

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT  
HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS  
WORLD LANGUAGES CURRICULUM  
MANDARIN CHINESE, FRENCH, GERMAN, ITALIAN, AND SPANISH  
LEVEL V AP  
AUGUST 2021  
GRADES 9 - 12**

## Overview

The level V World Language courses in Chinese, French, German, Italian, and Spanish are available to all students in grades 9-12. The course meets five times a week. The curriculum covers and enhances all suggested themes from the New Jersey World Languages Curriculum Framework. It is also aligned to the latest national and the New Jersey State World Languages Standards.

The broad objective of all the world languages courses is to develop target language proficiency in each of the three modes of communication: interpersonal, interpretive, and presentational. Teachers address students' individual needs through differentiation and implement a *Natural Approach* to second language acquisition where all students are immersed in the target language while in the classroom. In this setting, teachers address the development of all domains of language and emphasize the growth of language skills aligned to the intermediate-mid/intermediate-high proficiency levels as defined by ACTFL (American Council on the Teaching of Foreign Languages). This approach facilitates the development of authentic, meaningful educational experiences by allowing teachers to integrate content from all subject areas while infusing linguistic and cultural awareness on a daily basis.

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Unit	Pacing	Essential Question(s)	Standard/ Proficiency/ Strand/CPIs	Learning Targets	Assessments	Interdisciplinary Connections
<p style="text-align: center;"><b>The influence of Language and Culture on Identity</b></p>	<p style="text-align: center;">4-6 weeks</p>	<ul style="list-style-type: none"> <li>• How does one's identity develops over time?</li> <li>• How do culture and language influence one's identity?</li> <li>• How is one's identity expressed?</li> </ul>	<p>7.1.IH.IPRET.1 7.1.IH.IPRET.2 7.1.IH.IPRET.3 7.1.IH.IPRET.4 7.1.IH.IPRET.5 7.1.IH.IPRET.6 7.1.IH.IPRET.7 7.1.IH.IPRET.8 7.1.IH.IPERS.1 7.1.IH.IPERS.2 7.1.IH.IPERS.3 7.1.IH.IPERS.4 7.1.IH.IPERS.5 7.1.IH.IPERS.6 7.1.IH.PRSNT.1 7.1.IH.PRSNT.2 7.1.IH.PRSNT.3 7.1.IH.PRSNT.4 7.1.IH.PRSNT.5 7.1.IH.PRSNT.6 8.1 9.2</p>	<ul style="list-style-type: none"> <li>-Identify vocabulary associated with the topic being studied.</li> <li>-Reply to emails addressing a specific topic.</li> <li>-Watch authentic videos related to the topic being presented.</li> <li>-Interpret authentic readings and texts.</li> <li>-Infer meanings of unfamiliar words in new contexts.</li> <li>-Interpret author's intent in readings.</li> <li>-Listen to authentic audios or podcasts and complete questions related to the topic being presented.</li> <li>-Create a presentation expressing values and beliefs.</li> <li>-Conduct an interpersonal activity expressing opinion.</li> <li>-Discuss topics in groups and present ideas</li> <li>-Make connections between the US and the target country.</li> </ul>	<p><b>*Formative, summative, CA &amp; benchmark assessments may vary based on culture/language:</b></p> <p><b><u>1.Conversation</u></b></p> <p><b><u>2.Cultural Comparison:</u></b> How identities are expressed.</p> <p><b><u>3.Writing/project</u></b></p> <p><b><u>4. Benchmarks (as applicable by language)</u></b> 1=CA4 2=CA8</p>	<p><b><u>1.Social studies-</u></b>National heroes, Immigration, social values, historical wars, etc. (Standard 6.2.12.C.5.f)</p> <p><b><u>2.Language Arts-</u></b>Writing an argumentative essay, replying to an email, reading, summarizing, connection words. (standards L.11-12.3, L.11-12.4, L.11-12.5)</p> <p><b><u>3.Technology-</u></b> PowerPoint presentations, research, media, etc.(standard 8.1)</p> <p><b><u>4.Geography-</u></b> review countries' names, nationalities, and locations. (standard 6.2.12.B.5.c)</p> <p><b><u>5.Arts-</u></b>identity is expressed through art and music. (standard 1.2.2.A.2)</p>

