

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Spanish/French/Italian 1	World Language	9-12	1
<b>Course Description:</b>			
In this course, students begin their journey towards proficiency in Spanish, French, or Italian, learning the skills they need to communicate effectively in the target language while investigating diverse cultural products, practices, and perspectives. Students use language as a tool to explore personal identity, schedules and school life, community design, familial celebrations, food traditions, and the concept of home. Each unit builds towards a performance assessment designed to provide students the opportunity to demonstrate their progress towards Novice-Mid levels of proficiency by engaging in real-world tasks.			
<b>Aligned Core Resources:</b>		<b>Connection to the <i>BPS Vision of the Graduate</i></b>	
<ul style="list-style-type: none"> <li>None</li> </ul>		<p><b>GLOBAL AWARENESS</b></p> <ul style="list-style-type: none"> <li>Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts</li> <li>Understand other nations and cultures including the use of non-English language</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</li> <li>Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)</li> <li>Communicate effectively in diverse environments (including becoming multi-lingual)</li> </ul>	
<b>Knowledge/Skill Dependent courses/Prerequisites:</b>		<b>Link to <i>Completed Equity Audit</i></b>	
<ul style="list-style-type: none"> <li>None</li> </ul>		<ul style="list-style-type: none"> <li>WL Level 1 Curriculum Equity Audit</li> </ul>	
<b>Unit Links</b>			

[Unit 1: Who am I?](#)

[Unit 2: School Schedules/Logistics](#)

[Unit 3: Around Town](#)

[Unit 4: Inner Circle/Relationship](#)

[Unit 5: Food](#)

[Unit 6: Home](#)

Standard Matrix	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
STANDARD 1.1: Communication (Interpersonal Mode) Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	x	x	x	x	x	x
STANDARD 1.2: Communication (Interpretive Mode) Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	x	x	x	x	x	x
STANDARD 1.3: Communication (Presentational Mode) 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.	x	x	x	x	x	x
2.1: Cultures (Practices to Perspectives) Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	x	x	x	x	x	x
2.2: Cultures (Products to Perspectives) Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	x	x	x	x	x	x
3.1: Connections (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.	x	x	x	x	x	x
3.2 Connections (Acquiring Information and Diverse Perspectives) Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.						
4.1: Comparisons (Language) Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	x					
4.2: Comparisons (Cultural) Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	x	x	x	x	x	x

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

## Unit 1: Introductions (Novice Low)

### Unit Overview

#### Relevant Standards: **Bold** indicates priority

- 1.1 **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 **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.
- 2.1 **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.
- 2.2 **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.
- 3.1 **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.
- 3.2 **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.1 **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.
- 4.2 **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.
- 5.1 **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.
- 5.2 **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

### Overview

This unit immerses students in the authentic experience of meeting new people and sharing personal information that is especially relevant to a new school or class setting. Students explore how names, origins, and personal details form a part of their identity and practice communicating these details in another language. In the summative IPA, students will introduce themselves to their classmates, listen to and understand other's introductions, and engage in a written exchange to get to know an absent classmate. Learning activities focus on the foundational vocabulary and grammatical structures students need to ask and answer questions about their names, ages, origins, languages, and nationalities.

### Essential Question(s):

- What is the importance of name, origin, and language in our identity?
- How does the way I introduce myself reflect who I am / my culture?

### Enduring Understanding(s):

- When introducing ourselves to others, we often include information that may seem basic or trivial, but often reveals important aspects of our identities. Names are often tied to our origin, nationality, language, and culture, and are therefore a significant aspect of our identity. Cultures around the world follow naming conventions or traditions that carry unique cultural significance, but these conventions often change over time. Similarly, common greetings reflect differing levels of formality across various cultures.
  - Spanish- Historically, Spanish double last names carry both the paternal and maternal last names through generations. However, this practice is starting to change as some people choose to reject this tradition. Tú is used in an informal setting while usted is used to talk to people formally.
  - French - Many traditional French names were double/hyphenated first names. Popular names often trace their origins back to either history/religion, but this practice is changing and becoming less common. Tu is used in an informal setting while vous is used to talk to people who are generally in positions of authority or formal setting .
  - Italian - Italians often celebrate name days as a second birthday, which are tied to Saints in the Roman Catholic faith and calendar. While becoming less common in some areas, the traditional Italian practice of naming children after grandparents remains a significant cultural marker of family lineage. Tu is used in an informal setting while Lei is used to talk to a person more formally.

### Demonstration of Learning:

Unit 1 IPA: Students formally introduce themselves to their classmates.

- **Presentational (speaking):** Students introduce themselves aloud to their classmates, including their name, spelling, country(ies) of origin, and age.
- **Interpretive (listening):** Students listen to their classmates' presentations (plus 3-5 recordings from "absent" students) and record what they learn about their classmates.
- **Interpersonal (writing):** Using their notes and knowledge of their classmates, students ask and answer questions in a text message thread to a classmate that was absent. They will introduce themselves by sharing their name and country(ies) of origin and finding out similar information about their new classmate

New Spanish Vocab. and Language Structures	New French Vocab. and Language Structures	New Italian Vocab. and Language Structures
<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>Spanish Alphabet</li> <li>Spanish-Speaking Countries</li> <li>Languages &amp; Nationalities</li> <li>Numbers (0-20)</li> <li>Greetings, Courtesy, and Farewells</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>Hablo, Hablas</li> <li>Vivo, Vives</li> <li>Estoy + (feeling)</li> <li>Tengo # años.</li> <li>Soy + (nationality/ethnicity)</li> <li>Soy de</li> <li>Vivo en</li> <li>Te presento*</li> <li>¿Cómo está usted/Cómo estás?</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>Accent marks</li> <li>Syllables (Natural accentuation without accents)</li> <li>Difference between English and Spanish vowels</li> <li>Adjective agreement based on gender</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>French Alphabet</li> <li>French-Speaking Countries</li> <li>Languages &amp; Nationalities</li> <li>Numbers (0-20)</li> <li>Greetings, Courtesy, and Farewells</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>Je parle/tu parles</li> <li>J'habite, Tu habites</li> <li>Je suis + (feeling)</li> <li>J'ai # ans</li> <li>Je suis + (nationality/ethnicity)</li> <li>Je suis de</li> <li>J'habite à/en</li> <li>Je te présente*</li> <li>Comment allez-vous/vas-tu?</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>Accent marks</li> <li>Syllables (Natural accentuation without accents)</li> <li>Difference between English and French vowels</li> <li>Adjective agreement based on gender</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>Italian Alphabet</li> <li>Italian regions</li> <li>Languages &amp; Nationalities</li> <li>Numbers (0-20)</li> <li>Greetings, Courtesy, and Farewells</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>Parlo, Parli</li> <li>Vivo, Vivi</li> <li>Mi sento + (feeling)</li> <li>Ho # anni.</li> <li>Sono + (nationality/ethnicity)</li> <li>Vengo da</li> <li>Vivo in</li> <li>Ti presento*</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>Accent marks</li> <li>Syllables (Natural accentuation without accents)</li> <li>Difference between English and Italian vowels</li> <li>Adjective agreement based on gender</li> </ul>
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>
<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li>Students will build upon personal identity by expanding descriptions from themselves to their "inner circle," using the foundational adjective agreement and "to be" verbs introduced here to describe friends and family in Unit 4.</li> <li>The numbers (0-20) used for age in Unit 1 will be recycled and expanded to tell time and identify class periods in a school schedule in Unit 2.</li> </ul>

Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> <li>6 weeks</li> </ul>
<b>Integration of Technology:</b>	<b>Aligned Unit Materials, Resources, and Technology:</b>
<ul style="list-style-type: none"> <li>Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> </ul>	<ul style="list-style-type: none"> <li><i>Spanish Folder</i></li> <li><i>French Folder</i></li> <li><i>Italian Folder</i></li> </ul>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li>Students read House on Mango Street in 7th grade. During that unit, students <a href="#">analyze Esperanza's conflicted feelings toward her family and her name</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Because Introductions are fairly basic and routine, students may not realize their cultural significance</li> <li>Students may not realize how much names may mean to individual people, either personally or culturally</li> <li>Students may not recognize the significant historical roots that often inform naming conventions</li> <li>Students may not realize there is a formal and informal way to greet others and ask questions</li> </ul>
<b>Differentiation through <i>Universal Design for Learning</i></b>	
<b>UDL Indicator</b> <ul style="list-style-type: none"> <li>Consideration 8.4 Foster belonging and community</li> </ul>	<b>Teacher Actions:</b> <ul style="list-style-type: none"> <li>Dedicate time at the start of the unit to ensure the correct pronunciation of every student's name</li> <li>Instead of teaching naming conventions as static rules, create opportunities for students to share the stories or cultural significance behind their own names.</li> <li>Invite students to share how they prefer to be greeted or introduced in a new setting. Teachers can then incorporate these preferences into daily class routines, ensuring that the "formal vs. informal" lessons in Spanish, French, or Italian feel relevant and respectful to the students' own social comfort levels</li> <li>Ensure that all introductory materials feature a wide range of names, family structures, and backgrounds from across the target language-speaking world.</li> </ul>

## Unit 1: Introductions (Novice Low)

### Lesson Map

Lesson	Learning Targets/Success Criteria	Assessments
Interpretive	<ul style="list-style-type: none"> <li>I can understand key personal details (like name, age, origin) when listening to someone introduce themselves.</li> <li>I can recognize individual letters of the alphabet when someone spells a name aloud during an introduction.</li> <li>I can identify specific information (like names or countries) when listening to short, practiced introductions from classmates or recordings.</li> </ul>	Interpretive CFA
Interpersonal	<ul style="list-style-type: none"> <li>I can ask for personal information (like name, age, origin) when getting to know a new classmate.</li> <li>I can provide personal information (about my name, its spelling, and my origin) when someone asks me about myself in a conversation.</li> <li>I can exchange greetings and farewells (using simple phrases) when starting or ending a text message conversation with a classmate.</li> </ul>	Interpersonal CFA
Presentational	<ul style="list-style-type: none"> <li>I can introduce myself to my classmates by stating my name and spelling it.</li> <li>I can share personal details (like my age and country of origin) when introducing myself to the class.</li> <li>I can present basic facts about myself (using simple sentences) when giving a brief oral introduction to new people.</li> </ul>	Presentational CFA
Cultures	<ul style="list-style-type: none"> <li>I can explain how naming conventions reveal cultural perspectives in the Spanish, French, or Italian speaking world.</li> </ul>	Cultural Reflection
Comparisons	<ul style="list-style-type: none"> <li>I can identify a simple difference or similarity (such as the number of last names or common first names) between naming practices in my own culture and others around the world.</li> <li>I can notice that some letters might sound different from English when spelling in Spanish/French/Italian.</li> </ul>	
Connections	<ul style="list-style-type: none"> <li>I can draw on knowledge from social studies to understand and mark maps of cities, states, regions where the target language is used.</li> </ul>	
Communities	<ul style="list-style-type: none"> <li>I can learn about my classmates to build our classroom community.</li> </ul>	

## Unit 2: School Schedules (Novice Low)

### Unit Overview

#### Relevant Standards: **Bold** indicates priority

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 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.
- 2.1 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.
- 2.2 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.
- 3.1 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.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.2 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.
- 5.1 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.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

### Overview

In this unit, students explore the daily rhythm of academic life in the target culture, encouraging them to view their own school experience through a global lens. Students explore how the structure of a school day, from six-day weeks to extended lunch breaks, reflects distinct cultural values regarding time, family, and community. In the summative IPA, students will interpret authentic class schedules to navigate a typical week, discuss course preferences and supply needs with peers, and create a social media post comparing their school life to that of a student in the target culture. Learning activities focus on the functional vocabulary and grammatical structures necessary to tell time, identify school supplies, and express opinions about classes and instructors.

**Essential Question(s):**

- How do my school experiences compare to experiences of schools in other cultures?

**Enduring Understanding(s):**

- Schools around the world share the common goal of education, but vary significantly in how they structure the school day. While core subjects such as math and language are nearly universal, the amount of time dedicated to lunch, the length of the school day, and the age at which students must make major decisions regarding their career path are all practices that reflect different cultural values on family, rest, and the path to adulthood. These practices themselves often evolve over time, sometimes revealing tensions between tradition and modern life.
  - Spanish - In Spain, a traditional school day may include a long break for students to eat lunch at home, reflecting a value on family meals, but this practice is becoming less common in large cities and is not widespread across the entire Spanish speaking world. Although the specific ages often vary by country, students in the Spanish speaking world often need to choose a specialized course of studies (and likely career path) earlier than most students in the United States.
  - French - In France, the traditional school day often extends as late as five pm, but often includes a significantly longer lunch break, reflecting a cultural value placed on a proper, seated meal. Students often choose a specialized course of studies (and likely career path) far earlier than most students in the United States. In much of the Francophone world, decisions regarding scheduling and educational programming closely mirror those made in France, but are often adapted to local contexts and economic realities.
  - Italian- Traditional schedules in Italy often included a short coffee/snack break but a much shorter school day, allowing students to return home for a late family lunch (pranzo), reflecting a strong cultural value on shared family meals. This practice is becoming less common, especially in more urban settings, as more schools adopt a longer school day that includes a full meal at school. In Italy, students often need to choose a specialized course of studies (and likely career path) earlier than most students in the United States.

