

WORLD LANGUAGE

LEVEL 1 UNIT 1

Getting Acquainted: Personal and Public Identities

All Languages MS/HS | Novice Low-Mid | Level 1 | HS 4-5 Weeks MS 7-9 Weeks



ESSENTIAL QUESTION

BIG IDEAS

Who am I?

Students use the target language to understand and communicate to:

- introduce themselves.
- exchange and present basic information to get to know other.
- appropriately greet others and use farewells.
- compare practices of greeting and introductions across target cultures.
- thrive in a 90% target language setting.

GUIDING QUESTIONS

How do I use language to

- greet and say goodbye to others?
- introduce myself using appropriate forms of address and express state of being?
- exchange memorized biographical information (name, age, birthday, nationality, where I am from, languages I speak)?
- discuss leisure activities at home and at school?
- identify where the target language is spoken in the world?
- understand basic classroom commands and express basic needs in the target language?
- use numbers in context; comment on percentage of populations that speak the target languages in the community and world?
- recognize and pronounce Chinese words written in Pinyin (CH)?
- recognize and copy legibly basic characters (CH)?
- write characters from memory for basic personal information (CH)?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: NOVICE (low, mid, high). Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written.

ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: NOVICE (low, mid, high).

Communicate in spontaneous spoken conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences and questions.

ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: NOVICE (low, mid, high). Present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences through spoken or written language.

ACTFL/NCSSFL Can Do PERFORMANCE Indicators - NOVICE MID

Interpretive	<ul style="list-style-type: none"> Identify basic pieces of information in simple informational & fictional texts and conversations on very familiar topics, when supported by visuals or gestures.
Interpersonal	<ul style="list-style-type: none"> Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, <u>using a mixture of practiced or memorized words, phrases and simple sentences.</u> Express basic needs related to familiar and everyday activities, using... Express my own preferences or feeling and react to those of others, using...
Presentational	<ul style="list-style-type: none"> Present information about myself, my interests and my activities, <u>using a mixture of practiced or memorized words, phrases and simple sentences.</u> Express my likes and dislikes on very familiar & everyday topics of interest, using... Present on very familiar and everyday topics, using...

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Practice:** body language/actions during introduction
- **Perspective:** politeness is part of a civilized society

- **Practice:** using *tu/tú* with friends/family and *vous/usted* with adults/unfamiliar people; using titles
- **Perspective:** showing respect is important

- **Spanish-Product:** first middle last names
- **Practice:** assigning names to reflect family connections
- **Perspective:** names are an important part of one’s identity

CONNECTIONS

Making Connections to Other Disciplines

- Social Studies/geography

Using Authentic Materials to Access Information & Gain Diverse Viewpoints

- Learn how people greet each other in different cultures

COMPARISONS

Language Comparisons

- verb to have with age (SP,FR)
- reflexive with my name is (SP)
- day/month (birthdate)
- expressing “yes” and “no” (CH)
- statement with tag question (CH)

Cultural Comparisons

- personal physical space/contact
- day/month/year (big to little CH)
- social norms (responses to how are you?)

- United States driver's licence with cedula de identidad in Spanish speaking countries (in Spain it is called DNI - Documento Nacional de Identidad)

COMMUNITIES

School & Global Communities

- Find % of languages spoken in BV or local community and look for evidence of target language

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 1 UNIT 2

Family & Communities: We Are Family!

All Languages MS/HS | Novice Low-Mid | Level 1 | HS 5-6 Weeks MS 9 weeks



ESSENTIAL QUESTION

BIG IDEAS

Who is important in your life?

Students use the target language to understand and communicate about:

- their connections with others as they describe and discuss family, friends and pets in their lives.
- how they spend time with others.
- why family is important and identify positive personality traits.
- how they connect with others through traditions and celebrations.
- celebrations of other cultures.

GUIDING QUESTIONS

How do I use language to

- ask and answer questions about people I consider to be family and/or friends and what they do together?
- read and listen to comprehend passages about family structures, celebrations, and activities?
- comment on personality characteristics that are important when selecting friends?
- describe physical and personality traits of family, friends, and pets?
- give reasons why we all need family and friends?
- describe and compare important practices, celebrations, and traditions in their family or culture with the celebrations of others?

