts and crafts to prepare for a CNY party, Cultural symbolism integrated in aspects of the prep, Prep: cleaning, shopping, cooking for the party (based on the common cultural practices); implication and cultural awareness and practices related to gift-giving, rituals and traditional celebrations, Red envelopes, , arts, crafts, decoration and symbolism, What to display in culturally appropriate manners for this special occasion, nutrition, what I should eat during this time of the year</p>
	<p><u>Theme:</u> The World We Live In <u>Topic:</u> Our community, the wider world <u>Aspect:</u> Around the town, Making dumplings and tea; Serving a banquet to family and friends; Which place I want to buy my ingredients Shopping for auspiciousness what I want and need to buy; How much to get (numbers, measure words and adjectives) Geography and landmarks -- winter vacation</p>
<p>Unit 5: At home: Daily routines, responsibilities</p>	<p>Unit 6: Health: How to maintain good physical health and ways to respond when sickness and injury impede one's good health?</p>
<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living, hobbies and interests <u>Aspect:</u> Nutrition, daily routines, wellness, exercise, sports & leisure, exercise when (seasons, months, times in day), how often, where I do activities</p>	<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living <u>Aspect:</u> Wellness, emotions</p>
<p><u>Theme:</u> The World We Live In <u>Topic:</u> Home & school, the wider world <u>Aspect:</u> Housing types, privacy, door handles, windows, gardens, (environment) energy saving, recycling, responsibilities, routines, environment</p>	
<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Technology <u>Aspect:</u> Media and communication</p>	
<p>Unit 7: Around the town: points of interest, navigating a city</p>	

<u>Theme:</u> Identities <u>Topic:</u> Cultural diversity <u>Aspect:</u> Target language cultures
<u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Hobbies & interests <u>Aspect:</u> Travel
<u>Theme:</u> The World We Live In <u>Topic:</u> Our community <u>Aspect:</u> Transportation, around the town, shopping
<u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music & art <u>Aspect:</u> Architecture & monuments

Chinese Level 3 Units of Study

Unit 1: Travel: Where, why and how?	Unit 2: Literature: Fairy tales
<u>Theme:</u> Identities <u>Topic:</u> My Profile, Cultural Diversity <u>Aspect:</u> Future plans, target language cultures	<u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Literature <u>Aspect:</u> Folktales, legends, fairy tales
<u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Hobbies and Interests <u>Aspect:</u> Travel	<u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Customs & traditions <u>Aspect:</u> History
Unit 3: My future: Higher education, career and family goals	Unit 4: Art: (and history)
<u>Theme:</u> Identity <u>Topic:</u> My profile, relationships <u>Aspect:</u> Personality, family	<u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Art and music <u>Aspect:</u> Art
<u>Theme:</u> The World We Live In <u>Topic:</u> Our community, the wider world <u>Aspect:</u> Professions & career pathways, education systems	
Unit 5: Health:	Unit 6: Environment:

Types of health and how to achieve and maintain a healthy lifestyle (physical, mental, social and existential health)	How do my daily choices impact the environment?
<p><u>Theme</u>: Identities <u>Topic</u>: Relationships, my profile <u>Aspect</u>: Friends, family, pets, personality</p>	<p><u>Theme</u>: The World We Live In <u>Topic</u>: The wider world <u>Aspect</u>: Environment</p>
<p><u>Theme</u>: Experiences and Contemporary Life <u>Topic</u>: Healthy living, customs and traditions <u>Aspect</u>: Nutrition, wellness, exercise, emotions, food</p>	

Chinese Essential Grammar by Level

“**Essential grammar**” represents what we expect students in each level to be able to do.

“**Most essential**” means that this grammar is of utmost importance as a learning target and that it is expected to be taught and practiced across multiple contexts throughout the course of the year, so that students are able to actively produce it with general, consistent accuracy by the end of the level.

“**Very important to incorporate**” means that the students are expected to produce it with some accuracy by the end of the level.

Level 1	Level 2	Level 3
<p>Most essential:</p> <ol style="list-style-type: none"> 1. Copula sentences (I tired 我累。我忙。你好...) 2. Word order: S + V + O order <ul style="list-style-type: none"> • With or without “Be” verb 3. Tenses: (past & future, “了”, “会”) 4. Simple modal verbs (想, 要, 会, 可以) 5. Conjunctions: (<i>and, but, also</i> 和, 但是, 也) 6. Negation: (<i>bu, mei you</i>, 不, 没有) 	<p>Most essential:</p> <ol style="list-style-type: none"> 1. Tenses: (past & future, “了”, “会”) 2. Transitional phrases: 但是, 虽然... 但是..., 除了... 还...; 因为, 所以, 马上, 第一, 最后, 这, 那, 以后, 也 3. Infinitive constructions: 是... 而不是... 	<p>Most essential:</p> <ol style="list-style-type: none"> 1. Tenses: (past & future, “了”, “会” present, present progressive (我在吃苹果。I’m eating an apple.)) 2. Transitional phrases: 但是, 虽然... 但是..., 除了... 还...; 因为, 所以, 马上, 第一, 最后, 这, 那, 以后, 也 3. Infinitive constructions: 是... 而不是...
<p>Very Important to incorporate:</p> <ol style="list-style-type: none"> 1. Negation: (<i>bu, mei you</i>, 不, 没有) 2. Tense: Sentences related to future tense and past tense (with time-related adverbs (<i>E.g., Tomorrow, I’ll go to Beijing.</i> 明天, 我会去北京。)) 3. Simple sentence orders with time and location specifications: 	<p>Very Important to incorporate:</p> <ol style="list-style-type: none"> 1. Simple modal verbs (想, 要, 会, 可以, 能, 会, 不会) 2. Negation: (<i>bu, mei you</i>, 不, 没有) 3. Subjunctive (如果... 就...; 要是...) 4. Comparative: 更好, 最好 5. Future ((不)应该, 会, 要 + infinitive) 	<p>Very Important to incorporate:</p> <ol style="list-style-type: none"> 1. Continue with modal verbs (想, 要, 会, 可以, 能, 会, 不会) 2. Double negatives (不是不喜欢...) 3. Subjunctive (如果... 就...; 要是...) 4. Comparative: A 比 B 好 5. Future ((不)应该, 会, 要 + infinitive)

<p>(He goes to China tomorrow to buy steamed buns. 他明天去北京买包子。 She will buy dumplings in Shanghai in the summer. 夏天, 她会在上海买饺子。)</p>	<p>6. Simple sentence orders with time and location specifications and transitionals: (e.g. 他昨天去了北京买包子, 但是他在那里没有找到。所以他下周会去日本买一些。夏天, 她会在上海买饺子。)</p>	<p>6. Sentence orders with time and location specifications and more transitionals: 7. Infinitive constructions: 要不是... 我会... 要不然...</p>
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Chinese Writing Text Types by Level

Students will be engaged in **writing** throughout the levels of World Language. In order to spiral text types throughout all levels, students will produce at least one text from each of the three text types per level.

Level 1	Level 2	Level 3
<p>Most essential:</p> <ol style="list-style-type: none"> 1. Simple notes, messages, flyers/invites 2. Simple email messages 3. Simple stories in the present tense 4. Picture books/comic strip 5. Labeling a picture in familiar topics 6. Simple self-intro personal letters 	<p>Most essential:</p> <ol style="list-style-type: none"> 1. Diary entry 2. Brochure 3. Blog / Social media posting 4. Stories in the past tense 5. Brief personal letter 6. Briefly describe an image/event 	<p>Most essential:</p> <ol style="list-style-type: none"> 1. Short comparative essay (300-400) 2. Fictional narrative 3. Personal narrative

The following are additional text types that may be used throughout all levels:

Personal texts	Professional texts	Mass media texts
<p>Blog Diary Email Personal letter Social media posting</p>	<p>Blog Email Essay Formal letter Questionnaire Report Set of instructions Survey</p>	<p>Advertisement Article (newspaper, magazine) Blog Brochure/Travel guide Infographic Interview News report Opinion column/editorial Podcast Review</p>

		Speech
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Chinese Reading Text Types

Students will be engaged in **reading** throughout the levels of World Language. Students will be exposed to a variety of fiction and non-fiction. These are examples of reading text types:

Personal texts	Professional texts	Mass media texts
Blog Diary Email Personal letter Social media posting	Blog Email Essay Formal letter Simple proposal Questionnaire Report Set of instructions Survey	Advertisement Article (newspaper, magazine) Blog Brochure/Travel guide Infographic Interview Literature/Story News report Opinion column/editorial Podcast Review Speech Web page

French Themes, Topics and Aspects

Themes	Standards Alignment	French 1 Topics and Aspects	French 2 Topics and Aspects	French 3 Topics and Aspects
Identities	<p><u>Communication:</u></p> <p><u>Interpretive</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e, 1f • 2a, 2b, 2c • 3c, 3d, 3e, 3f • 4c, 4f <p><u>Interpersonal</u></p> <ul style="list-style-type: none"> • 1b, 1c, 1d, 1e • 2a, 2b, 2c, 2d, 2e • 3a, 3b, 3c, 3d <p><u>Presentational</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e, 1f, 1g • 2a, 2b, 2c, 2i • 3e <p><u>Cultures</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1f, 1h 1i, 1j, 1k • 2d, 2f, 2g, 2h 	<p style="text-align: center;">My Profile</p> Personal Details Appearance Personality Likes & Dislikes	<p style="text-align: center;">My Profile</p> Clothing	<p style="text-align: center;">My Profile</p> Childhood Future Plans
		<p style="text-align: center;">Relationships</p> Family Friends Social Protocols (personal)	<p style="text-align: center;">Relationships</p> Social Protocols (public)	<p style="text-align: center;">Relationships</p> Friends Social Media
		<p style="text-align: center;">Cultural Diversity</p> Nationality / Origins Target Language Cultures	<p style="text-align: center;">Cultural Diversity</p> Francophone Countries Target Language Cultures	<p style="text-align: center;">Cultural Diversity</p> Artistic Expression Target Language Cultures
Experiences & Contemporary Life	<p><u>Communication:</u></p> <p><u>Interpretive</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e, 1f • 2a, 2b, 2c • 3a, 3b, 3d, 3e, 3f • 4f <p><u>Interpersonal</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e • 2b, 2c, 2d, 2e, 2f, 2g • 3a, 3c <p><u>Presentational</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e, 1f, 1g • 2a, 2c, 2e, 2f, 2g, 2h, 2i • 3e <p><u>Cultures</u></p> <ul style="list-style-type: none"> • 1b, 1c, 1f, 1g, 1h, 1i, 1j, 1k • 2d, 2f, 2g, 2h 	<p style="text-align: center;">Healthy Living</p> Exercise Emotions	<p style="text-align: center;">Healthy Living</p> Nutrition Daily Routines Wellness	<p style="text-align: center;">Healthy Living</p> Social Media Driving Safely Individual Responsibility
		<p style="text-align: center;">Hobbies & Interests</p> Sports & Leisure	<p style="text-align: center;">Hobbies & Interests</p> Travel	<p style="text-align: center;">Hobbies & Interests</p> Entertainment
		<p style="text-align: center;">Customs & Traditions</p> Food (Café) Cultural Practices	<p style="text-align: center;">Customs & Traditions</p> Food (Grocery and Restaurant) Cultural Practices	<p style="text-align: center;">Customs & Traditions</p> Cultural Practices

