

SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

ADAM A. STEEL
Superintendent of Schools

CHRISTINE M. LANDWEHRLE
Assistant Superintendent

MARGARET A. BEAUCHAMP
Director of Student Services



Souhegan Cooperative School Board Meeting

Monday, December 17, 2018 – 6:00 PM

SAU #39
Brick School
1 School Street
Amherst, NH 03031

Agenda Item	Time	Desired Action	Backup Materials
Call to Order	6:00 PM		
Public Input	6:05 PM		
Consent Agenda - Approval	6:15 PM	1. Approve Minutes of November 26, 2018	November 26, 2018 Draft Minutes
Deeper Learning	6:20 PM	None	AP Spanish Lang. & Cult. Spanish L 1-4 Latin AP French Lang. & Cult. French L 2-4 ELA Grades 9-12
		<i>Christine Landwehrle, Assistant Superintendent to review new World Language and ELA curriculum with the board for approval at next board meeting in January.</i>	
School Culture & Climate	N/A		
Learner/Student Growth	N/A		
Learner Agency	N/A		
Operational Effectiveness	6:40PM	Approve - FY 20 Budget	
		<i>Board, Superintendent, AFC & Principal to review and finalize budget and develop plan for public hearing</i>	
	8:30PM	Discussion – School Governance	
		<i>Adam Steel, Superintendent, to discuss “School Governance” moving forward</i>	
Non-Public Session	8:45 PM	91- A:3 II (None)	
Meeting Adjourned	8:45 PM		

Future School Board Meeting Dates

Date	Day	Time	Meeting Type	Location
January 3, 2019	Thursday	6:00 PM	Public Hearing Planning	SAU #39
January 9, 2019	Wednesday	7:00 PM	Public Hearing	Souhegan Auditorium
January 28, 2019	Monday	6:00 PM	Regular	Souhegan
February 4, 2019	Monday	6:00 PM	Deliberative Session	Souhegan Auditorium
February 19, 2019	Tuesday	6:00 PM	Regular	Souhegan
March 12, 2019	Tuesday	6:00 AM to 8:00 PM	Voting	Souhegan Gym
March 25, 2019	Monday	6:00 PM	Regular	Souhegan
April 16, 2019	Tuesday	6:00 PM	Regular	Souhegan
May 28, 2019	Tuesday	6:00 PM	Regular	Souhegan
June 11, 2019	Tuesday	6:00 PM	Regular	Souhegan

1 Souhegan Cooperative School Board

2 Monday, November 26th, 2018

3 Meeting Minutes – Not Approved

4 Administrative Team: Adam Steel- Associate Superintendent/Business Administrator, Christine
5 Landwehrle-Assistant Superintendent, Karen Chininis- SHS Administrator, Kathy White- Dean
6 of Faculty, Meg Beauchamp- Director of Student Services,

7 Souhegan Cooperative School Board: Jim Manning- Chair, Pim Grondstra- Vice Chair, Steve
8 Coughlan- Secretary, Dwayne Purvis, David Chen, Amy Facey, Howard Brown

9 Souhegan AFC- Mr. Martin Goulet-Chair, Mr. John Stover, Ms. Peg Harris, Ms. Lisa Eastland,
10 Mr. George Torres and Ms. Ellen Grudzien.

11 Minute Taker: Danae Marotta

12 Public: Laura Taylor, Amherst NH and Community Members

13 I. Call to Order

14 **Chair Mr. Jim Manning called the meeting to order at 6:04PM**

15 II. Public Input

16 No Public Comment

17 III. Superintendent's Report

18 Superintendent, Mr. Adam Steel noted that the Joint Facilities Committee just met today and
19 they will be here next week at 6:00 pm to give their recommendations to the Souhegan and
20 Amherst Boards. It will be important to hear from them.

21 The SAU Board met a couple of weeks ago and they discussed consolidation, with the expansion
22 of the Cooperative to 5th or 6th grade. That discussion is ongoing and will continue at the
23 December 20th 2018 meeting.

24 Mr. Manning asked the Board if they had any questions for Superintendent Steel.

25 The Board had no further questions and thanked Superintendent Steel.

26 IV. Principal's Report

27 Principal Mr. Rob Scully, started off his report with thanks to the NEASC Coordinator/Steering
28 Committee-Ms. Amy McGuigan, Ms. Amanda Delicolti, Ms. Aimee Gibbons, Mr. Andrew
29 Emerson, Mr. Matt McDonald, Mr. Tim Cotreau, Ms. Julianne Mueller-Northcott, Mr. Charles
30 Swift, Mr. Sean Whelan, Ms. Jess Tremblay, Ms. Jolene Sawyer, and Ms. Jeanne Sturges.

31 He then welcomed Ms. Lucienne Foulks as Service Leader and Community Outreach
32 Coordinator.

33 In regards to School Culture and Climate, he just mentioned, their previously titled Community
 34 Service position has been redesigned to more deliberately align with their goal of authenticating
 35 the student experience through service learning as well as enhance their community partnerships.

36 Additionally, on Dec 4th from 6:00-7:30PM there is an SAU #39 wide Parent Forum,
 37 conversation/resource sharing event about suicide awareness and mental health promotion in the
 38 Learning Commons.

39 The Souhegan 2.0 Committee continues its meetings regarding the needs and design of SHS.
 40 They have partnered with architects-Lavallee/Brensinger and engineers- Fitzmeyer & Tocci to
 41 review all the systems and do some design thinking around re-imagining spaces. Their next
 42 meeting is Nov 29th for a plan and scope review.

43 Mr. Manning asked the Board if there were any questions for Principal Scully.

44 He then asked about Learner Agency and what is the long term vision.

45 Principal Scully replied that Community Council is a perfect example of agency. The students
 46 help make decisions, do research, design and help with governance.

47 The Board thanked Principal Scully.

48 Mr. Manning remarked that they will go back to *II. Public Input*.

49 V. Consent Agenda

50 **Mr. Pim Grondstra motioned to approve the Consent Agenda Items 1. Minutes of October**
 51 **22nd, 2018, 2. Approve Treasurer's Report, and 3. Approve Policies – ACA, IHBAA, IHBG,**
 52 **IHBH, IHBI, IKFC, ILBA, IMBA, IMBC, JJJ, JLCA, JLCB, JLCC, JLCCF. Ms. Amy**
 53 **Facey seconded the motion. The vote was unanimous, motion passed.**

54 The Board went to *X. Operational Effectiveness*

55 VI. Deeper Learning

56 Assistant Superintendent, Ms. Christine Landwehrle, discussed that they have been busy with
 57 grading and reporting and that work is continuing.

58 First, they had a parent session that went really well. They were able to share some of the
 59 changes, parents were very engaged and there were a lot of great questions. Next, they have been
 60 doing work with teachers that didn't fully develop their competencies yet such as Family and
 61 Consumer Science and Wellness. Third, the Community Council subcommittee has been
 62 working on GPA and looking at transcripts and giving feedback. There is one student that wants
 63 to provide more information about grading and reporting to other students. Last, they have been
 64 providing support to teachers about Empower.

65 Mr. Manning asked Ms. Landwehrle if she can explain why grading and reporting is important to
 66 the concept of deeper learning, what grade/s level it affects, how are the grades are different in
 67 terms of transition and what Empower is.

68 Ms. Landwehrle explained that in a mastery learning system the goal is learning. When you
69 move to a standards based grading system you are scoring students against criteria. That constant
70 feedback shifts the focus off of grades and more on the learning process and sharing strengths
71 and weaknesses.

72 They have started the transition with the team teachers in the 9th and 10th grades. In the past, they
73 did have a scale but will now have more consistency and one set system for K-12. The most
74 recent learning is what is the most important. The team teachers now have clear set criteria.

75 Last, Empower, is the grading software that allows them to input their standards and then
76 teachers match it to the standards and can score with it. It is sophisticated software and very in-
77 depth.

78 Mr. Chen asked if they can get the grade methodology beforehand. He would like to see a
79 comparison over time.

80 Ms. Landwehrle discussed that a standards based system is more rigorous.

81 Mr. Chen commented that it would be nice to know so that they can explain to people that it is a
82 different way of grading.

83 Ms. Landwehrle remarked that this is the last year the 9th grade would have a traditional report
84 card. She is not sure if that comparison is possible.

85 Mr. Purvis asked how do you measure success; how will you know.

86 Ms. Landwehrle replied that there are a few ways. First, do they have students that are more
87 engaged in their work study practices, and pushing themselves farther. Second, how many
88 students are meeting standard.

89 Mr. Manning remarked that they can compare that to other school systems.

90 Mr. Purvis commented on the level of rigor and going beyond proficiency.

91 Ms. Landwehrle replied that they have built in opportunities their courses to go farther. The
92 grade level standard is set for the end of the year. It depends on the course, and how it is
93 designed. On some courses, they might have to spiral back and be able to allow that student to
94 get that 4.

95 Ms. Facey asked if a student is penalized for getting a 2 or 3 in the beginning of the year.

96 Ms. Landwehrle responded in a standards based grading you use a Trend Line. It plots data
97 points for every assessment so you can see how they are growing. It does a mathematical
98 formula. It is expecting a student to go from a 2,3 and then 4. They do not calculate Honor Roll
99 until the end of the year.

100 Ms. Facey gave her support on grading to the mastery of the standard. It takes out the non-
101 academic aspects of the grading.

102 The Board thanked Ms. Landwehrle.

103 VII. School Culture and Climate

104 Principal Scully noted that he mentioned it in his Principal's Report.

105 Superintendent Steel commented that he does not have anything to add.

106 Ms. Facey remarked that Community Council Liaison, Mr. Joe Bennett is not able to be here
107 tonight.

108 Mr. Manning mentioned that a Board goal was to look at governance and approving that process.

109 Mr. Chen noted that it is too general and should give more direction.

110 Mr. Manning replied, they had asked to look at governing structure and what needs to be
111 addressed. That hasn't happened yet. He then suggested they put it on the December meeting
112 agenda.

