ESSENTIAL QUESTION

How do I talk about what’s going on in the world?

BIG IDEAS

Students use the target language to understand and communicate about:
- news events that affect communities
- noteworthy events in the past
- trending news events

GUIDING QUESTIONS

How do I use language to
- retell a sequence of events using details and description
- tell what was happening when an event occurred
- ask follow-up questions to discern additional information about an event
- interpret and summarize authentic sources

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE LOW
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<th>Skills and Examples</th>
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**CULTURES**  
Relating Cultural Practices & Products to Perspectives  
- **Products:** Newscast  
- **Practices:** Newscasts focus on a variety of global issues from other countries.  
- **Perspectives:** Hispanic countries are not as US centered; Their proximity to other countries impact their daily lives.

**CONNECTIONS**  
Making Connections to Other Disciplines  
- Social Studies: current events  
- Career and Tech Education: Broadcast Journalism  
Acquiring Information & Diverse Viewpoints  
- What makes news in our communities is more common than not across cultures  
- News is conveyed across cultures in a variety of ways

**COMPARISONS**  
Language Comparisons  
- There was/were  
Cultural Comparisons  
- Types of news covered

**COMMUNITIES**  
School & Global Communities  
- Read and or listen to events from target culture  
Lifelong Learning  
- Follow a news feed
WORLD LANGUAGE

LEVEL 3  UNIT 2
Global Challenges: Making My Place in the World
French HS  |  Intermediate Low  | Level 3  |  6 Weeks

ESSENTIAL QUESTION

How will I make my place in the world?

How do global issues impact me and my community?

BIG IDEAS

Students use the target language to understand and communicate about:

- immediate high school goals and future life goals
- societal and environment problems they want to solve in their community
- one’s role and impact on helping solve societal and environmental issues

GUIDING QUESTIONS

How do I use language to

- Discuss my goals for the future
- Discuss issues related to the society and the environment that I am passionate about solving
- Discuss hypothetical situations in a variety of life stages

FOCUS STANDARDS

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<tr>
<td>Relating Cultural Practices &amp; Products to Perspectives</td>
</tr>
<tr>
<td>• <strong>Products:</strong> home ownership, cars</td>
</tr>
<tr>
<td>• <strong>Practices:</strong> getting a driver’s license, school dances, studying at university, buying a home, volunteering</td>
</tr>
<tr>
<td>• <strong>Perspectives:</strong> how choices in the present impact the future, how volunteerism makes a difference in the community</td>
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<td><strong>CONNECTIONS</strong></td>
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<tr>
<td>Making Connections to Other Disciplines</td>
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<tr>
<td>• Volunteer in the community</td>
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<tr>
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</tr>
<tr>
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<td>• Self assess progress toward unit goal</td>
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ACADEMIC SERVICES | Curriculum & Instruction © 2020 Blue Valley Schools
as school dances and getting a license
ESSENTIAL QUESTION

How do people prepare for traveling abroad?

BIG IDEAS

Students use the target language to communicate about:
- travel preparations, including vaccinations, passports, packing.
- travel arrangements, including hotel, car rental, airports.
- travel preferences, including wishes, desires and opinions.
- tourism in a francophone country, including food, sports, and recreation.

How does traveling abroad broaden one’s horizons?

GUIDING QUESTIONS

How do I use language to
- prepare for and plan a trip?
- take a vacation to a francophone country?
- express preferences for vacation activities?
- express opinions, desires, and needs?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives
- **Products**: souvenirs, Air France-KLM, Peugeot, Citroen, Renault, Ibis, Novotel, Sofitel, auberges de jeunesse, gîtes, Classes de neige, La raclette savoyarde
- **Practice**: making travel arrangements, sightseeing; Ski school; popularity of skiing in France; enjoying Raclette in the winter months
- **Perspective**: the French like to travel all over the world; mountains offer unique vacation opportunities; Skiing is an important national winter sport and everyone should know how to ski; It is important to maintain regional specialties.