The World We Live In	<p>Communication:</p> <p>Interpretive</p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e, 1f • 2a, 2b, 2c • 3b, 3c, 3d, 3e, 3f • 4f <p>Interpersonal</p> <ul style="list-style-type: none"> • 1a,1b,1c,1e • 2b, 2c, 2d, 2e, 2f, 2g, 2h • 3c <p>Presentational</p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e, 1f, 1g • 2a, 2d, 2e, 2f, 2i, 2k, 2l • 3e <p>Cultures</p> <ul style="list-style-type: none"> • 1b,1c,1d,1e,1f,1g,1h,1i,1j,1k • 2d, 2e, 2f, 2h 	<p>Home & School</p> <p>Schedules & Routines Time</p>	<p>Home & School</p> <p>Daily Routine Meals</p>	<p>Home & School</p> <p>Responsibilities Housing</p>
		<p>Our Community</p> <p>Professions & Careers Around the Town Shopping</p>	<p>Our Community</p> <p>Transportation Around the Town Shopping</p>	<p>Our Community</p> <p>Transportation Professions & Careers</p>
		<p>The Wider World</p> <p>Geography Weather</p>	<p>The Wider World</p> <p>Geography</p>	<p>The Wider World</p> <p>Nature and Environment</p>
Creative Expression & Human Ingenuity*	<p>Communication:</p> <p>Interpretive</p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e, 1f • 2a, 2b, 2c, 2d • 3b, 3d, 3e, 3f • 4a, 4b, 4c, 4d, 4e, 4f, 4g <p>Interpersonal</p> <ul style="list-style-type: none"> • 1e • 2b, 2c, 2e, 2h <p>Presentational</p> <ul style="list-style-type: none"> • 1a,1b,1c,1d,1e,1f,1g • 2a, 2d, 2g, 2j, 2l • 3a, 3b, 3c, 3d, 3e <p>Cultures</p> <ul style="list-style-type: none"> • 1b,1c,1e,1f,1h,1i,1j,1k • 2a, 2b, 2c, 2d, 2f, 2h 	<p>Music & Art</p> <p>Music Songs Art Monuments</p>	<p>Music & Art</p> <p>Music Songs Art Film</p>	<p>Music & Art</p> <p>Music Songs Art Film Painting, Sculpture, Theatre</p>
		<p>Literature</p> <p>Novels FVR</p>	<p>Literature</p> <p>Novels Poetry FVR</p>	<p>Literature</p> <p>Novels Short Stories Poetry Fairy Tales</p>
		<p>Technology</p> <p>Cell phone use</p>	<p>Technology</p> <p>Transportation</p>	<p>Technology</p> <p>Media & Communication New Technologies</p>

French Units by Level

Each course will explore approximately 4-6 units of study. These units reflect an integrated approach to addressing the standards, themes, topics and aspects. Essential questions, assessments and instructional design will be outlined within collaborative flexible lesson design in order to meet the language learners within each classroom.

French Level 1 Units of Study

Unit 1: My Profile: Who I am	Unit 2: My School Life: What I do at school
<p><u>Theme:</u> Identities <u>Topic:</u> My profile, relationships, cultural diversity <u>Aspect:</u> Personal details, appearance, personality, likes and dislikes, family, friends, pets, social protocols, nationality / origins, target language cultures</p>	<p><u>Theme:</u> Identities <u>Topic:</u> My profile, relationships, cultural diversity <u>Aspect:</u> Personality, likes and dislikes, friends, teachers, social protocols, target language cultures</p>
<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living <u>Aspect:</u> Emotions</p>	<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living <u>Aspect:</u> Emotions</p>
<p><u>Theme:</u> The World We Live In <u>Topic:</u> The wider world <u>Aspect:</u> Geography, weather</p>	<p><u>Theme:</u> The World We Live In <u>Topic:</u> Home & school, our community <u>Aspect:</u> Schedules & routines, time professions & careers</p>
<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music and art <u>Aspect:</u> Songs</p>	<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music & art, literature, technology <u>Aspect:</u> Songs, novels, cell phone use</p>
Unit 3: My Hobbies and Interests: What I like to do and when	Unit 4: My Community and Paris: Where I go for fun, what I do there and how that compares to Paris
<p><u>Theme:</u> Identities <u>Topic:</u> My profile, cultural diversity <u>Aspect:</u> Likes & dislikes, target language cultures</p>	<p><u>Theme:</u> Identities <u>Topic:</u> My profile, cultural diversity, relationships <u>Aspect:</u> Likes & dislikes, target language cultures, social protocols</p>
<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living, hobbies & interests <u>Aspect:</u> Exercise, sports & leisure</p>	<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Customs & traditions <u>Aspect:</u> Food (cafe), cultural practices</p>
<p><u>Theme:</u> The World We Live In <u>Topic:</u> Our community, the wider world <u>Aspect:</u> Around the town, shopping, weather</p>	<p><u>Theme:</u> The World We Live In <u>Topic:</u> Our community, the wider world <u>Aspect:</u> Around the town, shopping, geography, weather</p>
<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music & art, technology <u>Aspect:</u> Songs, cell phone use</p>	<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music & art <u>Aspect:</u> Songs, monuments</p>

French Level 2 Units of Study

<p>Unit 1: My Style: How I define my fashion</p>	<p>Unit 2: Customs and Traditions: What I eat and how I share a meal</p>
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<u>Theme:</u> Identities <u>Topic:</u> My profile, cultural diversity <u>Aspect:</u> Clothing, francophone countries, target language cultures	<u>Theme:</u> Identities <u>Topic:</u> Relationships, cultural diversity <u>Aspect:</u> Family, social protocols, francophone countries, target language cultures
<u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Customs & traditions <u>Aspect:</u> Holidays & celebrations	<u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living, customs & traditions <u>Aspect:</u> Nutrition, food (grocery and restaurant), cultural practices
<u>Theme:</u> The World We Live In <u>Topic:</u> Our community <u>Aspect:</u> Shopping	<u>Theme:</u> The World We Live In <u>Topic:</u> Home and school, our community <u>Aspect:</u> Meals, around the town, shopping
<u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music & art <u>Aspect:</u> Songs	<u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music & art, literature <u>Aspect:</u> Songs, novels, film
Unit 3: Travel: Where, why and how to travel	Unit 4: Healthy Living: Maintaining good health in daily life
<u>Theme:</u> Identities <u>Topic:</u> Relationships, cultural diversity <u>Aspect:</u> Social protocols, francophone countries, target language cultures	<u>Theme:</u> Identities <u>Topic:</u> Cultural diversity <u>Aspect:</u> Target language cultures
<u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Hobbies & interests <u>Aspect:</u> Travel	<u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living <u>Aspect:</u> Daily routines, wellness
<u>Theme:</u> The World We Live In <u>Topic:</u> Our community, the wider world <u>Aspect:</u> Transportation, geography	<u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music & art <u>Aspect:</u> Songs
<u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music & art, literature <u>Aspect:</u> Songs, novels, film	

French Level 3 Units of Study

Unit 1: Home and School: My responsibilities	Unit 2: Technology: My responsibilities with technology
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<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living <u>Aspect:</u> Individual responsibility</p>	<p><u>Theme:</u> Identities <u>Topic:</u> Relationships <u>Aspect:</u> Friends social media</p>
<p><u>Theme:</u> The World We Live In <u>Topic:</u> Home & school <u>Aspect:</u> Responsibilities, housing</p>	<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living, hobbies & interests <u>Aspect:</u> Responsibilities, professions & careers</p>
	<p><u>Theme:</u> The World We Live In <u>Topic:</u> Home & school, our community <u>Aspect:</u> Responsibilities, professions & careers</p>
	<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Technology <u>Aspect:</u> Media & communication, new technologies</p>
<p>Unit 3: Our Community: My responsibilities while driving</p>	<p>Unit 4: Literature: Fairy tales and short stories</p>
<p><u>Theme:</u> Identities <u>Topic:</u> My profile, relationships <u>Aspect:</u> Future plans, friends</p>	<p><u>Theme:</u> Identities <u>Topic:</u> My profile, relationships, cultural diversity <u>Aspect:</u> Childhood, friends, target language cultures</p>
<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living, customs & traditions <u>Aspect:</u> Driving safely, individual responsibility, cultural practices</p>	<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Hobbies & interests <u>Aspect:</u> Entertainment</p>
<p><u>Theme:</u> The World We Live In <u>Topic:</u> Our community <u>Aspect:</u> Transportation</p>	<p><u>Theme:</u> The World We Live In <u>Topic:</u> The wider world <u>Aspect:</u> Nature</p>
	<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music & art, literature <u>Aspect:</u> Film, short stories, fairy tales</p>

<p>Unit 5: The Wider World: Artistic expression</p>
<p><u>Theme:</u> Identities <u>Topic:</u> Cultural diversity <u>Aspect:</u> Artistic expression, target language cultures</p>

Theme: Experiences and Contemporary Life

Topic: Hobbies & interests

Aspect: Entertainment

Theme: The World We Live In

Topic: The wider world

Aspect: nature

Theme: Creative Expression and Human Ingenuity

Topic: Music & art

Aspect: Painting, sculpture, theatre

French Essential Grammar by Level

“**Essential grammar**” represents what we expect students in each level to be able to do.

“**Most essential**” means that this grammar is of utmost importance as a learning target and that it is expected to be taught and practiced across multiple contexts throughout the course of the year, so that students are able to actively produce it with general, consistent accuracy by the end of the level.

“**Very important to incorporate**” means that the students are expected to produce it with some accuracy by the end of the level.

