



World Language Curriculum
Grades 7-12
Spring 2020

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Philosophy

The North Kingstown World Language Department believes that all students can become proficient in another language and develop a more inclusive perspective to become culturally competent global citizens. In the interconnected world of the 21st century, this is essential for success in personal and professional endeavors.

Mission Statement

The North Kingstown World Language Department provides students the tools to excel in a multilingual and multicultural world. Using the World-Readiness Standards and proficiency-based model provided by the American Council on the Teaching of Foreign Language (ACTFL), we educate students to competently and confidently communicate with diverse audiences both domestically and globally. The North Kingstown World Language Department inspires students to become lifelong learners who respect and value those within and outside of their own community.



ACTFL World-Readiness Standards for Learning Languages

COMMUNICATION

COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURE

INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING

- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS

- **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE

- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

- **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

ACTFL Performance Descriptors by Language Level

The Performance Descriptors describe how a language learner performs in each of the three modes of communication, listed below. Regardless of language, students are expected to perform within the following ranges germane to their level / hours of study:

Levels 1 & 2	Novice Range (Low-High)
Levels 3 & 4	Intermediate Range (Low-High)
Level 5	Intermediate High to Advanced Low
Advanced Placement Spanish Language & Culture	Advanced Low
Advanced Placement Spanish Literature & Culture	Advanced Low

*World Readiness Standards and Performance Descriptors sourced from actfl.org

ACTFL Three Modes of Communication

Learning a language involves communicating via reading, writing, listening and speaking. The three modes of communication explain how the individual skills are used. Each mode is described briefly below.

Mode	Skills Incorporated	Explanation
Interpersonal	Speaking and Listening	The interpersonal mode represents two-way communication, involving speaking to others and exchanging information.
Interpretive	Listening and Reading	The interpretive mode refers to the ability to understand the target language in both written and spoken form.
Presentational	Speaking and Writing	The presentational mode represents one-way communication. It allows students to plan and rehearse what they will write or say.

ACTFL Proficiency Benchmarks

The Proficiency Benchmarks, or “Can-Do Statements” describe what students will be able to do in each of the three modes of communication, within their specific performance descriptor and level. They include standards for intercultural communication, which are integral to our mission of producing culturally competent global citizens.

Students will be able to...

	Novice (Levels 1 & 2)	Intermediate (Levels 3-5)	Advanced (Levels 5-AP)
Interpretive	...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, written, or signed.	...understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.	...understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.
Interpersonal	...communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	...participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	...maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions.
Presentational	...present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	...communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.	...deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.
Intercultural Communication			
Investigate	... identify products and practices to help understand perspectives.	...make comparisons between products and practices to help understand perspectives.	... explain some diversity among products and practices and how it relates to perspectives in their own and in other cultures.
Interact	... interact at a survival level in some familiar everyday contexts.	... interact at a functional level in some familiar contexts.	...interact at a competent level in familiar and some unfamiliar contexts.

Sourced from [ACTFL](#) and [ACTFL- Advanced](#)

Advanced Placement (AP) Themes

The AP Spanish Language and Culture course is structured around six interrelated themes. These themes, and their subthemes, are incorporated into all of the levels that precede the AP Language course in order to promote student understanding and ultimately, eventual success on the AP examination.

The six themes are as follows*:

Beauty and Aesthetics
Contemporary Life
Families and Communities
Global Challenges
Personal and Public Identities
Science and Technology

*Sourced from [The College Board](https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/essential-features/essential-features-1)

Scope and Sequence:

About the Scope and Sequence:

All of the ACTFL World Readiness Standards, or “5 C’s” are incorporated into each unit of study, in all levels and languages. Proficiency in all three modes of communication listed above is also assessed in each unit and level, using the [ACTFL performance rubrics](#).

Spanish 1 (Wickford Middle School, Davisville Middle School, North Kingstown High School)

Unit and AP Theme & Subtheme	Student will be able to... (sourced from Can-Do statements and <i>Nuestra Historia</i> Level 1)	Essential Vocabulary and Structures A full list of target structures available here	Unit Performance Assessments- (Interpretive, Interpersonal and Presentational)
Unit 1: Mi vida escolar Families & Communities: School	Student knowledge and skills by unit	School-related vocabulary; Yo Form Nosotros/as Form Gender of nouns and Agreement Definite vs Indefinite Articles Tú form Negative expressions Present Tense	Formative and summative assessments administered in all 3 modes.
Unit 2: Mis amigos interesantes Beauty & Aesthetics: Definitions of Beauty	Student knowledge and skills by unit	Classroom expressions; Commands; Present Tense	Formative and summative assessments administered in all 3 modes.
Unit 3: En mi tiempo libre Contemporary Life: Entertainment and Fun	Student knowledge and skills by unit	Free Time Vocabulary; Weather; ¿Gusta o gustan? Verbos y adjetivos Pasado Ese y este Formas de verbos Verbos + infinitivos Present Tense	Formative and summative assessments administered in all 3 modes.
Unit 4: Navegando el mundo digital Science & Technology:	Student knowledge and skills by unit	Adverbs (-mente) Calendar Internet and Social Media Vocabulary;	Formative and summative assessments administered in all 3 modes.

Technology & Self		Present Tense	
Unit 5: Un mundo nuevo World Challenges: Population and Demographics	Student knowledge and skills by unit	Reflexive Pronoun se; More About Gender; Le and la; More on Infinitives; Past tense in context; Travel Vocabulary; Family Vocabulary; Present Tense	Formative and summative assessments administered in all 3 modes.
Unit 6: Tradiciones culturales Personal and Public Identities: National Identity and Ethnic Identity	Student knowledge and skills by unit	Past, Present and Future; <i>se pone</i> + emotion; Giving Advice; Subjunctive Mood; Present Tense; Family Celebration Vocabulary;	Formative and summative assessments administered in all 3 modes.

Spanish 2

Unit and AP Theme & Subtheme	Student will be able to... (sourced from Can-Do statements and <i>Nuestra Historia Level 2</i>)	Essential Vocabulary and Structures A full list of target structures is available here	Unit Performance Assessments- (Interpretive, Interpersonal and Presentational)
Unit 1: La aventura empieza Contemporary Life: Travel and Pastimes	Demonstrate proficiency in concepts learned in level 1 Student Knowledge and Skills by Unit (sourced from "Can-Do" Statements)	Ser v Estar Level 1 vocabulary Present and Preterite Tense Verb Conjugations Review of High-Frequency Verbs Review of telling time Travel Vocabulary Pastime Vocabulary	Formative and summative assessments administered in all 3 modes.
Unit 2: Relaciones de amor Families and Communities: Family Structures	Student Knowledge and Skills by Unit (sourced from "Can-Do" Statements)	Extended family and relationship vocabulary Present Indicative vs Present Subjunctive <i>Hace</i> with time Possessive Adjectives Imperfect verb conjugations Review of Yo form	Formative and summative assessments administered in all 3 modes.
Unit 3: Diseño y moda	Student Knowledge and Skills by Unit (sourced from	Imperfect tense	Formative and summative

Beauty and Aesthetics: Fashion and Design	"Can-Do" Statements	Clothing Vocabulary Ser vs Estar Pronoun Se Using the imperfect to discuss childhood Most / least, best / worst	assessments administered in all 3 modes.
Unit 4: Buena salud, buena vida Science and Technology: Healthcare and Medicine	Discuss health, healthy habits and daily routines. Student Knowledge and Skills by Unit (sourced from "Can-Do" Statements)	Uses of the imperfect Using the Preterite and Imperfect to tell a story Asking for directions Health and medical vocabulary	Formative and summative assessments administered in all 3 modes.
Unit 5: Los héroes nacionales Personal and Public Identities: Heroes and Historical Figures	Student Knowledge and Skills by Unit (sourced from "Can-Do" Statements)	Preterite and Imperfect (cont'd.)	Formative and summative assessments administered in all 3 modes.
Unit 6: Un mundo mejor World Challenges: Social Well-Being	Student Knowledge and Skills by Unit (sourced from "Can-Do" Statements)	Commands (Imperative Form) Indicative vs Subjunctive	Formative and summative assessments administered in all 3 modes.