**Demonstration of Learning:**

[Unit 2 IPA](#): Students have arrived at your host family home to start your exchange year. Their main goal is to talk about their school experience.

- Interpretive (reading): First, students will read a schedule from the target culture listing their classes, the times they meet, and room numbers. Students answer comprehension questions in English to show you understand classes you have and where/when.
- Interpersonal (spoken): Students talk to their classmates to find out what classes they have in common, when they have those classes, what classes they like, and what they need.
- Presentational (writing): Students create a social media post (Instagram or similar) reacting to their first week of school. Their post will name each class, whether they like it, what they need for the class, and what they do in each.

New Spanish Vocab. and Language Structures	New French Vocab. and Language Structures	New Italian Vocab. and Language Structures
<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• School Subjects</li> <li>• Days of the week</li> <li>• Times of day</li> <li>• Numbers 1-100</li> <li>• Personal school supplies</li> <li>• Basic adjectives to describe classes</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• Necesito/ Tengo</li> <li>• La clase empieza a las / termina a las</li> <li>• Hay</li> <li>• ¿Cuántos/Cuántas...?*(teaching tool for “hay”)</li> <li>• ¿Cuándo es la clase?</li> <li>• ¿A qué hora es...?</li> <li>• (No) Me gusta la clase de...porque es...</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Subject pronouns</li> <li>• Ar verbs present tense conjugations</li> <li>• Definite and indefinite articles</li> <li>• Singular and plural nouns</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• School Subjects</li> <li>• Days of the week</li> <li>• Times of day</li> <li>• Numbers 1-100</li> <li>• Personal school supplies</li> <li>• Basic adjectives to describe classes</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• Le cours commence à</li> <li>• La classe termine à</li> <li>• Il y a</li> <li>• Combien de...?</li> <li>• A quelle heure...?</li> <li>• Tu aimes.../vous aimez?</li> <li>• J'aime/je n'aime pas le cours de...parce que c'est...</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Subject pronouns</li> <li>• Avoir</li> <li>• ER verbs present tense conjugations</li> <li>• Definite and indefinite articles</li> <li>• Singular and plural nouns</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• School Subjects</li> <li>• Days of the week</li> <li>• Times of day</li> <li>• Numbers 1-100</li> <li>• Personal school supplies</li> <li>• Basic adjectives to describe classes</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• Io ho/ho bisogno</li> <li>• La classe inizia alle</li> <li>• C'e/ci sono</li> <li>• Quanti/e?</li> <li>• A che ora?</li> <li>• Mi piace...perche...</li> <li>• Prefiero</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Subject pronouns</li> <li>• Essere/ avere present tense conjugations</li> <li>• Definite and indefinite articles</li> <li>• Singular and plural nouns</li> </ul>
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>
<ul style="list-style-type: none"> <li>• Students recycle numbers (0-20) to discuss class times and reuse personal pronouns to express opinions about their teachers and subjects.</li> </ul>		<ul style="list-style-type: none"> <li>• The cultural emphasis on meals that is often evidence in school schedules will return when students explore family gatherings in Unit 4 and regional dishes in Unit 5</li> </ul>
<b>Family Overview (link below)</b>		<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• 6 weeks</li> </ul>
<b>Integration of Technology:</b>		<b>Aligned Unit Materials, Resources, and Technology:</b>

<ul style="list-style-type: none"> <li>Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> </ul>	<ul style="list-style-type: none"> <li>Spanish Folder</li> <li>French Folder</li> <li>Italian Folder</li> </ul> <p><i>Bristol Schedule</i>  <a href="#"><u>El Paso (in English)</u></a>  <a href="#"><u>Argentina Schedule</u></a> -  <a href="#"><u>Bolivian School Schedule</u></a>  Authentic School Supplies List  Back To School Shopping Video</p>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>School schedules and experiences are the same across the Spanish-speaking world.</li> <li>Students may not appreciate the cultural significance of a meal, seeing lunch in particular as fuel/rest, rather than a significant cultural practice.</li> <li>Students are likely to be surprised by the career decisions students in other countries may need to make at an early age.</li> </ul>
<b>Differentiation through <u>Universal Design for Learning</u></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<ul style="list-style-type: none"> <li>UDL Consideration 7.2: Optimize relevance, value, and authenticity</li> </ul>	<ul style="list-style-type: none"> <li>Have students begin by labeling their actual daily schedule in the target language to see the utility of new vocabulary for subjects, times, and days.</li> <li>Evaluate the pros and cons of different cultural practices related to school schedules and decisions, pushing students to consider which schedule better supports their own well-being or career goals.</li> <li>Use a classroom-based digital platform (like a shared gallery or discussion forum) to provide a clear audience for student posts. Encourage peers to leave "authentic" comments or "likes" in the target language to mirror real-world social interactions.</li> </ul>

## Unit 2: School Schedules (Novice Low)

### Lesson Map

Lesson	Learning Targets/Success Criteria	Assessments
Interpretive	<ul style="list-style-type: none"> <li>I can understand key details (like class subjects, times, and locations) when reading a simple school schedule.</li> <li>I can recognize and understand days of the week when reading a school schedule.</li> </ul>	Interpretive CFA
Interpersonal	<ul style="list-style-type: none"> <li>I can exchange greetings and farewells (using simple phrases) when starting or ending a conversation with a classmate.</li> <li>I can ask and answer basic questions about my school schedule (like what classes I have when).</li> <li>I can exchange opinions about my class schedule by stating which classes I like/dislike and why.</li> <li>I can ask and understand what supplies I need for various classes on my schedule.</li> </ul>	Interpersonal CFA
Presentational	<ul style="list-style-type: none"> <li>I can list my classes and when they meet in a short letter or written text.</li> <li>I can state my opinion about my classes in a short letter by stating which classes I like/dislike and why.</li> <li>I can describe quantities when describing my schedule and listing needed supplies in a short letter.</li> </ul>	Presentational CFA
Cultures	<ul style="list-style-type: none"> <li>I can explain how school schedules (like the length of the school day or lunch break) reveal cultural perspectives in the Spanish, French, or Italian speaking world.</li> </ul>	Cultural Reflection
Comparisons	<ul style="list-style-type: none"> <li>I can identify a simple difference or similarity between school practices in my own culture and others around the world.</li> <li>I can notice that the way time is stated (24-hour time) can be different from my own culture.</li> </ul>	
Connections	<ul style="list-style-type: none"> <li>I can draw on my knowledge of math to understand and state times and quantities (like numbers of students or classes).</li> </ul>	
Communities	<ul style="list-style-type: none"> <li>I can connect with a classmate about my schedule and classes to build our classroom community.</li> </ul>	