Level 1	Level 2	Level 3
<p>Most essential:</p> <ol style="list-style-type: none">Conjugation with all pronouns, present tense of regular and high frequency irregular verbsNear future tense (aller + infinitive; all forms)Modal verbs (vouloir, pouvoir, devoir + infinitive; singular forms)Noun adjective agreementNegation (ne...pas)Question formation (est-ce que)	<p>Most essential:</p> <ol style="list-style-type: none">Reflexive verbsPast tense conjugations (passé composé with être and avoir, and recognition of imparfait)ComparisonsObject pronouns (direct and indirect)Negation (ne...ni...ni)	<p>Most essential:</p> <ol style="list-style-type: none">Passé composé vs ImparfaitConditionalSimple futureObject pronouns (y, en)
<p>Very important to incorporate:</p> <ol style="list-style-type: none">Direct object pronouns (le, la, les)Negation (ne...rien / ne...jamais / ne...plus)Possessive adjectives	<p>Very important to incorporate:</p> <ol style="list-style-type: none">Production of singular imparfaitImmediate past (venir de + infinitive)Demonstrative adjectives	<p>Very important to incorporate:</p> <ol style="list-style-type: none">Relative pronouns (qui, que)Recognition of subjunctive (il faut que ; je veux que)

4. Question formation (all other forms) 5. Passé composé with avoir (regular -er verbs)	4. En + present participle 5. Negation (ne...personne / ne...que / ne...aucun) 6. Simple future	3. Past infinitive (après avoir + past participle)
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French Writing Text Types by Level

Students will be engaged in **writing** throughout the levels of World Language. In addition to spiraling text types throughout all levels, at each level students will produce the following text types:

Level 1	Level 2	Level 3
Most essential: 1. Email 2. Personal letter 3. Stories in the present tense	Most essential: 1. Diary entry 2. Brochure 3. Blog / Social media posting 4. Stories in the past tense	Most essential: 1. Fictional narrative 2. Personal narrative

The following are additional text types that may be used throughout all levels:

Personal texts	Professional texts	Mass media texts
Blog Diary Email Personal letter Social media posting	Blog Email Essay Formal letter Proposal Questionnaire Report Set of instructions Survey	Advertisement Article (newspaper, magazine) Blog Brochure/Travel guide Infographic Interview Leaflet/Pamphlet Story News report Opinion column/editorial Review Speech

French Reading Text Types

Students will be engaged in **reading** throughout the levels of World Language. Students will be exposed to a variety of fiction and non-fiction. These are examples of reading text types:

Personal texts	Professional texts	Mass media texts
Blog Diary Email Personal letter Social media posting	Blog Email Essay Formal letter Proposal Questionnaire Report Set of instructions Survey	Advertisement Article (newspaper, magazine) Blog Brochure/Travel guide Infographic Interview Leaflet/Pamphlet Literature/Story News report Opinion column/editorial Podcast Radio programme Review Speech Web page

German Themes, Topics and Aspects

Themes	Standards Alignment	German 1 Topics and Aspects	German 2 Topics and Aspects	German 3 Topics and Aspects
Identities	<u>Communication:</u> <u>Interpretive</u> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e, 1f • 2a, 2d • 3a, 3b, 3c, 3d, 3e, • 4f <u>Interpersonal</u> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e 	My Profile Personal Details Appearance Personality Likes & Dislikes Clothing	My Profile Clothing Personality	My Profile Clothing Personality Childhood Future Plans
		Relationships	Relationships	Relationships

	<ul style="list-style-type: none"> • 2a, 2b, 2d, 2e • 3b, 3c <p><u>Presentational</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e, 1f, 1g, • 2a, 2b, 2c, 2h, 2j <p><u>Culture</u></p> <ul style="list-style-type: none"> • 1a, 1f, 1k • 2a, 2f, 2g 	<p>Family Friends Social Protocols</p>	<p>Friends</p>	<p>Friends Family Social Media</p>
<p>Experiences & Contemporary Life</p>	<p><u>Communication:</u> <u>Interpretive</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e • 2a, 2d • 3a, 3b, 3d, 3e • 4f <p><u>Interpersonal</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e • 2b, 2d, 2e, 2g, 2h • 3a <p><u>Presentational</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e, 1f, 1g • 2a, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2k, 2l <p><u>Culture</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1d, 1f, 1g, 1i, 1j, 1k • 2a, 2f, 2h 	<p>Healthy Living Exercise Emotions</p>	<p>Healthy Living Nutrition Daily Routines Wellness Emotions</p>	<p>Healthy Living Nutrition Exercise Wellness Emotions</p>
		<p>Hobbies & Interests Entertainment Sports & Leisure</p>	<p>Hobbies & Interests Travel Entertainment Sports & Leisure</p>	<p>Hobbies & Interests Travel</p>
		<p>Customs & Traditions Food Holidays & Celebrations History</p>	<p>Customs & Traditions Food Holidays & Celebrations History</p>	<p>Customs & Traditions Food Holidays & Celebrations History</p>
<p>The World We Live In</p>	<p><u>Communication</u> <u>Interpretive</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e • 2a, 2c, 2d • 3a, 3b, 3c, 3d, 3e, 3f • 4f <p><u>Interpersonal</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e • 2b, 2c, 2d, 2e, 2f, 2g, 2h • 3a, 3c, 3d <p><u>Presentational</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e, 1f, 1g • 2a, 2c, 2d, 2e, 2f, 2g, 2h, 3i, 2j, 2k, 2l 	<p>Home & School Time Housing School Schedules Responsibilities</p>	<p>Home & School Responsibilities Routines at home</p>	<p>Home & School</p>
		<p>Our Community Transportation Around the Town Shopping</p>	<p>Our Community Transportation Around the Town Shopping</p>	<p>Our Community Professions & Career Pathways</p>
		<p>The Wider World Geography Weather</p>	<p>The Wider World Geography Environment</p>	<p>The Wider World Environment</p>

	<ul style="list-style-type: none"> 3a, 3b, 3c, 3d, 3g, 3i, 3j, 3k <p>Culture</p> <ul style="list-style-type: none"> 1a, 1b, 1c, 1d, 1f, 1g, 1i, 1j, 1k, 2a, 2f, 2h 	Education Systems	Nature	
Creative Expression & Human Ingenuity*	<p>Communication:</p> <p>Interpretive</p> <ul style="list-style-type: none"> 1a, 1b, 1c, 1d, 1e, 1f 2a, 2b, 2c, 2d 3a, 3b, 3d, 3e, 3f, 4a, 4b, 4c, 4d, 4e, 4f, 4g <p>Interpersonal</p> <ul style="list-style-type: none"> 1a, 1b, 1c, 1d, 1e 2a, 2b, 2d, 2e, 2g, 2h 3b, 3c <p>Presentational</p> <ul style="list-style-type: none"> 1a, 1b, 1c, 1d, 1e, 1f, 1g 2a, 2b, 2c, 2d, 2j, 2l 3a, 3b, 3c, 3d, 3e <p>Culture</p> <ul style="list-style-type: none"> 1c, 1e, 1f, 1f, 1h, 1i, 1k 2a, 2b, 2c, 2d, 2e, 2f, 2h 	<p>Music & Art</p> <p>Music</p> <p>Traditional / Contemporary</p> <p>Art: Painting</p> <p>Monuments</p> <p>Film</p>	<p>Music & Art</p> <p>Music</p> <p>Traditional / Contemporary</p> <p>Art: Painting</p> <p>Monuments</p> <p>Film</p>	<p>Music & Art</p> <p>Music</p> <p>Traditional / Contemporary</p> <p>Art: Painting</p> <p>Architecture</p> <p>Film</p>
		<p>Literature</p> <p>Novels</p> <p>Short Stories</p> <p>Poetry</p> <p>Folk Tales, Legends, Fairy Tales</p> <p>Non-fiction</p>	<p>Literature</p> <p>Novels</p> <p>Short Stories</p> <p>Poetry</p> <p>Folk Tales, Legends, Fairy Tales</p> <p>Non-fiction</p>	<p>Literature</p> <p>Novels</p> <p>Short Stories</p> <p>Poetry</p> <p>Folk Tales, Legends, Fairy Tales</p> <p>Non-fiction</p>
		<p>Technology</p> <p>Media & Communication</p>	<p>Technology</p> <p>Media & Communication</p>	<p>Technology</p> <p>Media & Communication</p>

German Units by Level

Each course will explore approximately 5 units of study. These units reflect an integrated approach to addressing the standards, themes, topics and aspects. Essential questions, assessments and instructional design will be outlined within collaborative flexible lesson design in order to meet the language learners within each classroom.

German Level 1 Units of Study

Unit 1: My Profile: Who I am and how I connect with the German-speaking world	Unit 2: My Home and Family: Where and with whom I live
<p><u>Theme:</u> Identities</p> <p><u>Topic:</u> My profile, relationships, cultural diversity</p> <p><u>Aspect:</u> Personal details, name, where from, age and phone number, numbers 1-100, social protocols, greetings, farewells, introductions, formal and informal</p>	<p><u>Theme:</u> Identities</p> <p><u>Topic:</u> Relationships, my profile</p> <p><u>Aspect:</u> Family, family members, family size, pets, animals in my life, personal details, appearance, physical characteristics of family members, personality</p>

address, friends, stereotypes target language cultures, nationality/origins, overview of culture and that of German-speaking peoples overview of contributions by modern famous German speakers	
<u>Theme:</u> The World We Live In <u>Topic:</u> The wider world <u>Aspect:</u> Geography, German-speaking countries, capitals	<u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living, customs and traditions <u>Aspect:</u> Emotions, how I feel, holidays and celebrations birthdays, Nikolaustag, Weihnachten
<u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Customs and traditions <u>Aspect:</u> History, overview of contributions by historical famous German speakers	<u>Theme:</u> The World We Live In <u>Topic:</u> The wider world, home and school <u>Aspect:</u> Geography, where I live, where my family members live, environment, energy saving, recycling, housing, types of housing, privacy, door handles, windows, gardens
<u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music and art <u>Aspect:</u> Contemporary music, fine arts	<u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music and art <u>Aspect:</u> Contemporary music, fine arts

Unit 3: My Hobbies and Interests: What I like to do and when	Unit 4: My School Life: What I do at school
<u>Theme:</u> Identities <u>Topic:</u> my profile <u>Aspect:</u> likes and dislikes, clothing personality, how I dress appropriately for different weather and activities	<u>Theme:</u> Identities <u>Topic:</u> my profile <u>Aspect:</u> likes and dislikes what I study in school
<u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Hobbies and interests <u>Aspect:</u> Sports and leisure, exercise when (seasons, months, times in day), how often, where I do activities	<u>Theme:</u> The World We Live In <u>Topic:</u> Home and school, our community, the wider world <u>Aspect:</u> Schedules, time, daily routines, how school day is structured (time and sequence), responsibilities, what have to / should do in school, shopping, what I want and need to buy for school, education systems, how my school compares to German-speaking schools
<u>Theme:</u> The World We Live In <u>Topic:</u> The wider world <u>Aspect:</u> Weather, geography, nature, how weather affects my activities, where I do various sports / leisure activities	<u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music and art <u>Aspect:</u> Contemporary music, fine arts
<u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Technology <u>Aspect:</u> Media and communication types of technology I use in my free time.	

