## UNIT 1: Contemporary Life: Let’s Eat!

### ESSENTIAL QUESTIONS

What does the world eat? How does food reflect culture?

### BIG IDEAS

Students use the target language to understand and communicate about:
- foods they and others eat at school and at home.
- foods they like and dislike and how they taste.
- types and nutritional value of foods available in their community and in other cultures.
- comparisons of typical foods and cultural dishes in their community and in target cultures.

### GUIDING QUESTIONS

How do I use language to:
- ask and express needs and preferences for food and drink?
- identify and describe typical foods and cultural dishes?
- describe the nutritional value of typical foods?
- make comparisons between dishes and foods I eat and those in the other cultures?
UNIT 2: Contemporary Life: Hanging Out!

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
<th>BIG IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do people have fun across cultures?</td>
<td>Students use the target language to understand and communicate about:</td>
</tr>
<tr>
<td></td>
<td>● describe daily activities.</td>
</tr>
<tr>
<td></td>
<td>● make plans to hang out with a friend.</td>
</tr>
<tr>
<td></td>
<td>● compare their daily activities with teens around the world.</td>
</tr>
</tbody>
</table>

GUIDING QUESTIONS

How do I use language to
● invite, accept or decline an invitation to join in an activity?
● talk about activities I do at home or school and ask someone what they do?
● ask someone and tell how often and when I do specific activities?
● compare daily activities of teens in other cultures with my own?

UNIT 3: Contemporary Life: Life@School

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
<th>BIG IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is school different around the world?</td>
<td>Students use the target language to understand and communicate about:</td>
</tr>
<tr>
<td></td>
<td>● schools in their community and activities they participate in.</td>
</tr>
<tr>
<td></td>
<td>● subjects and classes they take in school.</td>
</tr>
<tr>
<td></td>
<td>● who goes to school in different cultures and how they get there.</td>
</tr>
<tr>
<td></td>
<td>● comparisons of schools in their community and in other cultures.</td>
</tr>
</tbody>
</table>

GUIDING QUESTIONS

How do I use language to
● describe my school and school day?
● comment on habits we need in order to be a good learner?
● make comparisons between my school life and school life in other parts of the world?
● comment on who goes to school?
● comment on how students go to school in my community and compare to other parts of the world?
## UNIT 4: Contemporary Life: School’s Out!

### ESSENTIAL QUESTIONS

How do people spend vacation time across cultures?

### BIG IDEAS

Students use the target language to understand and communicate about:
- activities they do during vacation breaks from school.
- opinions about preferred activities.
- popular seasonal vacation destinations and activities of people in the target cultures.
- cultural perspectives related to vacation time, popular destinations and activities.

### GUIDING QUESTIONS

How do I use language to
- comment on where people like to go during school breaks and why?
- discuss preferred activities during vacation times?
- talk about vacation plans?
- make comparisons between my vacation habits and the vacation habits of the target cultures?