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<p style="text-align: center;"><b>Families in Different Societies</b></p>	<p style="text-align: center;">6 weeks</p>	<ul style="list-style-type: none"> <li>• What is a family?</li> <li>• What are the different roles in a family in different societies?</li> <li>• How do individuals influence their communities, and the world?</li> <li>• What challenges do families face in today's world?</li> <li>• What are some important aspects of family values and family life in the target culture and your own?</li> </ul>	<p>7.1.IH.IPRET.1 7.1.IH.IPRET.2 7.1.IH.IPRET.3 7.1.IH.IPRET.4 7.1.IH.IPRET.5 7.1.IH.IPRET.6 7.1.IH.IPRET.7 7.1.IH.IPRET.8 7.1.IH.IPERS.1 7.1.IH.IPERS.2 7.1.IH.IPERS.3 7.1.IH.IPERS.4 7.1.IH.IPERS.5 7.1.IH.IPERS.6 7.1.IH.PRSNT.1 7.1.IH.PRSNT.2 7.1.IH.PRSNT.3 7.1.IH.PRSNT.4 7.1.IH.PRSNT.5 7.1.IH.PRSNT.6 8.1 9.2</p>	<ul style="list-style-type: none"> <li>-Identify vocabulary associated with the topic being studied.</li> <li>-Reply to emails addressing a specific topic.</li> <li>-Watch authentic videos related to the topic being presented.             <ul style="list-style-type: none"> <li>-Interpret authentic videos.</li> <li>-Interpret authentic readings and texts.</li> </ul> </li> <li>-Infer meanings of unfamiliar words in new contexts.             <ul style="list-style-type: none"> <li>-Interpret author's intent in readings.</li> </ul> </li> <li>-Listen to authentic audio or podcasts and complete questions related to the topic being presented.</li> <li>-Create a presentation expressing values and beliefs.</li> <li>-Write a persuasive essay on a related topic using supplied sources.</li> <li>-Conduct an interpersonal activity expressing opinion.</li> <li>-Discuss topics in groups and present ideas.</li> <li>-Make connections between the US and the target country.</li> <li>-Make a presentation on a related topic and present.</li> </ul>	<p><b>*Formative, summative, CA &amp; benchmark assessments may vary based on culture/language:</b></p> <p><b><u>1.Conversation.</u></b></p> <p><b><u>2.Cultural Comparison:</u></b> Compare and contrast an important festivity between your community and the target country.</p> <p><b><u>3.Writing/project</u></b></p> <p><b><u>4. Benchmarks (as applicable by language)</u></b> 1=CA4 2=CA8</p>	<p><b><u>1.Social studies-</u></b> analyze how roles in family have changed over time, government, real estate. (standard 6.1.12.A.16.a)</p> <p><b><u>2.Language Arts-</u></b> writing essays using different sources to support ideas. Replying to an email covering various topics.(standard L.11-12.3, L.11-12.4, L.11-12.5)</p> <p><b><u>3.Computer science-</u></b> the use of devices and/or social media, audio/video recordings, virtual tours, Google Expedition, etc.( standard 8.1)</p> <p><b><u>4.Geography-</u></b> review countries' names, nationalities, and locations.( standard 6.2.12.B.5.c)</p> <p><b><u>5.Public Speaking-</u></b> presenting a researched topic from the target country; cultural comparison. (standard SL.9-10.4.)</p>
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<p style="text-align: center;"><b>How Science and Technology affect our lives</b></p>	<p style="text-align: center;">4-6 weeks</p>	<ul style="list-style-type: none"> <li>• What are some of the innovations that have affected our life?</li> <li>• What are the pros and cons of using technology?</li> <li>• What role does ethics have in scientific development?</li> </ul>	<p>7.1.IH.IPRET.1 7.1.IH.IPRET.2 7.1.IH.IPRET.3 7.1.IH.IPRET.4 7.1.IH.IPRET.5 7.1.IH.IPRET.6 7.1.IH.IPRET.7 7.1.IH.IPRET.8 7.1.IH.IPERS.1 7.1.IH.IPERS.2 7.1.IH.IPERS.3 7.1.IH.IPERS.4 7.1.IH.IPERS.5 7.1.IH.IPERS.6 7.1.IH.PRSNT.1 7.1.IH.PRSNT.2 7.1.IH.PRSNT.3 7.1.IH.PRSNT.4 7.1.IH.PRSNT.5 7.1.IH.PRSNT.6 8.1 8.2 9.2</p>	<ul style="list-style-type: none"> <li>-Identify vocabulary associated with the topic being studied.</li> <li>-Reply to emails addressing a specific topic.</li> <li>-Watch authentic videos related to the topic being presented.</li> <li>-Interpret authentic videos.</li> <li>-Interpret authentic readings and texts.</li> <li>-Infer meanings of unfamiliar words in new contexts.</li> <li>-Interpret author’s intent in readings.</li> <li>-Listen to authentic audio or podcasts and complete questions related to the topic being presented.</li> <li>-Create a presentation expressing values and beliefs.</li> <li>-Write a persuasive essay on a related topic using supplied sources.</li> <li>-Conduct an interpersonal activity expressing opinion.</li> <li>-Discuss topics in groups and present ideas.</li> <li>-Make connections between the US and the target country.</li> <li>-Make a presentation on a related topic and present.</li> <li>-Explain how technology has changed our lives while discussing this topic with another.</li> <li>- Participate in conversations on a wide variety of topics that go beyond my everyday life.</li> <li>-Resolve an unexpected complication that arises in a familiar situation.</li> <li>-Participate in interviews</li> </ul>	<p style="text-align: center;"><b>*Formative, summative, CA &amp; benchmark assessments may vary based on culture/language:</b></p> <p><b><u>1.Conversation</u></b></p> <p><b><u>2.Cultural Comparison:</u></b> i.e. How Technology and social media affect today's societies.</p> <p><b><u>3.Writing/project</u></b></p> <p><b><u>4. Benchmarks (as applicable by language)</u></b> 1=CA4 2=CA8</p>	<p><b><u>1.Computer science-</u></b> the use of devices and/or social media. (standard 8.1)</p> <p><b><u>2.History-</u></b>relevant figures in the development of technology.(standard 6.1.12.C.16.b)</p> <p><b><u>3.Science-</u></b> a. scientific developments and how they affect the world we live in/contemporary life. b.Advances in science and health care. (standard HS-ESS3-1, HS-ESS3-3,HS-ESS3-4 ,HS-ESS3-5,HS-ESS3-6)</p> <p><b><u>4.Physical education-</u></b> health,well-being, genetically modified products (standard 2.1.8.B.1 )</p> <p><b><u>5.Language Arts:</u></b> Writing an argumentative essay, replying to an email, reading, summarizing, connection words. (standards L.11-12.3, L.11-12.4, L.11-12.5)</p>
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<p style="text-align: center;"><b>Influences of Beauty and Art</b></p>	<p style="text-align: center;">4-6 weeks</p>	<ul style="list-style-type: none"> <li>• What are the perceptions of beauty in different societies?</li> <li>• How have these perceptions changed over time?</li> <li>• How is culture expressed through the arts?</li> </ul>	<p>7.1.IH.IPRET.1 7.1.IH.IPRET.2 7.1.IH.IPRET.3 7.1.IH.IPRET.4 7.1.IH.IPRET.5 7.1.IH.IPRET.6 7.1.IH.IPRET.7 7.1.IH.IPRET.8 7.1.IH.IPERS.1 7.1.IH.IPERS.2 7.1.IH.IPERS.3 7.1.IH.IPERS.4 7.1.IH.IPERS.5 7.1.IH.IPERS.6 7.1.IH.PRSNT.1 7.1.IH.PRSNT.2 7.1.IH.PRSNT.3 7.1.IH.PRSNT.4 7.1.IH.PRSNT.5 7.1.IH.PRSNT.6 8.1 9.2</p>	<ul style="list-style-type: none"> <li>-Identify vocabulary associated with the topic being studied.</li> <li>-Reply to emails addressing a specific topic.</li> <li>-Watch authentic videos related to the topic being presented.</li> <li>-Interpret authentic videos.</li> <li>-Interpret authentic readings and texts.</li> <li>-Infer meanings of unfamiliar words in new contexts.</li> <li>-Interpret author's intent in readings.</li> <li>-Listen to authentic audio or podcasts and complete questions related to the topic being presented.</li> <li>-Create a presentation expressing values and beliefs.</li> <li>-Write a persuasive essay on a related topic using supplied sources.</li> <li>-Conduct an interpersonal activity expressing opinion.</li> <li>-Discuss topics in groups and present ideas.</li> <li>-Make connections between the US and the target country.</li> <li>-Make a presentation on a related topic and present.</li> <li>-Explain how technology has changed our lives while discussing this topic with another.</li> <li>-Participate in conversations on a wide variety of topics that go beyond my everyday life.</li> <li>-Resolve an unexpected complication that arises in a familiar situation</li> <li>-Participate in interviews</li> </ul>	<p><b>*Formative, summative, CA &amp; benchmark assessments may vary based on culture/language:</b></p> <p><b>1.Conversation</b></p> <p><b>2.Cultural Comparison:</b> - i.e. How does a particular art form represents its culture and how does this compare to one's own society?</p> <p><b>3.Writing/project</b></p> <p><b>4. Benchmarks</b> 1=CA4 2=CA8</p>	<p><b>1.Social studies :</b> cultural values as related to various cultures; famous figures in various cultures related to particular fields. (standard 6.1.12.C.16.b)</p> <p><b>2.English Language Arts :</b> Writing a persuasive essay, replying to an email, reading, summarizing, connection words, exploring excerpts from literature and/or poetry. (standards L.11-12.3, L.11-12.4, L.11-12.5)</p> <p><b>3.Technology :</b> PowerPoint presentations, research, media, virtual tour, review games and activities. (standard 8.1)</p> <p><b>4.Geography :</b> Review countries and nationalities (standard 6.2.12.B.5.c)</p> <p><b>5.Art :</b> a. how beauty is interpreted differently in various cultures. b. art- major artists in different cultures. c. fashion throughout the world and major designers. d. architecture- how it can represent the culture.(standard 1.2.2.A.2, 1.2.5.A.3, 1.2.8.A.2, 1.2.8.A.3)</p>
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						<p><b>6.Music:</b> a. as an art form- how different forms represent the culture b. famous musicians of target culture as compared to one's own culture.(Standard 1.2.8.A.3, 1.2.12.A.1, 1.2.12.A.2)</p>
<p><b>Factors that Impact the Quality of Life</b></p>	<p>4-6 weeks</p>	<ul style="list-style-type: none"> <li>• How do communities and people define quality of life?</li> <li>• How do practices, products, and perspectives influence our lives?</li> <li>• What are some of the challenges of our busy lives?</li> <li>• How does daily life in our culture compared to that in the target country?</li> </ul>	<p>7.1.IH.IPRET.1 7.1.IH.IPRET.2 7.1.IH.IPRET.3 7.1.IH.IPRET.4 7.1.IH.IPRET.5 7.1.IH.IPRET.6 7.1.IH.IPRET.7 7.1.IH.IPRET.8 7.1.IH.IPERS.1 7.1.IH.IPERS.2 7.1.IH.IPERS.3 7.1.IH.IPERS.4 7.1.IH.IPERS.5 7.1.IH.IPERS.6 7.1.IH.PRSNT.1 7.1.IH.PRSNT.2 7.1.IH.PRSNT.3 7.1.IH.PRSNT.4 7.1.IH.PRSNT.5 7.1.IH.PRSNT.6 8.1 9.2</p>	<p>-Identify vocabulary associated with the topic being studied. -Reply to emails addressing a specific topic. -Watch authentic videos related to the topic being presented. -Interpret authentic videos. -Interpret authentic readings and texts. -Infer meanings of unfamiliar words in new contexts. -Interpret author's intent in readings. -Listen to authentic audio or podcasts and complete questions related to the topic being presented. -Create a presentation expressing values and beliefs. -Write a persuasive essay on a related topic using supplied sources. -Conduct an interpersonal activity expressing opinion. -Discuss topics in groups and present ideas. -Make connections between the US and the target country. -Make a presentation on a related topic and present. -explain how technology has changed our lives while discussing this topic with another. - participate in conversations on a wide variety of topics that go beyond my everyday life. -Resolve an unexpected complication that arises in a familiar situation.</p>	<p><b>*Formative, summative, CA &amp; benchmark assessments may vary based on culture/language:</b></p> <p><b>1.Conversation</b></p> <p><b>2.Cultural Comparison</b> i.e. How can daily life in both the target country and my country be compared and what are the challenges that people face in daily living?</p> <p><b>3.Writing/project</b></p> <p><b>4. Benchmarks (as applicable by language)</b></p>	<p><b>1.Social studies:</b> politics, the E.U., Immigration, social services, health care (standard 6.1.12.C.16.b) <b>2.Language Arts:</b> Writing a persuasive essay, replying to an email, reading, summarizing, connection words (standards L.11-12.3, L.11-12.4, L.11-12.5) <b>3.Technology:</b> PowerPoint presentations, research, media, virtual tours (standard 8.1) <b>4.Geography:</b> Countries and nationalities, cities vs countryside (standard 6.2.12.B.5.c) <b>5.Arts:</b> music, theatre, cinema, art, museums, etc.(standard 1.2.2.A.2) <b>6.Mathematics:</b> negotiating monetary transactions (standard 6.RP)</p>