Unit 5: My Community: Where I go for fun in the community, what I do there, how I get there

Theme: Identities

Topic: My profile

Aspect: Clothing, what I like to wear

Theme: Experiences and Contemporary Life

Topic: Customs and traditions, hobbies and interests, healthy living

Aspect: Food, what I like to eat(in a restaurant), entertainment, what I like to do, nutrition, what I should eat

Theme: The World We Live In

Topic: Our community, the wider world

Aspect: Around the town, what activities I do, shopping, what I want and need to buy, transportation, travel, how I get around (vocabulary), geography, what to see and do in Berlin, weather, how the weather affects what I do

Theme: Creative Expression and Human Ingenuity

Topic: Music and art

Aspect: Architecture and monuments

German Level 2 Units of Study

Unit 1: Relationships: How people communicate, interact and overcome conflicts (belonging, bullying, stereotypes, overcoming problems in relationships)	Unit 2: Customs and Traditions: Aspects that define German-speaking culture (culture and stereotypes, Bavaria vs Berlin; soccer, cars)
<p><u>Theme:</u> Identities</p> <p><u>Topic:</u> My profile, relationships, cultural diversity</p> <p><u>Aspect:</u> Character traits, friends, stereotypes</p>	<p><u>Theme:</u> Identities</p> <p><u>Topic:</u> Cultural diversity</p> <p><u>Aspect:</u> Target language cultures, stereotypes</p>
<p><u>Theme:</u> Experiences and Contemporary Life</p> <p><u>Topic:</u> Healthy living</p> <p><u>Aspect:</u> Emotions</p>	<p><u>Theme:</u> Experiences and Contemporary Life</p> <p><u>Topic:</u> Customs and traditions</p> <p><u>Aspect:</u> Holidays and celebrations, history, food</p>
<p><u>Theme:</u> The World We Live In</p> <p><u>Topic:</u> Home & school</p> <p><u>Aspect:</u> Responsibilities</p>	<p><u>Theme:</u> The World We Live In</p> <p><u>Topic:</u> The wider world</p> <p><u>Aspect:</u> Geography, nature</p>

<u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Literature, technology <u>Aspect:</u> Novel, media and communication	<u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music and art <u>Aspect:</u> Architecture and monuments, traditional music
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Unit 3: Nature/Forest: The role of forest in German art, literature and culture	Unit 4: Home Life: Balancing responsibilities and leisure
<u>Theme:</u> Identities <u>Topic:</u> Cultural diversity <u>Aspect:</u> Target language cultures	<u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Hobbies and interests <u>Aspect:</u> Sports and leisure
<u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Customs and traditions <u>Aspect:</u> Food	<u>Theme:</u> The World We Live In <u>Topic:</u> Home and school, the wider world <u>Aspect:</u> Responsibilities, environment
<u>Theme:</u> The World We Live In <u>Topic:</u> The wider world <u>Aspect:</u> Geography, nature	<u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Technology <u>Aspect:</u> Media and communication
<u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music and art, literature <u>Aspect:</u> Fine arts, contemporary and traditional music, fairy tales	

Unit 5: Health: Maintaining good physical health in daily life	Unit 6: Around the town: Points of interest, navigating a city
<u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living <u>Aspect:</u> Daily routines, nutrition, wellness, exercise	<u>Theme:</u> Identities <u>Topic:</u> Cultural diversity <u>Aspect:</u> Target language cultures
<u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Technology <u>Aspect:</u> Media and communication	<u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Hobbies and interests <u>Aspect:</u> Travel
	<u>Theme:</u> The World We Live In <u>Topic:</u> Our community <u>Aspect:</u> Transportation, around the town, shopping
	<u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music and art

Aspect: Architecture and monuments

German Level 3 Units of Study

Unit 1: Travel: Where, why and how to travel	Unit 2: Literature: Fairy tales and folktales
<p><u>Theme:</u> Identities <u>Topic:</u> My profile, cultural diversity <u>Aspect:</u> Future plans, target language cultures</p>	<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Customs and traditions <u>Aspect:</u> History</p>
<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Hobbies and interests <u>Aspect:</u> Travel</p>	<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music and art, literature <u>Aspect:</u> Fine art, folktales, legends, fairy tales</p>
<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music and art, literature <u>Aspect:</u> Fine art, contemporary and traditional music, novel</p>	

Unit 3: My future: Higher education, career and family goals	Unit 4: German Heritage: Art and history
<p><u>Theme:</u> Identities <u>Topic:</u> My profile, relationships <u>Aspect:</u> Character traits, family</p>	<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Customs and traditions <u>Aspect:</u> History</p>
<p><u>Theme:</u> The World We Live In <u>Topic:</u> Our community, the wider world <u>Aspect:</u> Professions and career pathways, education systems</p>	<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Art and music <u>Aspect:</u> Art</p>

Unit 5: Health: Types of health and how to achieve and maintain a healthy lifestyle	Unit 6: Environment: our impact
<p><u>Theme:</u> Identities <u>Topic:</u> Relationships <u>Aspect:</u> Friends, family</p>	<p><u>Theme:</u> The World We Live In <u>Topic:</u> The wider world, home and school <u>Aspect:</u> Environment, responsibilities</p>
<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living, customs and traditions</p>	

<u>Aspect:</u> Nutrition, wellness, exercise, emotions, food	
<u>Theme:</u> Creative Expression and Human Ingenuity	
<u>Topic:</u> Technology <u>Aspect:</u> Media and communication	

German Essential Grammar by Level

“**Essential grammar**” represents what we expect students in each level to be able to do.

“**Most essential**” means that this grammar is of utmost importance as a learning target and that it is expected to be taught and practiced across multiple contexts throughout the course of the year, so that students are able to actively produce it with general, consistent accuracy by the end of the level.

“**Very important to incorporate**” means that the students are expected to produce it with some accuracy by the end of the level.

Level I	Level 2	Level 3	Level 4/IB
<p>Most essential:</p> <ol style="list-style-type: none"> Conjugation with all pronouns, present tense; stem-change, separable prefix; <i>haben, sein, werden</i> Modal verbs Case: nominative and accusative; def/indef articles, <i>kein</i>, possessive adjectives; <i>dieser, jeder, welcher, wer/wen</i> Word order: verb in second position; inverted questions; X + verb + subj; modal + infinitive at end Conjunctions: <i>und, oder, aber, denn</i> Negation: <i>nicht, kein</i> gern 	<p>Most essential:</p> <ol style="list-style-type: none"> Case: nominative, accusative, dative; accusative prepositions and pronouns; dative prepositions and pronouns: indirect objects, <i>gefallen</i> and <i>helfen</i>. Tense: Conversational Past: strong and weak verbs Reflexive Verbs and pronouns Subordinating Conjunctions (with “kicking”): <i>dass, weil, wenn, ob, damit</i> Infinitive constructions: <i>versucht zu, ohne zu, um zu, statt zu</i> 	<p>Most essential:</p> <ol style="list-style-type: none"> Case: dative verbs; two-way prepositions; genitive: possession and prepositions Tense: Conversational Past, Simple Past Verbs: verbs with prepositions, reflexive (abstract), one verb per clause Adjective endings Relative clauses Conjunctions: <i>als, wenn, bevor, während, nachdem, seitdem, obwohl, indem</i> Subjunctive II present, past 	<p>Most essential:</p> <ol style="list-style-type: none"> Passive Voice Subjunctive II (with past modals: <i>hätte machen sollen/können</i>)
<p>Very Important to incorporate:</p> <ol style="list-style-type: none"> Negation: <i>nie, nichts, gar nicht</i> Comparative: <i>-er als, so...wie...</i> etwas, alles 	<p>Very Important to incorporate:</p> <ol style="list-style-type: none"> Modals: <i>musste, konnte, wollte</i> Negation: <i>nicht nur, sondern auch</i> Subjunctive II with <i>wenn...hätte / wäre / könnte, würde</i> (vocab only) 	<p>Very Important to incorporate:</p> <ol style="list-style-type: none"> Da-compounds Infinitive constructions: <i>aufhören, zu; anfangen, zu</i> 	<p>1. Subjunctive I (basics, for recognition)</p> <p>Review:</p> <ol style="list-style-type: none"> Adjective Endings Subjunctive II

4. Tense: Future expression of time with adverbs (E.g., <i>Morgen gehe ich ins Kino.</i>)	4. Comparative: <i>lieber (als)</i> ; superlative with <i>am –sten</i> (after noun) 5. Future (<i>werden</i> + infinitive)		3. Relative Clauses 4. Word Order
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German Writing Text Types by Level

Students will be engaged in **writing** throughout the levels of World Language. In addition to spiraling text types throughout all levels, at each level students will produce the following text types:

Level I	Level 2	Level 3
Most essential: 1. Email 2. Personal letter 3. Stories in the present tense	Most essential: 1. Diary entry 2. Brochure 3. Blog / Social media posting 4. Stories in the past tense	Most essential: 1. Fictional narrative 2. Personal narrative

The following are additional text types that may be used throughout all levels:

Personal texts	Professional texts	Mass media texts
Blog Diary Email Personal letter Social media posting	Blog Email Essay Formal letter Proposal Questionnaire Report Set of instructions Survey	Advertisement Article (newspaper, magazine) Blog Brochure/Travel guide Infographic Interview Leaflet/Pamphlet Story News report Opinion column/editorial Review Speech

German Reading Text Types

Students will be engaged in **reading** throughout the levels of World Language. Students will be exposed to a variety of fiction and non-fiction. These are examples of reading text types:

Personal texts	Professional texts	Mass media texts
Blog Diary Email Personal letter Social media posting	Blog Email Essay Formal letter Proposal Questionnaire Report Set of instructions Survey	Advertisement Article (newspaper, magazine) Blog Brochure/Travel guide Infographic Interview Leaflet/Pamphlet Literature/Story News report Opinion column/editorial Podcast Radio programme Review Speech Web page

Japanese Themes, Topics and Aspects

Themes	Standards Alignment	Japanese 1 Topics and Aspects	Japanese 2 Topics and Aspects	Japanese 3 Topics and Aspects
Identities	<p><u>Communication:</u></p> <p><u>Interpretive</u></p> <ul style="list-style-type: none"> ● 1a, 1b, 1c, 1d, 1e, 1f ● 2b, 2c, 2d ● 3c ● 4f <p><u>Interpersonal</u></p> <ul style="list-style-type: none"> ● 1a, 1b, 1c, 1d, 1e ● 2a, 2b, 2c, 2d, 2e, 2f ● 3a, 3b, 3c, 3d <p><u>Presentational</u></p> <ul style="list-style-type: none"> ● 1a, 1b, 1d, 1e, 1f ● 2a, 2b ● 3f, 3g, 3h, 3i, 3j, 3k <p><u>Cultures</u></p> <ul style="list-style-type: none"> ● 1a, 1b, 1c, 1d, 1e ● 2d, 2g, 2h 	<p style="text-align: center;">My Profile</p> Personal Details Appearance Likes & Dislikes Clothing	<p style="text-align: center;">My Profile</p> Clothing	<p style="text-align: center;">My Profile</p> Personality
		<p style="text-align: center;">Relationships</p> Family Pets	<p style="text-align: center;">Relationships</p>	<p style="text-align: center;">Relationships</p> Friends Social Protocols
		<p style="text-align: center;">Cultural Diversity</p> Target Language Cultures	<p style="text-align: center;">Cultural Diversity</p> Nationality / Origins Target Language Cultures	<p style="text-align: center;">Cultural Diversity</p> Stereotypes Target Language Cultures
Experiences & Contemporary Life	<p><u>Communication:</u></p> <p><u>Interpretive</u></p> <ul style="list-style-type: none"> ● 1a, 1b, 1c, 1d, 1e, 1f ● 2b <p><u>Interpersonal</u></p> <ul style="list-style-type: none"> ● 1a, 1b, 1c, 1d, 1e ● 2b, 2c, 2d, 2e, 2f, 2g ● 3a, 3b, 3c, 3d <p><u>Presentational</u></p> <ul style="list-style-type: none"> ● 1a, 1b, 1d, 1e, 1f ● 2a, 2h, 2i, 2j, 2k, 2l <p><u>Cultures</u></p> <ul style="list-style-type: none"> ● 1a, 1b, 1c, 1d, 1e ● 2d 	<p style="text-align: center;">Healthy Living</p> Emotions Daily Routines	<p style="text-align: center;">Healthy Living</p> Exercise	<p style="text-align: center;">Healthy Living</p> Nutrition
		<p style="text-align: center;">Hobbies & Interests</p> Sports & Leisure	<p style="text-align: center;">Hobbies & Interests</p>	<p style="text-align: center;">Hobbies & Interests</p>
		<p style="text-align: center;">Customs & Traditions</p> Food Holidays & Celebrations	<p style="text-align: center;">Customs & Traditions</p>	<p style="text-align: center;">Customs & Traditions</p> Holidays & Celebrations History
The World We Live In	<p><u>Communication:</u></p> <p><u>Interpretive</u></p> <ul style="list-style-type: none"> ● 1a, 1b, 1c, 1d, 1e, 1f ● 2a, 2b ● 3a, 3b, 3c, 3d <p><u>Interpersonal</u></p> <ul style="list-style-type: none"> ● 1a, 1b, 1c, 1d, 1e 	<p style="text-align: center;">Home & School</p> Time	<p style="text-align: center;">Home & School</p> Schedules & Routines	<p style="text-align: center;">Home & School</p> Housing
		<p style="text-align: center;">Our Community</p>	<p style="text-align: center;">Our Community</p> Transportation	<p style="text-align: center;">Our Community</p>