Spanish 3 CP

Unit and AP Theme & Subtheme	Student will be able to... (sourced from Can-Do statements and <i>Nuestra Historia</i> Level 3)	Essential Vocabulary and Structures A full list of target structures is available here	Unit Performance Assessments- (Interpretive, Interpersonal and Presentational)
Unit 1: ¿Qué es el arte? Beauty and Aesthetics: Visual Arts	Student knowledge and skills by unit (sourced from Can-Do Statements and Nuestra Historia Level 3).	Review of Present and Past Tenses Object Pronouns Past, Present and Future time frames. Art vocabulary	Formative and summative assessments administered in all 3 modes.
Unit 2: Cruzando fronteras Family and Community: Human Geography	Student knowledge and skills by unit (sourced from Can-Do Statements and Nuestra Historia Level 3).	Future Tense Conditional Tense Many uses of imperfect Different ways to express future	Formative and summative assessments administered in all 3 modes.
Unit 3: En los tiempos extremos Science and Technology: Extreme Weather Conditions	Student knowledge and skills by unit (sourced from Can-Do Statements and Nuestra Historia Level 3).	<i>Ojalá</i> <i>Acaba de</i> + Infinitive Future with “if” clauses Weather vocabulary	Formative and summative assessments administered in all 3 modes.
Unit 4: El sabor de la vida World Challenges: Food and Economy	Student knowledge and skills by unit (sourced from Can-Do Statements and Nuestra Historia Level 3).	Uses of the pronoun <i>se</i> Pluperfect tense Food vocabulary Economic vocabulary	Formative and summative assessments administered in all 3 modes.
Unit 5: Mucho trabajo, poco dinero	Student knowledge and skills by unit (sourced from Can-Do Statements	<i>Por y Para</i> Imperfect progressive	Formative and summative assessments administered in all 3

Contemporary Life: Education and Professional Careers	and Nuestra Historia Level 3).	and Preterite Imperfect subjunctive and conditional with “if” clauses Education vocabulary Career vocabulary	modes.
Unit 6: <i>Nuevas costumbres</i> Personal and Public Identities: Alienation and Assimilation	Student knowledge and skills by unit (sourced from Can-Do Statements and Nuestra Historia Level 3).	Giving advice Review of all of the tenses	Formative and summative assessments administered in all 3 modes.

Spanish 3 Honors

[Tejidos Scope](#)

[A complete correlation to ACTFL World-Readiness Standards is available here.](#)

Unit and AP Theme & Subtheme	Student will be able to... (sourced from Can-Do statements and <i>Tejidos</i>)	Essential Vocabulary and Structures	Unit Performance Assessments- (Interpretive, Interpersonal and Presentational)
Unit 1 Familia y Comunidades: Estructura de la familia	Identify and describe different types of families. Identify different roles members of a family take on. Identify different values families and family members may have. Understand and explain traits of a traditional hispanic family and a modern hispanic family. Discuss parents' expectations for their child(ren). Discuss ideas of good parenting. Write an informative text using evidence from sources to support the thesis.	Review of present, preterite, preterite vs imperfect, object pronouns Reflexive Verbs Estructura de la familia vocabulary (<i>Tejidos</i>) Components of formal presentation writing (transition words, incorporating evidence into writing, etc.)	Formative and summative assessments administered in all 3 modes.
Unit 2 Familia y Comunidades: Redes sociales	Obtain and give information about social media. Explain reasons for using social media. Cite advantages and disadvantages of social media. Compare social media and its use in the US with social media and its use	Redes sociales vocabulary (<i>Tejidos</i>) Future Tense Conditional Tense Components of formal written interpersonal communication (appropriate greeting, intro, etc)	Formative and summative assessments administered in all 3 modes.

	<p>in Spanish-speaking countries.</p> <p>Discuss risks and responsibilities associated with internet use.</p> <p>Talk about the future and express future conditions.</p> <p>Express conjecture or probability using the future and the conditional.</p> <p>Write a formal email.</p>		
<p>Unit 3</p> <p>Desafíos Mundiales: Temas del medio ambiente</p>	<p>Identify current environmental issues and understand their repercussions.</p> <p>Cite causes of and solutions for global warming/other environmental issues.</p> <p>Explain how young people can help protect our planet.</p> <p>Create a public service announcement.</p> <p>Write a formal email.</p> <p>Express and understand that someone has done something.</p> <p>Express and understand that someone had done something.</p> <p>Express and understand that someone will have done something.</p> <p>Express and understand</p>	<p>Teacher-developed list of environmental vocabulary</p> <p>Desafíos mundiales Vocabulary from Tejidos</p> <p>Perfect Tenses</p> <p>Por vs. Para</p> <p>Impersonal “se”</p> <p>Verbs like Gustar</p>	<p>Formative and summative assessments administered in all 3 modes.</p>

	<p>that someone would have done something.</p> <p>Express and understand impersonal phrases describing what “they/you/one” do(es).</p>		
<p>Unit 4</p> <p>La belleza y la estética: Definiciones de la belleza</p>	<p>Explore how beauty has evolved over time.</p> <p>Identify different ideas of beauty in different cultures and understand their origins.</p> <p>Discuss how society influences our definition of beauty.</p> <p>Give instructions/advice using commands.</p>	<p>Definiciones de la belleza Vocabulary from Tejidos.</p> <p>Commands</p>	<p>Formative and summative assessments administered in all 3 modes.</p>

Spanish 4 CP

Unit and AP Theme & Subtheme	Student will be able to... (sourced from Can-Do statements and <i>Nuestra Historia 4</i>)	Essential Vocabulary and Structures A full list of target structures is available here	Unit Performance Assessments- (Interpretive, Interpersonal and Presentational)
Unit 1: ¿Qué crees? Personal and Public Identities: Personal Beliefs	Student knowledge and skills by unit (sourced from Can-Do statements and Nuestra Historia 4)	Review of all tenses Past Subjunctive Subjunctive vs Indicative with Impersonal Expressions <i>Haber</i> : Past, Present, Future and Conditional Physical and personal description vocabulary	Formative and summative assessments administered in all 3 modes.
Unit 2: La ciudadanía global Families and Communities: Global Citizenship	Student knowledge and skills by unit (sourced from Can-Do statements and Nuestra Historia 4)	Review many uses of imperfect Ud. vs tú Transitional Phrases Giving Advice	Formative and summative assessments administered in all 3 modes.
Unit 3: Así es la vida Contemporary Life: Way of Life	Student knowledge and skills by unit (sourced from Can-Do statements and Nuestra Historia 4)	Reactions with Present Perfect Subjunctive Review of tú commands “If” Clauses with Pluperfect Subjunctive and Conditional	Formative and summative assessments administered in all 3 modes.
Unit 4: El mundo es nuestro World Challenges: Social Consciousness	Student knowledge and skills by unit (sourced from Can-Do statements and Nuestra Historia 4)	Review of pronouns Imperfect Subjunctive	Formative and summative assessments administered in all 3 modes.
Unit 5: Querer es poder Science and	Student knowledge and skills by unit (sourced from Can-Do statements and Nuestra Historia 4)	<i>Poder</i> “If” clauses to describe	Formative and summative assessments administered in all 3 modes.

Technology: Discoveries and Inventions	and Nuestra Historia 4)	cause and effect Review of all commands	modes.
Unit 6: El arte de la palabra Beauty and Aesthetics: Language and Literature	Student knowledge and skills by unit (sourced from Can-Do statements and Nuestra Historia 4)	Subjunctive with personal reactions Past subjunctive	Formative and summative assessments administered in all 3 modes.

Spanish 4 Honors

[Tejidos Scope](#)

[A complete correlation to ACTFL World-Readiness Standards is available here.](#)

Unit and AP Theme & Subtheme	Student will be able to... (sourced from Can-Do statements and <i>Tejidos</i>)	Essential Vocabulary and Structures	Unit Performance Assessments- (Interpretive, Interpersonal and Presentational)
Unit 1 Contemporary Life: Travel and Leisure	<p>Talk about and research travel plans including transportation, accommodations, itineraries, and activities.</p> <p>Identify aspects that make for popular travel destinations.</p> <p>Identify various reasons for travel and advantages/disadvantages that accompany tourism.</p> <p>Discuss different types of travelers.</p> <p>Discuss desires, emotional reactions, recommendations, and doubts/beliefs.</p> <p>Use impersonal phrases.</p>	<p>Review of commands</p> <p>Viajes y Ocio vocab (Tejidos)</p> <p>Present and Past Subjunctive</p> <p>Sequence of Tenses</p> <p>Noun Clauses</p>	Formative and summative assessments administered in all 3 modes.
Unit 2 Contemporary Life:	Compare and contrast learning experiences.	Educación y carreras profesionales vocab (Tejidos)	Formative and summative assessments administered in all 3

Education and Careers	<p>Identify factors contributing to a lack of education.</p> <p>Understand the schools of thought on education as a right versus a privilege and the roles of schools in different communities.</p> <p>Compare and contrast private and public academic institutions</p> <p>Discuss and research career paths.</p> <p>Make projections.</p>	Adverbial clauses	modes.
<p>Unit 3</p> <p>Science and Technology: Healthcare and Medicine</p>	<p>Describe symptoms and illnesses.</p> <p>Talk about and make suggestions for healthy/unhealthy habits.</p> <p>Discuss the role of community/government in regards to individual health.</p> <p>Understand the idea of accessibility when it comes to medical care and health.</p> <p>Compare and contrast traditional and modern medicine.</p> <p>Compare and contrast the US healthcare system with the healthcare system of a Spanish-speaking country.</p> <p>State/inquire about the existence/availability of</p>	<p>Review Partes del Cuerpo vocab</p> <p>Cuidado de la salud y medicina vocab (Tejidos)</p> <p>Adjective Clauses</p>	Formative and summative assessments administered in all 3 modes.

	something.		
<p>Unit 4</p> <p>Personal and Public Identities: National Identity and Ethnic Identity</p>	<p>State how you identify yourself and why.</p> <p>Identify various ways in which someone can identify themselves.</p> <p>Understand the importance of personal autonomy in determining identity and associated terminology.</p> <p>Identify various ways in which individuals choose to express their identity to others.</p> <p>Explain how language can unite a diverse group of people.</p> <p>Explain the value of preserving indigenous languages and dialects.</p>	<p>Identidad nacional e identidad étnica Vocab (Tejidos)</p> <p>Negation</p> <p>Pero vs. Sino (que)</p>	<p>Formative and summative assessments administered in all 3 modes.</p>