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				-Participate in interviews	1=CA4 2=CA8	
<b>Environmental, Political, and Societal Challenges</b>	4-6 weeks	<ul style="list-style-type: none"> <li>What economic, environmental, political, and social issues our societies encounter?</li> <li>What are the causes and the solutions for these issues?</li> <li>How do environmental, political, and societal challenges positively and negatively impact communities?</li> <li>What role do individuals play in addressing complex societal issues?</li> <li>How do challenging issues affect a society's culture?</li> </ul>	<p>7.1.IH.IPRET.1 7.1.IH.IPRET.2 7.1.IH.IPRET.3 7.1.IH.IPRET.4 7.1.IH.IPRET.5 7.1.IH.IPRET.6 7.1.IH.IPRET.7 7.1.IH.IPRET.8 7.1.IH.IPERS.1 7.1.IH.IPERS.2 7.1.IH.IPERS.3 7.1.IH.IPERS.4 7.1.IH.IPERS.5 7.1.IH.IPERS.6 7.1.IH.PRSNT.1 7.1.IH.PRSNT.2 7.1.IH.PRSNT.3 7.1.IH.PRSNT.4 7.1.IH.PRSNT.5 7.1.IH.PRSNT.6 8.1 9.2</p>	<p>-Identify vocabulary associated with the topic being studied. -Reply to emails addressing a specific topic. -Watch authentic videos related to the topic being presented. -Interpret authentic videos. -Interpret authentic readings and texts. -Infer meanings of unfamiliar words in new contexts. -Interpret author's intent in readings. -Listen to authentic audio or podcasts and complete questions related to the topic being presented. -Create a presentation expressing values and beliefs. -Write a persuasive essay on a related topic using supplied sources. -Conduct an interpersonal activity expressing opinion. -Discuss topics in groups and present ideas. -Make connections between the US and the target country. -Make a presentation on a related topic and present. -Explain how technology has changed our lives while discussing this topic with another. -Participate in conversations on a wide variety of topics that go beyond my everyday life. -Resolve an unexpected complication that arises in a familiar situation -Participate in interviews</p>	<p>*<b>Formative, summative, CA &amp; benchmark assessments may vary based on culture/language:</b></p> <p><b>1.Conversation</b></p> <p><b>2.Cultural Comparison:</b> i.e. What's the role of religion in your community and in the target country?</p> <p><b>3.Writing/project</b></p> <p><b>4. Benchmarks (as applicable by language)</b> 1=CA4 2=CA8</p>	<p><b>1.Social studies-</b> analyze the roles in family in confronting environmental and social issues. (standards 6.1.12.B.16.a) <b>2.Language Arts-</b> a.writing an argumentative essay using different sources to support ideas. (standard W.11-12.2.) b.replying to an email covering various topics. (standards L.11-12.3, L.11-12.4, L.11-12.5) <b>3.Computer science-</b> the use of devices and/or social media. (standard 6.1.12.B.14.C and 8.1) <b>4.Geography-</b> review countries' names, nationalities, and locations.(standard 6.2.12.B.5.c) <b>5.Economics-</b>talking about loans, budget, percentages, interest rates, housing costs, societal costs for the reparation of social issues, minimum wage, etc. (standard 6.1.12.C.9.b) <b>6.Science-</b>Environment, recycling, global warming, CO2, fossil fuels, natural (standard HS-ESS3-3,HS-ESS3-4</p>



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**THEMATIC UNIT**

THEME	PROFICIENCY	GRADE(S)
The influence of Language and Culture on Identity	Intermediate High	11th &12th

<b>Suggested Topics:</b>	<i>My identity, Stereotypes, Immigration, Alienation and Assimilation, Personal, National and Ethnic Identity, Heroes and Historical Figures, Personal Beliefs, Personal Independency, Personal Interests, Self-Esteem/Self Image, and Social Networking.</i>
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**Unit Description**

<b>Interpretive</b>	<i>Students interpret authentic written, video/audio, and graphic materials such as online biographies, social network sites, stories and short clips from news, narratives, movies and television, etc. that focus on families and societies.</i>
<b>Interpersonal</b>	<i>Students engage in both, scripted &amp; unscripted conversations with classmates, the teacher, and audio prompts relevant to the unit topics.</i>
<b>Presentational</b>	<i>Students use lists, chunks of language and memorized phrases to describe other communities and their customs and traditions in comparison to their own expressing acquired knowledge and point of view.</i>

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CONCEPTS	SKILLS
Values and beliefs Heritage Immigration Assimilation and alienation Social Networking Media Hobbies Education and universities Wars Heroes Advertisement Stereotypes	<ul style="list-style-type: none"> <li>● Interpret texts and audios</li> <li>● Present information in class</li> <li>● Produce presentational and/or interpersonal materials (oral and written)</li> <li>● Respond to an email</li> <li>● Use reference tools and sources</li> <li>● Ask and answer questions</li> <li>● Present and defend a point of view</li> <li>● Summarize and retell information</li> <li>● Reflect on a variety of cultural perspectives, practices, and products</li> <li>● Compare and contrast one's own community with the TL culture being studied.</li> <li>● Converse regarding a topic.</li> <li>● Discuss pertinent topics.</li> </ul>

<b>World Languages Standard/Proficiency Level/Cumulative Progress Indicators</b> (Strands: Interpretive =IPRET, Interpersonal =IPRES, Presentational = PRSNT)	
7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

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7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change.
7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

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7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
Identify vocabulary associated with the topic being studied.	7.1.IH.IPRET.1 7.1.IH.IPRET.2 7.1.IH.IPRET.5 7.1.IH.IPRET.7
Reply to emails addressing a specific topic.	7.1.IH.IPRET.6 7.1.IH.IPERS.4
Watch authentic videos related to the topic being presented.	7.1.IH.IPRET.2 7.1.IH.IPRET.7 7.1.IH.IPRET.8 7.1.IH.IPERS.1
Interpret authentic readings and texts.	7.1.IH.IPRET.1 7.1.IH.IPRET.2 7.1.IH.IPRET.4 7.1.IH.IPRET.5
Infer meanings of unfamiliar words in new contexts.	7.1.IH.IPRET.5

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	7.1.IH.IPRET.6 7.1.IH.IPRET.7
Interpret author's intent in readings.	7.1.IH.IPRET.3 7.1.IH.IPRET.6
Listen to authentic audios or podcasts and complete questions related to the topic being presented.	7.1.IH.IPRET.1 7.1.IH.IPRET.2
Create a presentation expressing values and beliefs.	7.1.IH.PRSNT.1 7.1.IH.PRSNT.4 7.1.IH.PRSNT.6
Conduct an interpersonal activity expressing opinion.	7.1.IH.IPERS.1 7.1.IH.IPERS.4
Discuss topics in groups and present ideas.	7.1.IH.IPRET.2 7.1.IH.IPERS.5 7.1.IH.PRSNT.1
Make connections between the US and the target country.	7.1.IH.IPRET.8 7.1.IH.IPERS.6 7.1.IH.PRSNT.5

**VOCABULARY:**

Social network, media, bullying, cyberbullying, sports, hobbies, values, comparisons, adjectives, professions, nationalities, school and universities, educational programs, immigration, advertising, festivals, holidays, stereotypes, history, etc.

**CULTURE :**

1. Compare and contrast the role of social networks in your community and the target culture.
2. Compare and contrast the importance of heroes in the target culture and the United States.
3. Compare and contrast the importance of the media and what it represents in the target culture and the U.S.A.
4. Compare and contrast the attitude towards immigrants in your community and the target culture.

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5. Compare and contrast the role of minorities in the target culture and the U.S.A.