## Unit 3: Community Spaces (Novice Low)

### Unit Overview

#### Relevant Standards: **Bold** indicates priority

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 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.
- 2.1 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.
- 2.2 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.
- 3.1 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.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 5.1 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.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

### Overview

This unit immerses students in the vibrant public life of the target culture, exploring how the physical design of a community shapes daily routines and responses to essential social interactions. Students investigate how walkable city centers and public transportation networks reflect cultural values regarding community. In the summative IPA, students will interpret authentic event flyers and transit maps to identify leisure opportunities, negotiate weekend plans and transportation logistics with a peer, and create a message for a host family member detailing their itinerary. Learning activities focus on the functional vocabulary and grammatical structures necessary to describe locations, give and follow directions, and use public transportation to navigate a city.

**Essential Question(s):**

- How does the physical design of a community shape people's daily routines and reflect their cultural values?

**Enduring Understanding(s):**

- The physical design of a community deeply shapes the experience of daily life and often reflects cultural values. In many urban areas, public life has traditionally been centered around walkable public spaces that serve as daily hubs for socializing, shopping, and community events. This design encourages the use of public transportation and leisure activities, but contrasts with rural or suburban communities, which are often designed around private cars. These traditional patterns are increasingly in tension with modern life as car culture expands around the world.
  - Spanish - In much of the Spanish speaking world, daily life is traditionally oriented around a central plaza. This space is not just for special events, but is often a multi use hub for all ages to shop at markets, meet friends, and socialize. This design, along with the tradition of the paseo, reflects a deep cultural value placed on community and public life.
  - French - In France, cafe culture and public gardens play a significant role in public life. The cafe functions as a daily stage for socializing, reading, and observing the community. This practice reflects a cultural appreciation for quality, conversation, and appreciating the moment. Likewise, public garden spaces serve as a location for families to spend time, socialize and observe. While the pace of modern urban life and global restaurant chains challenge this tradition, cafes and public gardens remain important aspects of social connection.
  - Italian - In Italy, daily life is traditionally oriented around a central piazza, and the ritual of the passeggiata is a prime example of how this space is used. This is not just a walk, but an important social function where people of all ages stroll to socialize and be part of the community. This practice reveals the cultural value placed on presentation and social connection, and thrives in historic, walkable city centers.

**Demonstration of Learning:**

Unit 3 IPA: On their first weekend as an exchange student, students want to make plans to explore the town, but are not sure what to do or how to get there. They work to make a plan with a classmate and let their host family know where you're going.

- Interpretive (reading): Students read social media posts and/or flyers advertising local events, and answer questions in English about when and where they are, what activities are offered, how people can get there, and which events suit which people.
- Interpersonal (speaking): Students coordinate weekend plans with a friend, asking and telling each other where they're going and when, how they are getting there, and what they are going to do.
- Presentational (writing): Students write a short, clear note (or text message) for their host parent to explain where they are going, what time they are meeting their friend, how they are getting there, and who they are going with.

Spanish Vocabulary and Language Structures	French Vocabulary and Language Structures	Italian Vocabulary and Language Structures
<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>Places in the city</li> <li>Modes of Transportation</li> <li>Question words about location</li> <li>Activities around town</li> <li>Months</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>Calle, avenida, vía</li> <li>Ir + locations and transportation</li> <li>Estar en + location</li> <li>Caminar, tomar*</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>Ir present tense conjugation</li> <li>Estar present tense conjugation</li> <li>Er verbs present tense conjugations</li> <li>Near future (ir + a + infinitive)</li> <li>Writing the date</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>Places in the city</li> <li>Modes of Transportation</li> <li>Question words about location</li> <li>Activities around town</li> <li>Months</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>Rue, avenue, boulevard</li> <li>Aller + locations and transportation</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>Aller - present tense</li> <li>Aller à + place</li> <li>Être</li> <li>Ir verbs - present tense</li> <li>Writing the date</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>Places in the city</li> <li>Modes of Transportation</li> <li>Question words about location</li> <li>Activities around town</li> <li>Months</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>Il palazzo, la via, la strada</li> <li>Il verbo avere: Vado, voglio andare</li> <li>I giorni della settimana, i mesi dell'anno, gli stagioni</li> <li>In +month/season, Io prefiero + verb</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>Irregular verbs in the present tense: andare, fare, stare, preferire</li> <li>ARE- ERE-IRE verbs regular conjugation</li> <li>Sentance starters: Mi piacerebbe..andare, visitare, vedere, esplorare</li> </ul>
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>
<ul style="list-style-type: none"> <li>The ability to tell time and use the 24-hour clock, introduced while reading school schedules in Unit 2, is essential for interpreting event flyers and communicating plans in Unit 3.</li> </ul>		<ul style="list-style-type: none"> <li>Students will again examine physical spaces and structures to understand cultural perspectives when studying home design in Unit 6.</li> </ul>
<b>Family Overview (link below)</b>		<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• 6 weeks</li> </ul>
<b>Integration of Technology:</b>		<b>Aligned Unit Materials, Resources, and Technology:</b>
<ul style="list-style-type: none"> <li>Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Spanish Folder</li> <li>• French Folder</li> <li>• Italian Folder</li> </ul>

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Students may have misconceptions about the role of public transportation or assume that cars are the primary mode of transportation worldwide.</li> <li>• Students may see streets functionally, as a way to get from point A to point B, rather than a culturally significant means of socializing.</li> </ul>
<b>Differentiation through <i>Universal Design for Learning</i></b>	
<b>UDL Indicator</b> <ul style="list-style-type: none"> <li>• UDL Consideration 5.1: Use multiple media for communication</li> </ul>	<b>Teacher Actions:</b> <ul style="list-style-type: none"> <li>• Provide options for communicating weekend plans, which could include writing a traditional text message, recording a short audio message, or creating a visual digital itinerary using icons and photos.</li> <li>• Use interactive web tools (such as Google Maps or Street View) to have students identify key locations or trace transportation routes.</li> <li>• Encourage students to use storyboards or comic strips related to weekend activities.</li> </ul>