FOCUS STANDARDS

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **(Spanish)Product:** family celebrations, Quinceañera as a rite of passage
- **Practice:** In the Hispanic culture when a girl reaches the age of fifteen, the family celebrates with a large party. Religious ceremonies are often connected to the celebration. Traditional foods, dancing, and other traditions take place. Many family members and close friends are formally involved in the celebration and ceremony in many different roles such as godparents and sponsors for various party components such as music, cake, dress and food.
- **Perspective:** The quinceañera represents a girl’s passage from childhood into a young woman.

- **(Spanish) Product:** Festivals and Traditions
- **Practice:** Cultural artifacts and rituals
- **Perspective:** Traditions and rituals build family and community.

- **(Spanish) Product:** Family unit
- **Practice:** Generational family members often live together. Families tend to stay close together geographically. (Be sure to base this on current data. According to AARP, the US has more multi-generational families now than Mexico).
- **Perspective:** Family is taken under consideration when decisions are made. There is no distinction between nuclear and extended family.

- **(French)Product:** Réveillon de Noël/Réveillon de la Saint Sylvestre

- **Practice:** Special meals the night before Christmas with family/night before New Year’s Day with family and friends
- **Perspective:** Family and friends sharing special meals together is important. Indulging in fine cuisine is integral to a celebration.
- **(Chinese) Product:** moon cakes, moon poetry
- **Practice:** families gather during Mid-Autumn festival to view the moon and recite poetry.
- **Perspective:** family unit is highly valued symbolized by round moon cakes, round moon, family circle is complete

CONNECTIONS

Making Connections to Other Disciplines

- Traditions and celebrations & where they are held (Social Studies, Geography)

Acquiring Information & Diverse Viewpoints

- how celebrations bring families together

COMPARISONS

Language Comparisons

Note: this is never grammar; grammar is identified with the function. Instead Identify unique expressions relevant to the unit

- Bonne Fête(French)
- Mordida, Mordida (birthday chant)
- La familia unida
- Chinese?

Cultural Comparisons

- Celebrations
- Songs sung for birthdays
- typical pets
- family size
- harvest festivals across cultures

COMMUNITIES

School & Global Communities

- Share with peers the different cultural celebrations and traditions recognized by their family and friends
- Create a bulletin board celebrating the cultural differences of students in the school
- Attend a Kansas City area festival or celebration.

Lifelong Learning

- self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 1 UNIT 3

Contemporary Life: Let's Eat!

All Languages MS/HS | Novice Low-Mid | Level 1 | HS 5-6 Weeks

MS 9 Weeks



ESSENTIAL QUESTION

BIG IDEAS

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

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?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** regional foods and dishes
- **Practice:** people enjoy local specialties
- **Perspective:** to maintain traditions, show pride in their heritage/culture

- **Product:** breakfast, lunch, snack, dinner (the meals themselves)
- **Practice:** people eat different amounts at different times of the day
- **Perspective:** meal times reflect the values and schedules of each culture

CONNECTIONS

Making Connections to Other Disciplines

- Geography: location of key countries and/or regions for specialty dishes

Acquiring Information & Diverse Viewpoints

- The array of foods that represent different cultures and their diverse nutritional values.

COMPARISONS

Language Comparisons

- I'm hungry. I'm thirsty.
- Omission of article in front of food items except with Gustar

Cultural Comparisons

- Differences in common foods and dishes

COMMUNITIES

School & Global Communities

- identify an ethnic restaurant or shop in the international food section of a local grocery store. Try a new food and write a few sentences about it.

Lifelong Learning

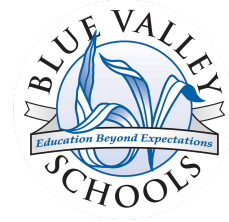
- self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 1 UNIT 4

Contemporary Life: Hanging Out

All Languages MS/HS | Novice Low-Mid | Level 1 | HS 6 weeks MS 9 weeks



ESSENTIAL QUESTION

BIG IDEAS

How do people have fun across cultures?

Students use the target language to understand and communicate about:

- daily activities.
- plans to hang out with a friend.
- daily activities of teens around the world and make comparisons with their own.

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?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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Presentational	<ul style="list-style-type: none"> ● Present information about myself, my interests and my activities, <u>using a mixture of practiced or memorized words, phrases and simple sentences.</u> ● Express my likes and dislikes on very familiar & everyday topics of interest, using... ● Present on very familiar and everyday topics, using...