Spanish 5 Honors

Unit	Student will be able to... (sourced from Can-Do statements)	Key Concepts and Structures	Assessments
1: La música y el entretenimiento	Differentiate between and understand key elements in various genres of music and dance from peninsular Spain and across Latin America	Various types of Hispanic music and elements thereof. Cultural background and influences present in said musical genres.	Formative and summative assessments administered in all 3 modes.
	Differentiate between various genres of television and film from across the Spanish-speaking world	Various genres of current Spanish language television and film.	Formative and summative assessments administered in all 3 modes.
	Discuss the effect entertainment has on our society and culture		Formative and summative assessments administered in all 3 modes.
	Correctly translate related content.	How to translate and correctly convey meaning, tone and voice. Idiomatic Expressions	Formative and summative assessments administered in all 3 modes.
2. Education and Careers	Understand the importance of bilingualism in today's job market	Research and discuss bilingualism as it relates to labor and training	Formative and summative assessments administered in all 3 modes.
	Participate in a job interview in the target language; ask and answer questions at an intermediate level	Career vocabulary	Formative and summative assessments administered in all 3 modes.
	Apply for a position in the target language	Career vocabulary	Formative and summative assessments administered in all 3 modes.
	Understand key concepts in education and express opinion	Education vocabulary	Formative and summative assessments administered in all 3 modes.

3. Cultural Competency	Understand one's own culture		Formative and summative assessments administered in all 3 modes.
	Understand how culture shapes one's romantic relationships and friendships		Formative and summative assessments administered in all 3 modes.
	Understand how culture shapes one's familial relationships		Formative and summative assessments administered in all 3 modes.
	Immigration and associated political issues		Formative and summative assessments administered in all 3 modes.
4. Travel and Tourism	Communicate with individuals from diverse backgrounds		Formative and summative assessments administered in all 3 modes.

AP Spanish Language and Culture

Unit and AP Theme & Subtheme	Student will be able to... (sourced from Can-Do statements and <i>Tejidos</i>)	Essential Vocabulary and Structures	Unit Performance Assessments- (Interpretive, Interpersonal and Presentational)
Unit 1: Families in Different Societies	Refer to pages 26-28 of the following PDF: Course Skills and Learning Objectives .	Review of prior knowledge (vocab and structures) associated with the unit theme and tasks. Exploration and application of new knowledge (vocab and structures) found essential to the unit theme and necessary to address tasks.	Formative and summative assessments administered in all 3 modes.
Unit 2: The Influence of Language and Culture on Identity	Refer to pages 26-28 of the following PDF: Course Skills and Learning Objectives .	Review of prior knowledge (vocab and structures) associated with the unit theme and tasks. Exploration and application of new knowledge (vocab and structures) found essential to the unit theme and necessary to address tasks.	Formative and summative assessments administered in all 3 modes.
Unit 3: Influences of Beauty and Art	Refer to pages 26-28 of the following PDF: Course Skills and Learning Objectives .	Review of prior knowledge (vocab and structures) associated with the unit theme and tasks. Exploration and application of new knowledge (vocab and structures) found essential to the unit theme and necessary to address tasks.	Formative and summative assessments administered in all 3 modes.

Unit 4: How Science and Technology Affect Our Lives	Refer to pages 26-28 of the following PDF: Course Skills and Learning Objectives .	Review of prior knowledge (vocab and structures) associated with the unit theme and tasks. Exploration and application of new knowledge (vocab and structures) found essential to the unit theme and necessary to address tasks.	Formative and summative assessments administered in all 3 modes.
Unit 5: Factors That Impact the Quality of Life	Refer to pages 26-28 of the following PDF: Course Skills and Learning Objectives .	Review of prior knowledge (vocab and structures) associated with the unit theme and tasks. Exploration and application of new knowledge (vocab and structures) found essential to the unit theme and necessary to address tasks.	Formative and summative assessments administered in all 3 modes.
Unit 6: Environmental, Political, and Societal Changes	Refer to pages 26-28 of the following PDF: Course Skills and Learning Objectives .	Review of prior knowledge (vocab and structures) associated with the unit theme and tasks. Exploration and application of new knowledge (vocab and structures) found essential to the unit theme and necessary to address tasks.	Formative and summative assessments administered in all 3 modes.

AP Spanish Literature and Culture

Unit	Student will be able to... (sourced from Can-Do statements and <i>Tejidos</i>)	Essential Vocabulary and Structures	Unit Performance Assessments- (Interpretive, Interpersonal and Presentational)
Unit 1: La época medieval	Refer to page 23 of the following PDF: Course Skills and Learning Objectives	<p>Review of prior knowledge (vocab and structures) associated with the unit theme and tasks.</p> <p>Exploration and application of new knowledge (vocab and structures) found essential to the unit theme and necessary to address tasks.</p>	Formative and summative assessments administered in all 3 modes.
Unit 2: El siglo XVI	Refer to page 23 of the following PDF: Course Skills and Learning Objectives	<p>Review of prior knowledge (vocab and structures) associated with the unit theme and tasks.</p> <p>Exploration and application of new knowledge (vocab and structures) found essential to the unit theme and necessary to address tasks.</p>	Formative and summative assessments administered in all 3 modes.
Unit 3: El siglo XVII	Refer to page 23 of the following PDF: Course Skills and Learning Objectives	<p>Review of prior knowledge (vocab and structures) associated with the unit theme and tasks.</p> <p>Exploration and application of new knowledge (vocab and structures) found essential to the unit theme and necessary to address tasks.</p>	Formative and summative assessments administered in all 3 modes.

Unit 4: La literatura romántica, realista y naturalista	Refer to page 23 of the following PDF: Course Skills and Learning Objectives	<p>Review of prior knowledge (vocab and structures) associated with the unit theme and tasks.</p> <p>Exploration and application of new knowledge (vocab and structures) found essential to the unit theme and necessary to address tasks.</p>	Formative and summative assessments administered in all 3 modes.
Unit 5: La Generación del 98 y el Modernismo	Refer to page 23 of the following PDF: Course Skills and Learning Objectives	<p>Review of prior knowledge (vocab and structures) associated with the unit theme and tasks.</p> <p>Exploration and application of new knowledge (vocab and structures) found essential to the unit theme and necessary to address tasks.</p>	Formative and summative assessments administered in all 3 modes.
Unit 6: Teatro y poesía del siglo XX	Refer to page 23 of the following PDF: Course Skills and Learning Objectives	<p>Review of prior knowledge (vocab and structures) associated with the unit theme and tasks.</p> <p>Exploration and application of new knowledge (vocab and structures) found essential to the unit theme and necessary to address tasks.</p>	Formative and summative assessments administered in all 3 modes.
Unit 7: El Boom latinoamericano	Refer to page 23 of the following PDF: Course Skills and Learning Objectives	<p>Review of prior knowledge (vocab and structures) associated with the unit theme and tasks.</p> <p>Exploration and application of new knowledge (vocab and</p>	Formative and summative assessments administered in all 3 modes.

		structures) found essential to the unit theme and necessary to address tasks.	
Unit 8: Escritores contemporáneos de Estados Unidos, y España	Refer to page 23 of the following PDF: Course Skills and Learning Objectives	<p>Review of prior knowledge (vocab and structures) associated with the unit theme and tasks.</p> <p>Exploration and application of new knowledge (vocab and structures) found essential to the unit theme and necessary to address tasks.</p>	Formative and summative assessments administered in all 3 modes.

German 1

Unit	Student will be able to... (sourced from Can-Do statements and <i>Mosaik</i>)	Essential Vocabulary and Structures	Unit Performance Assessments- (Interpretive, Interpersonal and Presentational)
Hallo! Wie geht's? --Hello! How are you?			
1A	<ul style="list-style-type: none"> greet people and say goodbye make introductions and use polite expressions 	<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> Greetings Polite Expressions Introductions Gender Articles (definite and indefinite) Nouns Noun Plurals Subject pronouns Sein Nominative Case <p>Culture:</p> <ul style="list-style-type: none"> Regional Differences for common phrases 	Formative and summative assessments administered in all 3 modes.
2A	<ul style="list-style-type: none"> talk about classes and schedules 	<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> Classroom Vocabulary Places (German speaking countries) People (school-related) Haben Accusative Case Word order Numbers <p>Culture:</p> <ul style="list-style-type: none"> German school system Schultüte School Day in 	Formative and summative assessments administered in all 3 modes.

