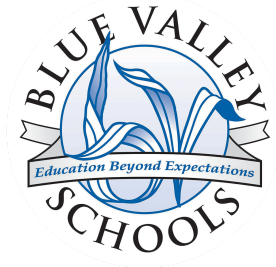


# BLUE VALLEY DISTRICT CURRICULUM OVERVIEW

## MS/HS Level 2



### 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

### ESSENTIAL QUESTIONS

What and how do people celebrate?

### BIG IDEAS

Students use the target language to understand and talk about:

- Celebrations across cultures
- Describe activities at a celebration
- Previous meaningful celebrations from their own lives

### GUIDING QUESTIONS

How do I use language to

- compare celebrations from the target culture to those in my community?
- tell about a specific past celebration?

## 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?