	<ul style="list-style-type: none"> • 2b, 2c, 2d, 2e, 2f, 2h <p><u>Presentational</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1d, 1e, 1f • 2a, 2d, 2e, 2g, 2i, 2j, 2k, 2l • 3f, 3g, 3h, 3i, 3j, 3k <p><u>Cultures</u></p> <ul style="list-style-type: none"> • 2a, 2d, 2f, 2h 		Around the Town Shopping	
		The Wider World Weather Nature Education Systems	The Wider World	The Wider World Environment Geography
Creative Expression & Human Ingenuity*	<p><u>Communication:</u></p> <p><u>Interpretive</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e, 1f • 2a, 2b, 2c, 2d • 3e, 3f • 4a, 4b, 4c, 4d, 4e, 4f, 4g <p><u>Interpersonal</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e • 2b, 2c, 2d, 2e, 2f <p><u>Presentational</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e, 1f, 1g • 2a, 2c, 2f • 3a, 3b, 3c, 3d, 3e <p><u>Cultures</u></p> <ul style="list-style-type: none"> • 2b, 2c, 2d, 2f 	Music & Art Songs Contemporary Music	Music & Art Painting Sculpture Dance	Music & Art Classical/Traditional Music Monuments Architecture Film
		Literature	Literature Folk Tales Legends Fairy Tales Children's Literature Graphic Novels	Literature
		Technology Digital Literacy Media & Communication	Technology	Technology Digital Citizenship

Japanese Units of Study

Each course will explore approximately 5-8 units of study. These units reflect an integrated approach to addressing the standards, themes, topics and aspects. Essential questions, assessments and instructional design will be outlined within collaborative flexible lesson design in order to meet the language learners within each classroom.

Japanese Level 1 Units of Study

Unit 1: My Profile Who I am and how do I connect with the Japanese-speaking world?	Unit 2: My Home and Family Where and with whom do I live?
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<p><u>Theme:</u> Identities <u>Topic:</u> My profile, relationships, cultural diversity <u>Aspect:</u> Personal details, name, physical appearance, grade in school, likes and dislikes, social protocols, beginning and ending class, suffixes for names target language cultures, Introduction of Japanese school life, overview of “culture” and that of Japanese-speaking peoples</p>	<p><u>Theme:</u> Identities <u>Topic:</u> My profile, relationships <u>Aspect:</u> Family, family members pets animals in my life social protocols, greetings and leave-taking at home and other settings personal details, appearance physical characteristics of family members</p>
<p><u>Theme:</u> The World We Live in <u>Topic:</u> The Wider World <u>Aspect:</u> Geography, Japanese-speaking communities around the world Main islands and regions of Japan</p>	<p><u>Theme:</u> The World We Live in <u>Topic:</u> The Wider World <u>Aspect:</u> Geography, where I live, where my family members live</p>

<p>Unit 3: My Life this Month What is special about fall?</p>	<p>Unit 4: My Hobbies and Skills How do my interests connect to Japan?</p>
<p><u>Theme:</u> Identities <u>Topic:</u> Cultural diversity <u>Aspect:</u> Target Language cultures, regional differences in festivals</p>	<p><u>Theme:</u> Identities <u>Topic:</u> My profile, cultural diversity <u>Aspect:</u> Likes & dislikes, skill vs. preferences, target language cultures, Appropriate ways to offer opinions</p>
<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living, Customs & traditions <u>Aspect:</u> Exercise, fall sports and outdoor activities, Food, seasonal foods, holidays and celebrations, fall holidays and school events</p>	<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Hobbies and interests <u>Aspect:</u> Sports & leisure, hiking, group outings, entertainment</p>
<p><u>Theme:</u> The World We Live In <u>Topic:</u> Home and School <u>Aspect:</u> Time, schedules & routines</p>	<p><u>Theme:</u> The World We Live In <u>Topic:</u> The Wider World <u>Aspect:</u> Nature, environment, forest and ocean stewardship in an island nation</p>
	<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music & Art, literature, technology <u>Aspect:</u> Contemporary music, dance, children’s literature, graphic novels, media and communication</p>

<p>Unit 5: My Life this Month What is special about winter?</p>	<p>Unit 6: How’s the Weather? What role does nature play in Japanese people’s daily lives?</p>
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<p><u>Theme:</u> Identities <u>Topic:</u> Relationships <u>Aspect:</u> Family, kotatsu culture, friends, “Family holidays” vs. social holidays, social protocols, New Year’s greetings, visits</p>	<p><u>Theme:</u> Identities <u>Topic:</u> My profile <u>Aspect:</u> Clothing, practical clothing in the winter</p>
<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Customs & traditions <u>Aspect:</u> Food, New Year’s food, winter foods, holidays & celebrations, shrine visits, coming-of-age, history</p>	<p><u>Theme:</u> The World We Live In <u>Topic:</u> Home & school, the wider world <u>Aspect:</u> Housing, space heaters, futon, kotatsu, weather, severe weather in Japan, nature, leaf/blossom reports on TV, geography, impact of mountains, latitude, ocean currents on weather diversity</p>
<p><u>Theme:</u> The World We Live In <u>Topic:</u> Home & school <u>Aspect:</u> Time, Regularly occurring events, schedules & routines</p>	<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Literature <u>Aspect:</u> Poetry, haiku and nature symbolism</p>
<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music & art <u>Aspect:</u> Contemporary music, seasonal pop music, classical/traditional music, seasonal traditional music</p>	

Unit 7: Where I Live What is interesting about my town vs. a similar place in Japan?	Unit 8: Online and In Person What role does my phone play in my daily life?
<p><u>Theme:</u> The World We Live In <u>Topic:</u> Our community <u>Aspect:</u> Around the town shopping</p>	<p><u>Theme:</u> Identities <u>Topic:</u> Cultural diversity <u>Aspect:</u> Target Language cultures, emoji use in Japanese, holiday emoji</p>
<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music & art <u>Aspect:</u> Monuments, architecture</p>	<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Hobbies and interests <u>Aspect:</u> Entertainment, popular video and online games</p>
	<p><u>Theme:</u> The World We Live In <u>Topic:</u> Our Community <u>Aspect:</u> Transportation, digital wallets, shopping, use of online banking, online shopping</p>
	<p><u>Theme:</u> Creative Expression and Human ingenuity <u>Topic:</u> Technology <u>Aspect:</u> Digital literacy, use of apps and websites to practice reading</p>

Japanese Level 2 Units of Study

<p align="center">Unit 1: My Profile What choices do I make about my own appearance?</p>	<p align="center">Unit 2: Cultural Diversity in Japan Am I a ‘typical’ American high school student?</p>
<p><u>Theme:</u> Identities <u>Topic:</u> My profile, relationships, cultural diversity <u>Aspect:</u> Personal details: choices about hair, grooming, etc, appearance: height, weight, eye color, etc. clothing: school uniforms, personal clothes, social protocols: clothing and grooming at special events, stereotypes, dress code for job interviews target language cultures, popular fashion vs. famous subcultures</p>	<p><u>Theme:</u> Identities <u>Topic:</u> Cultural diversity <u>Aspect:</u> Stereotypes ideas of a “typical” Japanese high school student nationality / origins, family & friends’ cultures, holidays, home language, target language cultures, regional differences, minority groups in Japan</p>
<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living, hobbies and interests <u>Aspect:</u> Exercise, sports uniforms, clothing for P.E, sports and leisure, cosplay</p>	
<p align="center">Unit 3: Hana Yori Dango How do students in Japan Take Care of their health?</p>	<p align="center">Unit 4: Japanese Martial Arts and Sports What sports are popular among high school students in Japan?</p>
<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living, hobbies and interests ,customs & traditions <u>Aspect:</u> Daily routines, sleep schedules, school schedules, other time commitments, exercise, frequency and type of exercise ,nutrition, daily eating habits, awareness of nutrition, sports & leisure, stress relief and free time, food, healthy Japanese food vs. my family’s food habits</p>	<p><u>Theme:</u> Identities <u>Topic:</u> Relationships, cultural diversity <u>Aspect:</u> Social protocols, overlap between vocabulary used in a regular classroom and martial arts vocabulary, target language cultures, kanji used to spell martial arts terms, popularity of various sports and martial arts at school and with adults</p>
	<p><u>Theme:</u> Experiences and contemporary Life <u>Topic:</u> Healthy living, hobbies and interests <u>Aspect:</u> Exercise, radio exercises, sports & leisure, senior citizens’ activities, entertainment, hiking and other outdoor activities</p>

<p align="center">Unit 5: A Week in the Life of a Koukousei How does a typical Japanese high school student’s schedule compare to a Dublin student’s schedule?</p>	<p align="center">Unit 6: My First Errand How independent are kids in Japan compared to kids in Dublin?</p>
<p><u>Theme:</u> Experiences and contemporary life <u>Topic:</u> Healthy living <u>Aspect:</u> Daily routines, school week schedule, sleep deprivation, stress, and other challenges</p>	<p><u>Theme:</u> The world we live in <u>Topic:</u> Our community <u>Aspect:</u> Transportation, public transit, walking, etc. vs. cars, transit in cities vs. rural areas, around the town, where to go shopping: shopping streets, monthly temple markets, shopping malls, shopping, shopping habits and their cultural roots, omiyage</p>