### Suggested Activities

NAME	DESCRIPTION
<b>Emails</b>	Reply to formal and non-formal emails.
<b>Simulated Conversations</b>	Follow a conversation.
<b>Essays</b>	Interpret and analyze a variety of sources to use to present an opinion or personal experience in an essay.
<b>Cultural Comparisons</b>	Compare and contrast cultural trends, dwellings, family structures, values and traditions, migration, government assistance in society, city vs country living, educational and employment opportunities, etc. between the U.S.A. and the target culture.
<b>PowerPoint Presentations</b>	Present information related to family and society.
<b>Skits</b>	Present skits related to relevant topics.
<b>Q &amp; A Game</b>	Create their own set of questions associated to the topic being studied and ask those questions to classmates.
<b>Group Discussions</b>	Students can answer, develop, or discuss topics in collaboration with their classmates.
<b>Online student interactive sites</b>	Students can review their vocabulary in groups using activities such as Quizlet Live, Quizizz, EdPuzzle, Gimkit, Memrise, Yabla, Flipgrid, etc.
<b>Interviews</b>	Students can perform interviews on any figure that fits the target theme.

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<b>Virtual tours</b>	Students can partake in a virtual tour of a city, museum or other location related to the topic (and answer questions related to the visit or present a select bit of information discovered)
<b>Debates</b>	Students can partake in a debate on a related topic for the unit.

**EXTENSION ACTIVITIES:**

Students can use Voice thread, Flipgrid, Screencastify, Mic Note, Socrative, and/or Google Classroom and slides to upload pictures and audio in which related thematic unit themes are discussed in the target language. These recordings can then be turned in/uploaded for review.

**INTERDISCIPLINARY CONNECTIONS:**

**1.Social studies**-National heroes, Immigration, social values, historical wars, etc. (Standard 6.2.12.C.5.f)

**2.Language Arts**- Writing an argumentative essay, replying to an email, reading, summarizing, connection words. (standards L.11-12.3, L.11-12.4, L.11-12.5)

**3.Technology**- PowerPoint presentations, research, media, etc.(standard 8.1)

**4.Geography**- review countries' names, nationalities, and locations. (standard 6.2.12.B.5.c)

**5.Arts**-identity is expressed through art and music. (standard 1.2.2.A.2)

**21st Century Careers Standards:**

Number	Statement Standard
9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.3.12.AR	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-AV.4	Design an audio, video and/or film production.



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9.3.HT-REC.8	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.
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**FORMATIVE ASSESSMENT:**

1. Teacher will ask questions to the whole class to assess comprehension.
2. Teacher will provide feedback while students work in groups answering their introductory questions.
3. Teacher will conclude each lesson with a brief summary of what was learned and what will follow next.
4. Teacher will create a Quizlet Live, EdPuzzle, and/or Quizizz activity to assess vocabulary and/or culture before a quiz.
5. Teacher will provide Yabla, EdPuzzle, or other videos as a possible further resources for practice in listening and acquisition of cultural nuances.
6. Teacher will create and/or use assessment tools that mimic those used on the AP exam.

**SUMMATIVE ASSESSMENT: Possible assessments for any given unit may include the following:**

1. Quizzes and Tests
2. AP Conversations
3. AP Cultural Comparisons
4. AP Email prompts
5. AP Argumentative Essays
6. Vocabulary quizzes and test
7. Reading Comprehension Assessments
8. Listening Comprehension Assessments

**ACCOMMODATIONS CHART: QSAC Accommodations**

**THEMATIC UNIT**

THEME	PROFICIENCY	GRADE(S)
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World Language- Level HHS  
Level 5 AP

How Science and Technology affect our lives	Intermediate High	11th & 12th
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<b>Topics:</b>	<i>Developments in science, computer science, health care, and technology; exploration of famous figures in the promotion of science, health and technology; famous figures in history related to this topic (explorers and inventors); social media and its role in society; advances in technology to improve health care (i.e prosthetic devices, hospital machinery, etc)</i>
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**Unit Description**

<b>Interpretive</b>	<i>Students interpret authentic written, video/audio, and graphic materials such as online biographies, social network sites, stories and short clips from news, narratives, movies and television, etc. that focus on families and societies.</i>
<b>Interpersonal</b>	<i>Students engage in both, scripted &amp; unscripted conversations with classmates, the teacher, and audio prompts relevant to the unit topics.</i>
<b>Presentational</b>	<i>Students use lists, chunks of language and memorized phrases to describe other communities and their customs and traditions in comparison to their own expressing acquired knowledge and point of view.</i>

<b>CONCEPTS</b>	<b>SKILLS</b>
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<p>Science Values and beliefs Discoveries Inventors Inventions Explorers Social media Computer technology Computer programing Famous figures in the field of Science Famous figures in the field of Technology How technology and science shape the world around us.</p>	<ul style="list-style-type: none"> <li>● Interpret texts and audios</li> <li>● Present information in class</li> <li>● Produce presentational and/or interpersonal materials (oral and written)</li> <li>● Respond to an email</li> <li>● Use reference tools and sources</li> <li>● Ask and answer questions</li> <li>● Present and defend a point of view</li> <li>● Summarize and retell information</li> <li>● Reflect on a variety of cultural perspectives, practices, and products</li> <li>● Compare and contrast one's own community with the TL culture being studied.</li> <li>● Converse regarding a topic.</li> <li>● Discuss pertinent topics</li> </ul>
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<p><b>World Languages Standard/Proficiency Level/Cumulative Progress Indicators</b> (Strands: Interpretive =IPRET, Interpersonal =IPRES, Presentational = PRSNT)</p>	
7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

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7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change.
7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

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7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
	Identify vocabulary associated with the topic being studied.	7.1.IH.IPRET.1 7.1.IH.IPRET.2 7.1.IH.IPRET.5 7.1.IH.IPRET.7
	Reply to emails addressing a specific topic.	7.1.IH.IPRET.6 7.1.IH.IPERS.4
	Watch authentic videos related to the topic being presented.	7.1.IH.IPRET.2 7.1.IH.IPRET.7 7.1.IH.IPRET.8 7.1.IH.IPERS.1
	Interpret authentic readings and texts.	7.1.IH.IPRET.1 7.1.IH.IPRET.2 7.1.IH.IPRET.4 7.1.IH.IPRET.5
	Infer meanings of unfamiliar words in new contexts.	7.1.IH.IPRET.5 7.1.IH.IPRET.6 7.1.IH.IPRET.7
	Interpret author's intent in readings.	7.1.IH.IPRET.3

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		7.1.IH.IPRET.6
	Listen to authentic audios or podcasts and complete questions related to the topic being presented.	7.1.IH.IPRET.1 7.1.IH.IPRET.2
	Create a presentation expressing values and beliefs.	7.1.IH.PRSNT.1 7.1.IH.PRSNT.4 7.1.IH.PRSNT.6
	Conduct an interpersonal activity expressing opinion.	7.1.IH.IPERS.1 7.1.IH.IPERS.4
	Discuss topics in groups and present ideas.	7.1.IH.IPRET.2 7.1.IH.IPERS.5 7.1.IH.PRSNT.1
	Make connections between the US and the target country.	7.1.IH.IPRET.8 7.1.IH.IPERS.6 7.1.IH.PRSNT.5

**VOCABULARY:**

Technology, computers, social media, technological and scientific vocabulary, vocabulary related to inventions and treatments, etc.

**CULTURE :**

1. Compare and contrast the role of social networks in your community and the target culture.
2. Compare and contrast the importance of technology in general in the target culture and the United States.
3. Compare and contrast the importance of computers and other devices in both the target culture and the U.S.A.
4. Compare and contrast the attitude of target culture toward space and space travel as compared to the U.S.A.

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Level 5 AP

5. Compare and contrast the developments in technology and how they influence the lives of the citizens in the TL culture and in the U.S.A.