113 Ms. Facey noted that with Community Council there aren't any active proposals right now.
114 They have been doing committee work and have a Grading and Reporting Committee, a Bylaws
115 Committee, a Committee to look at Structure.

116 Mr. Coughlan remarked that they also have a Constitution Review Committee.

117 Mr. Manning asked for a timeline.

118 The Board thanked Principal Scully.

119 VIII. Learner/ Student Growth

120 Ms. Landwehrle discussed that these are NWEA Fall 2018 MAP Results for 9th and 10th graders.

121 She then gave an overview of the assessment. It adapts to each student's learning level, generates
122 a RIT score for each student, allows for measuring and monitoring of student growth from year
123 to year, establishes a student's instructional level and identifies areas to focus for growth, and
124 allows comparison of a student's academic progress with other students (norm referenced).

125 She then reviewed the Reading Mean RIT Scores and Percentiles. The 9th grade Mean RIT Score
126 is in the 95th percentile (9th grade is indicative of 8th grade) and for the 10th grade, 98%.

127 She then explained the Growth Summary Reading Fall 2017- Fall 2018.

128 Mr. Brown asked about the student count.

129 Ms. Landwehrle replied, yes, she went back a year.

130 Mr. Chen asked if there was room for summer regression.

131 Ms. Landwehrle replied that the norms take that into account.

132 She then explained the Projected Proficiency-SAT-Evidence Based Reading and Writing.

133 Mr. Manning asked about the SAT proficiency.

134 Ms. Landwehrle replied for Junior year, 510 for Reading and 530 for Math.

- 135 Ms. Landwehrle asked the Board if they had any questions with Reading.
- 136 The Board had no further questions.
- 137 She then explained the Mean RIT Scores and Percentiles for the 9th and 10th grade.
- 138 She then explained the Growth Summary for Math- Fall 2017- Fall 2018. For 9th grade, 58%
- 139 meeting projection and with grade 10, 72% meeting projection.
- 140 Ms. Landwehrle reviewed Projected Proficiency, SAT-Math. She explained that it is affirming
- 141 that students are growing and the math evaluation will provide more data. They would love to
- 142 see even more students on track but it is because the benchmark is so high.
- 143 She then reviewed the analysis and the next steps. Reading and math achievement levels are
- 144 high, they will use projected proficiency data to provide additional supports to students not
- 145 expected to meet proficiency on SAT (Title I program), they are seeing strong growth, student in
- 146 both reading and math (especially grade 10, grade 9 instruction), and lastly, budget for an SAT
- 147 prep program for students not meeting benchmark on PSAT.
- 148 Mr. Brown asked if other high schools use an SAT prep program.
- 149 Ms. Landwehrle added that she is not sure and is thinking that they would have strong interest.
- 150 Mr. Brown asked if they can get students from other districts.
- 151 Ms. Landwehrle replied, that they do have a program that students can pay for. They had looked
- 152 at interest and it was high.
- 153 Ms. Facey replied that she highly recommends an SAT Prep course.
- 154 Mr. Manning asked if they can take the scores and align it to the standard.
- 155 Ms. Landwehrle replied, that NWEA can help but for more individualized instruction.
- 156 Mr. Manning asked if there was any Public Comment.
- 157 Ms. Laura Taylor, Amherst resident, suggested that they have SAT Prep. She added if people
- 158 knew that it was available they would be interested.
- 159 Ms. Kathy White, Dean of Faculty SHS, commented that the math department has added to their
- 160 local assessments questions to practice timing. Additionally, they have been using the language
- 161 so that students are familiar with it. There is ongoing work and they are aligning with the SAT.
- 162 The Board thanked Ms. Landwehrle and Ms. White.
- 163 IX. Learner Agency
- 164 *No Action- Update given in Principal's Report*
- 165 X. Operational Effectiveness

166 Mr. Martin Goulet, Amherst NH, introduced himself as Chair of the Advisory Finance
167 Committee. He explained that as a Committee, they review the budget thoroughly with multiple
168 meetings with sub-teams, and then internally.

169 He then noted the Key Metrics changes 2019-2020. Enrollment 2019-740 actual, 2020-736
170 forecast for a (0.54% decrease), Inflation 2019- 2.1% (full year), 2020- 2.5% (½ year)

171 Budget- Adopted 2019-\$18,171.42, Proposed 2020-\$18,178.084, 0.04% Increase, a budget
172 which follows enrollment (0.54%) would be \$18,074,341.

173 He then explained that the process was compressed this year due to various factors, preventable
174 and unpreventable. The AFC has outstanding questions, included in 7 category reports to follow
175 which we will continue to run to ground with their sub teams. It may be possible to get closer to
176 a flat or declining budget by answering these questions.

177 Next, AFC provisionally recommends this budget (6-0,1 abstain) with the expectation of re-
178 voting prior to Deliberative after out follow-ups are complete and any Board revisions occur.

179 AFC Member, Ms. Ellen Grudzien, commented that she is not in agreement with bullet #2. “we
180 believe it may be possible to get closer to a flat or declining budget by answering these
181 questions”. She remarked that she was a part of the special education sub-group and it was
182 commendable what they have done with the budget in regards to the high increase.

183 Mr. Goulet asked the Board for any questions.

184 The Board had no questions.

185 Superintendent Steel thanked the AFC for their thoughtful questions, time and service.

186 Mr. Manning asked if they shared their questions with the administration.

187 Mr. Goulet replied that he would have to go into each of the subsections, they are all numeric
188 questions.

189 AFC Member, Ms. Lisa Eastland, asked how do they want to handle the questions that cross over
190 into other sections.

191 Mr. Manning noted that he will make sure that he knows the AFC questions and concerns. He
192 will communicate that to the Board.

193 Ms. Facey asked that she thought the questions were answered by the administration. She added
194 that each board member is a part of a subcommittee and they should know.

195 Mr. Goulet replied that a recap of the questions they had might be in order.

196 Mr. Manning commented that it would be useful.

197 He then asked if there were any further questions for Mr. Goulet.

198 The Board had no further questions.

199 Mr. Manning thanked the AFC for their time and commitment.

200 Superintendent Steel asked the Board if they are ready to move to Public Hearing on January 9th
201 2019 and Deliberative Session, February 4th 2019.

202 Mr. Grondstra replied that he is not ready to go to Public Hearing at this time.

203 Mr. Coughlan also remarked that he would like more time.

204 Mr. Brown mentioned that he has questions that are best suited for Non-Public Session.

205 Mr. Purvis asked about the analysis of the Master Schedule.

206 Superintendent Steel replied, they will discuss the Master Schedule later on this evening.

207 Mr. Chen added that he has questions for Director of Student Services, Ms. Meg Beauchamp.

208 Ms. Facey commented that she would appreciate having a working session.

209 Mr. Manning added that he also has questions.

210 Superintendent Steel noted that there has been a net reduction from where they started.

211 Mr. Manning remarked that they will schedule a working session.

212 The Board then went to *VI. Deeper Learning*.

213 Superintendent Steel then explained that there have been discussions over the Master Schedule
214 for some time now. The purpose of this discussion is to give the Board and the public some
215 clarity over the Master Schedule and how they determine the budget for the number of teachers
216 they need, prospectively.

217 First, Students elect classes, and that is not complete until the Spring. It is not a total guess, but
218 an estimation using trend data. At budget time, they forecast on the number of students that they
219 are anticipating for the ensuing year, and the classes that they think they will need in each subject
220 area. Then use that to make the decisions on the number of staff that is needed. Next, in the
221 Spring they build the Master Schedule for the following year. This process is completed each and
222 every year.

223 This past year, the Master Schedule wasn't completed until he and Assistant Superintendent
224 Landwehrle had reviewed it. He then shared all the data, with his questions, answers and
225 spreadsheets on October 23rd to the SCSB.

226 Now, in the budget process for FY 20', they look at projected enrollment, which is flat. This then
227 leads to concerns about FY 21', 22' and 23's declining enrollment. What they saw in the budget
228 process is that HS Administration provided him with their projected data. He then took 2 regular
229 faculty positions out of the budget trying to become more efficient.

230 He then asked the Board if they are tracking with him the process that is used.

231 The Board replied, yes.

232 He then asked what changes or additional data would the Board would like to see to help them
233 become more informed. He has provided them with all the data and doesn't have anything else to
234 give them.

235 Mr. Chen added that a number of years ago they were told that the ideal class size was 15-22.
236 Now, there is one class that had 6 students and another with 12. He then asked for the process on
237 making that decision.

238 Mr. Steel discussed that this current year was largely based on Principal Scully's
239 recommendation to him. He then gave his support in giving capstone courses to high achieving
240 students.

241 Mr. Chen noted his support of capstone classes he then asked about the meetings regarding the
242 Hollis/Brookline collaboration.

243 Superintendent Steel replied that they have not met this school year.

244 Ms. Facey gave her support for the capstone and AP classes and would be hesitant to cancel
245 them. She then asked if there are problems with small classes and if there was a way around the
246 small class sizes.

247 Mr. Steel replied, that with Latin 3 and 4 they had 16 students. They had to create two sections in
248 order for students to participate in band. There are many examples like that.

249 Ms. Facey added that she had a similar example with her child and asked if they can do an
250 Independent Study.

251 Principal Scully replied, yes, they have done that before.

252 Ms. Facey asked what were the other small classes.

253 Superintendent Steel replied, AP Spanish, Math Modules, Giant Steps Jazz, Flash Animation,
254 Intro to Calculus, and AP Physics.