## Unit 3: Community Spaces (Novice Low)

### Lesson Map:

Lesson	Learning Targets/Success Criteria	Assessments
Interpretive	<ul style="list-style-type: none"> <li>I can identify the type of event described in a flyer and/or social media post.</li> <li>I can find the location, day, and time of an event on a flyer or public announcement.</li> <li>I can locate key places/addresses on a simple city map.</li> </ul>	Interpretive CFA
Interpersonal	<ul style="list-style-type: none"> <li>I can ask who, what, where, when, and how questions about a weekend plan.</li> <li>I can respond to questions about my plans (by stating where I am going and when).</li> <li>I can contribute to a conversation about plans by stating an activity I can do at a particular location/event.</li> <li>I can exchange information with a partner to make a final decision about a plan.</li> </ul>	Interpersonal CFA
Presentational	<ul style="list-style-type: none"> <li>I can give basic information about my weekend plans (like where, when, with whom) in a short note or recording.</li> <li>I can tell someone how I am getting to a specific location in a short note or recording.</li> <li>I can give simple information about what activities I will do in a short note or recording about my plans (by using simple sentences).</li> </ul>	Presentational CFA
Cultures	<ul style="list-style-type: none"> <li>I can explain how the design and use of public spaces reveal cultural values related to community and socializing.</li> </ul>	Cultural Reflection
Comparisons	<ul style="list-style-type: none"> <li>I can identify a simple difference or similarity between the physical design of my community and one in the target culture.</li> <li>I can recognize how place names are structured differently than street names in my own community.</li> </ul>	
Connections	<ul style="list-style-type: none"> <li>I can draw on my knowledge of maps from geography/social studies to identify locations and transportation routes on a simple city map.</li> </ul>	
Communities	<ul style="list-style-type: none"> <li>I can use the language to make plans with a classmate to participate in activities in the wider community.</li> </ul>	

## Unit 4: Family Gatherings (Novice Mid)

### Unit Overview

#### Relevant Standards: **Bold** indicates priority

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 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.
- 2.1 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.
- 2.2 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.
- 3.1 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.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.2 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.
- 5.1 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.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

#### Overview

In this unit, students explore the complex and varying definitions of “family” across cultures. Students investigate the ways in which rituals and celebrations reveal evolving traditions of social networks and support systems, including the vital role of non-blood relatives and close family friends. In the summative IPA, students interpret an invitation to a family gathering, activate a relationship to clarify the relationships between guests, and introduce their own “inner circle” to their hosts. Learning activities focus on the vocabulary of relationships, physical and personality descriptions, and the cultural context of family celebrations.

**Essential Question(s):**

- Who is in my family? And how can family be defined?
- What do celebrations or traditions tell us about cultural expectations surrounding family?

**Enduring Understanding(s):**

- The concept of “family” varies dramatically from person to person, often extending beyond a single household to include non-blood relatives and close friends. While many cultures around the world share a history of multi-generational households and traditional roles, these expectations are constantly evolving and no single tradition applies to all families. Celebrations can be a window into these traditional expectations, as well as their evolution and limitations.
  - Spanish - Although not a universal or uniform practice, in many Latin American communities, the Quinceñera is a significant family gathering that reveals the importance of extended family and a collective responsibility for the child. The roles of non-blood relatives, such as padrinos or the court, reveals that parenting is often viewed as a communal duty, forging connections that can be as strong as blood ties for some individuals.
  - French - While coming of age parties are less common, weddings are often events which bring together multiple generations in the French-speaking communities. The practices of naming god parents also reveal a tradition of including non-blood relatives in family structure that extends beyond the original religious significance.
  - Italian - Ceremonies such as baptisms and traditions such as Sunday dinners reveal a deep Italian cultural emphasis on frequent, multigenerational connection. These rituals often involve family friends who take on roles similar to those of blood relatives, showing that family is frequently defined by lifelong presence and loyalty. While modern lifestyles are changing, family often remains a primary source of social and emotional support.

**Demonstration of Learning:**

[Unit 4 IPA](#): Students are invited to a meaningful family celebration in the target language and must clarify/define the relationships and personalities of the family members at that celebration.

- Interpretive (Listening): Students listen to a voicemail/video message from a friend inviting them to the celebration and giving them a quick intro to the people they will meet. Students will listen to their message and answer comprehension questions in English.
- Interpersonal (Speaking): Students discuss the invitation with a classmate who was also invited to the party to clarify the relationships between the people mentioned in the invite.
- Presentational (Writing): Students post a photo from one of their own family's on social media and write a short caption to identify three people in the photo and provide additional details about their personalities, likes or dislikes.

New Spanish Vocab. and Language Structures	New French Vocab. and Language Structures	New Italian Vocab. and Language Structures
<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• Family members/extended relationships</li> <li>• Possessive adjectives</li> <li>• Personality and physical adjectives</li> <li>• Activities as infinitives</li> <li>• Hobbies or celebration infinitives?</li> <li>• Birthdays (months and writing the date)</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• ¿Quién es?</li> <li>• Éste/Ésta es...</li> <li>• Ser + poss adj + family relation</li> <li>• Tener + physical descriptions</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Ser (all six conjugations)</li> <li>• Adjective agreement</li> <li>• Indirect object pronouns with gustar (all six forms)</li> <li>• Gusta v gustan (with objects)</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• Family members/extended relationships</li> <li>• Possessive adjectives</li> <li>• Personality and physical adjectives</li> <li>• Activities as infinitives</li> <li>• Hobbies or celebration infinitives?</li> <li>• Birthdays (months and writing the date)</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• Voici mon père, ma mère, ma sœur...</li> <li>• Mon, ma, mes, ton, ta, tes, son, sa, ses</li> <li>• Notre, votre, leur, nos, vos, leurs</li> <li>• Avoir + Les yeux, les cheveux, châtais, roux...</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Adjective agreement</li> <li>• Prendre</li> <li>• Re verbs</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• Family members/extended relationships</li> <li>• Possessive adjectives</li> <li>• Personality and physical adjectives</li> <li>• Activities as infinitives</li> <li>• Hobbies or celebration infinitives?</li> <li>• Birthdays (months and writing the date)</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• Mi piace/non mi piace</li> <li>• Fare, andare</li> <li>• Essere</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Adjective/noun agreement</li> <li>• Indirect object pronouns with the verb piacere + infinitives</li> <li>• Piace v piacciono (mi/ti)</li> <li>• are/ere/ire verbs</li> </ul>
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>
<ul style="list-style-type: none"> <li>• Students recycle the verb "to be" and basic physical/personality adjectives from Unit 1 to describe the diverse members of their "inner circle."</li> </ul>		<ul style="list-style-type: none"> <li>• Students will use the "likes and dislikes" structures to negotiate restaurant choices with classmates based on their inner circle's dietary preferences.</li> </ul>
<b>Family Overview (link below)</b>		<b>Pacing for Unit</b>
		<ul style="list-style-type: none"> <li>• 6 weeks</li> </ul>
<b>Integration of Technology:</b>		<b>Aligned Unit Materials, Resources, and Technology:</b>
<ul style="list-style-type: none"> <li>• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> </ul>		<ul style="list-style-type: none"> <li>• <i>Spanish Folder</i></li> <li>• <i>French Folder</i></li> <li>• <i>Italian Folder</i></li> </ul>