**Suggested Activities**

NAME	DESCRIPTION
<b>Emails</b>	Reply to formal and non-formal emails.
<b>Simulated Conversations</b>	Follow a conversation.
<b>Essays</b>	Interpret and analyze a variety of sources to use to present an opinion or personal experience in an essay.
<b>Cultural Comparisons</b>	Compare and contrast cultural trends, dwellings, family structures, values and traditions, migration, government assistance in society, city vs country living, educational and employment opportunities, etc. between the U.S.A. and the target culture.
<b>PowerPoint Presentations</b>	Present information related to family and society.
<b>Skits</b>	Present skits related to relevant topics.
<b>Q &amp; A Game</b>	Create their own set of questions associated to the topic being studied and ask those questions to classmates.
<b>Group Discussions</b>	Students can answer, develop, or discuss topics in collaboration with their classmates.
<b>Online student interactive sites</b>	Students can review their vocabulary in groups using activities such as Quizlet Live, Quizizz, EdPuzzle, Gimkit, Memrise, Yabla, Flipgrid, etc.
<b>Interviews</b>	Students can perform interviews on any figure that fits the target theme.
<b>Virtual tours</b>	Students can partake in a virtual tour of a city, museum or other location related to the topic (and answer questions related to the visit or present a select bit of information discovered)

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Level 5 AP

<b>Debates</b>	Students can partake in a debate on a related topic for the unit.
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**EXTENSION ACTIVITIES:**

Students can use Voice thread, Flipgrid, Screencastify, Mic Note, Socrative, and/or Google Classroom and slides to upload pictures and audio in which related thematic unit themes are discussed in the target language. These recordings can then be turned in/uploaded for review.

**INTERDISCIPLINARY CONNECTIONS:**

**1.Computer science-** the use of devices and/or social media. (standard 8.1)

**2.History-**relevant figures in the development of technology.(standards 6.1.12.C.16.b)

**3.Science-**

a. scientific developments and how they affect the world we live in/contemporary life.

b.Advances in science and health care.

(standards HS-ESS3-1, HS-ESS3-3,HS-ESS3-4,HS-ESS3-5,HS-ESS3-6)

**4.Physical education-** health,well-being, genetically modified products (standard 2.1.8.B.1 )

**5.Language Arts:** Writing an argumentative essay, replying to an email, reading, summarizing, connection words. (standards L.11-12.3, L.11-12.4, L.11-12.5)

**21st Century Careers Standards:**

Number	Statement Standard
9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.3.12.AR	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.HT-REC.8	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.



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**FORMATIVE ASSESSMENT:**

1. Teacher will ask questions to the whole class to assess comprehension.
2. Teacher will provide feedback while students work in groups answering their introductory questions.
3. Teacher will conclude each lesson with a brief summary of what was learned and what will follow next.
4. Teacher will create a Quizlet Live, EdPuzzle, and/or Quizizz activity to assess vocabulary and/or culture before a quiz.
5. Teacher will provide Yabla, EdPuzzle, or other videos as a possible further resources for practice in listening and acquisition of cultural nuances.
6. Teacher will create and/or use assessment tools that mimic those used on the AP exam.

**SUMMATIVE ASSESSMENT: Possible assessments for any given unit may include the following:**

1. Quizzes and Tests
2. AP Conversations
3. AP Cultural Comparisons
4. AP Email prompts
5. AP Argumentative Essays
6. Vocabulary quizzes and test
7. Reading Comprehension Assessments
8. Listening Comprehension Assessments

**ACCOMMODATIONS CHART: QSAC Accommodations**

**THEMATIC UNIT**

THEME	PROFICIENCY	GRADE(S)
Influences of Beauty and Art	Intermediate High	11th & 12th

<b>Topics:</b>	<i>Fashion, art, music, Museums, opera, film, concerts, etc.</i>
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**Unit Description**

<b><i>Interpretive</i></b>	<i>Students interpret authentic written, video/audio, and graphic materials such as online biographies, social network sites, stories and short clips from news, narratives, movies and television, etc. that focus on families and societies.</i>
<b><i>Interpersonal</i></b>	<i>Students engage in both, scripted &amp; unscripted conversations with classmates, the teacher, and audio prompts relevant to the unit topics.</i>
<b><i>Presentational</i></b>	<i>Students use lists, chunks of language and memorized phrases to describe other communities and their customs and traditions in comparison to their own expressing acquired knowledge and point of view.</i>

CONCEPTS	SKILLS
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Level 5 AP

<p>Values and beliefs Fashion Music Art Artists Musicians Designers Media Opera Concerts Film Producers and/or directors Fashion shows Business Museums Architecture Poetry Writers and/or composers</p>	<ul style="list-style-type: none"> <li>● Interpret texts and audios</li> <li>● Present information in class</li> <li>● Produce presentational and/or interpersonal materials (oral and written)</li> <li>● Respond to an email</li> <li>● Use reference tools and sources</li> <li>● Ask and answer questions</li> <li>● Present and defend a point of view</li> <li>● Summarize and retell information</li> <li>● Reflect on a variety of cultural perspectives, practices, and products</li> <li>● Compare and contrast one's own community with the TL culture being studied.</li> <li>● Converse regarding a topic.</li> <li>● Discuss pertinent topics.</li> </ul>
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<p><b>World Languages Standard/Proficiency Level/Cumulative Progress Indicators</b> (Strands: Interpretive =IPRET, Interpersonal =IPRES, Presentational = PRSNT)</p>	
7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform

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	a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change.
7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events

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Level 5 AP

	and personal experiences, using connected sentences and short paragraphs, often across major time frames.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
	Identify vocabulary associated with the topic being studied.	7.1.IH.IPRET.1 7.1.IH.IPRET.2 7.1.IH.IPRET.5 7.1.IH.IPRET.7
	Reply to emails addressing a specific topic.	7.1.IH.IPRET.6 7.1.IH.IPERS.4
	Watch authentic videos related to the topic being presented.	7.1.IH.IPRET.2 7.1.IH.IPRET.7 7.1.IH.IPRET.8 7.1.IH.IPERS.1
	Interpret authentic readings and texts.	7.1.IH.IPRET.1 7.1.IH.IPRET.2 7.1.IH.IPRET.4 7.1.IH.IPRET.5
	Infer meanings of unfamiliar words in new contexts.	7.1.IH.IPRET.5 7.1.IH.IPRET.6 7.1.IH.IPRET.7
	Interpret author's intent in readings.	7.1.IH.IPRET.3 7.1.IH.IPRET.6

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	Listen to authentic audios or podcasts and complete questions related to the topic being presented.	7.1.IH.IPRET.1 7.1.IH.IPRET.2
	Create a presentation expressing values and beliefs.	7.1.IH.PRSNT.1 7.1.IH.PRSNT.4 7.1.IH.PRSNT.6
	Conduct an interpersonal activity expressing opinion.	7.1.IH.IPERS.1 7.1.IH.IPERS.4
	Discuss topics in groups and present ideas.	7.1.IH.IPRET.2 7.1.IH.IPERS.5 7.1.IH.PRSNT.1

**VOCABULARY:**

Themes such as art, literature and poetry, fashion, music, film and cinema, opera, concerts, museums, cultural activities related to the arts (i.e. art show or fair), fashion show, advertising, etc. are explored.

**CULTURE :**

1. Compare and contrast the role of fashion in your community and the target culture.
2. Compare and contrast the importance of film and cinema in the target culture and the United States.
3. Compare and contrast the importance of various forms of music and how they represent the TL and the U.S.A.
4. Compare and contrast the attitude towards art in your community and the target culture.
5. Compare and contrast the use of art in advertising the T.L. and in the U.S.A.

**Suggested Activities**

NAME	DESCRIPTION
<b>Emails</b>	Reply to formal and non-formal emails.

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Level 5 AP

<b>Simulated Conversations</b>	Follow a conversation.
<b>Essays</b>	Interpret and analyze a variety of sources to use to present an opinion or personal experience in an essay.
<b>Cultural Comparisons</b>	Compare and contrast cultural trends, dwellings, family structures, values and traditions, migration, government assistance in society, city vs country living, educational and employment opportunities, etc. between the U.S.A. and the target culture.
<b>PowerPoint Presentations</b>	Present information related to family and society.
<b>Skits</b>	Present skits related to relevant topics.
<b>Q &amp; A Game</b>	Create their own set of questions associated to the topic being studied and ask those questions to classmates.
<b>Group Discussions</b>	Students can answer, develop, or discuss topics in collaboration with their classmates.
<b>Online student interactive sites</b>	Students can review their vocabulary in groups using activities such as Quizlet Live, Quizizz, EdPuzzle, Gimkit, Memrise, Yabla, Flipgrid, etc.
<b>Interviews</b>	Students can perform interviews on any figure that fits the target theme.
<b>Virtual tours</b>	Students can partake in a virtual tour of a city, museum or other location related to the topic (and answer questions related to the visit or present a select bit of information discovered)
<b>Debates</b>	Students can partake in a debate on a related topic for the unit.

**EXTENSION ACTIVITIES:**

Students can use Voice thread, Flipgrid, Screencastify, Mic Note, Socrative, and/or Google Classroom and slides to upload pictures and audio in which related thematic unit themes are discussed in the target language. These recordings can then be turned in/uploaded for review.