255 Mr. Brown asked if they are utilizing VLACS.

256 Principal Scully replied, yes, and making it more strategic.

257 Mr. Brown gave his support for VLACS, noting his daughter took a class.

258 Mr. Purvis commented that he does not believe that it is all guesswork with where the students
259 will be in April. He then asked why can't they give the students that framework now, with
260 Seniors choosing first. He then asked what their goal is for teacher facing. He calculated it at
261 72.9. He would like to understand and get it correct.

262 Principal Scully replied that they are closer to 80 to 1.

263 Discussion ensued over the Master Schedule.

264 Mr. Chen suggested that the top teachers teach classes with a greater amount of students.

265 Mr. Manning commented that they continue to have questions about the Master Schedule. He
266 further discussed that their role is governance, it is not for them to provide the solution.

267 Mr. Brown noted that moving from Trimesters to Semesters has helped them somewhat.

268 Mr. Manning discussed that they can make that decision as a Board. He added that their role is
269 governance.

270 Mr. Steel commented that Mr. Chen had asked what a 0% and 2% CPP increase looked like.

271 Mr. Chen asked when did he give that presentation.

272 Superintendent Steel replied, that was in his budget presentation last month.

273 Mr. Purvis commented that he would like to ask some more questions after the meeting.

274 Superintendent Steel replied, yes, absolutely.

275 Mr. Purvis remarked that the questions still persist among the community.

276 Mr. Coughlan remarked that it is not that they can't ask questions, they can. They just can't do
277 the schedule.

278 Mr. Manning asked if there were any more questions about the Master Schedule.

279 The Board had no further questions and thanked Superintendent Steel.

280 XI. Non-Public Session

281 None

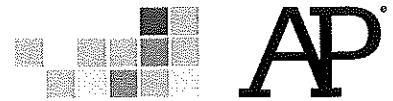
282 XII. Meeting Adjourned

283 **Ms. Amy Facey motioned to adjourn the meeting at 8:10 PM. Mr. Dwayne Purvis seconded**
284 **the motion. The vote was unanimous, motion passed.**

AP® Spanish Language and Culture
Sample Syllabus 2
Syllabus 1029718v1



Curricular Requirements	Page(s)
CR1 The teacher uses the target language almost exclusively in class and encourages students to do likewise.	1
CR2a Instructional materials include a variety of authentic audio and video recordings.	3, 4, 12
CR2b Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.	3, 12
CR2c Instructional materials include a variety of authentic literary texts.	4, 5, 6, 10
CR3a The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.	1, 2, 3, 5, 6, 7, 8, 9, 11, 12
CR3b The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.	1, 2, 3, 6, 7, 10, 11
CR4a The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.	11
CR4b The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.	4, 5, 6, 7, 8, 9, 10
CR5a The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.	1, 3, 5, 6, 7, 9, 10, 11, 12
CR5b The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.	1, 2, 3, 7, 9, 10, 12
CR6a The course explicitly addresses the Global Challenges theme.	8
CR6b The course explicitly addresses the Science and Technology theme.	9
CR6c The course explicitly addresses the Contemporary Life theme.	6
CR6d The course explicitly addresses the Personal and Public Identities theme.	2
CR6e The course explicitly addresses the Families and Communities theme.	4
CR6f The course explicitly addresses the Beauty and Aesthetics theme.	10
CR7 The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.	7, 11
CR8 The course provides opportunities for students to make comparisons between and within languages and cultures.	1, 3, 4, 6
CR9 The course prepares students to use the target language in real-life settings.	1, 6, 12



Course Overview

This course follows the guidelines of the College Board® AP Spanish Language and Culture course and provides opportunities for students to demonstrate their proficiency in the modes of communication from the Intermediate to the Pre-Advanced range as defined in the learning objectives in the Curriculum Framework. The three modes of communication (Interpretive, Interpersonal, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP® Spanish Language and Culture course.

The AP Spanish Language and Culture course is conducted exclusively in Spanish. **[CR1]** Central to the course is the overarching principle as stated in the Curriculum Framework:

When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (connections), make comparisons between the native language and the target language and between cultures (comparisons), and use the target language in real-life settings (communities).

Daily/Weekly/Monthly Activities to address Learning Objectives

- **La palabra del día**—students explore a word a day, analyze its meaning, find root words, synonyms and antonyms, and make linguistic comparisons. **[CR8]**
- **La noticia del día**—once a week, students take turns giving a short presentation about a relevant news story, summarize it for the class, and ask questions to create opportunities for open-ended discussion. **[CR3a] & [CR5a]**
- **El diario de las noticias**—students keep a journal of the daily news presented in class with new vocabulary and reactions. **[CR5b]**
- **La discusión de la semana**—at various times during the year, students are responsible for posting a link to a news article, video, or podcast to the class blog, and creating a discussion question for all in class to participate in an online discussion. **[CR3b]**
- **Noche de película**—once every quarter, the class hosts a night where students watch a movie from a Spanish-speaking country. Cultural and historical relevance will be considered when selecting these films. As an alternative to Noche de Película, the class can host a Noche de Cultura where students can show their projects and/or invite a guest speaker, either a member of a consulate or a member of the immigrant community. **[CR9]**
- Every Wednesday in the language lab, students practice recording a simulated conversation and a cultural comparison. **[CR8]** All samples are assessed using the AP scoring guidelines for this assignment. Sometimes the teacher scores the work and other times the students and their classmates score each other. This is an excellent way for students to internalize and understand the scoring guidelines.
- Writing: approximately every three weeks, a formal, well-organized, synthesized, analytical or persuasive essay on an appropriate topic in reaction to a text or information is discussed or viewed in class. The essay is evaluated for its content,

CR1—The teacher uses the target language almost exclusively in class and encourages students to do likewise.

CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

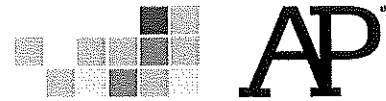
CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR9—The course prepares students to use the target language in real-life settings.



organization, cultural relevancy, range and appropriateness of vocabulary, and grammatical accuracy. [CR5b]

- Writing journal entries, letters, e-mails, poems, abstract writing, creative writing, or writing reactions to articles and lectures through an interactive social network and/or blog on topics/themes. [CR3b]

Every 2-3 weeks, a new theme is introduced; however, interconnectedness of themes is expected and encouraged. Within the basis theme, students work on all aspects of communication: Interpretive, Interpersonal, and Presentational. In lieu of a test for each theme, students are evaluated based on various assignments graded according to the AP World Language and Culture Scoring Guidelines available in the AP Spanish Language and Culture Course and Exam Description.

Course Planner

The following are a sample of activities throughout the course and may be modified based on students' interests and current events. They do not describe a linear progression of all activities that are done under each theme.

Theme 1: Las identidades personales y públicas [CR6d]

Recommended Contexts: Personal Beliefs, Personal Interests, Self-Image, National and Ethnic Identities Alienation and Assimilation

Essential Questions

1. How are aspects of identity expressed in various situations?
2. How do language and culture influence identity?
3. How does one's identity develop over time?

Introduction to the theme:

As an introduction to the topic, students respond in written form to one or all of the following questions in their journal for the week. After having read the journal entries, the teacher selects one as an example to share with the class. This forms the basis for an in-class discussion based on the journal entry. [CR3a] & [CR3b]

¿Cómo se identifica una persona?

¿Cómo influye la familia en la identidad de una persona?

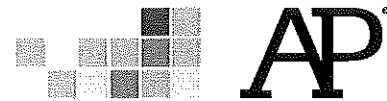
Un documento legal, ¿le identifica a una persona?

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR6d—The course explicitly addresses the Personal and Public Identities theme.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.



Vocabulary

- In order to activate prior knowledge, students brainstorm a list of vocabulary words relative to the topic/theme; adjectives of description, hobbies, interests, and terms related to national and ethnic identity. They discuss the meaning of the words, ask questions, ask for clarification if needed, and add them to the list. The instructor may add words not mentioned in the activity. **[CR3a]**
- Students will use words from the list as they work through the assignments in this unit.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

Audio and Audiovisual Interpretive Communication

Students listen to the song “*Latinos en Estados Unidos*” by Celia Cruz

- With a partner, students discuss the content and share their opinions as to whether they agree or disagree with how Latinos in the United States are described in Cruz’s song www.youtube.com/watch?v=jldJfUMfbJU
- Students view the video (1:11–2:14) “*El reto de ser joven latino en Estados Unidos.*” www.youtube.com/watch?v=j6W_xXvRc2Y **[CR2a]**
- In a small group, students discuss the content of the video and ask questions that elicit opinions from others in the group. They then debate the following comment: “*El tema de la identidad es esencial para el crecimiento.*” An additional discussion question could be: Do young people in your community question their identity based on their experiences? **[CR3a]**

CR2a—Instructional materials include a variety of authentic audio and video recordings.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR2b—Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.

Written Interpersonal Communication

Students respond to the following questions in an online blog: *¿Cómo es la vida de los inmigrantes en tu comunidad? ¿Qué hace tu comunidad para ayudar a los inmigrantes?* Students respond to the question and then minimally respond to two other student responses. **[CR3b]**

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

Print Interpretive Communication

Students search for authentic articles from Spanish-speaking newspapers that focus on the lives of immigrants in the United States. **[CR2b]** Formative Assessment: Students write a brief summary of the article. Then, in a written presentation, they compare the information in the article with their own community. **[CR5b] & [CR8]**

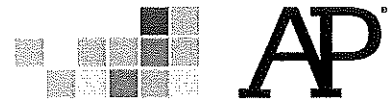
CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

Spoken Interpersonal and Presentational Communication

At home, each student responds to the following question in writing: *¿Cómo se siente ser un estudiante joven en estos momentos en Arizona?*

- The next day, students share their responses via oral presentations to small groups. **[CR5a]**

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.



