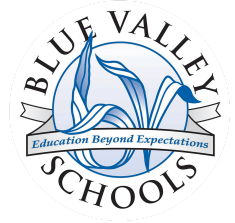


WORLD LANGUAGE

LEVEL 2 UNIT 1

Contemporary Life: The Pursuit of Happiness

All Languages MS/HS | Novice High | Level 2 | 7 Weeks



ESSENTIAL QUESTION

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?

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 HIGH

Interpretive	<ul style="list-style-type: none"> ● Identify the topic and some facts in short informational and fictional texts and in conversations on familiar topics.
Interpersonal	<ul style="list-style-type: none"> ● Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. ● interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. ● Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.
Presentational	<ul style="list-style-type: none"> ● Present personal information about my life and activities, <u>using simple sentences most of the time.</u> ● Express my preferences on familiar and everyday topics of interest, using... ● Present on familiar and everyday topics, using...

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** Happiness indicators
- **Practice:** ways that people demonstrate happiness in various cultures.
- **Perspective:** happiness is a fundamental human goal (United Nations)

CONNECTIONS

Making Connections to Other Disciplines

- Health- habits of a healthy lifestyle
- Social Studies: Geography

Acquiring Information & Diverse Viewpoints

- Infographic--beliefs on happiness
- Images of happiness from authentic sources

COMPARISONS

Language Comparisons

- Buen vivir (SP- Ecuador)
- Joie de vivre "joy of life" (FR)
- Salud- Health (also used for bless you)

Cultural Comparisons

- Priorities for happiness

COMMUNITIES

School & Global Communities

- Create a school happiness day

Lifelong Learning

- Personal definition of happiness; how to maintain balance and reduce stress
- Self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 2 UNIT 2

Contemporary Life: City Life

All Languages MS/HS | Novice High | Level 2 | 6-7 Weeks



ESSENTIAL QUESTION

BIG IDEAS

What makes a city an inviting place to live and visit?

Students use the target language to understand and communicate 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 the reasons why people choose to live in or near a city?
- compare features and practices of my city with another in the target culture?

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 HIGH

<p>Interpretive</p>	<ul style="list-style-type: none"> ● identify the topic and some facts in short informational and fictional texts and in conversations on familiar topics.
<p>Interpersonal</p>	<ul style="list-style-type: none"> ● Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. ● interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. ● Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.
<p>Presentational</p>	<ul style="list-style-type: none"> ● Present personal information about my life and activities, <u>using simple sentences most of the time.</u> ● Express my preferences on familiar and everyday topics of interest, using... ● Present on familiar and everyday topics, using...

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** places and buildings in a city
- **Practice:** communities provide places for its citizens to gather
- **Perspective:** buildings and special places of interest are a source of pride and identity for the city

- **Product:** metro, subway, streetcar, taxi
- **Practice:** using public transportation
- **Perspective:** ease, efficiency & inexpensive cost of transportation

CONNECTIONS

Making Connections to Other Disciplines

- Social Studies - city life
- Social Studies - places in city relative to each other

Acquiring Information & Diverse Viewpoints

- Places unique to a city in the TL culture

COMPARISONS

Language Comparisons

- I had fun.
- Ago + <time frame>

Cultural Comparisons

- Places that communities have in common

COMMUNITIES

School & Global Communities

- Visit places unique to KC (virtually or in person)

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 2 UNIT 3

Let's Celebrate!

All Languages MS/HS | Novice High | Level 2 | 4-5 weeks



ESSENTIAL QUESTION

BIG IDEAS

How do people celebrate?

Students use the target language to understand and talk about:

- Celebrations across cultures
- 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

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 HIGH

Interpretive Listening	<ul style="list-style-type: none">• Identify the topic and some supporting details in informational and short fictional passages on familiar and everyday topics.• Understand questions and statements in conversations on familiar topics.
-------------------------------	--

Interpretive Reading	<ul style="list-style-type: none"> ● Identify topic and related information in informational and fictional texts on familiar and everyday topics.
Interpersonal Speaking	<ul style="list-style-type: none"> ● Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. ● Interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. ● Express, ask about and react to preferences, feelings, or opinions on familiar topics using simple sentences most of the time and asking questions to keep the conversation on topic.
Presentational Writing & Speaking	<ul style="list-style-type: none"> ● Present information about myself, my interests and my activities, <u>using a simple sentences most of the time.</u> ● Express preferences on very familiar & everyday topics of interest, using... ● Present on familiar and everyday topics, using...

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** Celebrations in target language countries
- **Practice:** Activities in various cultural celebrations
- **Perspective:** Celebrations are a way to create community and are universal. Celebrations reflect cultural values.