<p><u>Theme:</u> The world we live in <u>Topic:</u> Home and schools, the wider world <u>Aspect:</u> Time: study time expectations, schedules & routines individual student schedule (America) vs. homeroom schedule (Japan), extracurricular activity schedules, high school student activities outside of school, education systems, 6-3-3 school level divisions in Japan, cram schools/yobiko, entrance exams, year-round school schedule, preparing for college</p>	
<p>Unit 7: Aidoru Across Genres How do different types of entertainment overlap to reflect Japanese culture?</p>	<p>Unit 8: The World Through Japanese Eyes What can we discover about Japanese perspectives through the internet?</p>
<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u>Hobbies and interests <u>Aspect:</u>Entertainment: Japanese expectation of multi-talented “performers” rather than singers/actors who specialize in one field</p>	<p><u>Theme:</u> Identities <u>Topic:</u> Relationships <u>Aspect:</u> Social Protocols: politeness in person vs. online in Japanese</p>
<p><u>Theme:</u>Creative Expression and Human Ingenuity <u>Topic:</u> Music & art literature <u>Aspect:</u> Songs: popular hits as TV theme songs, TV opening vs. ending theme songs TV theme songs change each season, contemporary music, pop performers as actors dancers/singers, classical/traditional music, origins of aidoru in traditional entertainment film, traditional stage performances’ impact on film, graphic novels, TV shows and films are often derived from graphic novels, graphic novels’ and the Japanese literacy rate</p>	<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Technology <u>Aspect:</u> Digital literacy: effective use of abbreviations and emoji used in Japanese effective use of specific sites and apps, media and communication: exploring Japanese perspectives on world events through various websites, popular apps and websites in Japan, digital citizenship: communicating across cultures</p>

Japanese Level 3 Units of Study

<p>Unit 1: Communicating Respectfully How can I build relationships with Japanese people?</p>	<p>Unit 2: Building Bridges How can I participate in and contribute to the local Japanese community?</p>
<p><u>Theme:</u> Identities <u>Topic:</u> Relationships <u>Aspect:</u> Family humble vs. honorific terms, Friends senpai vs. kohai even among students and small children social protocols acknowledging social hierarchy as a way to be polite use of pronouns to indicate relationships use of third person uchi vs. soto body language and how to bow</p>	<p><u>Theme:</u> Identities <u>Topic:</u> Relationships, cultural diversity <u>Aspect:</u> Target language cultures: awareness of regional diversity in Japan (dialects, etc.)</p>
	<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Customs and traditions <u>Aspect:</u> Food: cultural significance of common foods and seasonal foods holidays & celebrations, local festivals and participation in Japanese annual events History, background of Japanese community in Dublin</p>

<p align="center">Unit 3: Healthy Living Japanese Style How and why should I incorporate Japanese food into my diet?</p>	<p align="center">Unit 4: Staying at a Ryokan What is special about staying at a traditional Japanese inn?</p>
<p><u>Theme:</u> Identities <u>Topic:</u> Cultural diversity <u>Aspect:</u> Target language cultures: Japanese-American food vs. Japanese food</p>	<p><u>Theme:</u> Identities <u>Topic:</u> My profile, relationships, cultural diversity <u>Aspect:</u> clothing yukata Slippers social protocols how to use a public bath/hot spring cultural beliefs related to modesty stereotypes prohibition of tattoos in public baths</p>
<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living, customs and traditions <u>Aspect:</u> Nutrition:traditional Japanese meals vs. American ideas of a “balanced meal” food, high awareness of seasonality in food</p>	<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living, customs and traditions <u>Aspect:</u> daily routines daily bath in the evening food kaiseki multi-course meals</p>
<p><u>Theme:</u> The World we live in <u>Topic:</u> Our community <u>Aspect:</u> Shopping: where to shop locally for ingredients needed in Japanese recipes</p>	<p><u>Theme:</u> The World we live in <u>Topic:</u> Our community <u>Aspect:</u> around the town bath houses central to community life</p>
	<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music and art <u>Aspect:</u> architecture traditional inns including tatami rooms, futon</p>

<p align="center">Unit 5: Home & School</p>	<p align="center">Unit 6: Our Community Future effects of our current habits related to recycling and transportation</p>
<p><u>Theme:</u> Identities <u>Topic:</u> My profile, relationships, cultural diversity <u>Aspect:</u> personal details Describing multitasking vs. collaborative activities Family Giving details about when your family does an activity social protocols Comparing your family’s routines with an educated guess</p>	<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> healthy living <u>Aspect:</u> emotions daily routines Discussing current recycling habits in Japan</p>

about other families' routines stereotypes target language cultures	Exercise Recycling, Pollution nutrition
<u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> healthy living <u>Aspect:</u> daily routines	<u>Theme:</u> The World We Live In <u>Topic:</u> home & school healthy living our community <u>Aspect:</u> emotions daily routines Discussing current recycling habits in Japan Exercise Recycling, Pollution Nutrition, housing Transportation Modes of transportation around the town
<u>Theme:</u> The World We Live In <u>Topic:</u> home & school <u>Aspect:</u> schedules & routines Housing Types of houses and furnishings	
Unit 7: Future Plans	Unit 8: Literature
<u>Theme:</u> The World We Live In <u>Topic:</u> The wider world <u>Aspect:</u> Education systems, environment, describing future plans, including college and careers, describing another person's apparent plans for the future, talking about how we are getting ready for our own future plans	<u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Music & art literature <u>Aspect:</u> Folk tales, legends, fairy tales, children's literature-literature genres, discussing the plot of a story as we read it, making educated guesses about outcomes in the plot of a book or film, graphic novels, digital literacy
<u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Home & school, our community <u>Aspect:</u> Schedules & routines, Housing	

Japanese Essential Grammar by Level

“**Essential grammar**” represents what we expect students in each level to be able to do.

“**Most essential**” means that this grammar is of utmost importance as a learning target and that it is expected to be taught and practiced across multiple contexts throughout the course of the year, so that students are able to actively produce it with general, consistent accuracy by the end of the level.

“**Very important to incorporate**” means that the students are expected to produce it with some accuracy by the end of the level.

Level 1	Level 2	Level 3
<p>Most essential:</p> <ol style="list-style-type: none"> 1. Subject - object - verb word order 2. Copula sentences 3. Use of basic postpositional particles (は、が、を、で、に) 4. Polite negative forms (verbs, i adjectives, na adjectives) 5. Polite past forms (verbs, i adjectives, na adjectives) 6. Terms of address (さん、せんせい、くん、ちゃん) 	<p>Most essential:</p> <ol style="list-style-type: none"> 1. Verb て form 2. Uses of て form (sequential time, polite imperatives, positive and negative permission and prohibition) 3. Short versions of Level 1 verb and copula forms 4. Indirect quotations 5. Comparisons using より and ほど 6. Relative clauses with ～まえ、～あと、～こと 	<p>Most essential:</p> <ol style="list-style-type: none"> 1. Hearsay vs. first person (そう、みたい、のよう) 2. Recognition of casual language 3. Potential Form of Verbs 4. Nouns and adjectives based on verbs (食べ方、食べやすい) 5. Compound verbs (食べ終わる) 6. Simultaneous actions (食べながら、食べる間)
<p>Very important to incorporate:</p> <ol style="list-style-type: none"> 1. Counting suffixes (including つ) 2. Relative demonstrative terms (これ、それ、あれ、どれ、等) 3. Omission of pronouns and redundant information 4. Adjective て form 5. Polite volitional form (～ましょう) 6. Expressing a desire to do something 	<p>Very important to incorporate:</p> <ol style="list-style-type: none"> 1. Future and conjecture (でしょう、つもり、はず) 2. Cause and effect (から) 3. Use of sentence conjunctions 4. Progressive tense 5. Giving and receiving 6. Adverb forms of adjectives 7. Already/not yet もう/まだ 	<p>Very important to incorporate:</p> <ol style="list-style-type: none"> 1. Expanded use of specific interrogatives including compounding with particles

Japanese Writing Text Types by Level

Students will be engaged in **writing** throughout the levels of World Language. In addition to spiraling text types throughout all levels, at each level students will produce the following text types:

Level 1	Level 2	Level 3
<p>Most essential:</p> <ol style="list-style-type: none"> 1. Simple notes and messages 2. Labeling a picture of a familiar topic 	<p>Most essential:</p> <ol style="list-style-type: none"> 1. Diary entry 2. Brochure 	<p>Most essential:</p> <ol style="list-style-type: none"> 1. Short comparative essay (300 - 400 characters)

<ul style="list-style-type: none"> 3. Picture book/comic strip 4. Simple email 5. Self-introduction letter 6. Simple stories in the present tense 	<ul style="list-style-type: none"> 3. Blog / Social media posting 4. Stories in the past tense 	<ul style="list-style-type: none"> 2. Fictional narrative 3. Personal narrative
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The following are additional text types that may be used throughout all levels:

Personal texts	Professional texts	Mass media texts
Blog Diary Email Personal letter Social media posting	Blog Email Essay Formal letter Proposal Questionnaire Report Set of instructions Survey	Advertisement Article (newspaper, magazine) Blog Brochure/Travel guide Infographic Interview Leaflet/Pamphlet News report Opinion column/editorial Review Speech

Japanese Reading Text Types

Students will be engaged in **reading** throughout the levels of World Language. Students will be exposed to a variety of fiction and non-fiction. These are examples of reading text types:

Personal texts	Professional texts	Mass media texts
Blog Diary Email Personal letter Social media posting	Blog Email Essay Formal letter Proposal Questionnaire Report Set of instructions Survey	Advertisement Article (newspaper, magazine) Blog Brochure/Travel guide Infographic Interview Leaflet/Pamphlet Literature/Story News report

		Opinion column/editorial Podcast Review Speech Web page
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Spanish Themes, Topics and Aspects

Themes	Standards Alignment	Spanish 1 Topics and Aspects	Spanish 2 Topics and Aspects	Spanish 3 Topics and Aspects
Identities	<p>Communication:</p> <p>Interpretive</p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e, 1f • 2a, 2d • 3a, 3b, 3c, 3d, 3e, • 4f <p>Interpersonal</p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e • 2a, 2b, 2d, 2e • 3b, 3c <p>Presentational</p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e, 1f, 1g, • 2a, 2b, 2c, 2h, 2j <p>Culture</p> <ul style="list-style-type: none"> • 1a, 1f, 1k • 2a, 2f, 2g 	<p>My Profile</p> Personal Details Appearance Personality Likes & Dislikes	<p>My Profile</p> Appearance Personality Childhood	<p>My Profile</p> Childhood Future Plans
		<p>Relationships</p> Family Friends Pets Social Protocols	<p>Relationships</p> Family Friends Social Protocols	<p>Relationships</p> Family Friends Social Protocols
		<p>Cultural Diversity</p> Nationality / Origins Target Language Cultures *	<p>Cultural Diversity</p> Nationality/Origins Target Language Cultures *	<p>Cultural Diversity</p> Stereotypes Target Language Cultures *
Experiences & Contemporary Life	<p>Communication:</p> <p>Interpretive</p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e • 2a, 2d • 3a, 3b, 3d, 3e • 4f <p>Interpersonal</p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e • 2b, 2d, 2e, 2g, 2h 	<p>Healthy Living</p> Emotions	<p>Healthy Living</p> Daily Routines Exercise	<p>Healthy Living</p> Nutrition Exercise Wellness Daily Routines
		<p>Hobbies & Interests</p> Entertainment	<p>Hobbies & Interests</p> Entertainment	<p>Hobbies & Interests</p> Travel