- They then watch the video “*Ser latino en USA; los jóvenes.*” (www.youtube.com/watch?v=2phQLNtWGr4&safety_mode=true&persist_safety_mode=1/) As they watch the video, they take notes regarding the point of view, as they will use these for an oral presentation. This activity can be completed in one or two days as the video is 30 minutes in length. The teacher could stop at 10:46 and continue at 12:37 through to the end as well. **[CR2a]**
- At home, students use GoogleVoice to compare a point of view from the video interviews and their original writing. This work will be scored according to the scoring guidelines for presentational speaking: Cultural Comparison. **[CR8]**

CR2a—Instructional materials include a variety of authentic audio and video recordings.

CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

Print Interpretive Communication

Students are assigned the story by Francisco Jiménez: “*Cajas de cartón*,” focusing on the essential questions in the unit as a jumping off point for discussion. Students participate in a variety of activities and assessments, both formative and summative, related to Jiménez’s story and its connection to the theme. Examples of activities: directed comprehension questions, illustration of one of the chapters in the book, oral presentation-PPT highlighting one of the chapters. **[CR2c] & [CR4b]**

CR2c—Instructional materials include a variety of authentic literary texts.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

Theme 2: Las familias y las comunidades [CR6e]

Recommended Contexts: Customs and Values, Family Structure, Childhood and Adolescence

Essential Questions:

1. What constitutes a family in different societies?
2. How do individuals contribute to the well being of communities?
3. How do the roles that families and communities assume differ in societies around the world?
4. How does the notion of the “extended family” differ among cultures?

CR6e—The course explicitly addresses the Families and Communities theme.

Vocabulary: Family, holidays and celebrations, and emotions

As an introduction to this unit, students complete the following activity at home:

Activity: Las familias y las comunidades

A continuación necesitas escribir todas las palabras de vocabulario que te vengan a la mente. No te olvides de incluir el artículo definido con cada sustantivo.



La familia	Las celebraciones y las tradiciones	La adolescencia

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR2c—Instructional materials include a variety of authentic literary texts.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

The next day, one student writes down all of the words generated the night before on the board. Students work in groups to find patterns in the words identified, and then one representative reports to the class on what patterns they find (e.g., *En la lista de palabras sobre la familia, encontramos muchas palabras que describen quienes pertenecen a una familia. Sin embargo, también hay muchos adjetivos que describen como uno se siente dentro de la familia*). [CR3a] & [CR5a]

Following this, students write a list of characteristics that reflect the best characteristics of a family. We then analyze the answers and note which answers all groups share in common. [CR3a]

Un ejemplo:

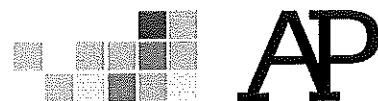
Una familia debe ser:
bondadosa
unida
generosa
servicial

This forms the start of our discussion of Juan Rulfo’s “No oyes ladrar los perros.” [CR2c]

Print Interpretive Communication [CR4b]

- In class, the students will predict the content of the story based on the title. They will work in groups to complete this **graphic organizer**.





- In class and at home, the students will read the story, pausing to answer comprehension questions in writing, to discuss their own opinions, and to identify the theme of the story. [CR4b]
- Students then read Gabriel García Márquez’s “La siesta del martes” and compare the two works. [CR2c] & [CR8]

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

Spoken Interpersonal and Presentational Communication

Students interview a young native speaker from the community, via Skype with our partner school, or talk to one of their own native speaker friends. Each student will interview a student not in this class. They will ask them questions about family structure, how close they are, what their family is like, etc. The exact questions can be chosen by the student.

CR2c—Instructional materials include a variety of authentic literary texts.

CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

Students are then given the following assignment:

How is your family a reflection of your identify? After your interview, write a short summary of what you learned about him/her and compare his/her responses to those that describe your family.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

In class the next day, share what you learned from your interview with a classmate via a short oral presentation. [CR3a], [CR5a] & [CR9]

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

Further activities to conclude this unit:

Presentation: Compare the common idea of a “typical” American family and one from a Spanish- speaking country and describe how you feel the concept of “extended family” differs from, or is similar to, your own. [CR8]

CR9—The course prepares students to use the target language in real-life settings.

Written Interpersonal Communication

- Blog discussion on family rules, generation gap, family relationships in Spanish speaking culture, and in the student’s own culture, the significance of “extended family.” [CR3b]

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

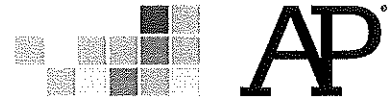
Theme 3: La vida contemporánea [CR6c]

Recommended Contexts: Education and Careers, Travel and Leisure, Lifestyles

Essential Questions:

1. How is contemporary life influenced by cultural products, practices, and perspectives?
2. What are the challenges of contemporary life?

CR6c—The course explicitly addresses the Contemporary Life theme.



Introduction to the theme:

After reading the article, “Los desafíos de la mujer actual: Conciliar trabajo y familia” (www.lasegunda.com/Noticias/Buena-Vida/2012/03/728305/Los-desafios-de-la-mujer-actual-Conciliar-trabajo-y-familia), students comment about the role of women in the community as described in the article by creating an entry on the class blog, focusing on the question: **[CR5b] & [CR7]**

¿Se parecen ambas situaciones, por qué sí o por qué no?

Vocabulary: School, professions, traveling, and leisure activities

As a variation, the teacher will prepare a list of vocabulary words for this unit. Students will be asked to first write a synonym or definition for each word on the list. Students are encouraged to use the words in their blogs, summaries, or any assignment during the course of this unit. In this way, students will contextualize the words and not just memorize them for an exam.

Written and Print Interpretive Communication and Spoken Interpersonal and Presentational Communication

- Students find a Spanish language article from an online magazine, newspaper, or blog that identifies a challenge they also face in their own lives. The article could focus on the use of technology in the classroom or the challenges of finding scholarships to help defray the cost of tuition at the university. This must be a topic of interest to them and a challenge with which they will be faced or are facing now. The students will write about the topic in their journal, include a summary of the content of the article, and compare what they have learned from the article and their own lives. What effect does the content of the article have on their opinion, if any? **[CR3b] & [CR4b]**
- During the course of this unit, two students per day share their information in a two minute oral presentation to the class. Students are encouraged to ask additional questions and give their own opinions in response to the presentations. **[CR3a] & [CR5a]**

Written Presentational Communication

- First, the teacher prepares a list of questions that students will respond to using Poll Everywhere (www.poll.everywhere.com/) For example: *¿Es difícil encontrar un empleo? ¿Tienes un empleo en la actualidad? ¿Dónde trabajas? ¿Cobras un buen sueldo? Si pudieras elegir el trabajo perfecto, ¿cuál sería y por qué?* The responses to these questions form the basis for an in-class discussion. **[CR3a]**
- For homework, students write a cover letter as part of an application for a job that they researched in the classified section of an authentic newspaper online, explaining why they would be an ideal candidate for the job. **[CR5b]**

Tip: There is an excellent site for students where they can search online newspapers from all over the Spanish-speaking world: www.prensaescrita.com.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

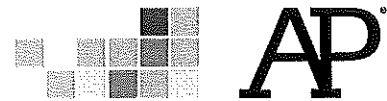
CR7—The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.



Theme 4: Los desafíos mundiales [CR6a]

Recommended Contexts: Economic Issues, Environmental Issues, Health Care and Medicine

Essential Questions:

1. What environmental, political, and social issues pose challenges to societies throughout the world?
2. What are the origins of those issues?
3. What are possible solutions to those challenges?

Introduction to the theme:

The teacher begins this unit by having students participate in a discussion/debate about this topic. [CR3a]

¿Cuáles son los beneficios de dormir una siesta?

¿Piensas que ayudaría esta práctica en el mundo laboral?

CR6a—The course explicitly addresses the Global Challenges theme.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

Vocabulary: Government, politics, environment, and health

- Students are presented with a graphic organizer. Based on the vocabulary topic: *el bienestar mental*, they generate a list of “cluster” words that relate to the topic.

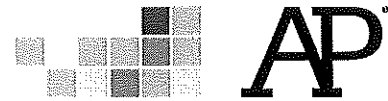
Students will participate in a “jigsaw” activity.

Day 1:

- The teacher will divide the class into groups of three or four students. Each group will have a different article that they will read. Each student in each group will become the “expert” for that particular article. Examples have been provided below.
 - www.bbc.co.uk/mundo/noticias/2012/10/121002_curiosidades_almohada_ostrich_pillow_rg.shtml
 - http://archivo.univision.com/content/content.jhtml?cid=824769*
 - www.20minutos.es/noticia/1112577/0/siesta/alemania/trabajo/ [CR4b]

Day 2:

- Students form new groups so that each group has an expert on each of the different articles. Each student summarizes the information regarding the article that his/her group worked on the day before. Other students listen attentively, take notes, ask questions, etc. [CR3a] Finally, the group chooses the article that they find the most



interesting. Based on the content, they write an opinion column for a newspaper, using evidence from the article they have read. [CR5a] As an extension activity, one student from each group shares the editorial with the class. [CR5b]

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

Spoken Interpersonal and Presentational Communication

- Students select Spanish language resources about how American healthcare reform affects Latinos. Each group researches the topic and comes prepared to defend their viewpoint in a debate the following day. [CR3a] & [CR4b]
 - Extension activities:
 - Socratic Circle on issues such as healthcare reform.
 - Presentation on recommendations that students would pose to school board to transform our school into a more Earth-friendly environment.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

Theme 5: La ciencia y la tecnología [CR6b]

Recommended Contexts: Access to Technology, Effects of Technology on Self and Society, Science and Ethics

Essential Questions:

1. How do developments in science and technology affect our lives?
2. What factors have driven innovation and discovery in the fields of science and technology?
3. What role do ethics play in scientific advancement?
4. What are the ethical consequences of cloning and stem cell research?