COMPARISONS

Language Comparisons

- I had fun
- Ago + <time frame>
- “Do” with questions

Cultural Comparisons

- Types of celebrations around the world

COMMUNITIES

School & Global Communities

- Attend local festivals

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 2 UNIT 4

Personal & Public Identities: Remember When...

All Languages MS/HS | Novice High | Level 2 | 6 Weeks

ESSENTIAL QUESTION

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

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 HIGH

Interpretive Listening	<ul style="list-style-type: none"> Identify the topic and some supporting details in informational and short fictional passages on familiar and everyday topics. Understand questions and statements in conversations on familiar topics.
Interpretive Reading	<ul style="list-style-type: none"> Identify topic and related information in informational and fictional texts on familiar and everyday topics.
Interpersonal Speaking	<ul style="list-style-type: none"> Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. Interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. Express, ask about and react to preferences, feelings, or opinions on familiar topics using simple sentences most of the time and asking questions to keep the conversation on topic.
Presentational Writing & Speaking	<ul style="list-style-type: none"> Present information about myself, my interests and my activities, <u>using a simple sentences most of the time.</u> Express preferences on very familiar & everyday topics of interest, using... Present on familiar and everyday topics, using...

CULTURES

Relating Cultural Practices & Products to Perspectives

- Product:** childhood games, toys, tv shows songs in target culture
- Practice:** watching, playing games, pretending
- Perspective:** childhood across cultures is more alike than different

CONNECTIONS

Making Connections to Other Disciplines

- Social Studies/generational similarities and differences

Acquiring Information & Diverse Viewpoints

- Listen to interviews by various generations in target language

COMPARISONS

Language Comparisons

- To be afraid
- To pretend
- As a child

Cultural Comparisons

- How kids play

COMMUNITIES

School & Global Communities

- Family member interview
- Interview guest speaker of the target language about their childhood

Lifelong Learning

- self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 2 UNIT 5

Tell me a Story

All Languages MS/HS | Novice High/Int Low | Level 2 | 7 Weeks



ESSENTIAL QUESTION

BIG IDEAS

How do I narrate a story in an impactful way?

Students use the target language to:

- retell a story or an event.
- broaden cultural perspectives through authentic stories.

GUIDING QUESTIONS

How do I use language to:

- set the scene in familiar stories?
- retell in sequential order what happened in a familiar story?
- make personal connections to a story?
- identify cultural elements in stories?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

ACTFL/NCSSFL INTERPRETIVE BENCHMARK: INTERMEDIATE RANGE. Understand the main idea and pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken and written.

ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: NOVICE RANGE.

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 INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: INTERMEDIATE RANGE

Participate in spontaneous spoken and written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: NOVICE RANGE. 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 PRESENTATIONAL PROFICIENCY BENCHMARK: INTERMEDIATE. Communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken and written language.

ACTFL/NCSSFL Can Do PERFORMANCE Indicators -NOVICE HIGH/INTERMEDIATE LOW:

Interpretive IL	<ul style="list-style-type: none"> ● identify the topic and related information from simple sentences in short informational and fictional texts. ● identify the main idea in short conversations.
Interpersonal Speaking NH	<ul style="list-style-type: none"> ● Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. ● Interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. ● Express, ask about and react to preferences, feelings, or opinions on familiar topics using simple sentences most of the time and asking questions to keep the conversation on topic.
Interpersonal Speaking IL	<ul style="list-style-type: none"> ● request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. ● interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions. ● express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.
Presentational NH	<ul style="list-style-type: none"> ● present personal information about my life and activities, using simple sentences most of the time. ● express my preferences on familiar and everyday topics of interest, using simple sentences most of the time. ● present on familiar and everyday topics, using simple sentences most of the time.
Presentational IL	<ul style="list-style-type: none"> ● present personal information about my life, activities and events, using simple sentences. ● express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences. ● present on familiar and everyday topics, using simple sentences.

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** Storytelling through art, legends, film, poetry.
- **Practice:** Storytelling as an oral tradition passed down the generations.
- **Perspective:** Storytelling is a reflection of community and culture.

CONNECTIONS

Making Connections to Other Disciplines

- Art- telling the story of a work of art
- Literature - elements of a story

Acquiring Information & Diverse Viewpoints

- perspectives found in target culture stories

COMPARISONS

Language Comparisons

- Compare language conventions common in storytelling such as past tense, sequencing adverbs and compound sentences.

Cultural Comparisons

- Compare cultures reflected in stories to one's own.

COMMUNITIES

School & Global Communities

- Sharing of stories in digital format

Lifelong Learning

- self assess progress toward unit goals