		Germany <ul style="list-style-type: none"> The german-speaking world 	
Schule und Studium - School and Studies			
1A	<ul style="list-style-type: none"> exchange information about your classes and life ask and tell time 	Grammar and Vocabulary: <ul style="list-style-type: none"> Classroom, Academics, Schedules Regular verbs Interrogative words Talking about time and dates Culture: <ul style="list-style-type: none"> College courses and lectures Education and the European Union 	Formative and summative assessments administered in all 3 modes.
2A	<ul style="list-style-type: none"> discuss sports and leisure activities talk about what will happen negate statements and ask negative questions 	Grammar and Vocabulary: <ul style="list-style-type: none"> Sports Leisure activities Stem vowel changing verbs Present tense used as future Negation Culture: <ul style="list-style-type: none"> Skiing, Hiking and Biking Berlin 	Formative and summative assessments administered in all 3 modes.
Familie und Freunde - Family and Friends			
1A	<ul style="list-style-type: none"> discuss family relationships and describe people express ownership 	Grammar and Vocabulary: <ul style="list-style-type: none"> Family Members Pets Possessive adjectives Descriptive adjectives Adjective 	Formative and summative assessments administered in all 3 modes.

		<p>agreement (endings)</p> <p>Culture:</p> <ul style="list-style-type: none"> • German families • Regional expressions about love • Aldi 	
2A	<ul style="list-style-type: none"> • talk about professions • express and attitude about an action • give instructions 	<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> • Personal descriptions • Professions • Modal Verbs: dürfen, können, müssen, sollen, wollen • Prepositions with the accusative • Imperative Mood <p>Culture:</p> <ul style="list-style-type: none"> • Friendship in German • Regional differences in marriage traditions • The United States of America and Canada 	Formative and summative assessments administered in all 3 modes.
Essen - Food			
1A	<ul style="list-style-type: none"> • talk about food and grocery shopping 	<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> • Food • Stores • Adverbs • Modal verb: mögen • Separable and Inseparable prefix verbs <p>Culture:</p> <ul style="list-style-type: none"> • der Wiener 	Formative and summative assessments administered in all 3 modes.

		<p>Naschmarkt</p> <ul style="list-style-type: none"> Regional differences for food words 	
2A	<ul style="list-style-type: none"> talk about food and meals describe flavor 	<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> Descriptions of food Meals and drinks Restaurant words and phrases Dative Case Prepositions with the Dative Case <p>Culture:</p> <ul style="list-style-type: none"> Wiener Kaffeehäuser Ausländische Spezialitäten Austria 	Formative and summative assessments administered in all 3 modes.

German 2

Unit	Student will be able to... (sourced from Can-Do statements and <i>Mosaik</i>)	Essential Vocabulary and Structures	Unit Performance Assessments- (Interpretive, Interpersonal and Presentational)
Feiern - Celebrating			
1A	<ul style="list-style-type: none"> talk about celebrations of life events talk about holidays 	<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> Celebrations Special Occasions (Present) Perfect tense - part 1 Accusative pronouns Dative pronouns <p>Culture:</p> <ul style="list-style-type: none"> Das Oktoberfest German Christmas traditions 	Formative and summative assessments administered in all 3 modes.
2A	<ul style="list-style-type: none"> describe clothing talk about clothes shopping 	<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> Articles of clothing Descriptions of clothing Shopping words and phrases (Present) Perfect tense - part 2 Wissen vs. kennen Two-way prepositions <p>Culture:</p> <ul style="list-style-type: none"> Die deutsche Modewelt Traditional Costumes Bavaria 	Formative and summative assessments administered in all 3 modes.

Trautes Heim - Home sweet Home			
1A	<ul style="list-style-type: none"> describe your home talk about living arrangements 	<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> Rooms and furniture Places to live Präteritum / Simple past Da-, wo-, hin-, and her-compounds Coordinating conjunctions <p>Culture:</p> <ul style="list-style-type: none"> 	Formative and summative assessments administered in all 3 modes.
2A	<ul style="list-style-type: none"> talk about household chores talk about appliances 	<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> Housework Household items Words and phrases related to cleaning Perfekt vs. Präteritum Separable and inseparable prefix verbs in the Perfect <p>Culture:</p> <ul style="list-style-type: none"> Home appliances Switzerland and Liechtenstein 	Formative and summative assessments administered in all 3 modes.
Urlaub und Ferien - Vacation and Break			
1A	<ul style="list-style-type: none"> discuss the weather, seasons, and months 	<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> Dates Weather Seasons Separable and inseparable prefix verbs (Präteritum) Prepositions of location Prepositions in 	Formative and summative assessments administered in all 3 modes.

		<p>set phrases</p> <p>Culture:</p> <ul style="list-style-type: none"> • Wind Energy • Pflanzen und Blumen in Hamburg • Climate of Germany 	
2A	<ul style="list-style-type: none"> • talk about travel • talk about vacations and tourism 	<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> • Airport • Vacation • Accommodations • Infinitive expressions and clauses • Time expressions • Indefinite pronouns <p>Culture:</p> <ul style="list-style-type: none"> • Frankfurt Airport • Island of Sylt • ICE trains • Schleswig-Holstein, Hamburg and Bremen 	Formative and summative assessments administered in all 3 modes.
Verkehrsmittel und Technologie - Modes of transportation and Technology			
1A	<ul style="list-style-type: none"> • discuss cars, driving, and public transportation 	<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> • Driving • Means of transportation • Words related to public transportation • Plusquamperfekt (Past Perfect tense) • Comparatives and superlatives <p>Culture:</p> <ul style="list-style-type: none"> • Deutsche Autobahn • Cycling 	Formative and summative assessments administered in all 3 modes.

2A	<ul style="list-style-type: none"> talk about electronic communication and computer technology 	<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> Words and phrases related to technology Words and phrases related to using technology Genitive Case Demonstratives <p>Culture:</p> <ul style="list-style-type: none"> Max-Planck Gesellschaft German Media Giants Hessen und Thüringen 	Formative and summative assessments administered in all 3 modes.
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German 3 Honors

Unit	Student will be able to... (sourced from Can-Do statements and <i>Mosaik</i>)	Essential Vocabulary and Structures	Unit Performance Assessments- (Interpretive, Interpersonal and Presentational)
Gesundheit - Health			
1A	<ul style="list-style-type: none"> discuss morning routines and personal hygiene 	<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> Body Parts Personal hygiene Reflexive verbs with accusative reflexive pronouns Reflexive verbs with dative reflexive pronouns Reciprocal verbs and reflexives used with prepositions <p>Culture:</p> <ul style="list-style-type: none"> "The Cure" Public Pools Nivea 	Formative and summative assessments administered in all 3 modes.
2A	<ul style="list-style-type: none"> talk about health 	Grammar and	Formative and summative assessments

	<ul style="list-style-type: none"> talk about remedies and well-being 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Words and phrases related to health Words and phrases related to symptoms and injuries Words related to the hospital Subjunctive Mood (Der Konjunktiv II) Würden + infinitive <p>Culture:</p> <ul style="list-style-type: none"> Pharmacies Der Föhn Wilhelm Conrad Röntgen Mecklenburg-Vorpommern und Brandenburg 	administered in all 3 modes.
Stadtleben - City Life			
1A	<ul style="list-style-type: none"> talk about errands and banking talk about business and places in town 	<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> Places of business and government buildings Words and phrases related to running errands Sinprdomatomg cpmkimctopms Adjectives used as nouns Futur I <p>Culture:</p> <ul style="list-style-type: none"> Pedestrian zones Homeland Die Deutsche Post 	Formative and summative assessments administered in all 3 modes.
			Formative and summative assessments

2A	<ul style="list-style-type: none"> ask for and give directions talk about parts of a city 	<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> Words and phrases related to asking for and giving directions City traffic and buildings Prefixes of direction Talking about nationality <p>Culture:</p> <ul style="list-style-type: none"> Das Kabarett Religion Niedersachsen und Nordrhein-Westfalen 	administered in all 3 modes.
Beruf und Karriere - Profession and Career			
1A	<ul style="list-style-type: none"> talk about jobs and qualifications talk about job applications and interviews 	<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> Looking for a job Office supplies On the phone Relative pronouns The past tenses <p>Culture:</p> <ul style="list-style-type: none"> Family businesses Cuckoo Clocks Bosch 	Formative and summative assessments administered in all 3 modes.
2A	<ul style="list-style-type: none"> discuss professions and work 	<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> Words and phrases related to occupations and work Future II Adjective endings <p>Culture:</p> <ul style="list-style-type: none"> Social Security Angestellte, Arbeiter, Beamte The Marshall plan Baden- 	Formative and summative assessments administered in all 3 modes.

		Württemberg, Saarland and Rheinland-Pfalz	
Natur - Nature			
1A	<ul style="list-style-type: none"> • talk about nature • talk about outdoor activities 	<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> • Nature • Animals • Words related to being in nature • Subjunctive in the past (Der Konjunktiv der Vergangenheit) • Present Participles <p>Culture:</p> <ul style="list-style-type: none"> • Landscapes of Germany • Humboldt 	Formative and summative assessments administered in all 3 modes.
2A	<ul style="list-style-type: none"> • talk about pollution • talk about the environment 	<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> • The environment • Environmental problems and solutions • Konjunktiv I (Subjunctive I) • The passive voice <p>Culture:</p> <ul style="list-style-type: none"> • Re-Use Berlin • Environmental protection organizations • Sachsen-Anhalt und Sachsen 	Formative and summative assessments administered in all 3 modes.

