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# Ridgefield Public Schools

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## Curriculum at a Glance

### **French, Italian, Mandarin, Spanish** **Level 3:**

The curriculum addresses each of the World-Readiness Standards for Learning Languages — communication, cultures, connections, comparisons, and community. The instructional goals for each thematic unit integrate language, culture, and content in age-appropriate ways. The focus is on what students can do with the language and languages classes are taught almost entirely in the target language.

The curriculum for level 3 is divided into four thematic units. Each unit is guided by one or more essential questions allowing students to use their language skills to learn more about themselves, their communities, and the world. Each unit of study culminates in a series of performance tasks designed to showcase what the student knows and can do with the language.

### **Performance Targets:**

#### **Intermediate Low/Mid (French, Italian, and Spanish)**

#### **Intermediate Low (Chinese)**

By the end of a level 3 course, students will be able to communicate using sentences and strings of sentences on a variety of topics they have studied in class. They will identify topics and related information in short, non-complex videos and text that are about familiar topics. They can create sentences and series of sentences and ask a variety of follow-up questions. At Intermediate Low, students often meet the descriptors for Intermediate Mid but their performance is not consistent.



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## Overview

Units of Study	
<b>Unit 1: Our Emotional Selves</b>	<b>Essential Questions: What is art?</b>  Students create a personal definition of art that considers different art forms. They express personal preferences and describe works of art that are of interest to them and explain how different works make them feel. They compare works of art and explain the stories they tell. They consider the right to self-expression and consider how artists use their art to address current and historical events.
<b>Unit 2:  Action for a Healthy Planet</b>	<b>Essential Question: How do our actions impact the environment?</b>  Students begin by categorizing the elements of the natural world and describe common environmental challenges, their causes and what is being done or the options that may exist to address those challenges. They analyze the impact their behaviors have on their carbon footprint and compare their footprints to others. They consider the impact that consumerism has on the environment and consider actions they may take to lessen their personal impact.
<b>Unit 3:  A Balanced Lifestyle</b>	<b>Essential Question: What is a balanced lifestyle and how do we achieve it?</b>  Students compare the daily schedules of young people here and in the target culture. They use the information they gain to create a definition of a balanced lifestyle for teenagers. They identify behaviors that interfere with a balanced lifestyle and consider ways of managing those factors. They explain how others have dealt successfully with challenges and explain what they might do to create a more balanced lifestyle.



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**Unit 4:**

**First Impressions**

**Essential Question: How do labeling and stereotyping influence our view of the world and how we view ourselves?**

Students begin by identifying stereotypes and labels that are often used to describe teenagers and consider why these descriptors exist. They discuss with others the labels and stereotypes that seem to apply to them and those that don't. They view images and predict the identity of the person before their first impressions to what is actually known. They explain the disadvantages of stereotypes and labels and consider ways of seeing others as individuals first. Finally, they apply what they have learned to explain the impact of social media on perceptions of identity.