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

Introduction to the theme:

The teacher leads a class discussion about how technology impacts the students’ personal lives.

¿Cómo impacta la tecnología en tu vida personal?

¿Crees que son una ventaja o una desventaja los avances tecnológicos del mundo actual?

CR6b—The course explicitly addresses the Science and Technology theme.

Vocabulary: Technology and science

- Students brainstorm a *banco de vocabulario* to activate prior knowledge; what words have they learned that will help them with this topic. The teacher will also decide which new words to include after the students have had an opportunity to generate the word bank.



Sustantivos	Infinitivos	Adjetivos

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR2c—Instructional materials include a variety of authentic literary texts.

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR6f—The course explicitly addresses the Beauty and Aesthetics theme.

Written and Print Interpretive Communication

- Students read the following article at home. *El 82 por ciento de las empresas vascas usa las redes sociales como herramienta de marketing e imagen* (www.20minutos.es/noticia/1599250/0/), and analyze the role of technology in marketing and image creation. [CR4b]
- For homework, students react to the article and a partner’s comments, creating a written discussion thread. [CR3b]
 - Extension activity: Students read “Rosa” by Angel Balzarino and write a review based on the story. [CR2c]

Written Interpersonal Communication: Other ideas for blog discussions

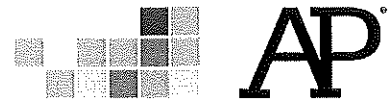
1. Since the invention of the Internet there has been a sort of media revolution. Technology transforms methods of communication. What do you think of the technological revolution? Where is it taking us?
2. It’s been said that television, computer, and video games have led to a lack of imagination in today’s youth. Do you agree?
3. It is said that the computer will replace print media. Do you agree? What does the future hold for print media?
[CR3b]

Further activities to conclude this unit:

Students will design/create a new product. They will present a rationale for the creation of the product, design a marketing campaign using media and both print and tech-rich ads (e.g., posters, tv/internet ads), and will “sell” it to the rest of the class. Classmates will vote on the best product. [CR5a] & [CR5b]

Theme 6: La belleza y la estética [CR6f]

Recommended Contexts: Defining Beauty, Defining Creativity, Visual and Performing Arts



Essential Questions:

1. How are perceptions of beauty and creativity established?
2. How do ideals of beauty and aesthetics influence daily life?
3. How do the arts both challenge and reflect cultural perspectives?

Introduction to the theme:

In small groups, students make a list of what they consider to be beautiful. This could be a painting, a person, etc. The teacher then selects different images of what other cultures consider to be “beautiful” and asks students to react to the images and the question from their own perspectives. [CR3a]

¿Son estas imágenes hermosas?

Vocabulary: Analyzing fine art, talking about music, and descriptions

- The teacher introduces the students to vocabulary that they will need to use during the course of this unit. The list will include words that help students to discuss and analyze works of art.

Visual Interpretive Communication and Spoken Interpersonal Communication

Teacher shows images of Fernando Botero’s works of art; paintings and sculptures. Using the vocabulary words that they have for this unit, students, in small groups, analyze the art.

Together with the class, the teacher reviews the group work, ensuring that the students are using the vocabulary appropriately to describe and analyze the works of art and discuss how the images reflect practices of every day life. Part of the discussion includes the products, practices, and perspectives that are addressed by Botero’s work. [CR4a] & [CR7]

Written Interpersonal Communication

In their class blog, students discuss how Botero’s vision of what it means to be beautiful may be different from their own concept of beauty. [CR3b]

Spoken Presentational Communication

Students select a new painter from the Spanish-speaking world. They select a painting from his/her collection and via a GoogleVoice presentation, they compare the work of art that they have chosen to a painting by Fernando Botero. They discuss similarities and differences and comment on which painting they prefer and why. [CR5a]

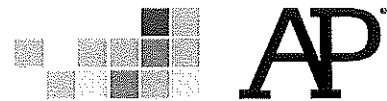
CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4a—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.

CR7—The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.



Further activities to conclude this unit:

- Participate in a Socratic Circle on aspects of art such as violence in movies, or censorship of art. **[CR3a]**
- Present a song or piece of art to the class and explain their interpretation and why they like it. **[CR5a]**
- In a small group, discuss likes and dislikes of the artistic view of the world of the paintings of Salvador Dalí. **[CR3a]**

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

Written Presentational Communication

- Students take a virtual trip to Museo Soumaya **[CR9]** and describe in writing their favorite works of art and why.
 - Write an essay answering the following questions: How does publicity influence our idea of beauty? What danger does this pose to adolescents? Are these dangers any different in Spanish speaking countries? Explain. **[CR5b]**

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

Course materials [CR2a] & [CR2b]

General resources taken from among the following:

BBC Radio: Estudio 834: http://news.bbc.co.uk/hi/spanish/programmes/estudio_834/

BBC Mundo: www.bbcmundo.com

Radio Naciones Unidas: <http://radio.un.org/es/> and <http://news.bbc.co.uk/hi/spanish/news/>

Radio Televisión Española: www.rtve.es/

Univisión: www.univision.com

TV Azteca: www.tvazteca.com/

UNICEF: www.unicef.org/spanish/videoaudio/video_radio.html

CNN en español: www.cnn.com/espanol

El País (Madrid): www.elpais.es

El Mundo: www.elmundo.es

BBC News in Spanish: <http://news.bbc.co.uk/hi/spanish/news/>

People en español: www.peopleenespanol.com/pespanol/

Zambombazo: <http://zachary-jones.com/zambombazo>

Ver-taal: www.ver-taal.com/

Practica Español: www.practicaespanol.com/

Veintemundos: www.veintemundos.com/en/

www.20minutos.es

CR9—The course prepares students to use the target language in real-life settings.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR2a—Instructional materials include a variety of authentic audio and video recordings.

CR2b—Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.

AP SPANISH LANGUAGE & CULTURE



AP® Spanish Language and Culture Sample Syllabus 2

Syllabus 1029718v1

Real Academia Española: www.rae.es

Yahoo Noticias: es.noticias.yahoo.com

Defining Beauty

Level 1 Benchmarks

How do different cultures express beauty?

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple questions about familiar topics.
- ✓ I can present basic information in writing and speaking on familiar topics in simple phrases or basic of sentences

Proficiency Level  NOVICE HIGH

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading or listening to people to describe their physical characteristics or personality traits.

I can read an infographic and understand the main idea about personality characteristics

INTERPERSONAL SKILLS

I can ask and answer questions about physical description and personality traits.

I can ask people's opinion about inner and outer beauty and express my own opinion on it.

PRESENTATIONAL SKILLS

I can describe myself or someone else using physical description and personality traits.

I can compare and contrast my own qualities to someone else.

I can explain the similarities and differences regarding beauty in Hispanic cultures.

I can communicate my own definition of beauty.

How can I put my language skills to use?- HONORS

INVESTIGATION

Of products & practices



I can investigate Hispanic artists and describe characteristics of their art.

UNDERSTANDING

Of cultural perspectives



I can understand the different ways beauty is marketed in different Hispanic cultures.

PARTICIPATION

In cultural interactions



Follow a social media account related to beauty, sports, marketing, fashion or design and keep track of what you learn.

SPANISH LEVEL 1

¡Me encantan los deportes!

Level _____ **Benchmarks**

Souhegan High School

How do people maintain a healthy lifestyle around the world?

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple and sometimes strings of questions about familiar topics.
- ✓ I can present basic information in writing and speaking on familiar topics in simple sentences or strings of sentences

Proficiency Level → NOVICE HIGH

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when people talk about sports they like or play

I can understand information about sports based on a broadcast or an article

I can understand the benefits of playing sports & staying active & eating a well-balanced diet

INTERPERSONAL SKILLS

I can exchange information about what sports I like or play, who my favorite players/ teams are, and when & where a sporting event is taking place

I can ask questions about sports, teams and players

I can exchange information about training & nutrition

PRESENTATIONAL SKILLS

I can present the sports habits of Americans & people in the target culture

I can present information about sporting events

I can write about my favorite athlete

I can explain habits for good fitness

How can I put my language skills to use? -Honors

INVESTIGATION

Of products & practices



I can research what sporting events take place in other countries & explain how they compare to the US

UNDERSTANDING

Of cultural perspectives



I can show examples of how another culture values sports and can share which sports teams are more popular than others

PARTICIPATION

In cultural interactions



I can follow the progress of a team during the week using the web & write about it or talk about it

SPANISH LEVEL 1

¡Quiero explorar el mundo!

Level 1 **Benchmarks**

Souhegan High School

Where will I use Spanish? With whom will I speak?

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple and sometimes strings of questions about familiar topics.
- ✓ I can present basic information in writing and speaking on familiar topics in simple sentences or strings of sentences

Proficiency Level NOVICE HIGH

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea about what there is to do in a Spanish speaking country.

I can understand information about planning a vacation.

I can understand what the weather is like, what I should bring and what I can do and see in the country of my choice

INTERPERSONAL SKILLS

I can exchange information about what I like to do and what I want to do on vacation.

I can ask questions about the weather and what I need to bring with me

I can exchange information about what there is to do for fun in different Spanish-speaking countries.

I can exchange info. about the money in my country

PRESENTATIONAL SKILLS

I can explain the geography and weather of a Spanish speaking country I want to visit.

I can present information about tourist activities in a Spanish speaking country

I can explain what I need to take with me and why

I can explain what people do for vacations in the country I am going to visit.

How can I put my language skills to use? Honors Challenge

INVESTIGATION

Of products & practices



I can research what people do for vacations in other countries & explain how they compare to the US

UNDERSTANDING

Of cultural perspectives



I can show examples of how another culture values leisure time

PARTICIPATION

In cultural interactions



I can follow tweets from the country I want to visit and/or I can stay update by following the countries tourism site

Mi familia

Level _____

Benchmarks

What is the role of family in different societies?