CONNECTIONS

Making Connections to Other Disciplines
- Social Studies: Geography; Francophone regions

Acquiring Information & Diverse Viewpoints
- Cultural differences in vacationing

COMPARISONS

Language Comparisons
- Expressing wishes, desires, preferences

Cultural Comparisons
- Typical French vs. American breakfast  
- KS vs. French geography  
- KS vs. French recreational activities  
- Typical French and American vacations

COMMUNITIES

School & Global Communities
- Applying knowledge and skills while traveling

Lifelong Learning
- Self assess progress toward unit goal
WORLD LANGUAGE

LEVEL 3 FRENCH UNIT 4

Contemporary Life: Los Héroes (Heroes)

All Languages HS  |  Intermediate Low-Mid  | Level 3  |  6 Weeks

ESSENTIAL QUESTION

How do heroes influence others?

BIG IDEAS

Students use the target language to understand and communicate about:

- how someone becomes a hero.
- the impact heroes have on individuals and communities

GUIDING QUESTIONS

How do I use language to

- describe the traits and actions of someone I admire.
- ask and answer questions about who I admire.
- discuss how my heroes have influenced my life and/or my community.

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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### CULTURES

Relating Cultural Practices & Products to Perspectives

- **Products:**
- **Practices:** use of the phrase “afro-latino”
- **Perspectives:** how labels affect identity

### CONNECTIONS

Making Connections to Other Disciplines

- Connection to ELA unit on archetypes
- Connection to sociology and history

Acquiring Information & Diverse Viewpoints

- Authentic videos: Native speakers discuss issues of being a person of color in another culture

### COMPARISONS

Language Comparisons

- Location of object pronouns in target language vs in English
- “First responders”

Cultural Comparisons

- Comparison of personal heroes to admirable people from target culture

### COMMUNITIES

School & Global Communities

- Thank you notes to teachers and/or other school personnel

Lifelong Learning

- Self-reflection and desire for continued personal growth based on examining admirable qualities of others
WORLD LANGUAGE

LEVEL 3  UNIT 5

Beauty and Aesthetics: Art of the French-speaking World

French HS  |  Intermediate Low  | Level 3  |  4 Weeks

ESSENTIAL QUESTION

How does visual art reflect societal interests and values?

BIG IDEAS

Students use the target language to understand and communicate about:

- the progression of movements of French painting from Classicism to Surrealism.
- the message conveyed in various works.
- their own opinions and thoughts about French paintings in various movements.

GUIDING QUESTIONS

How do I use language to:

- talk about characteristics of French paintings in various movements?
- talk about how a painting reflects the time period when it was painted?
- communicate opinions and preferences about art and artists?
- compare and contrast paintings from different artists and/or movements?

FOCUS STANDARDS

COMMUNICATION  Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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**CULTURES**  
Relating Cultural Practices & Products to Perspectives  
- **Products:** French impressionist art  
- **Practices:** French people of all ages often visit museums. Schools organize field trips to art museums. Museums offer discounted entry on certain days, and special exhibits are common. There is a national cultural appreciation day when all national sites are open and free to the public.  
- **Perspectives:** The French appreciate and value the visual arts. They are proud of their cultural heritage.

**CONNECTIONS**  
Making Connections to Other Disciplines  
- Art history  
- History  

**COMPARISONS**  
Language Comparisons  
- Cultural Comparisons  
- Art during same periods in other cultures  
- Manifestation of similar styles/movements in other cultures

**COMMUNITIES**  
School & Global Communities  
- Kansas art, art classes in high school  

**Acquiring Information & Diverse Viewpoints**  
- Exploring the lives of French artists  
- Investigating artists’ rationale behind and reflections on their work

**Lifelong Learning**  
- Self-reflection and desire for continued personal growth based on examining admirable qualities of others