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** the calendar
- **Practice:** some calendars show weeks that start on Monday
- **Perspective:** Saturday & Sunday are the weekend; Monday is the first day of the week; back to work

- **Product:** 24-hour school, transportation & entertainment schedules
- **Practice:** official schedules in many countries use a 24-hour clock to display time
- **Perspective:** use of the 24 hour clock eliminates any possible confusion about whether it is day or nighttime. This is especially important to the military when clear communications are essential.

- **Product:** sports clubs (French: MJC)
- **Practice:** where youth go for activities
- **Perspective:** activities are often not part of school day; school is for academics

- **Chinese-Product:** calendar format
- **Practice:** calendars start on Monday; 2 calendar systems
- **Perspective:** traditional holidays, birthdays and agriculture use lunar calendar and the solar is used in daily life and for western and modern holidays

CONNECTIONS

Making Connections to Other Disciplines

- Social Studies/geography

Using Authentic Materials to Access Information & Gain Diverse Viewpoints

- How other cultures perceive time
- How others spend leisure time

COMPARISONS

Language Comparisons

- Reaction phrases

Cultural Comparisons

- School vs. Club activities
- FR: The home is private space, so people gather together in town.

COMMUNITIES

School & Global Communities

- Communicate with another class about daily activities
- Investigate games / activities from another culture

Lifelong Learning

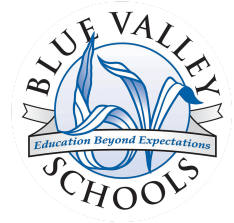
- Self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 1 UNIT 5

Contemporary Life: Life@School

All Languages MS/HS | Novice Mid | Level 1 | HS 6 Weeks MS 9 Weeks



ESSENTIAL QUESTION

BIG IDEAS

What is school like?

Students use the target language to understand and communicate about:

- schools in their community and activities they participate in.
- subjects and classes they take in school.
- who goes to school in different cultures and how they get there.
- comparisons of schools in their community and in other cultures.

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?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** school lunch
- **Practice:** going home, out or staying on campus
- **Perspective:** school lunch habits look different depending on a culture’s schedule and concept/value of time and mealtime and available resources

- **Product:** daily class schedule
- **Practice:** required and elective course options
- **Perspective:** different cultures offer different disciplines due to cultural values and vocational options

- **Product:** daily class schedule
- **Practice:** courses are offered on different schedule/block/times than in the US
- **Perspective:** Based on the values of the culture and how people spend their time/balance their lives

- **Product:** School uniforms
- **Practice:** Many students wear school uniforms even though they are at Public School
- **Perspective:** The wearing of school uniforms levels the playing field for all socio-economic levels and teaches them the value of respecting your school

CONNECTIONS

Making Connections to Other Disciplines

- Social Studies - poverty in other nations
- Social Studies - Classes/languages required in other countries

Acquiring Information & Diverse Viewpoints

- Global challenge of education for all children

- Geography - identification of countries

COMPARISONS

Language Comparisons

- “In order to”
- “One must”
- “To get good grades”

Cultural Comparisons

- Reasons to attend/not attend school
- Uniforms

COMMUNITIES

School & Global Communities

- (Optional) School supplies drive
- (Optional) Fund-raising for a school in the TL
- (Optional) Write letters to or Skype with another school

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 1 UNIT 6

Contemporary Life: School's Out!

All Languages MS/HS | Novice Mid | Level 1 | HS 6 Weeks MS 9 Weeks



ESSENTIAL QUESTION

BIG IDEAS

How do people spend vacation time across cultures?

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?

FOCUS STANDARDS

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** vacation trips at home and abroad
- **Practice:** many people go on vacations annually
- **Perspective:** people choose vacation locations and activities based on family tradition, interests and what they can afford; people value time away from work and school.

- **Product:** school vacations
- **Practice:** schools have vacations of varying lengths and times during the year
- **Perspective:** school vacations are universal and reflect cultural norms

CONNECTIONS

Making Connections to Other Disciplines

- Social Studies/geography: popular destinations, beaches, parks, mountains

Acquiring Information & Diverse Viewpoints

- Reasons for choosing various destinations

COMPARISONS

Language Comparisons

- Weather idioms

Cultural Comparisons

- Length of vacation breaks
- Times of year, seasonal differences

COMMUNITIES

School & Global Communities

- Vacation destinations in KC
- GCP - investigation of vacation habits in their person's culture

Lifelong Learning

- Self assess progress toward unit goal