German 4 Honors*

Unit	Students will be able to... (sourced from Can-Do statements and <i>Mosaik</i>)	Essential Vocabulary & Structures	Unit Performance Assessments- (Interpretive, Interpersonal and Presentational)
Landeskunde - Geography (Texts: Entdeckungsreise D-A-CH, Treffpunkt D-A-CH)			
Deutschland	<ul style="list-style-type: none"> Identify and locate the federal states of German Identify the various regions in Germany and their dialects Associate foods and traditions with regions in Germany 	<p>Vocabulary and Grammar:</p> <ul style="list-style-type: none"> Various elements of grammar from previous years will be reviewed Vocabulary for Geography <p>Culture:</p> <ul style="list-style-type: none"> Federal States of Germany Major German Cities and what they are known for <ul style="list-style-type: none"> Berlin Munich Leipzig Köln Heidelberg <i>Geographie / Entdeckungsreise D-A-CH</i> Regional Dialects and traditions in Germany <ul style="list-style-type: none"> Bairisch Schwäbisch Plattdeutsch Karneval Oktoberfest Angela Merkel (Bundeskanzlerin von Deutschland) <i>Goethe</i> <ul style="list-style-type: none"> <i>Overview of life</i> <i>Poem / except</i> <i>Essen und Trinken / Entdeckungsreise</i> 	Formative and summative assessments administered in all 3 modes.

		D-A-CH • <i>Feste und Feiertage</i> / Entdeckungsreise D-A-CH	
Österreich	<ul style="list-style-type: none"> Identify and locate the federal states of Austria Understand common austrian words/phrases Identify the major languages spoken in Austria and their influence Recall various tourist attractions / culturally relevant buildings and places in Austria 	Vocabulary and Grammar: <ul style="list-style-type: none"> Various elements of grammar from previous years will be reviewed Vocabulary for Geography Culture: <ul style="list-style-type: none"> Federal States of Austria Major cities in Austria and what they are known for <ul style="list-style-type: none"> Vienna <ul style="list-style-type: none"> Wiener Kaffeehä user Prater Salzburg Innsbruck Sebastian Kurz (Bundeskanzler von Österreich) <i>Ingeborg Bachmann?</i> <ul style="list-style-type: none"> <i>Overview of her life</i> <i>Short story or poem</i> <i>Essen und Trinken</i> / Entdeckungsreise D-A-CH <i>Feste und Feiertage</i> / Entdeckungsreise D-A-CH 	Formative and summative assessments administered in all 3 modes.
Die Schweiz	<ul style="list-style-type: none"> Identify and locate the federal states of Switzerland Recall the various official languages of Switzerland Recall technology products produced in 	Vocabulary and Grammar: <ul style="list-style-type: none"> Various elements of grammar from previous years will be reviewed Vocabulary for Geography 	Formative and summative assessments administered in all 3 modes.

	<p>Switzerland</p> <ul style="list-style-type: none"> • Discuss cultural differences between Germany, Austria and Switzerland 	<p>Culture:</p> <ul style="list-style-type: none"> • Federal States of Switzerland • Major cities in Switzerland and what they are known for <ul style="list-style-type: none"> ◦ Bern ◦ Zürich ◦ Geneva • Walter Turnherr (Bundeskanzler von der Schweiz) • <i>Friedrich Dürrenmatt</i> <ul style="list-style-type: none"> ◦ <i>Overview of Life</i> ◦ <i>Sample of literary work (Die Physiker)</i> • <i>Deutsch und andere Sprachen / Entdeckungsreise D-A-CH</i> • <i>Essen und Trinken / Entdeckungsreise D-A-CH</i> • <i>Feste und Feiertage / Entdeckungsreise D-A-CH</i> 	
Politik - Politics (Text: 100 Stunden Deutschland)			
Was ist Politik	<ul style="list-style-type: none"> • Understand and discuss basic constitutional rights in Germany • Present an argument that all deserve basic human liberties 	<p>Vocabulary and Grammar:</p> <ul style="list-style-type: none"> • Words relating to politics and government <p>Culture:</p> <ul style="list-style-type: none"> • Was ist Politik • Grundrechte im Grundgesetz (Civil Liberties in the Constitution) • Staatssymbole <ul style="list-style-type: none"> ◦ National Anthems ◦ Flags ◦ Coat of Arms 	Formative and summative assessments administered in all 3 modes.

Government responsibilities and Civilian Duties	<ul style="list-style-type: none"> • Differentiate between governmental and civilian responsibilities in Government • Recall major political parties in Germany and discuss their viewpoints • Understand the political responsibility all citizens have • Compare governmental procedures and viewpoints in Germany with those in the USA • Express their basic political viewpoints 	<p>Vocabulary and Grammar:</p> <ul style="list-style-type: none"> • Words relating to politics and government • Words and phrases related to expressing an opinion <p>Culture:</p> <ul style="list-style-type: none"> • Aufgaben des Staates und Pflichten der Bürger • Politische Parteien in Deutschland (Political parties in Germany) • Gesellschaftliche Teilhabe und politische Beteiligung (societal participation and political involvement) • Jeder kann mitmachen (political involvement in and out of politics) 	Formative and summative assessments administered in all 3 modes.
Geschichte und Verantwortung - History and Responsibility (Text: 100 Stunden Deutschland)			
A divided Germany	<ul style="list-style-type: none"> • Identify former East- and West Germany and the political systems in place • Compare the living conditions in East and West Germany 	<p>Vocabulary and Grammar</p> <ul style="list-style-type: none"> • Lexical differences in East and West Germany • Relevant vocabulary • Past tense Review <ul style="list-style-type: none"> ◦ Present Perfect ◦ Past Perfect <p>Lektüre: <i>Olli aus Ossiland</i> (?)</p> <p>Culture</p> <ul style="list-style-type: none"> • Living Conditions in East Germany and 	Formative and summative assessments administered in all 3 modes.

		West Germany <ul style="list-style-type: none"> • Comparing the politics / political structures in place <ul style="list-style-type: none"> ◦ Socialism vs. Democracy • Fall of the Wall 	
Nazi Germany	<ul style="list-style-type: none"> • Recall and discuss major events leading to and during World War II • Understand how the Nazi Party was able to come to power in Germany • Discuss Germany's dedication to remembering WWII and the Holocaust as exemplified by various monuments and museums • Compare how Germany addresses its past with how the USA addresses its past 	Vocabulary and Grammar <ul style="list-style-type: none"> • Simple Past tense • Relevant Vocabulary Culture: <ul style="list-style-type: none"> • History of Nazi Germany • Understanding how Germany fell to a dictatorship (historical content pre WWII) • Monuments and Museums 	Formative and summative assessments administered in all 3 modes.
Mensch und Gesellschaft - People and Society (Texts: 100 Stunden Deutschland, Treffpunkt D-A-CH)			
Family	<ul style="list-style-type: none"> • Express typical family relationships in Germany • Discuss expectations and roles for Men and Women in German society 	Vocabulary and Grammar: <ul style="list-style-type: none"> • Expansion on Family vocabulary Culture: <ul style="list-style-type: none"> • Meaning of Family • Typical German Family • Gender roles in German Society (<i>and their evolution</i>) <ul style="list-style-type: none"> ◦ Treffpunkt D-A-CH • <i>Gesellschaft / Entdeckungsreise</i> D-A-CH • <i>Menschen / Entdeckungsreise</i> 	Formative and summative assessments administered in all 3 modes.

		D-A-CH	
Careers	<ul style="list-style-type: none"> • Discuss their academic and professional goals • Differentiate between different educational paths in Germany 	<p>Vocabulary and Grammar:</p> <ul style="list-style-type: none"> • Careers and Professions <p>Culture:</p> <ul style="list-style-type: none"> • University in Germany • Professions • Understanding educational paths in Germany 	Formative and summative assessments administered in all 3 modes.
Religion	<ul style="list-style-type: none"> • Understand basic beliefs of various religions found in Germany • Discuss the process of integration and compare the expectations and reality • Incorporate own (religious) beliefs in an argument/statement • Talk about about role of religion in politics 	<p>Vocabulary and Grammar:</p> <ul style="list-style-type: none"> • Religions and related words <p>Culture:</p> <ul style="list-style-type: none"> • 5 major World Religions • Christian Holidays in Germany • Religious Freedom • Separation of Church and State 	Formative and summative assessments administered in all 3 modes.

*SY 2021 marks the first year that German 4 will be a separate entity. Therefore, a German 4 curriculum is forthcoming and this document will be updated to reflect it.