**21st Century Careers Standards:**

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Level 5 AP

Number	Statement Standard
9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.3.12.AR	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.HT-REC.8	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.

**INTERDISCIPLINARY CONNECTIONS:**

**1.Social studies** : cultural values as related to various cultures; famous figures in various cultures related to particular fields. (standard 6.1.12.C.16.b)

**2.English Language Arts** : Writing a persuasive essay, replying to an email, reading, summarizing, connection words, exploring excerpts from literature and/or poetry. (standards L.11-12.3, L.11-12.4, L.11-12.5)

**3.Technology** : PowerPoint presentations, research, media, virtual tour, review games and activities. (standard 8.1)

**4.Geography** : Review countries and nationalities (standard 6.2.12.B.5.c)

**5.Art :**

a. how beauty is interpreted differently in various cultures.

b. art- major artists in different cultures.

c.fashion throughout the world and major designers.

d.architecture- how it can represent the culture.(standard 1.2.2.A.2, 1.2.5.A.3, 1.2.8.A.2, 1.2.8.A.3)

**6.Music:**

a. as an art form- how different forms represent the culture

b. famous musicians of target culture as compared to one's own culture.(Standard 1.2.8.A.3, 1.2.12.A.1, 1.2.12.A.2)

**FORMATIVE ASSESSMENT:**



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1. Teacher will ask questions to the whole class to assess comprehension.
2. Teacher will provide feedback while students work in groups answering their introductory questions.
3. Teacher will conclude each lesson with a brief summary of what was learned and what will follow next.
4. Teacher will create a Quizlet Live, EdPuzzle, and/or Quizizz activity to assess vocabulary and/or culture before a quiz.
5. Teacher will provide Yabla, EdPuzzle, or other videos as a possible further resources for practice in listening and acquisition of cultural nuances.
6. Teacher will create and/or use assessment tools that mimic those used on the AP exam.

**SUMMATIVE ASSESSMENT: Possible assessments for any given unit may include the following:**

1. Quizzes and Tests
2. AP Conversations
3. AP Cultural Comparisons
4. AP Email prompts
5. AP Argumentative Essays
6. Vocabulary quizzes and test
7. Reading Comprehension Assessments
8. Listening Comprehension Assessments

**ACCOMMODATIONS CHART: QSAC Accommodations**

**THEMATIC UNIT**

World Language- Level HHS  
Level 5 AP

THEME	PROFICIENCY	GRADE(S)
Factors that Impact the Quality of Life	Intermediate High	11th & 12th

<b>Topics:</b>	<i>City vs. country life, housing, social issues, school systems, health care, pop culture, politics and the European Community, Immigration, sports and exercise, navigating around city offices (i.e. post office, bank, transportation offices, etc.), hobbies, and daily activities</i>
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**Unit Description**

<b>Interpretive</b>	<i>Students interpret authentic written, video/audio, and graphic materials such as online biographies, social network sites, stories and short clips from news, narratives, movies and television, etc. that focus on families and societies.</i>
<b>Interpersonal</b>	<i>Students engage in both, scripted &amp; unscripted conversations with classmates, the teacher, and audio prompts relevant to the unit topics.</i>
<b>Presentational</b>	<i>Students use lists, chunks of language and memorized phrases to describe other communities and their customs and traditions in comparison to their own expressing acquired knowledge and point of view.</i>

	<b>SKILLS</b>
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World Language- Level HHS  
Level 5 AP

CONCEPTS	
Values and beliefs Daily routines City offices City buildings Negotiating transactions in various offices and places encountered in daily living Personal habits Sports Pop culture topics and issues The European Union and related politics Sports School systems Housing City vs country living	<ul style="list-style-type: none"> <li>● Interpret texts and audios</li> <li>● Present information in class</li> <li>● Produce presentational and/or interpersonal materials (oral and written)</li> <li>● Respond to an email</li> <li>● Use reference tools and sources</li> <li>● Ask and answer questions</li> <li>● Present and defend a point of view</li> <li>● Summarize and retell information</li> <li>● Reflect on a variety of cultural perspectives, practices, and products</li> <li>● Compare and contrast one's own community with the TL culture being studied.</li> <li>● Compare past practices with current situations</li> <li>● Converse regarding a topic.</li> <li>● Discuss pertinent topics.</li> </ul>

<b>World Languages Standard/Proficiency Level/Cumulative Progress Indicators</b> <b>(Strands: Interpretive =IPRET, Interpersonal =IPRES, Presentational = PRSNT)</b>	
7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by

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Level 5 AP

	speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change.
7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered

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Level 5 AP

	from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
	Identify vocabulary associated with the topic being studied.	7.1.IH.IPRET.1 7.1.IH.IPRET.2 7.1.IH.IPRET.5 7.1.IH.IPRET.7
	Reply to emails addressing a specific topic.	7.1.IH.IPRET.6 7.1.IH.IPERS.4
	Watch authentic videos related to the topic being presented.	7.1.IH.IPRET.2 7.1.IH.IPRET.7 7.1.IH.IPRET.8 7.1.IH.IPERS.1
	Interpret authentic readings and texts.	7.1.IH.IPRET.1 7.1.IH.IPRET.2 7.1.IH.IPRET.4 7.1.IH.IPRET.5
	Infer meanings of unfamiliar words in new contexts.	7.1.IH.IPRET.5 7.1.IH.IPRET.6

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		7.1.IH.IPRET.7
	Interpret author's intent in readings.	7.1.IH.IPRET.3 7.1.IH.IPRET.6
	Listen to authentic audios or podcasts and complete questions related to the topic being presented.	7.1.IH.IPRET.1 7.1.IH.IPRET.2
	Create a presentation expressing values and beliefs.	7.1.IH.PRSNT.1 7.1.IH.PRSNT.4 7.1.IH.PRSNT.6
	Conduct an interpersonal activity expressing opinion.	7.1.IH.IPERS.1 7.1.IH.IPERS.4
	Discuss topics in groups and present ideas.	7.1.IH.IPRET.2 7.1.IH.IPERS.5 7.1.IH.PRSNT.1
	Make connections between the US and the target country.	7.1.IH.IPRET.8 7.1.IH.IPERS.6 7.1.IH.PRSNT.5

**VOCABULARY:**

Sports, city offices, pop culture, city vs country living, negotiating around the city, daily routines and habits, the European Union and related politics, personal beliefs, advertising, etc.

**CULTURE :**

1. Compare and contrast the city vs country living in both the U.S.A and in the target culture.
2. Compare and contrast the importance of Politics in the target culture and the United States.
3. Compare and contrast the importance of Pop Culture and how it affects the TL and the U.S.A.
4. Compare and contrast the attitude towards sports in your community and the target culture.

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5. Compare and contrast daily routines and lifestyles in your community and in the target culture.

6. Compare and contrast the ways of negotiating transactions in public offices in your community and in the target culture.

### Suggested Activities

NAME	DESCRIPTION
<b>Emails</b>	Reply to formal and non-formal emails.
<b>Simulated Conversations</b>	Follow a conversation.
<b>Essays</b>	Interpret and analyze a variety of sources to use to present an opinion or personal experience in an essay.
<b>Cultural Comparisons</b>	Compare and contrast cultural trends, dwellings, family structures, values and traditions, migration, government assistance in society, city vs country living, educational and employment opportunities, etc. between the U.S.A. and the target culture.
<b>PowerPoint Presentations</b>	Present information related to family and society.
<b>Skits</b>	Present skits related to relevant topics.
<b>Q &amp; A Game</b>	Create their own set of questions associated to the topic being studied and ask those questions to classmates.
<b>Group Discussions</b>	Students can answer, develop, or discuss topics in collaboration with their classmates.
<b>Online student interactive sites</b>	Students can review their vocabulary in groups using activities such as Quizlet Live, Quizizz, EdPuzzle, Gimkit, Memrise, Yabla, Flipgrid, etc.
<b>Interviews</b>	Students can perform interviews on any figure that fits the target theme.

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Level 5 AP

<b>Virtual tours</b>	Students can partake in a virtual tour of a city, museum or other location related to the topic (and answer questions related to the visit or present a select bit of information discovered)
<b>Debates</b>	Students can partake in a debate on a related topic for the unit.

**EXTENSION ACTIVITIES:**

Students can use Voice thread, Flipgrid, Screencastify, Mic Note, Socrative, and/or Google Classroom and slides to upload pictures and audio in which related thematic unit themes are discussed in the target language. These recordings can then be turned in/uploaded for review.