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Students may assume that the term "family" refers exclusively/universally to biological or legal (blood) relatives.</li> <li>• Students may view traditions like godparenting or naming ceremonies as strictly religious rituals without significant social or practical impact.</li> <li>• Students may assume that cultural expectations for family roles are static and have remained unchanged over time.</li> </ul>
<b>Differentiation through <i>Universal Design for Learning</i></b>	
<b>UDL Indicator</b> <ul style="list-style-type: none"> <li>• 9.2: Develop awareness of self and others</li> </ul>	<b>Teacher Actions:</b> <ul style="list-style-type: none"> <li>• Have students create an "Inner Circle Asset Map" instead of a traditional family tree to recognize people who provide support, guidance, and loyalty, regardless of blood relation.</li> <li>• Model how to use neutral language or choose which "inner circle" members to highlight, reducing potential anxiety for students who may find traditional family discussions challenging.</li> <li>• Showcase a variety of non-traditional family structures in the target culture to potentially help students recognize their own diverse backgrounds reflected as a global norm rather than an exception.</li> </ul>

## Unit 4: Family Gatherings (Novice Mid)

### Lesson Map

Lesson	Learning Targets/Success Criteria	Assessments
Interpretive	<ul style="list-style-type: none"><li>I can understand the basic facts of an invitation (such as the event type, date, time, and location) in a voicemail or video message.</li><li>I can identify family members and their relationships to others (such as mother, brother, or godparent) when listening to an introduction.</li><li>I can recognize physical and personality traits (such as tall, funny, or kind) when hearing someone describe their friends or family.</li></ul>	Interpretive CFA
Interpersonal	<ul style="list-style-type: none"><li>I can ask and answer simple questions to identify who is in someone's family or "inner circle" of relationships.</li><li>I can exchange information with a classmate to clarify the names and roles of people attending a family celebration.</li><li>I can share basic likes and dislikes of my family members during a conversation.</li></ul>	Interpersonal CFA
Presentational	<ul style="list-style-type: none"><li>I can list the people in my "inner circle" and state their relationship to me in a written caption or short recording.</li><li>I can describe the physical appearance and personality of my family members using simple sentences.</li><li>I can present information about what my family members like to do (using hobbies or activities) in a short message or social media post.</li></ul>	Presentational CFA
Cultures	<ul style="list-style-type: none"><li>I can explain how the concept of "family" in the target culture often extends to include non-blood relatives.</li><li>I can identify how a specific celebration reflects cultural values regarding family.</li></ul>	Cultural Reflection
Comparisons	<ul style="list-style-type: none"><li>I can identify similarities and differences in how family celebrations or traditions are celebrated around the world.</li></ul>	
Connections	<ul style="list-style-type: none"><li>I can use my knowledge of the calendar and dates to state when birthdays and family celebrations occur.</li></ul>	
Communities	<ul style="list-style-type: none"><li>I can learn about and respect the diverse "inner circles" represented in my classroom community.</li></ul>	

## Unit 5: Regional Dishes (Novice Mid)

### Unit Overview

#### Relevant Standards: **Bold** indicates priority

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 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.
- 2.1 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.
- 2.2 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.
- 3.1 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.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.2 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.
- 5.1 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.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

### Overview

This 6-week unit takes students beyond the restaurant menu to explore how geography, history, and migration flavor the plates of the target culture. Students will investigate how "traditional" dishes, like the tomato-based sauces of Italy to the spices of French tagines, are actually the result of centuries of global exchange. In the summative IPA, students negotiate with a partner to determine where they want to eat, choosing between two regional options based on dishes, preferences, and cost. Learning activities focus on the sensory vocabulary and grammatical structures needed to express preferences, describe tastes, and explain the cultural origins of what is on the table.

**Essential Question(s):**

- What can a menu reveal about a culture?

**Enduring Understanding(s):**

**Enduring Understanding(s):** What people eat is deeply influenced by history, geography, and cultural exchange. While food is often tied to specific regional identities, "traditional" cuisines are actually the result of centuries of global influence and migration such as the exchange of ingredients between Europe, Africa, Asia, and the Americas. Food traditions are often less about the food itself and more about the community values of sharing a meal, though these slow, communal traditions are increasingly in tension with the fast pace of modern life.

- Spanish: Cuisine in the Spanish-speaking world is defined by the fusion of cultures. "Traditional" dishes often rely on ingredients that were not native to the region. For example, the tomato used in Spanish *gazpacho* came from the Americas, while ingredients like rice and saffron (essential for *paella*) were introduced to Spain by the Moors. In Latin America, Indigenous staples (corn, beans, chilies) blended with European influences to create entirely new, evolving traditions.
- French: French cuisine is often stereotyped as a single entity, but it is deeply divided by regional geography. Furthermore, French cuisine changes as the population changes. Due to immigration and colonial history, dishes from North Africa, such as couscous and tagine, have become staples of the modern French diet, challenging the definition of what is "traditionally" French.
- Italian: There is no single "Italian cuisine," but rather distinct cuisines from places like Sicily, Tuscany, or Rome. Much of what is considered "classic" Italian food is actually a result of global exchange. The tomato, now the symbol of southern Italian cooking, is a relatively recent import from the Americas. Today, fast food culture is being challenged by a "Slow Food" movement which values local, sustainable eating/growing.

**Demonstration of Learning:**

Unit 5 IPA: Students work with a partner to decide which of two restaurants to visit based on the restaurant's menus and personal preferences.

