

# WORLD LANGUAGE

## LEVEL 4H FRENCH UNIT 1

### Contemporary Life: Les Héros

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



#### ESSENTIAL QUESTION

#### BIG IDEAS

**How do heroes influence others?** 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

**ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

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**ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

#### ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE MID

Interpretive	<ul style="list-style-type: none"><li>• I can understand the main idea and key information in short straightforward informational texts and fictional texts</li><li>• I can identify the main idea and key information in short straightforward conversations.</li></ul>
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<b>Interpersonal</b>	<p>By creating sentences and series of sentences and asking a variety of follow-up questions, I can...</p> <ul style="list-style-type: none"> <li>● exchange information in conversations on familiar topics and some researched topics</li> <li>● interact with others to meet my needs in a variety of familiar situations</li> <li>● exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics</li> </ul>
<b>Presentational</b>	<p>Using sentences and series of connected sentences, I can...</p> <ul style="list-style-type: none"> <li>● tell a story about my life, activities, events and other social experiences</li> <li>● state my viewpoint about familiar topics and give some reasons to support it</li> <li>● give straightforward presentations on a variety of familiar topics and some concrete topics I have researched</li> </ul>

## 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 4H UNIT 2

### Contemporary Life: Faisons du sport

All Languages HS | Intermediate mid | Level 4 | 6 Weeks



#### ESSENTIAL QUESTION | BIG IDEAS

**How do sports  
impact  
communities?**

Students use the target language to understand and communicate about:

- the connection between sports and my community
- the cultural practices connected with sports around the world
- the benefits and drawbacks of sports
- the identifying traits of good athletes
- world-wide sporting events

#### GUIDING QUESTIONS

How do I use language to:

- retell significant sporting events from around the world
- debate the impact of playing a sport
- explain habits of successful athletes
- discuss popular sports around the world
- convince others to watch or engage in a lesser-known sport

#### FOCUS STANDARDS

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**ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE MID**

<p><b>Interpretive</b></p>	<ul style="list-style-type: none"> <li>● I can understand the main idea and key information in short straightforward informational texts and fictional texts</li> <li>● I can identify the main idea and key information in short straightforward conversations.</li> </ul>
<p><b>Interpersonal</b></p>	<p>By creating sentences and series of sentences and asking a variety of follow-up questions, I can...</p> <ul style="list-style-type: none"> <li>● exchange information in conversations on familiar topics and some researched topics</li> <li>● interact with others to meet my needs in a variety of familiar situations</li> <li>● exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics</li> </ul>
<p><b>Presentational</b></p>	<p>Using sentences and a series of connected sentences, I can...</p> <ul style="list-style-type: none"> <li>● tell a story about my life, activities, events and other social experiences</li> <li>● state my viewpoint about familiar topics and give some reasons to support it</li> <li>● give straightforward presentations on a variety of familiar topics and some concrete topics I have researched</li> </ul>

**CULTURES**

Relating Cultural Products & Practices to Perspectives

- **Products:** sports equipment,
- **Practices:** competitions, olympics
- **Perspectives:** sports unify communities,

**CONNECTIONS**

Making Connections to Other Disciplines

- Health and wellness
- Sociology
- Psychology

Acquiring Information & Diverse Viewpoints

- Through engaging with authentic resources

**COMPARISONS**

Language Comparisons

- Jouer à
- Faire de

Cultural Comparisons

- Soccer in US vs. other cultures
- Youth sports in school vs. sports clubs

**COMMUNITIES**

School & Global Communities

- Engaging in sports outside of the classroom
- Attending sporting events
- Talk to a coach or athlete

Lifelong Learning

- Self-assess progress toward unit goal
- Using the target language outside the classroom later in life

# WORLD LANGUAGE

## LEVEL 4H UNIT 3

### Beauty & Aesthetics: SP: El Arte: Antes y Ahora

### FR: L'art: autrefois et aujourd'hui

Spanish and French HS | Intermediate mid | Level 4 | 6-7 Weeks



#### ESSENTIAL QUESTION

#### BIG IDEAS

**How does art both challenge and reflect society?**

Students use the target language to understand and communicate about:

- the connections and contributions between art and a community
- the challenges art presents to a community
- contexts and characteristics of art or an art movement (FR)
- the stories art can tell us

#### GUIDING QUESTIONS

How do I use language to

- Share my opinions about art
- Show the connections between art and the community it reflects
- Compare/contrast historical art with street art
- Describe art, characteristics of art, art movements (FR) and of specific artists

#### FOCUS STANDARDS

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<b>Interpersonal</b>	<p>By creating sentences and series of sentences and asking a variety of follow-up questions, I can...</p> <ul style="list-style-type: none"> <li>● exchange information in conversations on familiar topics and some researched topics</li> <li>● interact with others to meet my needs in a variety of familiar situations</li> <li>● exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics</li> </ul>
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## CULTURES

### Relating Cultural Products & Practices to Perspectives

- **Products:** paintings, murals
- **Practices:** visiting museums, making graffiti
- **Perspectives:** graffiti as an expression of protest, art as reflection of the context and culture of the times