**INTERDISCIPLINARY CONNECTIONS:**

**1.Social studies:** politics, the E.U., Immigration, social services, health care (standard 6.1.12.C.16.b)

**2.Language Arts:** Writing a persuasive essay, replying to an email, reading, summarizing, connection words (standards L.11-12.3, L.11-12.4, L.11-12.5)

**3.Technology:** PowerPoint presentations, research, media, virtual tours (standard 8.1)

**4.Geography:** Countries and nationalities, cities vs countryside (standard 6.2.12.B.5.c)

**5.Arts:** music, theatre, cinema, art, museums, etc.(standard 1.2.2.A.2)

**6.Mathematics:** negotiating monetary transactions (standard 6.RP)

**21st Century Careers Standards:**

Number	Statement Standard
9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.3.12.AR	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-AV.4	Design an audio, video and/or film production.



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9.3.HT-REC.8	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.
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**FORMATIVE ASSESSMENT:**

1. Teacher will ask questions to the whole class to assess comprehension.
2. Teacher will provide feedback while students work in groups answering their introductory questions.
3. Teacher will conclude each lesson with a brief summary of what was learned and what will follow next.
4. Teacher will create a Quizlet Live, EdPuzzle, and/or Quizizz activity to assess vocabulary and/or culture before a quiz.
5. Teacher will provide Yabla, EdPuzzle, or other videos as a possible further resources for practice in listening and acquisition of cultural nuances.
6. Teacher will create and/or use assessment tools that mimic those used on the AP exam.

**SUMMATIVE ASSESSMENT: Possible assessments for any given unit may include the following:**

1. Quizzes and Tests
2. AP Conversations
3. AP Cultural Comparisons
4. AP Email prompts
5. AP Argumentative Essays
6. Vocabulary quizzes and test
7. Reading Comprehension Assessments
8. Listening Comprehension Assessments

**ACCOMMODATIONS CHART: QSAC Accommodati**

**THEMATIC UNIT**

THEME	PROFICIENCY	GRADE(S)
Families in Different Societies	Intermediate High	11th & 12th

<b>Topics:</b>	<b><i>Customs and values, Educational Communities, Family Structure, Generational Relationships, Personal Relationships, Youth &amp; Elderly Cultures, Social Benefits, Urban/Suburban/Rural Life, Global Citizenship, Human Geography.</i></b>
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**Unit Description**

<b><i>Interpretive</i></b>	<i>Students interpret authentic written, video/audio, and graphic materials such as online biographies, social network sites, stories and short clips from news, narratives, movies and television, etc. that focus on families and societies.</i>
<b><i>Interpersonal</i></b>	<i>Students engage in both, scripted &amp; unscripted conversations with classmates, the teacher, and audio prompts relevant to the unit topics.</i>
<b><i>Presentational</i></b>	<i>Students use lists, chunks of language and memorized phrases to describe other communities and their customs and traditions in comparison to their own expressing acquired knowledge and point of view.</i>

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CONCEPTS	SKILLS
<p>Migration Traditions Celebrations Education Family structures Gender roles Generational roles Chores Values Educational communities Foundations Languages Schools Music Social welfare Well-being</p>	<ul style="list-style-type: none"> <li>● Interpret main ideas in texts and audios</li> <li>● Present information in class</li> <li>● Produce presentational and/or interpersonal materials (oral and written)</li> <li>● Respond to an email</li> <li>● Write an argumentative essay</li> <li>● Use reference tools and sources</li> <li>● Ask and answer questions</li> <li>● Present and defend a point of view</li> <li>● Summarize and retell information</li> <li>● Identify and reflect on a variety of cultural perspectives, practices, and products</li> <li>● Compare and contrast one's own community with the TL culture being studied</li> <li>● Compare past practices with current situations</li> <li>● Converse regarding a topic</li> <li>● Discuss pertinent topics</li> </ul>

<p><b>World Languages Standard/Proficiency Level/Cumulative Progress Indicators</b> (Strands: Interpretive =IPRET, Interpersonal =IPRES, Presentational = PRSNT)</p>	
7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

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7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
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7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
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7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
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#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
	Identify vocabulary associated with the topic being studied.	7.1.IH.IPRET.1 7.1.IH.IPRET.2 7.1.IH.IPRET.5 7.1.IH.IPRET.7
	Reply to emails addressing a specific topic.	7.1.IH.IPRET.6 7.1.IH.IPERS.4
	Watch authentic videos related to the topic being presented.	7.1.IH.IPRET.2 7.1.IH.IPRET.7 7.1.IH.IPRET.8 7.1.IH.IPERS.1
	Interpret authentic readings and texts.	7.1.IH.IPRET.1 7.1.IH.IPRET.2 7.1.IH.IPRET.4 7.1.IH.IPRET.5
	Infer meanings of unfamiliar words in new contexts.	7.1.IH.IPRET.5

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		7.1.IH.IPRET.6 7.1.IH.IPRET.7
	Interpret author's intent in readings.	7.1.IH.IPRET.3 7.1.IH.IPRET.6
	Listen to authentic audios or podcasts and complete questions related to the topic being presented.	7.1.IH.IPRET.1 7.1.IH.IPRET.2
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	Conduct an interpersonal activity expressing opinion.	7.1.IH.IPERS.1 7.1.IH.IPERS.4
	Discuss topics in groups and present ideas.	7.1.IH.IPRET.2 7.1.IH.IPERS.5 7.1.IH.PRSNT.1
	Make connections between the US and the target country.	7.1.IH.IPRET.8 7.1.IH.IPERS.6 7.1.IH.PRSNT.5

**VOCABULARY:**

Values, religion, ceremonies, traditions, practices, communities, foundations, social and economic conditions, scholarships, diversity, cultural connections, involvement in society, traditional and modern family structures, roles and responsibilities, citizenship, social and economic challenges, leadership, displacement, migration, employment, benefits, changes, modes of transportation, living spaces, health insurance, employment, access in Education, etc.

**CULTURE :**

1. Compare and contrast the city, suburban, and country living in both the U.S.A and in the target culture.
2. Compare and contrast families structures in the target culture and the U.S.A.
3. Compare and contrast the importance of access Education in the target culture and the U.S.A.

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4. Compare and contrast the advantages and disadvantages of migration between the U.S.A. and the target culture.

5. Compare and contrast what the governments are doing to provide for the well-being of all its citizens in the U.S.A. and the target culture.

**Suggested Activities**

NAME	DESCRIPTION
<b>Emails</b>	Reply to formal and non-formal emails.
<b>Simulated Conversations</b>	Follow a conversation.
<b>Essays</b>	Interpret and analyze a variety of sources to use to present an opinion or personal experience in an essay.
<b>Cultural Comparisons</b>	Compare and contrast cultural trends, dwellings, family structures, values and traditions, migration, government assistance in society, city vs country living, educational and employment opportunities, etc. between the U.S.A. and the target culture.
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<b>Interviews</b>	Students can perform interviews on any figure that fits the target theme.
<b>Virtual tours</b>	Students can partake in a virtual tour of a city, museum or other location related to the topic (and answer questions related to the visit or present a select bit of information discovered)
<b>Debates</b>	Students can partake in a debate on a related topic for the unit.

**EXTENSION ACTIVITIES:**

Students can use Voice thread, Flipgrid, Screencastify, Mic Note, Socrative, and/or Google Classroom and slides to upload pictures and audio in which related thematic unit themes are discussed in the target language. These recordings can then be turned in/uploaded for review.

**INTERDISCIPLINARY CONNECTIONS:**

**1.Social studies-** analyze how roles in family have changed over time, government, real estate. (standard 6.1.12.A.16.a)

**2.Language Arts-** writing essays using different sources to support ideas. Replying to an email covering various topics.(standard L.11-12.3, L.11-12.4, L.11-12.5)

**3.Computer science-** the use of devices and/or social media, audio/video recordings, virtual tours, Google Expedition, etc.( standard 8.1)

**4.Geography-** review countries' names, nationalities, and locations.( standard 6.2.12.B.5.c)

**5.Public Speaking-** presenting a researched topic from the target country; cultural comparison. (standard SL.9-10.4.)

**21st Century Careers Standards:**

<b>Number</b>	<b>Statement Standard</b>
9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.3.12.AR	Plan and deliver a media production (e.g., broadcast, video, audio, Internet or



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	mobile).
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.HT-REC.8	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.