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple questions about familiar topics.
- ✓ I can present basic information in writing and speaking in simple phrases or basic sentences

Proficiency Level → NOVICE HIGH

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea when people talk or write about who is in their family
- I can understand descriptions of family members
- I can understand how people relate to each other
- I can understand a family tree
- I can read & understand short passages comparing family structures

INTERPERSONAL SKILLS

- I can understand & respond to basic questions about my family
- I can talk about family members and what they are like and ask questions to someone about their family
- I can ask and answer questions about the ages of family members
- I can ask & answer questions about what different family members like & don't like to do

PRESENTATIONAL SKILLS

- I can introduce my family
- I can describe my family and their likes and dislikes to someone I don't know
- I can tell how different people are related to each other in my family
- I can explain how the concept of family may differ in Spanish-speaking countries

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can tell about the Spanish Royal Family and explain who will be next in line for the Royal Throne

UNDERSTANDING

Of cultural perspectives



I can understand how traditional Hispanic last names are formed and create a family tree using full names and/or I can place a person in a family tree based on their full name.

PARTICIPATION

In cultural interactions



I can interview someone from a Spanish-speaking country. I can compare their family to mine. I can write a text, a tweet or a Facebook post in Spanish telling why I love my family.

Breaking the Ice!

How do people get to know each other?

Level 1

Benchmarks

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple questions about familiar topics.
- ✓ I can present basic information in writing and speaking in simple phrases or basic sentences

Proficiency Level → NOVICE MID

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea when people introduce themselves
- I can understand information about different people's likes and dislikes
- I can understand the cultural norms around greetings
- I can understand the difference between the terms Hispanic, Latino, or Spanish.

INTERPERSONAL SKILLS

- I can introduce myself and give personal information
- I can respond to an introduction
- I can ask questions to get to know someone better
- I can exchange information about likes and dislikes
- I can engage in a conversation using appropriate social register & cultural norms

PRESENTATIONAL SKILLS

- I can introduce myself using simple statements
- I can state my name and my age
- I can tell where I live and where I am from
- I can present my likes and dislikes
- I can describe what I look like & my personality

How can I put my language skills to use? Honors Challenge

INVESTIGATION

Of products & practices



I can research how people from different Spanish-speaking countries greet each other

UNDERSTANDING

Of cultural perspectives



I can show examples of and interpret appropriate cultural greetings and gestures

PARTICIPATION

In cultural interactions



I can follow a famous Spanish-speaker online and understand basic biographical information

SPANISH LEVEL 1

Souhegan High School

Science and Technology

Level 1 Benchmarks

How do people maintain a healthy lifestyle around the world?

- I can understand simple phrases & sentences about daily topics that I hear and read.
- I can ask and answer simple questions about familiar topics.
- I can present basic information in writing and speaking in simple phrases or basic sentences

Proficiency Level NOVICE HIGH

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when people talk or write about their healthy lifestyle and how they maintain it.

I can derive meaning from short, non-complex texts that convey basic information about popular exercises and sports in Spanish-speaking countries.

I can understand the benefits of playing sports, staying active, and eating a well-balanced diet.

INTERPERSONAL SKILLS

I can understand & respond to basic questions about how I stay healthy.

I can talk about how people stay healthy in my culture and ask questions about how other cultures stay healthy.

I can talk about exercises and some healthy foods in Spanish-speaking countries and my own country.

I can ask questions about sports, teams, and players.

PRESENTATIONAL SKILLS

I can explain how I maintain a healthy lifestyle.

I can explain how people in Spanish-speaking countries maintain a healthy lifestyle.

I can explain how and why health impacts culture.

I can compare how I stay healthy and how people in the Spanish-speaking world stay healthy.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research different exercises or healthy recipes in the Spanish-speaking world and how it relates to their cultural values.

UNDERSTANDING

Of cultural perspectives



I can understand the similarities and differences of how various Spanish-speaking cultures maintain healthy lifestyles.

PARTICIPATION

In cultural interactions



I can identify my exercise and nutrition habits now and make a plan about how I am going to improve them.

SPANISH LEVEL 2

Souhegan High School

Beauty & Aesthetics

Fashion & Self-Expression

Level 2 Benchmarks

What does fashion say about me?

- I can understand simple phrases & sentences about daily topics that I hear and read.
- I can ask and answer simple questions about familiar topics.
- I can present basic information in writing and speaking in simple phrases or basic sentences

Proficiency Level NOVICE HIGH

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when people talk or write about their fashion choices and identity

I can derive meaning from short, non-complex texts that convey basic information clothing styles and preferences

I can understand clothing words, patterns, designs and fashion influences when reading or listening.

INTERPERSONAL SKILLS

I can understand & respond to basic questions about clothing, fashion and preferences

I can ask and answer questions about clothing, fashion trends, design and influences

I can ask and answer questions about personal preferences

I can ask and respond to questions in a store

PRESENTATIONAL SKILLS

I can explain how I dress and what it says about me

I can explain some fashion trends of people in Spanish-speaking countries

I can compare my typical look with someone in a Spanish speaking country.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research Hispanic fashion designers and share about their life and influences

UNDERSTANDING

Of cultural perspectives



I can understand the similarities and differences of how various Spanish-speaking cultures influence our fashion

PARTICIPATION

In cultural interactions



I can follow famous Spanish-speaking YouTubers and compare and contrast them to famous English-speaking YouTubers

Contemporary Life

Level 2 Benchmarks

How do cultures celebrate meaningful life events?

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple questions about familiar topics.
- ✓ I can present basic information in writing and speaking in simple phrases or basic sentences

Proficiency Level  NOVICE HIGH

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when people talk or write about their celebrations and holidays.

I can derive meaning from short, non-complex texts that convey basic information about various celebrations in Spanish-speaking countries.

I can identify and compare different types of celebrations, where they're celebrated, who celebrates them, and for how long.

INTERPERSONAL SKILLS

I can understand & respond to basic questions about my celebrations in my culture.

I can talk about my culture, my celebrations, and ask questions to someone about celebrations in their culture.

I can ask and answer questions about how and why celebrations begin in Spanish-speaking countries.

I can ask & answer questions about the celebrations and holidays in Spanish-speaking countries.

PRESENTATIONAL SKILLS

I can explain my celebrations and how it reflects my culture.

I can explain how celebrations and holidays are related to culture and why.

I can explain how people celebrated.

I can compare my celebrations to celebrations of the Spanish-speaking world.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research celebrations in the Spanish-speaking world and how it relates to their cultural values.

UNDERSTANDING

Of cultural perspectives



I can understand the similarities and differences of various celebrations and holidays in the Spanish-speaking world.

PARTICIPATION

In cultural interactions



I can explain about a certain celebration or holiday that "I attended." I can include supporting details such as, who, what, when, where, why, and how this event was celebrated.

My Social Life

Souhegan High School

How does the way we spend time reflect the values of a community?

Level 2 **Benchmarks**

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using words, phrases & simple sentences.

Proficiency Level → Novice High

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading or listening to people talk about their hobbies and pastimes.

I can understand basic language and messages about how teens spend their free time.

I can derive meaning from short, non-complex texts that convey basic information about values in Spanish-speaking countries

INTERPERSONAL SKILLS

I can give personal information about the ways I spend time

I can ask questions to get to know someone better in class about their hobbies and what they do

I can share information & ask questions about Spanish-speaking teenagers

PRESENTATIONAL SKILLS

I can explain what is important to me and how I use my free time

I can share information about my daily life and what I value

I can show that how I spend time is a reflection of what I value

I can compare the way I spend time with that of a Spanish -speaker

How can I put my language skills to use? - Honors Choices

INVESTIGATION

Of products & practices



I can follow various Spanish-speakers on social media to learn and understand how they spend time and show how this ties to values

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of what people value in different Spanish-speaking countries

PARTICIPATION

In cultural interactions



I can compare and contrast cultural values in various Spanish-speaking countries

Breaking Stereotypes

Level 2 **Benchmarks**

Souhegan High School

How do we see the world? How does the world see us? What can we learn from each other?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using words, phrases & simple sentences.

Proficiency Level → Novice High

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand key words, cognates and formulaic phrases about stereotypes

I can understand predictable language and messages when listening to Spanish-speaking videos

I can derive meaning from short, non-complex texts that convey basic information about in Spanish-speaking countries and their perspectives

INTERPERSONAL SKILLS

I can express what I used to do, what I used to like and what I used to believe

I can ask questions to get to know someone better and understand what they used to be like

I can participate in conversations about beliefs & stereotypes

PRESENTATIONAL SKILLS

I can explain what I was like when I was little

I can explain what I used to believe

I can compare stereotypes that people have of Americans to stereotypes that Americans have of others

I can express the dangers of stereotypes

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can research Spanish-speaking teenagers and attitudes they hold about the world around them

UNDERSTANDING

Of cultural perspectives



I can demonstrate understanding about the dangers of stereotyping people and what I can do personally to change others' negative perspectives

PARTICIPATION

In cultural interactions



I can compare and contrast stereotypes Spanish-speaking countries have of other Spanish-speaking countries & explain why they exist

My Daily Life

Level 2 **Benchmarks**

Souhegan High School

How does my life compare to that of a Spanish speaking teenager?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using words, phrases & simple sentences.

Proficiency Level → Novice High

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand key words, cognates and formulaic phrases about daily life in a Spanish-speaking country

I can understand predictable language and messages when listening to Spanish-speaking videos

I can derive meaning from short, non-complex texts that convey basic information about in Spanish-speaking countries

INTERPERSONAL SKILLS

I can introduce myself and give personal information

I can ask questions to get to know someone better in class

I can share information & ask questions about Spanish-speaking teenagers

PRESENTATIONAL SKILLS

I can explain who I am and what I do at home

I can share information about my daily life and where I live.