French 1 CP

Unit and AP Theme & Subtheme	Student will be able to... (sourced from Can-Do statements and <i>Notre Histoire 1</i>)	Essential Vocabulary and Structures A full list of target structures is available here	Unit Performance Assessments- (Interpretive, Interpersonal and Presentational)
Unit 1: <i>Ma vie à l'école</i> Families and Communities: School	Student knowledge and skills (sourced from Can-Do statements and Notre Histoire 1)	Noticing verb forms Negation Conjugation Gender of nouns School vocabulary	Formative and summative assessments administered in all 3 modes.
Unit 2: <i>À la mode</i> Beauty and Aesthetics: Definitions of Beauty	Student knowledge and skills (sourced from Can-Do statements and Notre Histoire 1)	Possessive adjectives Adjective agreement <i>Le passé composé</i> Fashion and clothing vocabulary	Formative and summative assessments administered in all 3 modes.
Unit 3: <i>Pendant mon temps libre</i> Contemporary Life: Entertainment and Fun	Student knowledge and skills (sourced from Can-Do statements and Notre Histoire 1)	Multiple verbs in the same clause The verbs <i>savoir et connaître</i> Express the future using "going to..." Entertainment and activity vocabulary	Formative and summative assessments administered in all 3 modes.
Unit 4: <i>Les connexions technologiques</i> Science and Technology: Technology and Self	Student knowledge and skills (sourced from Can-Do statements and Notre Histoire 1)	<i>Tu et vous</i> The Imperfect Tense Technology vocabulary	Formative and summative assessments administered in all 3 modes.
Unit 5: <i>Un nouveau monde</i>	Student knowledge and skills (sourced from	Reflexive pronoun <i>se</i>	Formative and summative assessments

World Challenges: Population and Demographics	Can-Do statements and Notre Histoire 1	How to pose a question Articles	administered in all 3 modes.
Unit 6: <i>Les traditions culturelles</i> Personal and Public Identities: National Identity and Ethnic Identity	Student knowledge and skills (sourced from Can-Do statements and Notre Histoire 1	The pronoun “on” Meals -er, -ir and -re verbs	Formative and summative assessments administered in all 3 modes.

French 2 CP

Unit and AP Theme & Subtheme	Student will be able to... (sourced from Can-Do statements and <i>Notre Histoire 2</i>)	Essential Vocabulary and Structures A full list of target structures is available here	Unit Performance Assessments- (Interpretive, Interpersonal and Presentational)
Unit 1: <i>L'aventure commence</i> Contemporary Life: Travel and Pastimes	Student knowledge and skills by unit (sourced from Can Do statements and Notre Histoire 2)	Adjective placement <i>Avoir ou être</i> <i>Le futur proche et le futur simple</i> Travel and pastime vocabulary	Formative and summative assessments administered in all 3 modes.
Unit 2: <i>Liens d'affection</i> Families and Communities: Family Structures	Student knowledge and skills by unit (sourced from Can Do statements and Notre Histoire 2)	Subjunctive Comparisons Past and present tense Family vocabulary	Formative and summative assessments administered in all 3 modes.
Unit 3: <i>Mon propre style</i> Beauty and Aesthetics: Fashion and Design	Student knowledge and skills by unit (sourced from Can Do statements and Notre Histoire 2)	The suffix <i>-mente</i> The preposition <i>chez</i> Clothing and fashion vocabulary	Formative and summative assessments administered in all 3 modes.
Unit 4: <i>Bonne santé,</i>	Student knowledge and	« Il y a » to express a	Formative and

<i>bonne vie</i> Science and Technology: Healthcare and Medicine	skills by unit (sourced from Can Do statements and Notre Histoire 2)	duration of time Another look at tu and vous Using le passé composé and l'imparfait to tell a story Health and medical vocabulary	summative assessments administered in all 3 modes.
Unit 5: <i>Héros nationaux</i> Personal and Public Identities: Heroes and Historical Figures	Student knowledge and skills by unit (sourced from Can Do statements and Notre Histoire 2)	Gender (cont'd) Conditional tense <i>Venir de</i> + infinitive	Formative and summative assessments administered in all 3 modes.
Unit 6: <i>Un monde meilleur</i> World Challenges: Social Well-Being	Student knowledge and skills by unit (sourced from Can Do statements and Notre Histoire 2)	Demonstrative adjectives Adverbs of quantity Reflexive verbs	Formative and summative assessments administered in all 3 modes.

French 3 Honors

Unit and AP Theme & Subtheme	Student will be able to... (sourced from Can-Do statements and <i>Notre Histoire 3</i>)	Essential Vocabulary and Structures A full list of target structures is available here	Unit Performance Assessments- (Interpretive, Interpersonal and Presentational)
Unit 1: <i>¿Qu'est-ce que l'art ?</i> Beauty and Aesthetics: Visual Arts	Student knowledge and skills by unit (sourced from Can Do statements and Notre Histoire 3)	Past, Present and Future Imperative <i>Autrefois</i> Art vocabulary	Formative and summative assessments administered in all 3 modes.
Unit 2: <i>En traversant les frontières</i> Family and Community: Human Geography	Student knowledge and skills by unit (sourced from Can Do statements and Notre Histoire 3)	Gerunds Days of the week Simple Future (cont'd)	Formative and summative assessments administered in all 3 modes.
Unit 3: <i>Par des temps extrêmes</i> Science and Technology: Extreme	Student knowledge and skills by unit (sourced from Can Do statements and Notre Histoire 3)	Pluperfect Object pronouns Weather vocabulary	Formative and summative assessments administered in all 3 modes.

Weather Conditions			
Unit 4: <i>Le goût de la vie</i> World Challenges: Food and Economy	Student knowledge and skills by unit (sourced from Can Do statements and Notre Histoire 3)	Relative pronoun <i>dont</i> Demonstrative pronouns The verb <i>pouvoir</i> in the conditional Food and Economic vocabulary	Formative and summative assessments administered in all 3 modes.
Unit 5: <i>Au boulot !</i> Contemporary Life: Education and Professional Careers	Student knowledge and skills by unit (sourced from Can Do statements and Notre Histoire 3)	Conditional (cont'd) "If" clauses with present and simple future Education and career vocabulary	Formative and summative assessments administered in all 3 modes.
Unit 6: <i>Nouveaux défis, nouvelles opportunités</i> Personal and Public Identities: Alienation and Assimilation	Student knowledge and skills by unit (sourced from Can Do statements and Notre Histoire 3)	Prepositions En	Formative and summative assessments administered in all 3 modes.

French 4 Honors*

Unit	Students will be able to...	Essential Vocabulary & Structures	Assessment
1	describe themselves narrate in the past	Review + reinforcement past tenses	Formative and summative assessments administered in all 3 modes.
2	speak about careers that they are interested in	Vocabulary of profession/university fields of study Faire Prépositions with infinitives	Formative and summative assessments administered in all 3 modes.
3	talk about features of a hotel	Reflexive verbs Pronouns y and en Verb that switch from helping verb etre/avoir and agreements	Formative and summative assessments administered in all 3 modes.
4	discuss emotions and events give directions to make a recipe	Subjunctive Regular verbs Irregular verbs Command forms Review of présent Profession in the food/restaurant industry Culture of food in francophone cultures France/Quebec/Senegal	Formative and summative assessments administered in all 3 modes.
5	talk about the history of French Speaking countries / France WWII	Review of adjectives Superlatives	Formative and summative assessments administered in all 3 modes.
6	discuss environmental challenges and other world crises	Near future and future tenses Expressions of time	Formative and summative assessments administered in all 3 modes.

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Portuguese 1

Unit	Students will be able to... (Sourced from Can Do Statements)	Essential Vocabulary and Structures	Unit Performance Assessments- (Interpretive, Interpersonal and Presentational)
Unidade 0 / Unidade Preliminar O Mundo Lusófono/Olá	<p>State the name of countries and express nationalities.</p> <p>Demonstrate knowledge of Lusophone cultures and geography.</p> <p>Greet people and say goodbye. Introduce themselves. Ask how people are feeling and express feelings. Express thanks. Identify classroom objects. Ask prices and order food and beverages. Express dates.</p> <p>Identify currency.</p>	<p>Countries including Lusophone, continents, nationalities, languages.</p> <p>Formal vs Informal manner. Neuter demonstratives. Vowel pronunciation.</p> <p>Expressions for conversation. Greetings and goodbyes. Objects in classroom, cardinal numbers, polite expressions, food and drinks, days of the week and months of the year. Outdoor cafe, Holidays, Lisbon.</p>	Formative and summative assessments administered in all 3 modes.
Unidade 1 Quem é?	<p>Ask who a person is. Express and ask where a person is from. Describe people. Ask someone's age and express their own age. Ask for and express an opinion. Ask for and give information. Express daily activities.</p>	<p>Definite/ Indefinite articles. Descriptive adjectives: placement and agreement. Masculine/ feminine words. Subject Pronouns. Verbs ser and ter. Negative Sentences. Plural of words. Demonstratives. Simple adverbs and accents. Porto and the Douro Region.</p>	Formative and summative assessments administered in all 3 modes.
Unidade 2 Na Escola	<p>Express likes and dislikes. Express time. Ask and tell when they have classes. Ask and answer about daily activities. Express how to</p>	<p>Present tense -ar verbs singular. Gostar de. Contractions with prepositions de and em with articles. Acabar vs acabar de. Chegar with</p>	Formative and summative assessments administered in all 3 modes.

	arrive somewhere. Ask and discuss schedules. Learn about Braga and Minho Region.	transportation. Interrogatives. Accents. Rooms in a school. School subjects. Transportation related words. Expressions with time. Braga and Minho Region. Barcelos and Guimaraes. Legend of the Rooster of Barcelos.	
Unidade 3 Passatempos e Atividades nos Tempos Livres	Make and respond to requests. Tell what they like to do and where they like to go. Express future plans. Express habitual actions. Tell what they have to do. Express ongoing activities. Express feelings. Talk about the weather. Describe weather conditions for each season. Learn about Coimbra and Conimbriga.	Present tense -ar verbs plural. Verb Ir. Contraction of the preposition a with definite articles. Future with Ir. Verb Estar. Difference between Ser vs Estar. Expression Ter que. Idiomatic expressions with Ter and Estar Com. Present Progressive. Pronunciation. Birthday activities and foods. Party related words. Leisure activities. Places in a city. Coimbra and Conimbriga. Portugal dos Pequeninos. Weather expressions. Seasons. Part	Formative and summative assessments administered in all 3 modes.