	<ul style="list-style-type: none"> • 3a <p><u>Presentational</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e, 1f, 1g • 2a, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2k, 2l <p><u>Culture</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1d, 1f, 1g, 1i, 1j, 1k • 2a, 2f, 2h 	Sports & Leisure	Sports & Leisure	Entertainment Sports & Leisure
		Customs & Traditions Food Holidays & Celebrations	Customs & Traditions Holidays & Celebrations	Customs & Traditions Holidays & Celebrations History
The World We Live In	<p><u>Communication:</u></p> <p><u>Interpretive</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e • 2a, 2c, 2d • 3a, 3b, 3c, 3d, 3e, 3f • 4f <p><u>Interpersonal</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e • 2b, 2c, 2d, 2e, 2f, 2g, 2h • 3a, 3c, 3d <p><u>Presentational</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e, 1f, 1g • 2a, 2c, 2d, 2e, 2f, 2g, 2h, 3i, 2j, 2k, 2l • 3a, 3b, 3c, 3d, 3g, 3i, 3j, 3k <p><u>Culture</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1f, 1g, 1i, 1j, 1k, • 2a, 2f, 2h 	Home & School Schedules & Routines Time Housing	Home & School Responsibilities Schedules & Routines	Home & School Responsibilities Housing
		Our Community Transportation Around the Town	Our Community Professions & Career Pathways Transportation Around the Town Shopping	Our Community Professions & Career Pathways
		The Wider World Geography Weather	The Wider World Weather Education Systems	The Wider World Nature Environment
Creative Expression & Human Ingenuity*	<p><u>Communication</u></p> <p><u>Interpretive</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e, 1f • 2a, 2b, 2c, 2d • 3a, 3b, 3d, 3e, 3f, • 4a, 4b, 4c, 4d, 4e, 4f, 4g <p><u>Interpersonal</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e • 2a, 2b, 2d, 2e, 2g, 2h • 3b, 3c <p><u>Presentational</u></p> <ul style="list-style-type: none"> • 1a, 1b, 1c, 1d, 1e, 1f, 1g • 2a, 2b, 2c, 2d, 2j, 2l • 3a, 3b, 3c, 3d, 3e <p><u>Culture</u></p> <ul style="list-style-type: none"> • 1c, 1e, 1f, 1h, 1i, 1k • 2a, 2b, 2c, 2d, 2e, 2f, 2h 	Music & Art Music Songs Art: Monuments	Music & Art Music Songs Art Film	Music & Art Music Songs Art Film Painting, Sculpture, Theatre
		Literature Novels FVR	Literature Novels	Literature Novels Short Stories Poetry Fairy Tales
		Technology Media & Communication	Technology Media & Communication	Technology Media & Communication

Spanish Units by Level

Each course will explore approximately 5 units of study. These units reflect an integrated approach to addressing the standards, themes, topics and aspects. Essential questions, assessments and instructional design will be outlined within collaborative flexible lesson design in order to meet the language learners within each classroom.

Spanish Level 1 Units of Study

Unit 1: My Profile: Who I am and how I connect with the Spanish-speaking world	Unit 2: My Home and Family: Where I live and with whom I share my home
<p><u>Theme:</u> Identities <u>Topic:</u> My profile, relationships, cultural diversity <u>Aspect:</u> Personal details (name, where from, age and phone number, numbers 1-100), social protocols, greetings, farewells, introductions, formal and informal address, target language cultures, nationality / origins</p>	<p><u>Theme:</u> Identities <u>Topic:</u> Relationships, my profile <u>Aspect:</u> Family, family members, family size, pets, personal details, appearance, physical characteristics of family members, personality</p>
<p><u>Theme:</u> The World we live in <u>Topic:</u> The wider world <u>Aspect:</u> Geography, Spanish-speaking countries, capitals, immigration</p>	<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living, customs and traditions <u>Aspect:</u> Emotions, holidays and celebrations birthdays</p>
<p><u>Theme:</u> Creative Expression and Human ingenuity <u>Topic:</u> Art <u>Aspect:</u> Self portraits/Murals of spanish-speaking artists</p>	<p><u>Theme:</u> The World We Live In <u>Topic:</u> The wider world, home and school, <u>Aspect:</u> Geography, where I live, where my family members live, housing , <i>types of housing</i>, some common chores,</p>
	<p><u>Theme:</u> Creative Expression and Human ingenuity <u>Topic:</u> Art <u>Aspect:</u> Architecture, comparisons between architecture in the US vs in Spanish speaking countries</p>
Unit 3: My Hobbies and Interests: What I like to do in my free time	Unit 4: My School Life: My experiences at school
<p><u>Theme:</u> Identities <u>Topic:</u> My profile <u>Aspect:</u> Likes and dislikes, clothing, what I wear for various events/weather, what I do in my free time</p>	<p><u>Theme:</u> Identities <u>Topic:</u> My profile <u>Aspect:</u> Likes/dislikes contd. & comparisons, school subjects</p>

<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Hobbies and interests <u>Aspect:</u> Sports & leisure, exercise, healthy eating, when (seasons, months, times in day), how often, where one does activities *food: stick with food groups & generics (fast food, healthy food, grains, vegetables, fruits, dairy)</p>	<p><u>Theme:</u> The World We Live In <u>Topic:</u> Home and school, our community, the wider world <u>Aspect:</u> Schedules, time, expressing time and sequence, responsibilities What I have to do at home and school, shopping, school supplies and buying them, education systems</p>
<p><u>Theme:</u> The World We Live In <u>Topic:</u> The wider world <u>Aspect:</u> Weather, geography: What the weather is like when I do those activities, where those activities are done in Spanish speaking countries</p>	<p><u>Theme:</u> Creative Expression and Human ingenuity <u>Topic:</u> Technology, literature <u>Aspect:</u> Types of technology used in schools (in both US and Spanish speaking countries), Spanish speaking authors</p>
<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Technology <u>Aspect:</u> Media and communication: types of technology used in one's free time.</p>	

<p>Unit 5: My Community: Where I go for fun and what I do there</p>	
<p><u>Theme:</u> Identities <u>Topic:</u> My profile <u>Aspect:</u> Future plans, Preferences and Feelings</p>	
<p><u>Theme:</u> The World We Live In <u>Topic:</u> Home and school, our community, the wider world <u>Aspect:</u> Free time schedules, what I do in my free time, where I go and how often, responsibilities, what I have to do at home and school, cuisine, going out to dinner. food purchases in my community, cultural comparisons to authentic cuisine. traveling around, how do I get around my town (modes of transportation), travel in Spanish speaking Countries, how do people travel around in Spanish speaking countries and what do they do for fun.</p>	
<p><u>Theme:</u> Creative Expression and Human ingenuity <u>Topic:</u> Music and art <u>Aspect:</u> Typical types of dance/music in Spanish speaking countries. museums/parks in Spanish speaking countries</p>	

Spanish Level 2 Units of Study

<p align="center">Unit 1: My Busy Life: My responsibilities and routines</p>	<p align="center">Unit 2: My House is your House: The importance of my family and our traditions</p>
<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Hobbies & interests <u>Aspect:</u> Personal details (continued), Interests and conflict resolution, sports & leisure/ wellness, what I enjoy doing and what I do to handle conflict/reduce stress</p>	<p><u>Theme:</u> Identities <u>Topic:</u> Relationships <u>Aspect:</u> Family and Friends, familial roles, Interactions with friends</p>
<p><u>Theme:</u> The World we live in <u>Topic:</u> Home & school <u>Aspect:</u> Responsibilities, my daily responsibilities, routines, what I do in a normal day</p>	<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Customs and traditions <u>Aspect:</u> Holidays & Celebrations, celebrations and holidays that are important to my family. celebrations and holidays that are important in the Spanish-speaking world.</p>
<p><u>Theme:</u> Creative Expression and Human ingenuity <u>Topic:</u> Technology <u>Aspect:</u> Media and communication, how social media impacts stress in my life</p>	<p><u>Theme:</u> The World We Live In <u>Topic:</u> Our community <u>Aspect:</u> Professions *tailored to student specifics*</p>
	<p><u>Theme:</u> Creative Expression and Human ingenuity <u>Topic:</u> Music, art and literature <u>Aspect:</u> Architecture, housing structures in the US vs in Spanish speaking countries, music, culturally appropriate music as it pertains to holidays and celebrations. literature, stories related to target culture celebrations and holidays</p>

<p align="center">Unit 3: Around Town: What I like to do in the city and how it compares to Spanish-speaking cities</p>	<p align="center">Unit 4: Professions and Careers: My future career plans and my contribution to my community and the world.</p>
<p><u>Theme:</u> identities <u>Topic:</u> Cultural diversity <u>Aspect:</u> Target language cultures, city life in another country</p>	<p><u>Theme:</u> Identities <u>Topic:</u> My profile, relationships <u>Aspect:</u> Personality, my personality in different contexts, social protocols, how I interact with people in different contexts</p>
<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Hobbies and interests <u>Aspect:</u> Entertainment, Recreational places</p>	<p><u>Theme:</u> The World We Live In <u>Topic:</u> Our community <u>Aspect:</u> Professions & Career Pathways -interests and future career plans -Professions and their contributions to society</p>

<p><u>Theme:</u> The World We Live In <u>Topic:</u> Our community, the wider world <u>Aspect:</u> Transportation, modes of transportation, around the town (where I went and what I did around the town), shopping (where and what I bought), weather, things to do around town in various weather situations</p>	<p><u>Theme:</u> Creative Expression and Human ingenuity <u>Topic:</u> Technology <u>Aspect:</u> Media and communication, the impact of social media and media on my future career plans</p>
<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Art <u>Aspect:</u> Famous locations, places of interests</p>	

Unit 5: Then and Now: How my life is now compared to when I was a child

<p><u>Theme:</u> Identities <u>Topic:</u> My profile <u>Aspect:</u> Childhood, (how I used to be)</p>
<p><u>Theme:</u> Experiences & Contemporary Life <u>Topic:</u> Hobbies and interests, customs & traditions <u>Aspect:</u> Entertainment, entertainment as a child vs now, holidays & celebrations, (birthday celebrations and how they change as we get older)</p>
<p><u>Theme:</u> The World We Live In <u>Topic:</u> Home and school <u>Aspect:</u> Responsibilities, (how have my responsibilities changed), routines, (how have my habits changed)</p>
<p><u>Theme:</u> Creative Expression and Human ingenuity <u>Topic:</u> Technology <u>Aspect:</u> Media and communication, (what technology you used to use)</p>