I can compare my life with that of a Spanish - speaking teenager

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can research typical daily life for Spanish-speaking teenagers

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of Hispanic home life

PARTICIPATION

In cultural interactions



I can compare and contrast daily life of Spanish-speaking teenagers with another person's or my own

Creating Responsible Citizens

Souhegan High School

How do people use technology around the world?

Level 2 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using words, phrases & simple sentences.

Proficiency Level → Novice High

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading or listening to people talk about how they use technology

I can understand basic text language and messages in Spanish

I can derive meaning from short, non-complex texts that convey basic information about social media habits in Spanish-speaking countries

INTERPERSONAL SKILLS

I can give information about the ways I spend time on-line

I can ask and answer questions about how and why people in my culture use social media

I can ask & answer questions about how Spanish speaking teenagers use social media & technology in their lives

PRESENTATIONAL SKILLS

I can communicate on social media using Spanish

I can share information about the positives and negatives about technology and how I use it.

I can compare the way I spend time using social media with that of a Spanish -speaker

I can explain how I can be safe on the Internet

How can I put my language skills to use?- Honors Choices

INVESTIGATION

Of products & practices



I can follow Spanish-speakers on social media and see their tweets/ posts in Spanish and show understanding of their messages

UNDERSTANDING

Of cultural perspectives



I can compare and contrast social media posts from different Spanish-speaking countries and identify trends

PARTICIPATION

In cultural interactions



I can put my phone in Spanish and record the new Spanish vocabulary I learn

El poder de la música

Level 3 Benchmarks

¿Cuál impacto positivo puede tener la música en la comunidad?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Goal → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea about how the power of music can bring about change

I can understand when I read and hear about a musician's life and what influences their music

I can understand the main idea of songs in Spanish.

INTERPERSONAL SKILLS

I can exchange information about popular musicians

I can ask and answer questions about how I give back to my community.

I can provide and exchange information about what my school community needs

I can ask and answer questions about a musician & how they impact their community

I can exchange information about what music I prefer

PRESENTATIONAL SKILLS

I can present information about a Spanish-speaking musician & share the message of their music

I can compare and contrast Spanish-speaking musicians & their role in the community with English speaking musicians

I can present song lyrics, share what they mean and give context To the message

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can research famous Spanish-speaking musicians to see how they positively impact their community

UNDERSTANDING

Of cultural perspectives



I can show examples of how music has changed the world

PARTICIPATION

In cultural interactions



I can share how music can be beneficial to an individual..

¡Salud!

Level 1 **Benchmarks**

Souhegan High School

How do people maintain a healthy lifestyle around the world?

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple and sometimes strings of questions about familiar topics.
- ✓ I can present basic information in writing and speaking on familiar topics in simple sentences or strings of sentences

Proficiency Level → NOVICE HIGH

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading about or listening to information about food and exercise in my country and in other countries.

I can understand information about recommendations for a healthy life.

I can understand what activities people engage in Spanish-speaking countries

INTERPERSONAL SKILLS

I can exchange information about my diet

I can ask and answer questions about what choices promote good health

I can exchange information about what I prefer to eat, should eat, need to eat in order to be healthy

I can exchange information about my physical activities

PRESENTATIONAL SKILLS

I can explain the similarities and differences regarding food habits in my country and in a Spanish speaking country

I can explain my diet and exercise habits and determine how to improve them if necessary

I can explain the activities people participate in the US and compare the to those in a Spanish-speaking country.

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can research food habits and/or exercise habits in a Spanish speaking country

UNDERSTANDING

Of cultural perspectives



I can show examples of the role food plays in Spanish-speaking countries

PARTICIPATION

In cultural interactions




I can find and make a recipe of a popular food from a Spanish-speaking country

Environmental Challenges

Level 3 Benchmarks

What environmental challenges do we face around the world? How are they being addressed?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Level  Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the relationship between nature and the environment.

I can understand the main ideas when people talk about the environment.

I can understand information when reading about environmental challenges.

INTERPERSONAL SKILLS

I can ask and answer questions about how people in the community and I impact our local environment.

I can have a conversation expressing my interest in environmental issues.

I can respond to an email message about the environment.

PRESENTATIONAL SKILLS

I can investigate and explain problems associated with the environment and make appropriate recommendations

I can compare and contrast environmental challenges in Spanish-speaking and local communities

I can create a public service announcement to remind the public about following good environmental practices

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can investigate and learn about the environmental challenges in my community and in Spanish-speaking communities.

UNDERSTANDING

Of cultural perspectives



I can understand how environmental problems, challenges and solutions differ depending on the community in which one lives.

PARTICIPATION

In cultural interactions



I can propose solutions to a problem associated with the environment in a Spanish-speaking country.

It takes a village

What is community and how have I contributed?

Level 3 **Benchmarks**

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea when reading about or listening to someone describe a community
- I can obtain the main idea when people share the ways they have helped in a community
- I can interpret a map
- I can read a set of directions to a party and draw a map based upon them

INTERPERSONAL SKILLS

- I can share ideas about my community and how it compares to others
- I can ask and answer questions about places to visit and things to do in my community
- I can discuss how I have contributed to my community

PRESENTATIONAL SKILLS

- I can define community & my role in it
- I can explain the ways I have participated in my community
- I can share information about how I would like to participate in the future
- I can compare and contrast a Spanish-speaking city to my town
- I can explain how I could contribute to a Spanish-speaking community
- I can write a set of directions

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can investigate and learn about organizations that work with Hispanic communities.

UNDERSTANDING

Of cultural perspectives



I can understand how needs change depending on the community in which you live.

PARTICIPATION

In cultural interactions



I can follow a Spanish-speaking country's tourism site on social media and understand the main idea of the posts

¡Me encanta la comida!

LEVEL 3 **Benchmarks**

¿Qué revela la comida sobre una cultura?

- ✓ I can use a variety of words & phrases on a range of familiar topics. I can begin to give more details and elaborate.
- ✓ I can combine words and phrases to create original sentences.
- ✓ I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea when people talk about food and culture in their region
- I can understand a waiter and interpret a menu
- I can understand information about mealtimes, food & cultural values
- I can understand the benefits of the Mediterranean diet

INTERPERSONAL SKILLS

- I can exchange information about my food habits & make connections to the culture
- I can exchange information about traditional food habits in Spain and in a specific region of Spain
- I can exchange information about the Mediterranean diet and compare it to my own
- I can order in a restaurant

PRESENTATIONAL SKILLS

- I can present the food habits of people in the target culture
- I can present information about the benefits of the Mediterranean diet
- I can present information about how geographical location impacts food

How can I put my language skills to use?-HONORS

INVESTIGATION

Of products & practices



I can research traditional foods in a Spanish-speaking country and I can select authentic restaurants where I could eat that food

UNDERSTANDING

Of cultural perspectives



I can show examples of how food reflects the culture of a Spanish-speaking community

PARTICIPATION

In cultural interactions



I can recognize and imitate:

- **culturally accepted practices and behaviors in a restaurant**
- **culturally appropriate phrases related to food in many situations**

SPANISH LEVEL 3

Personal & Public Identities

Who Am I?

Souhegan High School

How does personal identity compare with public persona?

Level 3 Benchmarks

- I can understand the main idea on familiar topics that I hear and read.
- I can ask and answer questions about familiar topics.
- I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main ideas of songs in Spanish
- I can understand the main idea and some supporting details of biographies about famous Hispanic people when reading or listening
- I can follow a famous Spanish speaker on Twitter or FB
- I can understand the main idea when reading about personality traits

INTERPERSONAL SKILLS

- I can give details & elaborate when I introduce myself
- I can ask questions to get to know someone better in class
- I can share information about what I was like when I was little and ask others about what they were like
- I can share information & ask questions about famous Spanish speakers

PRESENTATIONAL SKILLS

- I can explain who I am and what I am like in different settings
- I can tell what I was like in the past and what I am like now
- I can share information about a famous Spanish speaker & explain their public & personal identities

How can I put my language skills to use? Honors Challenge

INVESTIGATION

of products & practices



I can research famous Spanish speakers and their online profiles

UNDERSTANDING

of cultural perspectives



I can show how understanding of a person's background & history may influence perceptions

PARTICIPATION

in cultural interactions



I can follow a famous Spanish speaker on Twitter or Facebook and understand the main idea of the posts

Art Influences the World

Souhegan High School

How does art reflect history and culture?

Level 4 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level  Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand information about art & beauty based on what I hear and read.

I can understand the intentions of the artist when analyzing art.

I can investigate how art reflects the history and culture.

INTERPERSONAL SKILLS

I can ask and answer questions about art.

I can discuss what art says about a culture.

I can share information & ask questions about famous Spanish-speaking artists, their works and their lives.

I can exchange ideas about how art and history relate.

PRESENTATIONAL SKILLS

I can show how art is a reflection of history and the culture of the time.

I can talk about the importance of art in Spanish-speaking culture.

I can give my opinion about how art is relevant in today's society.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research art and artists of a Spanish-speaking country and identify which museums I can to see the originals.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of how art tells the story of a culture and period in history.

PARTICIPATION

In cultural interactions



I can compare and contrast Spanish and American works from a specific art movement in history.

Immigration

Souhegan High School



Level 4 **Benchmarks**

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading or listening to people talk about moving.

I can understand how external forces influence people to move.

I can understand current immigration issues in Spanish-speaking countries.

INTERPERSONAL SKILLS

I can exchange personal information about moving.

I can discuss and defend where I come from and where I want to go.

I can share information & ask questions about Spanish-speaking teenagers.

PRESENTATIONAL SKILLS

I can compare universal themes of immigration across cultures.

I can share my knowledge and opinion about immigration issues.