Portuguese 2

Unit	Students will be able to... (Sourced from Can Do Statements)	Essential Vocabulary & Structures	Unit Performance Assessments- (Interpretive, Interpersonal and Presentational)
Unidade 4 O Lar, A Casa e a Família	Describe their house. Describe rooms and furniture pieces. Identify people. Describe members of the family. Indicate marital status. Express ownership and ask about possession. Learn about Evora and Alentejo.	Present tense -er verbs and -ir verbs. There is/ There are. Irregular verbs: ver, vir, ler, ouvir, pedir, poder. Possessive adjectives. Adverbs. Pronunciation. Rooms in a house, types of houses, ordinal numbers, furniture pieces and family. Evora and Alentejo region.	Formative and summative assessments administered in all 3 modes.
Unidade 0 Revisão	Culture, geography and history of the Portuguese regions Azores and Madeira. Reading on greetings, families, school and culture. Portuguese Americans.	Azores, Madeira. Culture readings.	Formative and summative assessments administered in all 3 modes.
Unidade 1 Desportes/Esportes	Discuss aspects of soccer. Express leisure activities and sports preferences. Specify “whom” or “what” using direct object pronouns. Identify the recipient of a thought or action. Talk about doing things with others. Learn about Brazil.	Cultural readings, geography and history of Brazil. Readings in sports and culture. Present tense Irregular verbs: querer, perder and pôr. Stem changing verbs. Direct object pronouns. Prepositional pronouns and com+prepositional pronouns. Verb gostar de. Spelling differences in Portugal and Brazil.	Formative and summative assessments administered in all 3 modes.
Unidade 2 O Aeroporto	Describe check in procedures at an airport. Identify the documents needed for international and domestic flights. Differentiate between “to know how” and “to know	Irregular present tense verbs: fazer, dizer, trazer, dar, saber vs conhecer, sair and cair. Present progressive. Indefinite words. Indirect Object Pronouns. Vocabulary	Formative and summative assessments administered in all 3 modes.

	of". Talk about services on an airplane. Describe disembarking procedures. Express ongoing actions. Tell to whom something is done using Indirect Object Pronouns. Learn about Cape Verde and Guinea-Bissau.	related to airport, terminal, travel documents, check in procedures, the airplane, the flight and disembarking procedures. Cultural readings, geography and history of Cape Verde and Guinea-Bissau.	
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Portuguese 3 Honors

Unit	Students will be able to... (Sourced from Can Do Statements)	Essential Vocabulary & Structures	Unit Performance Assessments- (Interpretive, Interpersonal and Presentational)
Unidade 3 O Vestuário	Identify articles of clothing. Talk about shopping for clothing. Identify colors. Talk about styles, fabrics and patterns. Describe daily actions using reflexive verbs. Express past actions. Learn about Mozambique and Angola.	Present Tense of Reflexive verbs. Verbs ending in -ear. Preterite tense of regular -ar, -er, -ir verbs. Prepositions por vs para. Articles of clothing, colors, fabrics, patterns, fabric designs, fashion categories and styles. Cultural readings, geography and history of Mozambique and Angola.	Formative and summative assessments administered in all 3 modes.
Unidade 4 O Restaurante	Identify eating utensils. Talk about meals. Describe ordering food at a restaurant. Talk about favorite foods. Discuss methods of cooking. Tell past actions and events. Ask and follow directions. Learn about São Tomé and Príncipe and East Timor.	Preterite tense of ser, ir, estar, ter, dar, pôr, pedir vs perguntar, fazer, dizer, trazer, vir and ver. Asking for directions. Learn dinnerware, ordering food in a restaurant, meals and food preparation. Cultural readings, geography and history of São Tomé and Príncipe and East Timor.	Formative and summative assessments administered in all 3 modes.

Lição 7 O tempo e os passatempos	Talk about ongoing past events and states. Express how long ago events and states occurred. Conditional and Future tense. Learn about o Sul de Portugal.	Preterit and Imperfect tense and differences between both. Expressing in conditional and future tense both regular and irregular verbs. O Sul de Portugal.	Formative and summative assessments administered in all 3 modes.
Lição 8 Festas e Tradições	Talk about holiday activities and religion. Extend, accept and decline invitations. Express intent. Make comparisons. Discuss interpersonal relationships. O Centro e o Norte de Portugal.	Traditions, parties, festivals and how religion impacts them. Comparisons of inequality, equality, and people and things. Pronouns after prepositions. O Centro e o Norte de Portugal.	Formative and summative assessments administered in all 3 modes.

Portuguese 4 Honors*

Unit	Students will be able to... (Sourced from Can Do Statements)	Essential Vocabulary & Structures	Unit Performance Assessments- (Interpretive, Interpersonal and Presentational)
Lição 9 O Trabalho e os Negócios	Talk about the workplace and professions. Discuss job skills and abilities. Ask about professional qualifications and requirements. Discuss national, regional and global economies. Give orders and instructions. Learn about Azores and Madeira.	Stating Impersonal Se. Preterit vs Imperfect. Interrogative Pronouns. Commands. Jobs for young people. Learning different professions and being able to describe them. Interview etiquette. Azores and Madeira readings and culture.	Formative and summative assessments administered in all 3 modes.
Lição 10 A comida	Discuss food, shopping and planning menus. Discuss and compare culinary traditions. Express wishes and hopes. Express opinions and doubts. Give informal orders and instructions.	Present Subjunctive. Subjunctive used to express wishes and hopes and expressions of doubt. More on commands. Comparing food, restaurants and fast food. Learning about supermarkets, food, table	Formative and summative assessments administered in all 3 modes.

		settings and where to buy food. Learn about Angola.	
<p>Lição 11</p> <p>A saúde e os médicos</p>	<p>Describe the body, health, and medical treatments. Discuss and compare health care systems. Express emotions, opinions and attitudes. Express collective suggestions and requests. State goals and purpose.</p>	<p>The body parts, health vocabulary, medical care, pharmacies, hospitals. Subjunctive with expressions of emotions. Let's. Por vs Para. Relative Pronouns. Learn about Cabo Verde.</p>	<p>Formative and summative assessments administered in all 3 modes.</p>
<p>Lição 12</p> <p>As férias e a viagens</p>	<p>Make travel arrangements and discuss itineraries. Ask for and give directions. Express denial and uncertainty. Talk about past expectations, wishes, and demands. Discuss emigration and immigration.</p>	<p>Vocabulary to reserve a hotel, different modes of transportation, mail correspondence and emails. Affirmative and Negative expressions. The indicative vs the subjunctive tense. The subjunctive in adverbial clauses. The past subjunctive. Learn about Mozambique.</p>	<p>Formative and summative assessments administered in all 3 modes.</p>

***This course is eligible for Early Enrollment (EEP) credit through Rhode Island College.**

World Cultures (High School)

Unit	Can-Do Statements Students can...	Topics	Assessment(s)
Culture			
What is culture?	<p>understand the key components of culture</p> <p>identify the key components of culture in real life examples</p>	<p>National holidays and their cultural relevance</p> <ul style="list-style-type: none"> - Thanksgiving - Day of the dead (Dia de los muertos - <i>Coco</i>) - Halloween - Valentine's Day - Cinco de Mayo - Independence Day <p>Work through slide show introducing various concepts</p> <p>Language - impact language has on perspective</p>	<p>Quiz</p> <ul style="list-style-type: none"> - related vocabulary - Examination of a culture (identifying key components of culture from a short text) <p>Presentation</p> <ul style="list-style-type: none"> - UNESCO World heritage site presentation (What aspect of the country's culture does it showcase)
(Cultural) Identity	<p>apply cultural knowledge to better understand cultural identity</p> <p>see and understand the validity in every cultural identity</p> <p>understand that the question of cultural identity does not have one finite answer</p>	<p>What is cultural identity?</p> <p>Is it static or dynamic?</p> <p>What influences a cultural identity?</p> <p>Can we see someone's cultural identity?</p> <p>Connection to various religious and gender identities</p>	<p>Essay:</p> <ul style="list-style-type: none"> - Students write about their own (cultural) identity - Students reflect on their own identity and its external influences
Globalization	<p>understand the concept of globalization</p> <p>discuss the benefits and consequences of globalization</p> <p>see the degree to which their own lives are globalized</p>	<p>What is globalization?</p> <p>Looking for examples of globalization in modern culture</p> <p>Looking at examples of cultural spread as exemplified by Greek Mythology</p>	<p>Quiz</p> <ul style="list-style-type: none"> - key concepts and terms - understanding the globalized nature of a T-shirt - benefits and consequences of globalization