Spanish Level 3 Units of Study

<p>Unit 1: My Adventures: The importance of travel and what we learn about ourselves</p>	<p>Unit 2: Growing Up Digital: My relationship with technology and how it has changed through the years</p>
<p><u>Theme:</u> Identities <u>Topic:</u> Relationships <u>Aspect:</u> Social Protocols(ej: customs for tourists)</p>	<p><u>Theme:</u> Identities <u>Topic:</u> My profile, relationships <u>Aspect:</u> Childhood, childhood experiences, family & friends, connecting with family and friends, comparing childhood experiences with family members, cultural diversity, social media and technology in Spanish-speaking countries</p>

<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Hobbies and interests, customs & traditions <u>Aspect:</u> Travel, holidays & celebrations, holidays and celebrations in Spanish-speaking countries we can visit, history, history behind these holidays & celebrations</p>	<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Hobbies & interests <u>Aspect:</u> Entertainment, (what types of technology we use for entertainment)</p>
<p><u>Theme:</u> The World We Live In <u>Topic:</u> The wider world <u>Aspect:</u> Nature, nature as it relates to travel</p>	<p><u>Theme:</u> Creative Expression and Human ingenuity <u>Topic:</u> Technology <u>Aspect:</u> Media and Communication, advantages and disadvantages of technology, (how technology impacts the youth today), technological advances from around the world</p>
<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Art and music <u>Aspect:</u> Famous Locations, places of interest around Spanish-speaking countries, music as it relates to holidays and celebrations</p>	

Unit 3: My Healthy Life: Maintaining a healthy body and mind	Unit 4: Go Green: Our relationship and connection to the earth
<p><u>Theme:</u> Identities <u>Topic:</u> My profile, cultural diversity <u>Aspect:</u> Future plans, (what you will do to better your health and wellness), Target language cultures, types of cuisine available, community and impact on health</p>	<p><u>Theme:</u> Identities <u>Topic:</u> Cultural Diversity <u>Aspect:</u> Target Language Cultures: Measures other countries take to conserve environment</p>
<p><u>Theme:</u> Experiences and Contemporary Life <u>Topic:</u> Healthy living <u>Aspect:</u> Nutrition, wellness & exercise, healthy habits & relationships</p>	<p><u>Theme:</u> The World We Live In <u>Topic:</u> The wider world <u>Aspect:</u> Nature & environment, my impact</p>
<p><u>Theme:</u> Creative Expression and Human Ingenuity <u>Topic:</u> Technology and Literature <u>Aspect:</u> Media and communication: apps and wearables used to assist in wellness, poetry, poems</p>	<p><u>Theme:</u> Creative Expression and Human ingenuity <u>Topic:</u> Technology <u>Aspect:</u> Media and communication, impacts of technological advancements on our world, conservation methods</p>

Unit 5: My Place in the World: Defining who I am and how I interact with the world
<p><u>Theme:</u> Identities <u>Topic:</u> Cultural Diversity <u>Aspect:</u> Stereotypes, (how I am viewed, how I view the world)</p>

Theme: Experiences & Contemporary Life

Topic: Hobbies and interests

Aspect: Personal details (continued), (who am I and who do I want to be), Leisure and wellness, (how will I maintain my wellbeing in the future)

Theme: The World We Live In

Topic: Our Community

Aspect: Professions and Career Pathways, my contributions to my community and the world

Theme: Creative Expression and Human ingenuity

Topic: Music, art and technology

Aspect: Media and communication, (how social media helps to define me), music, (what Spanish-speaking artists do I like), art, (what artists in the Spanish-speaking world do I prefer)

Spanish Essential Grammar by Level

“**Essential grammar**” represents what we expect students in each level to be able to do.

“**Most essential**” means that this grammar is of utmost importance as a learning target and that it is expected to be taught and practiced across multiple contexts throughout the course of the year, so that students are able to actively produce it with general, consistent accuracy by the end of the level.

“**Very important to incorporate**” means that the students are expected to produce it with some accuracy by the end of the level.

Level 1	Level 2	Level 3
<p>Most essential:</p> <ol style="list-style-type: none">Conjugation with all pronouns, present tense; stem-change (o-ue, e-ie, e-i), irregulars (ser, estar, ver, tener, ir, dar, querer, hacer, salir, poner, saber, hay)Compound verbs necesitar + inf., ir + a + inf., preferir + inf., deber + inf., tener + que + inf.Noun adjective agreementNegationQuestion formation inverted word order.	<p>Most essential:</p> <ol style="list-style-type: none">Reflexive verbsPast tenses conjugations preterite and imperfectComparisons más que, menos que, tan comoDirect object pronounsIndirect object pronouns (not double object pronouns)	<p>Most essential:</p> <ol style="list-style-type: none">Preterite vs. imperfectCondicionalFuturePresent perfect indicativeSubjunctive verbs of wish want and desire, doubt and certainty
<p>Very Important to incorporate:</p> <ol style="list-style-type: none">Present progressive forms.	<p>Very Important to incorporate:</p> <ol style="list-style-type: none">Present progressive forms.	<p>Very Important to incorporate:</p>

2. Direct object pronouns (lo, la, los and las) 3. Possessive adjectives	2. Affirmative and negative informal commands. No pronouns should be incorporated. The purpose is to give the most culturally essential commands and to help provide a preview of subjunctive conjugations. 3. Ser and estar (naturally)	1. Por vs. para (deadline, time duration, intended for, in exchange for)
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Spanish Writing Text Types by Level

Students will be engaged in **writing** throughout the levels of World Language. In addition to spiraling text types throughout all levels, at each level students will produce the following text types:

Level 1	Level 2	Level 3
Most essential: 1. Email 2. Personal letter 3. Stories in the present tense	Most essential: 1. Diary entry 2. Brochure 3. Blog / Social media posting 4. Stories in the past tense	Most essential: 1. Fictional narrative 2. Personal narrative

The following are additional text types that may be used throughout all levels:

Personal texts	Professional texts	Mass media texts
Blog Diary Email Personal letter Social media posting	Blog Email Essay Formal letter Proposal Questionnaire Report Set of instructions Survey	Advertisement Article (newspaper, magazine) Blog Brochure/Travel guide Infographic Interview Leaflet/Pamphlet Story News report Opinion column/editorial Review Speech

Spanish Reading Text Types

Students will be engaged in **reading** throughout the levels of World Language. Students will be exposed to a variety of fiction and non-fiction. These are examples of reading text types:

Personal texts	Professional texts	Mass media texts
Blog Diary Email Personal letter Social media posting	Blog Email Essay Formal letter Proposal Questionnaire Report Set of instructions Survey	Advertisement Article (newspaper, magazine) Blog Brochure/Travel guide Infographic Interview Leaflet/Pamphlet Literature/Story News report Opinion column/editorial Podcast Radio programme Review Speech Web page

World Language Curriculum Common Terms

What is a THEME? A theme is an overarching, unifying idea to explore for deeper understanding of universal issues. It provides a context and purpose for communication, as well as opportunity to build meaningful language needed to discuss important ideas. Examples of themes are: *Identities, Experiences & Contemporary Life, The World We Live In, and Creative Expression & Human Ingenuity.*

What is a TOPIC? Because a theme can be quite broad, it helps to focus on a limited number of more narrowed topics. A topic is a subject that supports ideas in a theme and provides some direction to the exploration. For example, the themes below are narrowed by smaller topics.

Theme: The World We Live in
Topics: Home and School
Our Community
The Wider World

Theme: Experiences & Contemporary Life
Topics: Healthy Living
Hobbies and Interests
Customs and Traditions

What is an ASPECT? An aspect is a particular facet of a topic. It provides specificity and focus to narrow the topic. For example, the topics below are narrowed by the aspects.

Theme: Identities
Topic: Relationships
Aspects: Family
Friends
Social Protocols

Theme: Creative Expression & Human Ingenuity
Topic: Technology
Aspects: Media and Communication
Digital Literacy
Digital Citizenship

What is a UNIT? A unit is an instructional plan that maps out aspects and topics supporting the theme. It includes learning targets, as well as resources to support instruction. It encompasses essential questions, essential vocabulary, essential grammar, essential cultural awareness, assessments, and supporting resources. A unit can explore a theme, topic, or set of aspects in depth or it can connect themes, topics, and aspects from different areas.

For instance, a unit on *Travel*, which falls under the theme *Experiences & Contemporary Life* and under the topic *Hobbies & Interests* can include aspects of other themes and topics.

Theme: Experiences and Contemporary Life
Topic: Hobbies and Interests
Aspect: Travel
Related aspects: Clothing (Identities: My Profile)
Weather (The World We Live In: The Wider World)
Transportation (The World We Live In: Our Community)
Housing (The World We Live in: Home and School)
Sports and leisure (Experiences & Contemporary Life: Hobbies and Interests)

What is an ESSENTIAL QUESTION? An essential question offers focus throughout a unit of study and frames the essence of what your unit will explore. Essential questions promote inquiry, investigation, and deeper thought. An essential question has the following characteristics:

1. Is *open-ended*
2. Is *thought-provoking* and *intellectually engaging*, can spark discussion and debate.
3. Calls for *higher-order thinking*, such as analysis, inference, evaluation, prediction. It cannot be effectively answered by recall alone.
4. Points toward *important, transferable ideas* within (and sometimes across) disciplines.
5. Raises *additional questions* and sparks further inquiry.
6. Requires *support and justification*, not just an answer.
7. *Recur*s over time; that is, the question can and should be revisited again and again.

Sources: *World Languages Guide for Writing Essential Questions* (based on the works of Heidi Hayes-Jacobs, Grant Wiggins and Jay McTighe)

Examples of essential questions:

Theme: Identities Topic: My Personal Profile

How does what I do and where I am from define me?

Theme: Experiences and Contemporary Life Aspect: Travel

How does geography impact a trip?

What is ESSENTIAL VOCABULARY? Essential vocabulary refers to the words and phrases necessary to discuss a given theme, topic and aspect. This is the target vocabulary for a unit. It is not an exhaustive list of all potential vocabulary for a given context, but rather a core of high frequency vocabulary that can be generalized to multiple contexts. For example, when exploring a unit on *Travel*, an aspect could be *Clothing*. Essential clothing vocabulary would be a few articles of clothing needed for travel purposes, not a wide exploration of all clothing in general. Clothing for travel can be explored in this unit. Other types of clothing can be explored in other units in other contexts.

What is ESSENTIAL GRAMMAR? Closely tied to vocabulary, essential grammar refers to the linguistic structures necessary to discuss a given aspect, topic, or theme. It is not necessary to master all aspects of a grammatical structure in a unit. It suffices to get a handle on those grammatical structures needed to discuss ideas in a particular unit. For example, mastering all of the past tense is not necessary for a given unit. Instead, working with the target verbs of the unit and using key structures in the past tense would enhance acquisition of grammar concepts.