**FORMATIVE ASSESSMENT:**

1. Teacher will ask questions to the whole class to assess comprehension.
2. Teacher will provide feedback while students work in groups answering their introductory questions.
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**ACCOMMODATIONS CHART: QSAC Accommodation**

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Level 5 AP

**THEMATIC UNIT**

THEME	PROFICIENCY	GRADE(S)
Environmental, Political, and Societal Challenges	Intermediate Hgh	11th & 12th

<b>Topics:</b>	<i>Economic Issues, Environmental Issues, Religion, Population and Demographics, Social Welfare, Social Consciousness, Current events, History, Racism, Social Violence, etc.</i>
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**Unit Description**

<b>Interpretive</b>	<i>Students interpret authentic written, video/audio, and graphic materials such as online biographies, social network sites, stories and short clips from news, narratives, movies and television, etc. that focus on families and societies.</i>
<b>Interpersonal</b>	<i>Students engage in both, scripted &amp; unscripted conversations with classmates, the teacher, and audio prompts relevant to the unit topics.</i>
<b>Presentational</b>	<i>Students use lists, chunks of language and memorized phrases to describe other communities and their customs and traditions in comparison to their own expressing acquired knowledge and point of view.</i>

CONCEPTS	SKILLS
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Level 5 AP

<p>Economics Mortgage Interest rates Credit cards Rent Credit Budget Loans Housing Homelessness Global warming and pollution Weather Causes and solutions to global challenges Religions Philosophical ideas Population and migration Demographics Welfare Social issues Minimum wage</p>	<ul style="list-style-type: none"> <li>● Interpret main ideas in texts and audios</li> <li>● Present information in class</li> <li>● Produce presentational and/or interpersonal materials (oral and written)</li> <li>● Respond to an email</li> <li>● Write an argumentative essay</li> <li>● Use reference tools and sources</li> <li>● Ask and answer questions</li> <li>● Present and defend a point of view</li> <li>● Summarize and retell information</li> <li>● Identify and reflect on a variety of cultural perspectives, practices, and products</li> <li>● Compare and contrast one's own community with the TL culture being studied</li> <li>● Compare past practices with current situations</li> <li>● Converse regarding a topic</li> <li>● Discuss pertinent topics</li> </ul>
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<p><b>World Languages Standard/Proficiency Level/Cumulative Progress Indicators</b> (Strands: Interpretive =IPRET, Interpersonal =IPRES, Presentational = PRSNT)</p>	
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7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
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7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change.
7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

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Level 5 AP

7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
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#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
	Identify vocabulary associated with the topic being studied.	7.1.IH.IPRET.1 7.1.IH.IPRET.2 7.1.IH.IPRET.5 7.1.IH.IPRET.7
	Reply to emails addressing a specific topic.	7.1.IH.IPRET.6 7.1.IH.IPERS.4
	Watch authentic videos related to the topic being presented.	7.1.IH.IPRET.2 7.1.IH.IPRET.7 7.1.IH.IPRET.8 7.1.IH.IPERS.1
	Interpret authentic readings and texts.	7.1.IH.IPRET.1 7.1.IH.IPRET.2 7.1.IH.IPRET.4 7.1.IH.IPRET.5

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	Infer meanings of unfamiliar words in new contexts.	7.1.IH.IPRET.5 7.1.IH.IPRET.6 7.1.IH.IPRET.7
	Interpret author's intent in readings.	7.1.IH.IPRET.3 7.1.IH.IPRET.6
	Listen to authentic audios or podcasts and complete questions related to the topic being presented.	7.1.IH.IPRET.1 7.1.IH.IPRET.2
	Create a presentation expressing values and beliefs.	7.1.IH.PRSNT.1 7.1.IH.PRSNT.4 7.1.IH.PRSNT.6
	Conduct an interpersonal activity expressing opinion.	7.1.IH.IPERS.1 7.1.IH.IPERS.4
	Discuss topics in groups and present ideas.	7.1.IH.IPRET.2 7.1.IH.IPERS.5 7.1.IH.PRSNT.1
	Make connections between the US and the target country.	7.1.IH.IPRET.8 7.1.IH.IPERS.6 7.1.IH.PRSNT.5

**VOCABULARY:**

Economy, economics, global warming, recycling, religion, philosophical ideas, well-being, welfare, social programs, migration, strikes, employment, value, rates, minimum wage, resources, energy, fossil preservation, behavior, initiatives, contribution, pollution, social development, life styles, social practices, population growth, political systems, human rights, feminism, UNESCO, monetary distribution, sustainability, availability, scarcity, violence, etc.

**CULTURE :**

1. Compare and contrast how environmental initiatives have impacted life in your community and the world.
  
2. Compare and contrast the role of religion between the target country and the United States.

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3. Compare and contrast the development of a sense of social consciousness in the target country and the United States.

4. Compare and contrast the ways social issues are confronted in the various cultures.

**Suggested Activities**

NAME	DESCRIPTION
<b>Emails</b>	Reply to formal and non-formal emails.
<b>Simulated Conversations</b>	Follow a conversation.
<b>Essays</b>	Interpret and analyze a variety of sources to use to present an opinion or personal experience in an essay.
<b>Cultural Comparisons</b>	Compare and contrast cultural trends, dwellings, family structures, values and traditions, migration, government assistance in society, city vs country living, educational and employment opportunities, etc. between the U.S.A. and the target culture.
<b>PowerPoint Presentations</b>	Present information related to family and society.
<b>Skits</b>	Present skits related to relevant topics.
<b>Q &amp; A Game</b>	Create their own set of questions associated to the topic being studied and ask those questions to classmates.
<b>Group Discussions</b>	Students can answer, develop, or discuss topics in collaboration with their classmates.
<b>Online student interactive sites</b>	Students can review their vocabulary in groups using activities such as Quizlet Live, Quizizz, EdPuzzle, Gimkit, Memrise, Yabla, Flipgrid, etc.
<b>Interviews</b>	Students can perform interviews on any figure that fits the target theme.

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<b>Virtual tours</b>	Students can partake in a virtual tour of a city, museum or other location related to the topic (and answer questions related to the visit or present a select bit of information discovered)
<b>Debates</b>	Students can partake in a debate on a related topic for the unit.

**EXTENSION ACTIVITIES:**

Students can use Voice thread, Flipgrid, Screencastify, Micnote, and/or Google slides to upload pictures and audio in which related thematic unit themes are discussed in the target language. These recordings can then be turned in/uploaded for review.

**INTERDISCIPLINARY CONNECTIONS:**

**1.Social studies-** analyze the roles in family in confronting environmental and social issues. (standards 6.1.12.B.16.a)

**2.Language Arts-**

a.writing an argumentative essay using different sources to support ideas. (standard W.11-12.2.)

b.replying to an email covering various topics. (standards L.11-12.3, L.11-12.4, L.11-12.5)

**3.Computer science-** the use of devices and/or social media. (standard 6.1.12.B.14.C and 8.1)

**4.Geography-** review countries' names, nationalities, and locations.(standard 6.2.12.B.5.c)

**5.Economics-**talking about loans, budget, percentages, interest rates, housing costs, societal costs for the reparation of social issues, minimum wage, etc. (standard 6.1.12.C.9.b)

**6.Science-**Environment, recycling, global warming, CO2, fossil fuels, natural (standard HS-ESS3-3,HS-ESS3-4,HS-ESS3-5,HS-ESS3-6)

**21st Century Careers Standards:**

Number	Statement Standard
9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.C.5	Research career opportunities in the United States and abroad that require



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	knowledge of world languages and diverse cultures.
9.3.12.AR	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.HT-REC.8	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.

**FORMATIVE ASSESSMENT:**

1. Teacher will ask questions to the whole class to assess comprehension.
2. Teacher will provide feedback while students work in groups answering their introductory questions.
3. Teacher will conclude each lesson with a brief summary of what was learned and what will follow next.
4. Teacher will create a Quizlet Live, EdPuzzle, and/or Quizizz activity to assess vocabulary and/or culture before a quiz.
5. Teacher will provide Yabla, EdPuzzle, or other videos as a possible further resources for practice in listening and acquisition of cultural nuances.
6. Teacher will create and/or use assessment tools that mimic those used on the AP exam.

**SUMMATIVE ASSESSMENT: Possible assessments for any given unit may include the following:**

1. Quizzes and Tests
2. AP Conversations
3. AP Cultural Comparisons
4. AP Email prompts
5. AP Argumentative Essays
6. Vocabulary quizzes and test
7. Reading Comprehension Assessments
8. Listening Comprehension Assessments

**ACCOMMODATIONS CHART: QSAC Accommodations**