- Interpretive (reading): Students analyze two menus from two distinct regions or types of cuisine and answer questions about various dishes, such as ingredients and cost.
- Interpersonal (speaking): Students partner with a classmate and determine which restaurant to visit based on their dietary tastes and preferences.
- Presentational (speaking): Students present a favorite dish of their own to the class, describing ingredients, taste, and relevant family or cultural history.

Spanish Vocabulary and Language Structures	French Vocabulary and Language Structures	Italian Vocabulary and Language Structures
<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• Tastes (spicy, salty, bland, bitter, sweet, sour, umami, rico)</li> <li>• <a href="#">Food words</a> (papa, tomate, arroz, and seafood, drawn from menus)</li> <li>• Drinks</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• Comer, beber, other food related verbs</li> <li>• Te gustaría(n)....?</li> <li>• Prefieres...?</li> <li>• Me gustaría/n...porque</li> <li>• Prefiero...porque</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Me gustaría/n + noun</li> <li>• me gustaría + infinitive</li> <li>• Prefiero + noun</li> <li>• prefiero + infinitive</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• Tastes (picante, salé, insipide, doux/douce, riche)</li> <li>• Food words</li> <li>• Drinks</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• Parce que/qu'</li> <li>• Je voudrais + noun/verb</li> <li>• Je voudrais... parce que</li> <li>• Je préfère... parce que</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Manger</li> <li>• Boire (irregular verb)</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• Tastes (piccante, salato, insipido, amaro, dolce , acido, umami, ricco)</li> <li>• <a href="#">Food words</a> (pomodoro, potato, riso, pesce)</li> <li>• Drinks</li> <li>• Perche</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• c'è/ci sono</li> <li>• Mangiare, bere</li> <li>• Piacere (mi/ti piace/piacciono)</li> <li>• Vorrei</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• Mi/ti piacerebbe + verb</li> <li>• Mi/ti piacerebbe/ebbero + noun</li> <li>• Preferisco/preferisco + noun/ preferisco + infinitive</li> </ul>
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>
<ul style="list-style-type: none"> <li>• Students build on their understanding of lunch as a cultural practice by examining the historical and geographical origins of the ingredients on their plates.</li> </ul>		<ul style="list-style-type: none"> <li>• Students can draw upon the understanding of regional differences and cultural exchange developed during this unit to better understand differences in home design in unit 6.</li> </ul>
<b>Family Overview (link below)</b>		<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• 6 weeks</li> </ul>
<b>Integration of Technology:</b>		<b>Aligned Unit Materials, Resources, and Technology:</b>
<ul style="list-style-type: none"> <li>• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Spanish Folder</a></li> <li>• <a href="#">French Folder</a></li> <li>• <a href="#">Italian Folder</a></li> </ul>

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Students may assume that what we consider to be traditional dishes have existed in Europe or the Americas forever, without recognizing the deep influence of cultural exchange.</li> <li>• Students are likely used to thinking of cuisine as national, and be unfamiliar with the regional distinctions that exist within countries.</li> <li>• Students may be used to thinking of food as a functional time to refuel, and be unfamiliar with social rituals like the “slow food” movement that prioritize community over efficiency.</li> </ul>
<b>Differentiation through <i>Universal Design for Learning</i></b>	
<b>UDL Indicator</b> <ul style="list-style-type: none"> <li>• Consideration 3.4: Maximize transfer and generalization</li> </ul>	<b>Teacher Actions:</b> <ul style="list-style-type: none"> <li>• Use a consistent organizer to help students generalize the skill of identifying main ingredients, costs, and regional markers regardless of the specific cuisine they are viewing.</li> <li>• Dedicate specific lesson segments to practicing grammatical constructions to express preferences (introduced in Unit 4) in the new context of tastes and ingredients.</li> <li>• Create a visual concept map or word web that starts with a familiar ingredient (like the tomato or potato) and traces its historical voyage between the Americas and Europe/Africa.</li> </ul>

## Unit 5: Regional Dishes (Novice Mid)

### Lesson Map

Lesson	Learning Targets/Success Criteria	Assessments
Interpretive	<ul style="list-style-type: none"> <li>I can recognize specific dishes and their main ingredients when reading a regional menu.</li> <li>I can recognize the cost of items and identify currency symbols while reviewing restaurant menus.</li> <li>I can understand descriptions of food tastes (such as spicy, sweet, or salty) when listening to someone describe a dish.</li> </ul>	Interpretive CFA
Interpersonal	<ul style="list-style-type: none"> <li>I can ask and answer questions about my own food preferences and dietary tastes during a conversation.</li> <li>I can negotiate with a partner to decide which restaurant to visit based on menu options and shared interests.</li> <li>I can request and provide simple information about the price and availability of food items.</li> </ul>	Interpersonal CFA
Presentational	<ul style="list-style-type: none"> <li>I can describe my favorite dish (including its name, 2-3 main ingredients, and its taste) in a short oral or written presentation.</li> <li>I can state when I typically eat my favorite dish (using habitual present tense).</li> </ul>	Presentational CFA
Cultures	<ul style="list-style-type: none"> <li>I can explain how "traditional" dishes are often the result of global exchange.</li> <li>I can explain how dining practices reveal cultural perspectives or values in the target culture.</li> </ul>	Cultural Reflection
Comparisons	<ul style="list-style-type: none"> <li>I can compare my own daily eating habits and rituals with those found in the target culture.</li> <li>I can describe regional differences surrounding food in the United States, as well as the target culture.</li> </ul>	
Connections	<ul style="list-style-type: none"> <li>I can use my knowledge of math to calculate the total cost for a meal using an authentic menu .</li> <li>I can use my knowledge of geography to identify which regions of a country are known for specific dishes or ingredients.</li> </ul>	
Communities	<ul style="list-style-type: none"> <li>I can identify diverse foods in my own community that represent examples of cultural exchange.</li> </ul>	

## Unit 6: Home Design (Novice Mid)

### Unit Overview

#### Relevant Standards: **Bold** indicates priority

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 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.
- 2.1 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.
- 2.2 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.
- 3.1 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.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.2 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.
- 5.1 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.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

### Overview

In this unit, students examine the physical structures of a home as a direct response to a community's environment and geography. They investigate how traditional architectural features reflect both functional adaptations to climate and cultural values. Students also explore the tension created as these traditional designs are adapted for smaller, high-density urban living. In the summative IPA, students listen to a description of a home they will be "visiting," respond with a written description of their own, and discuss living spaces after an imagined cultural exchange. Learning activities focus on the functional vocabulary for rooms and household items, alongside the grammatical structures needed to describe locations and personal preferences.