## CONNECTIONS

### Making Connections to Other Disciplines

- Art history
- History

### Acquiring Information & Diverse Viewpoints

- Understanding perspectives of people during various periods of history through their art

## COMPARISONS

### Language Comparisons

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### Cultural Comparisons

- The manifestation of an art movement in the US vs. in the target culture
- Street art in US vs. target culture

## COMMUNITIES

### School & Global Communities

- Make an original piece of art mimicking a style
- Copy a famous piece of art but in a new medium
- Explore street art around KC

### Lifelong Learning

- Self-assess progress toward unit goal
- Using the target language outside the classroom later in life

# WORLD LANGUAGE

## LEVEL 4H UNIT 3 (SP) UNIT 4 (FR)

### Science and Technology: #Conectados / #Connectés

All Languages HS | Intermediate mid | Level 4 | 6 Weeks



#### ESSENTIAL QUESTION

How does technology impact daily life in positive and negative ways?

#### BIG IDEAS

Students use the target language to understand and communicate about:

- The technology used in the daily life of teens, their families and communities.
- The impact of technology on daily life.
- The merits and pitfalls of potential new technology.

#### GUIDING QUESTIONS

- What is the role of technology in daily life?
- How does technology positively and/or negative influence our daily life?
- How does technology connect people?
- How do frequently used apps and technology target users?
- What are the effects that social media have on self-image?
- How are technology and social media used as a platform?

#### FOCUS STANDARDS

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**ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE MID**

Interpretive	<ul style="list-style-type: none"> <li>I can understand the main idea and key information in short straightforward informational texts and fictional texts</li> <li>I can identify the main idea and key information in short straightforward conversations.</li> </ul>
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## CULTURES

### Relating Cultural Products & Practices to Perspectives

- Products:** devices (computers, watches, heart rate monitors, VR, AR, spaceships), streaming services, apps
- Practices:** integrating tech in schools, teaching children about digital citizenship, dependence on tech, online shopping, streaming vs. attending a theater
- Perspectives:** Technology connects the world (form of globalization), technology both solves problems and creates challenges, technology can influence social change

## CONNECTIONS

### Making Connections to Other Disciplines

- Science and Technology
- Sociology

### Acquiring Information & Diverse Viewpoints

- Through engaging with authentic resources

## COMPARISONS

### Language Comparisons

- Use of subjunctive vs. indicative or infinitive
- “If” clauses and parallel construction using present and future tenses.

### Cultural Comparisons

- Technology in various communities
- Cost and accessibility of technology and internet
- The presence or absence of technological innovation in countries

## COMMUNITIES

### School & Global Communities

- Listen to music from the target culture
- Watch a movie clip or part of a show from the target culture
- Follow a celebrity from the target culture on Twitter or Instagram

### Lifelong Learning

- Self-assess progress toward unit goal
- Using the target language outside the classroom later in life



# WORLD LANGUAGE

## LEVEL 4H UNIT 5

### Contemporary Life: Rites de passage

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



#### ESSENTIAL QUESTION

**How do rites of passage shape a person as they grow into adulthood?**

#### BIG IDEAS

Students use the target language to understand and communicate about:

- Everyone goes through rites of passage.
- Rites of passage vary from culture to culture.
- Rites of passage connect a person to their community and by participating in the rite of passage, you are exercising citizenship (voting, drivers license, going to Kindergarten, having and raising a child)
- Rites of passage represent growth and maturity.

**How do rites of passage connect a person with their community?**

#### GUIDING QUESTIONS

- What is a rite of passage?
- What rites of passage do you experience as a child, an adolescent and as an adult?
- What were some memorable moments in your childhood?
- How do rites of passage prepare you for adulthood?
- Are rites of passage experienced in high school advantageous? Why (not)?
- Which rite of passage is or was the most meaningful to you? Why?

#### FOCUS STANDARDS

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Presentational	<p>Using sentences and series of connected sentences, I can...</p> <ul style="list-style-type: none"> <li>● tell a story about my life, activities, events and other social experiences</li> <li>● state my viewpoint about familiar topics and give some reasons to support it</li> <li>● give straightforward presentations on a variety of familiar topics and some concrete topics I have researched</li> </ul>

**CULTURES**

Relating Cultural Practices & Products to Perspectives

- **Products:** money from tooth fairy, drivers license, first house
- **Practices:** moving away from home, voting, having children,
- **Perspectives:**

**CONNECTIONS**

Making Connections to Other Disciplines

- Sociology
- History
- Education

Acquiring Information & Diverse Viewpoints

- Analyzing what a cultural rite of passage says about a society

**COMPARISONS**

Language Comparisons

- 

Cultural Comparisons

- How a particular rite of passage manifests in the USA vs. target culture (getting drivers license, going to Kindergarten, having a child, etc.)

**COMMUNITIES**

School & Global Communities

- Going to school
- Graduating HS
- Voting

Lifelong Learning

- Self-assess progress toward unit goal
- Using the target language outside the classroom later in life