		Students work together to create fictitious cultures and learn about globalization in a simulation	Unit test
Colonization and Imperialism			
Introduction to Imperialism and Colonization	<p>understand key terms such as <i>Imperialism</i> and <i>Colonization</i>, and</p> <p>differentiate between the terms <i>Imperialism</i> and <i>Colonization</i></p>	<p>Colonization vs. Imperialism vs. Globalization</p> <p>Article detailing globalization and current examples</p>	
Colonization and Imperialism in Pacific Islands	<p>discuss polynesian culture (pre-colonization)</p> <p>compare pre- and post-colonization culture</p> <p>identify various nations in the Pacific Islands</p>	<p>Importance of Legends and Myths in Polynesian Culture</p> <p>Voyaging</p> <p>Imperial history of the Philippines</p> <p>Moana - examination of cultural accuracy in a movie</p> <p>Imperial history of Hawaii</p>	<p>Quiz</p> <ul style="list-style-type: none"> - polynesian culture - history of Philippines - history of Hawaii
Colonization and Imperialism in Africa	<p>understand the reasons for the Scramble for Africa</p> <p>identify various African nations</p> <p>discuss the ramifications of imperialism in Africa on modern Africa</p>	<p>Map of Africa/Getting to know Africa</p> <p>Scramble for Africa</p> <ul style="list-style-type: none"> - 2nd industrial revolution -Belgian Congo - <i>Conflict as result of re-envisioned boundaries in example of Rwandan Genocide</i> <p>South Africa and Apartheid</p> <p><i>Nelson Mandela</i></p>	<p>Presentation</p> <ul style="list-style-type: none"> - Students research the imperialist history of a modern African Nation and discuss the lasting colonizer's lasting influence <p>Unit Test</p>

<i>On being brought from Africa to America</i>			
The Slave Trade	<p>discuss the treatment of African slaves during the slave trade</p> <p>discuss the treatment of African slaves in the United States</p>	<p>How were slaves brought</p> <p>Middle Passage and Triangle Trade (emphasis on slaves as a <i>resource</i>)</p> <p>Trading of Slaves</p> <p><i>Excerpts from Slave Narrative(s)</i></p>	<p><i>Essay</i></p> <p>- <i>Students compare the treatment of Africans in imperialized Africa and Colonial USA</i></p>
Antebellum America	<p>see the lasting ramifications of slavery after abolition</p> <p>discuss the cultural cause of and implications of Jim Crow Laws in America</p> <p>consider modern American culture and examine its cultural growth</p> <p>understand various cultural phenomena resultant of Black America</p>	<p>Jim Crow Laws</p> <p>Civil Rights Movement</p> <p>Harlem Renaissance (station work - music, literature, and art)</p> <p><i>Black Lives Matter movement</i></p>	<p>Quiz</p> <p>Unit Test</p>
Cultural Competence			
Religions of the World	<p>identify various religions of the world</p> <p>discuss basic views and core beliefs of various religions</p>	Project	<p>Project/Presentation</p> <p>- Students work in groups to research a religion of the world, which they present to the class</p>
Gender and Sexuality	<p>discuss gender roles in various cultures</p> <p>compare cultural acceptance of multiple gender identities and sexualities around the world</p>		<p>Short News article summary</p> <p>- Students search the world news for sex/gender/sexuality related news and present a summary and cultural connection to the class</p>
Final Project	use knowledge of various key terms and concepts		<p><i>Essay</i></p> <p>- Student will choose a</p>

	to compare cultures anticipate potential culture shock		country and write a letter to a “penpal” in that country - Student will inform their penpal of their culture and potential culture shock that could happen when coming to visit the US
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World Cultures (Middle Schools)

Unit	Students will be able to...	Essential Learning	Unit Assessments/ Performance Assessments
Introductory Unit	Define culture Identify a culture to which they belong Understand cognates and borrowed words	What makes up a culture broadly and specifically The idea of English as language of diversity	Various formative and summative assessments.
French Unit	Possible Outcomes: Exchange basic greetings Count to 30 Identify members of the family Identify French -speaking (Francophone) countries throughout the world Discuss a French artist and the style of the artist’s work Create and explore a product of French culinary culture	Vocabulary for greetings and the numbers from 0-30 Family member vocabulary The diversity and locations of countries in the French speaking world Aspects of art in the French speaking world Culinary traditions, and elements of safe food handling and consumption	Various formative and summative assessments.
Spanish Unit	Possible Outcomes: Exchange basic greetings Identify countries of the Spanish speaking world Follow basic classroom commands	Vocabulary for basic greetings, commands and colors The diversity and locations of countries in the Spanish speaking world Aspects of art in the Spanish speaking world	Various formative and summative assessments.

	<p>Identify colors in Spanish</p> <p>Discuss a Spanish artist and the style of the artist's work</p> <p>Create and explore a product of a Spanish speaking country's culinary culture</p>	<p>Culinary traditions, and elements of safe food handling and consumption</p>	
German Unit	<p>Possible Outcomes:</p> <p>Exchange basic greetings</p> <p>Count to 30</p> <p>Identify members of the family</p> <p>Learn about German cultural contributions</p> <p>Create and explore a product of German culinary culture</p>	<p>Vocabulary for greetings and the numbers from 0-30</p> <p>Family member vocabulary</p> <p>Aspects of German cultural practices and products</p> <p>Culinary traditions, and elements of safe food handling and consumption</p>	<p>Various formative and summative assessments.</p>
Portuguese Unit	<p>Possible Outcomes:</p> <p>Exchange basic greetings</p> <p>Count to 30</p> <p>Identify members of the family</p> <p>Identify countries of the Portuguese-speaking (Lusophone) world</p> <p>Learn about Portuguese cultural contributions and practices</p> <p>Create and explore a product of Portuguese culinary culture</p>	<p>Vocabulary for greetings and the numbers from 0-30</p> <p>Family member vocabulary</p> <p>Aspects of Portuguese cultural practices and products</p> <p>The diversity and locations of countries in the Portuguese- speaking world</p> <p>Culinary traditions, and elements of safe food handling and consumption</p>	<p>Various formative and summative assessments.</p>
Japanese Unit	<p>Possible Outcomes:</p> <p>Exchange basic greetings</p> <p>Identify differences in traditional Japanese greeting practices</p>	<p>Vocabulary for basic greetings</p> <p>The practice of bowing in Japan</p> <p>The differences between and similarities of Japan</p>	<p>Various formative and summative assessments.</p>

	<p>Compare and contrast Japan with another country</p> <p>Explore Japanese literary traditions</p> <p>Identify Japanese artistic traditions</p> <p>Create and explore a product of Japanese culinary culture</p>	<p>and another country (environmental, governmental, theological, societal, etc.)</p> <p>Japanese literature such as The Crane Wife and Haiku</p> <p>Artistic practices like origami, kirigami, silk dyeing, etc.</p> <p>Culinary traditions, and elements of safe food handling and consumption</p>	
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Please note that after the introductory unit, the remaining units may be completed in any order. Additionally, the course should not be limited to these units. Instead, it is intended to be a living course reflecting and growing in its offerings based on student and teacher interest, connection to core content classes and available resources.

Resources

<i>The American Council on the Teaching of Foreign Language (ACTFL)</i>	ACTFL.org
<i>The College Board</i>	Collegeboard.org
<i>Nuestra Historia 1</i> (Spanish 1)	<i>Voces Digital</i> , 2020.
<i>Nuestra Historia 2</i> (Spanish 2)	<i>Voces Digital</i> , 2020.
<i>Nuestra Historia 3</i> (Spanish 3 CP)	<i>Voces Digital</i> , 2020.
<i>Nuestra Historia 4</i> (Spanish 4 CP)	<i>Voces Digital</i> , 2020.
<i>Tejidos</i> (Spanish 3 Honors and 4 Honors)	Wayside Publishing. 2013. Parker, et al. ISBN 978-1-938026-36-2
<i>AP Spanish Preparing for the Language and Culture Examination</i> , (AP Spanish Language and Culture)	Pearson Prentice Hall, Fourth Edition. Diaz. 2014. ISBN 978-0133238013
<i>Azulejo</i> (AP Spanish Literature and Culture)	Wayside Publishing, 2012. Kanter, et al. ISBN 9781938026249
<i>Notre Histoire 1</i> (French 1)	<i>Voces Digital</i> , 2020.
<i>Notre Histoire 2</i> (French 2)	<i>Voces Digital</i> , 2020.
<i>Notre Histoire 3</i> (French 3 Honors and 4 Honors)	<i>Voces Digital</i> , 2020.
<i>Mosaik Level 1</i> (German 1)	<i>Voces Digital</i> , 2020.
<i>Mosaik Level 2</i> (German 2)	<i>Voces Digital</i> , 2020.
<i>Mosaik Level 3</i> (German 3 Honors)	<i>Voces Digital</i> , 2020.
<i>Entdeckungsreise D-A-CH A2-B1 Intermediate/Advanced Test Preparation Text</i> (German 4 Honors)	Klett USA. Pilaski, et al. 2020. ISBN 978-3-12-606380-7
<i>Bom Dia</i> (Portuguese 1 and 2)	Spinner Publications, 2002. Marcia Matos & Sara Neto-Kalife, ISBN 978-0932027-55-9
<i>Ponto de Encontro</i> (Portuguese 3 Honors and 4 Honors)	Pearson, 2012. Jouet-Pastre, et al. ISBN 978-0205782765