

Content Area: World Language Level III
Grade: 11-12

Unit	Enduring Understandings	Essential Questions	Objectives	Skills
Thematic Unit: Health & Well-Being - Daily Routine, Personal Hygiene, Going to the Doctor's	<ul style="list-style-type: none"> It is important to maintain a healthy lifestyle. Discussing daily routines and health will promote positive behaviors and habits. Routine check-ups are necessary to maintain a healthy lifestyle. 	<ul style="list-style-type: none"> What is your daily routine like? How often do you go to the doctor's? What are your eating and exercise habits like? How do you feel? 	<p>Identify the main idea and some supporting details when reading.</p> <p>Understand the gist and some supporting details of conversations dealing with everyday life: daily routines, health, hygiene, and well-being.</p> <p>Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>Ask and answer questions related to everyday life: daily routines, health, hygiene, and well-being.</p> <p>Handle simple transactions related to everyday life:</p> <ul style="list-style-type: none"> Initiate, maintain, and 	<ul style="list-style-type: none"> Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts. Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).

			<p>end a conversation.</p> <ul style="list-style-type: none"> • Ask for and give permission. • Express needs. • Give reasons. • Request, suggest, and make arrangements. • Extend, accept, and decline an invitation. • Express an opinion and preference. • Talk about morning routines. • Discuss personal hygiene. • Talk about health. • Talk about remedies and well-being. 	<ul style="list-style-type: none"> • Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities. • Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities. • Identify the main idea of an authentic text dealing with events in the community.
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				<ul style="list-style-type: none">• Demonstrate comprehension of a series of oral and written directions related to places and events in the community.• Exchange information about the home community and the target culture(s) community using digital tools.• Exchange information about community service opportunities available in the home community and the target culture(s) community with individuals from the target culture using digital tools.• Create a multi-media rich presentation comparing
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				community events and community service opportunities in the home and target culture(s).
Thematic Unit: Home Sweet Home - The House & Home, Family, Daily Chores, Running Errands, Responsibilities, Time Management	<ul style="list-style-type: none"> Household responsibilities are shared. It is important to manage time effectively. Family roles in one culture can be different in another culture. 	<ul style="list-style-type: none"> What is my role in my family? How can I manage my time effectively? What are the differences between American homes and homes in the target language country? 	<p>Identify the main idea and some supporting details when reading.</p> <p>Understand the gist and some supporting details of conversations dealing with everyday life: running errands, household chores, family responsibilities.</p> <p>Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>Ask and answer questions related to everyday life: running errands, household chores, family responsibilities.</p> <p>Handle simple transactions related to everyday life:</p>	<ul style="list-style-type: none"> Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts. Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another

			<ul style="list-style-type: none"> • Initiate, maintain, and end a conversation. • Ask for and give permission. • Express needs. • Give reasons. • Request, suggest, and make arrangements. • Extend, accept, and decline an invitation. • Express an opinion and preference. • Describe your home. • Talk about household chores • Talk about furniture and appliances. 	<p>in the target culture(s).</p> <ul style="list-style-type: none"> • Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities. • Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities. • Identify the main idea of an authentic text dealing with
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				<p>events in the community.</p> <ul style="list-style-type: none">• Demonstrate comprehension of a series of oral and written directions related to places and events in the community.• Exchange information about the home community and the target culture(s) community using digital tools.• Exchange information about community service opportunities available in the home community and the target culture(s) community with individuals from the target culture using digital tools.• Create a multi-media rich
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				<p>presentation comparing community events and community service opportunities in the home and target culture(s).</p>
<p>Thematic Unit: Travel - Transportation, Driving a Car, Vacation, At the Airport</p>	<ul style="list-style-type: none"> • Transportation might look differently in the USA than it does in the target language country. • Driving is a privilege, not a right, and is awarded to us based on the skills we learn and the rules we agree to follow. • Traveling improves social and communication skills, and creates an appreciation for other people and cultures. 	<ul style="list-style-type: none"> • What happens when two cultures meet? • Why should we study other cultures and what does it teach us? • How are we influenced by travel and tourism? • How can we use public transportation effectively? 	<p>Identify the main idea and some supporting details when reading.</p> <p>Understand the gist and some supporting details of conversations dealing with everyday life: travel, transportation, commuting.</p> <p>Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>Ask and answer questions related to everyday life: travel, transportation, commuting.</p> <p>Handle simple transactions related to everyday life:</p>	<ul style="list-style-type: none"> • Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts. • Use physical response to identify which written and oral directions based on an authentic online map are accurate for

			<ul style="list-style-type: none"> • Initiate, maintain, and end a conversation. • Ask for and give permission. • Express needs. • Give reasons. • Request, suggest, and make arrangements. • Extend, accept, and decline an invitation. • Express an opinion and preference. • Make comparisons. • Talk about cars and driving. • Talk about public transportation. • Talk about travel plans. • Talk about vacations and tourism 	<p>going from one place to another in the target culture(s).</p> <ul style="list-style-type: none"> • Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities. • Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities. • Identify the main idea of an authentic text
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				<p>dealing with events in the community.</p> <ul style="list-style-type: none">• Demonstrate comprehension of a series of oral and written directions related to places and events in the community.• Exchange information about the home community and the target culture(s) community using digital tools.• Exchange information about community service opportunities available in the home community and the target culture(s) community with individuals from the target culture using digital tools.
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Thematic Unit: Global Issues - Climate Control, Immigration, Social Justice	<ul style="list-style-type: none"> • Economic growth and technological innovation have been the most significant catalysts of change in the recent past, but unless we improve our economic, environmental, and social behaviors, then our future could be disastrous. • The world's population continues to grow adding more strain on our already 	<ul style="list-style-type: none"> • How can sustainable development be achieved for all while addressing global climate change? • What are the roles and responsibilities of citizens and government in a democratic society? • How do stereotypes influence how we look at and understand the world? 	<p>Identify the main idea and some supporting details when reading.</p> <p>Understand the gist and some supporting details of conversations dealing with everyday life: climate, pollution, immigration, politics.</p> <p>Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>Ask and answer questions related to everyday life: climate, pollution, immigration, politics.</p>	<ul style="list-style-type: none"> • Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts. • Use physical response to identify which written and oral directions based on an authentic

	<p>damaged environment.</p> <ul style="list-style-type: none"> • Global societies are diverse, creating varied perspectives, contributions, and challenges. 		<p>Handle simple transactions related to everyday life:</p> <ul style="list-style-type: none"> • Initiate, maintain, and end a conversation. • Ask for and give permission. • Express needs. • Give reasons. • Request, suggest, and make arrangements. • Extend, accept, and decline an invitation. • Express an opinion and preference. • Make comparisons and contrasts. • Defend your point of view. 	<p>online map are accurate for going from one place to another in the target culture(s).</p> <ul style="list-style-type: none"> • Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities. • Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.
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				<p>using digital tools.</p> <ul style="list-style-type: none">• Create a multi-media rich presentation comparing community events and community service opportunities in the home and target culture(s).