### Essential Question(s):

- How do geography and culture shape homes in different communities?

### Enduring Understanding(s):

- The structures we call home are shaped by the land they sit on and the values of the people who build them. While "traditional" architecture is often a functional response to geography and climate, these styles also reflect the blending of cultures over time. Today, modern urbanization creates a tension as these traditional, environment-focused designs are adapted for smaller, high-density city living.
  - Spanish - Homes in the Spanish-speaking world often feature a central courtyard, a design that reflects both a response to hot climates and a cultural value for private family "oases." While rural homes may use local materials to manage heat, urban residents must adapt these values to modern apartments.
  - French - The "traditional" French home is typically a regional adaptation tied to local geography, such as steep, snow-shedding roofs of the Alps or stone structures of the South. These regional identities now blend with modern urban density in cities like Paris, where historic architecture meets the needs of a changing population.
  - Italian - Italian architecture is defined by enduring materials like stone, which were originally used to manage the Mediterranean climate and house multigenerational families. As Italy urbanizes, the challenge is to maintain these traditional family connections within the constraints of modern city dwellings.

### Demonstration of Learning:

[Unit 6 IPA](#): While on a cultural exchange, students share information about their home and learn about other homes that they and their friends are visiting during their stay.

- **Interpretive (reading):** The student's host describes their house before the first visit. Students must listen carefully and draw a floorplan/map based on what their host describes.
- **Presentational (written):** Students respond to their host with a written description of their own home back in the United States, including additional details about a favorite room.
- **Interpersonal (speaking):** After their first weekend of the exchange program, students are now back together with friends and classmates for a day in school. Using the picture provided, students tell others about the house they are staying in.

New Spanish Vocab. and Language Structures	New French Vocab. and Language Structures	New Italian Vocab. and Language Structures
<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>Rooms in home</li> <li>Key items in rooms</li> <li>Directional words</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>Estar + to the right, to the left, next to, between, on the ground/first/second floor, inside, outside</li> <li>Me gusta porque</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>Prepositions</li> <li>Ir verbs in the present tense</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>Rooms in the home</li> <li>Key items in rooms</li> <li>Directional words</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>To the right, to the left, next to, between, on the ground/first/second floor, inside, outside</li> <li>Parce que/qu'</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>Prepositions</li> <li>Contraction (definite article + preposition)</li> </ul>	<p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>Rooms in the home</li> <li>Key items in rooms</li> <li>Directional words</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>To the right, to the left, next to, between, on the ground/first/second floor, inside, outside</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>Preposition + definite articles (di + il → del)</li> </ul>
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>
<ul style="list-style-type: none"> <li>Students recycle location and directional vocabulary used to navigate a city in Unit 3 to now describe the layout of a floor plan and the placement of household items.</li> <li>Students apply their understanding of regional geography they developed in Unit 5 to explain why certain building materials are used in traditional homes, just as they were used in regional cuisines.</li> </ul>		<ul style="list-style-type: none"> <li>Future and conditional tense to talk about your future house or where you would like to live</li> </ul>
<b>Family Overview (link below)</b>		<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li>6 weeks</li> </ul>
<b>Integration of Technology:</b>		<b>Aligned Unit Materials, Resources, and Technology:</b>
<ul style="list-style-type: none"> <li>Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> </ul>		<ul style="list-style-type: none"> <li>Spanish Folder</li> <li>French Folder</li> <li>Italian Folder</li> </ul>

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Students may assume that a single housing type represents an entire country, or that all people in a given area live in similar homes.</li> <li>• Students may view architectural features through purely aesthetic or decorative lens, failing to recognize seemingly old fashioned choices as functional responses to the environment.</li> <li>• Students may expect homes around the world to closely mirror their own, or the suburban homes often depicted in American media.</li> </ul>
<b>Differentiation through <u>Universal Design for Learning</u></b>	
<b>UDL Indicator</b> <ul style="list-style-type: none"> <li>• Consideration 6.4: Enhance capacity for monitoring progress</li> </ul>	<b>Teacher Actions:</b> <ul style="list-style-type: none"> <li>• Have students compile a "process portfolio" that includes their first self-introduction from Unit 1 and their final home description from Unit 6. Provide prompts for students to self-monitor and reflect on how their sentences have grown.</li> <li>• Create a "Proficiency Path" chart for the classroom where students can use sticky notes or digital markers to track their daily progress toward the unit's Can-Do statements, or the ACTFL proficiency indicators.</li> <li>• Use proficiency based rubrics or models to support student reflection and/or peer feedback for interpersonal or presentational tasks.</li> </ul>

## Unit 6: Home Design (Novice Mid)

### Lesson Map

Lesson	Learning Targets/Success Criteria	Assessments
Interpretive	<ul style="list-style-type: none"> <li>I can identify rooms and key household items when hearing or reading a description of a home.</li> <li>I can understand where rooms or objects are located based on directional words used in written or spoken descriptions of a home.</li> <li>I can draw a floorplan or map by identifying the arrangement of rooms described in an authentic spoken or written text.</li> </ul>	Interpretive CFA
Interpersonal	<ul style="list-style-type: none"> <li>I can ask and answer simple questions about where someone lives and what their home is like.</li> <li>I can exchange information about a house I am staying in by describing a picture and answering follow-up questions from a peer.</li> <li>I can communicate my preferences for certain living spaces (such as which room I like best) and react to a friend's preferences.</li> </ul>	Interpersonal CFA
Presentational	<ul style="list-style-type: none"> <li>I can describe the physical features of my home (including the names of rooms and their locations) in a written note or short recording.</li> <li>I can present detailed information about my favorite room, including what activities I do there and what items are inside .</li> </ul>	Presentational CFA
Cultures	<ul style="list-style-type: none"> <li>I can explain how specific architectural features of homes in the target culture are functional responses to geography and climate.</li> <li>I can identify how cultural values are reflected in home design.</li> </ul>	Cultural Reflection
Comparisons	<ul style="list-style-type: none"> <li>I can identify similarities and differences between my own home layout and a high-density urban home in the target culture.</li> <li>I can compare how people in different communities adapt their traditional housing styles to modern city living.</li> </ul>	
Connections	<ul style="list-style-type: none"> <li>I can use my knowledge of geography and climate to explain why certain building materials or designs are used in specific regions.</li> </ul>	
Communities	<ul style="list-style-type: none"> <li>I can use the language to share information about my own home and learn about the diverse living situations of my classmates.</li> </ul>	

