UNIT 1: Personal & Public Identities: Remember When....

**ESSENTIAL QUESTIONS**

How did my childhood influence who I am today?

**BIG IDEAS**

Students use the target language to understand and talk about:

- How they used to be and the activities they used to do.
- Compare their likes and dislikes now to when they were younger.
- Personalities of myself and others in the past and present.
- Compare what life was like for a family member in a previous generation.

**GUIDING QUESTIONS**

How do I use language to

- describe my childhood activities?
- discuss childhood memories and favorite items?
- ask and answer questions about how I and others are different now than in the past?
- talk about the life of a family member of a previous generation?
## UNIT 2: Contemporary Life: Let’s Celebrate

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
<th>BIG IDEAS</th>
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<tbody>
<tr>
<td>What and how do people celebrate?</td>
<td>Students use the target language to understand and talk about:</td>
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<tr>
<td></td>
<td>● Celebrations across cultures</td>
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<td>● Describe activities at a celebration</td>
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<td>● Previous meaningful celebrations from their own lives</td>
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<table>
<thead>
<tr>
<th>GUIDING QUESTIONS</th>
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<tbody>
<tr>
<td>How do I use language to</td>
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<tr>
<td>● compare celebrations from the target culture to those in my community?</td>
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<td>● tell about a specific past celebration?</td>
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# Unit 3: Contemporary Life: The Pursuit of Happiness

## ESSENTIAL QUESTIONS

How does a balanced lifestyle lead to happiness?

## BIG IDEAS

Students use the target language to understand and communicate about:
- personal happiness for themselves and others
- the balance of their lives in terms of relaxation, social life, physical fitness, academics and work.
- setting goals for how to maintain a balanced lifestyle and pursue happiness
- advice, suggestions and opinions about how to cultivate a balanced lifestyle.
- the concept of happiness across cultures

## GUIDING QUESTIONS

How do I use language to
- talk about what makes me and other people happy?
- talk about social, physical, academic and work activities that contribute to a happy and balanced life?
- suggest ways to develop a balanced lifestyle?
- say what changes I’m going to make to my life?
- compare qualities of a balanced and happy life in my community to others around the world?
# UNIT 4: Contemporary Life: City Life

## ESSENTIAL QUESTIONS

What makes a community an inviting place to live and visit?

## BIG IDEAS

Students use the target language to understand and talk about:
- places of interest in their city.
- recommendations of places for a tourist to visit and things to do in their city.
- places they have visited in a city.
- practices and products of a city in a country where the target language is spoken.
- comparisons of their city with one in the target culture.

## GUIDING QUESTIONS

How do I use language to
- describe popular places or features to visit within a city?
- describe locations of popular places in my city?
- talk about activities to do within a city?
- talk about where I went and what I did in the city?
- understand reasons why people choose to live in or near a city?
- compare features and practices of my city with another in the target culture?