I can explain and defend reasons for moving.

I can compare & contrast immigration issues in Spanish-speaking countries to those in my country.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research how past immigration issues affect Spanish-speaking countries.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of the issues systems face when people move.

PARTICIPATION

In cultural interactions



I can compare and contrast the importance of maintaining ethnic identity while assimilating to the new culture.

Money & Choices

Souhegan High School

What impact does the economy have on families and communities?

Level 4 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level  Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading or listening to people talk about their school and job experiences.

I can understand predictable language and messages about how Spanish-speaking people spend and feel about money.

I can derive meaning from short, non-complex texts that convey basic information about the economy in Spanish-speaking countries.

INTERPERSONAL SKILLS

I can exchange personal information about the way I spend money.

I can ask questions to get to know someone better in class about their school and career goals.

I can share information & ask questions about Spanish-speaking teenagers.

PRESENTATIONAL SKILLS

I can explain the education choices I would make if I were a student in a Spanish-speaking country.

I can show that how I spend money is a reflection of what I value.

I can compare the way I experience education with that of a Spanish-speaker.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research how Spanish-speaking high school students financially prepare for life after high school.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of how people in a Spanish-speaking country spend money reflects their values.

PARTICIPATION

In cultural interactions



I can compare and contrast cultural values in the United States and in a Spanish-speaking country.

Our History, Ourselves

Level 4 **Benchmarks**

Souhegan High School

How does our past shape our present?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading or listening to information about biographical or historical information.

I can understand predictable language and messages about how important events in a Spanish-speaking country shape and impact the present.

I can understand current social issues in Spanish-speaking countries and how they are linked to the past.

INTERPERSONAL SKILLS

I can exchange personal information about my past with that of another person.

I can discuss past events.

I can exchange information with another person about historical events and how they compare with current events.

PRESENTATIONAL SKILLS

I can explain the connections between historical events and current events in a Spanish-speaking country.

I can share experiences I have had or choices I have made, or have been made by my family, and how they currently effect my life.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research Spanish colonization.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of how Spanish colonization impacted the global community.

PARTICIPATION

In cultural interactions



I can compare and contrast the relationship between American historical events and those of a Spanish-speaking country.

My Place in the World

Level 4 **Benchmarks**

Souhegan High School

How can personal circumstances influence goals, values, hopes and dreams?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea and some supporting details of Spanish videos.
- I can understand the main idea of songs in Spanish.
- I can derive meaning from texts that convey basic information about cultural values in Spanish-speaking countries.
- I can investigate what my values say about who I am.

INTERPERSONAL SKILLS

- I can ask and answer questions about my childhood.
- I can discuss what values say about a culture.
- I can share information & ask questions about Spanish values.
- I can compare my childhood beliefs to those of my peers.

PRESENTATIONAL SKILLS

- I can explain who I am and where I come from.
- I can talk about my values.
- I can give my opinion about what makes a good friend.
- I can describe what my values say about who I am.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

of products & practices



I can research Spanish cultural values

UNDERSTANDING

of cultural perspectives



I can demonstrate my understanding of how the people and experiences around me influence my values

PARTICIPATION

in cultural interactions



I can compare and contrast and values from a Spanish-speaking country with American values.

Making Modern Connections

Souhegan High School

What are the effects of technology on the individual and society?

Level 4 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level  Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea when reading or listening to people talk about technology.
- I can understand predictable language and messages about how Spanish-speaking people use technology.
- I can derive meaning from short, non-complex texts that convey basic information about technology in Spanish-speaking countries.

INTERPERSONAL SKILLS

- I can exchange personal information about the way I use technology.
- I can ask and answer questions about how my classmates and I feel about technology.
- I can share information & ask questions about how Spanish-speaking people use technology.

PRESENTATIONAL SKILLS

- I can compare and contrast the benefits of technology.
- I can demonstrate my opinion about technology.
- I can compare the way I experience technology with that of a Spanish-speaker.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research how technology is influencing traditional cultures.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of how technology has changed how people communicate.

PARTICIPATION

In cultural interactions



I can compare and contrast the advantages and disadvantages of online versus face-to-face communication.

Edant libum!

What does food reveal about a culture?

Level I Benchmarks

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple and sometimes strings of questions about familiar topics.
- ✓ I can present basic information in writing and speaking on familiar topics in simple sentences or strings of sentences

Proficiency Level → NOVICE MID

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can read passages in Latin and relate information about Roman culture
- I can demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax
- I can demonstrate an understanding of basic language patterns of English as they relate to the structure of Latin
- I can demonstrate a knowledge of dining and ceremonies in ancient Rome

PRESENTATIONAL SKILLS

- I can identify English foods with Latin roots
- I can compare a ceremony from Roman culture with a comparable one in modern culture
- I can identify different types of Roman food.

INTERPERSONAL SKILLS

- I can create a menu for a Roman Banquet
- I can write an invitation to a party in Latin

How can I put my language skills to use? Honors Choices

INVESTIGATION

Of products & practices



I can collaborate with another class to an international affair where you could exchange recipes

UNDERSTANDING

Of cultural perspectives



I can eat like a Roman of a week and document my food intake with a food journal

PARTICIPATION

In cultural interactions



I can present and exchange information about my language experience to others in the school/community

LATIN CURRICULUM

Souhegan High School

Esne mea mater?

What is the value of family and home in ancient societies?

Level I Benchmarks

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple and sometimes strings of questions about familiar topics.
- ✓ I can present basic information in writing and speaking on familiar topics in simple sentences or strings of sentences

Proficiency Level  NOVICE MID

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can read words, phrases, and simple sentences and associate them with pictures, and/or other words, phrases, and simple sentences

I can demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax

I can demonstrate an understanding of basic language patterns of English as they relate to the structure of Latin

I can demonstrate a basic knowledge of daily life

PRESENTATIONAL SKILLS

I can design floor plan of a Roman house

I can draw their family tree with pictures and label family members in Latin

I can create a narrative based on knowledge of the daily activities

I can label and diagram sentences

I can create sentences using flashcards and identify the parts of speech

INTERPERSONAL SKILLS

I can label the rooms of a Roman house in Latin

I can label family members in Latin

How can I put my language skills to use? Honors Choices

INVESTIGATION

Of products & practices



I can create a derivative tree with Latin house and family words in the stem and English words as the fruit

UNDERSTANDING

Of cultural perspectives



I can compare and contrast aspects of my own public and private lives to those of the Romans

PARTICIPATION

In cultural interactions



I can present and exchange information about my language experience to others in the school/community

LATIN CURRICULUM

Souhegan High School

Locus, Locus, Locus!

How was geographic location important to economic, social, and political development of ancient Rome?

Level I Benchmarks

- I can understand simple phrases & sentences about daily topics that I hear and read.
- I can ask and answer simple and sometimes strings of questions about familiar topics.
- I can present basic information in writing and speaking on familiar topics in simple sentences or strings of sentences

Proficiency Level NOVICE MID

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can read passages in Latin and relate information about Roman culture
- I can demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax
- I can demonstrate an understanding of basic language patterns of English as they relate to the structure of Latin
- I can demonstrate a knowledge of selected facts of history and geography of the ancient world

PRESENTATIONAL SKILLS

- I can identify geography of Greece and the Roman empire Romanization
- I can outline the route/voyages of historical and mythological characters
- I can compare and contrast present day maps to the ancient maps
- I can identify geography of Italy and the surrounding Mediterranean world

INTERPERSONAL SKILLS

- I can create a travel brochure in Latin for an ancient city
- I can label a map Rome and the Roman Empire

How can I put my language skills to use? Honors Choices

INVESTIGATION

Of products & practices



I can build my own empire.

UNDERSTANDING

Of cultural perspectives



I can make a timeline detailing the battles that the Romans fought to increase the size of their empire.

PARTICIPATION

In cultural interactions



I can present and exchange information about my language experience to others in the school/community.

LATIN CURRICULUM

Souhegan High School

Somnium Iuvenis

How does my daily life compare to that of a Roman?

Level I Benchmarks

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple and sometimes strings of questions about familiar topics.
- ✓ I can present basic information in writing and speaking on familiar topics in simple sentences or strings of sentences

Proficiency Level  NOVICE MID

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can read passages in Latin and relate information about Roman culture
- I can demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax
- I can demonstrate an understanding of basic language patterns of English as they relate to the structure of Latin
- I can demonstrate a basic knowledge of daily life

PRESENTATIONAL SKILLS

- I can create a narrative based on knowledge of the daily activities
- I can compare a ceremony from Roman culture with a comparable one in modern culture
- I can create create a narrative based on knowledge of the daily activities

INTERPERSONAL SKILLS

- I can use captions and labels for comics and cartoons in Latin
- I can write a story in the character of an ancient Roman

How can I put my language skills to use? Honors Choices

INVESTIGATION

Of products & practices



I can collaborate with another class to an international affair where you could exchange customs

UNDERSTANDING

Of cultural perspectives



I can host a toga day where students act like Romans all day

PARTICIPATION

In cultural interactions



I can present and exchange information about my language experience to others in the school/community

LATIN CURRICULUM

Souhegan High School

Vincens victorem

How did Greco-Roman art and architecture survive the test of time?

Level I Benchmarks

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple and sometimes strings of questions about familiar topics.
- ✓ I can present basic information in writing and speaking on familiar topics in simple sentences or strings of sentences

Proficiency Level → NOVICE MID

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can read passages in Latin and relate information about Roman culture

I can demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax

I can recognize basic architectural features and art forms of the Greeks and Romans

I can recognize the Roman elements of architectural features of buildings today

PRESENTATIONAL SKILLS

I can the types of columns, arches, buildings, monuments found in Roman culture and in present society

I can compare and contrast present day buildings, customs, and institutions to those of ancient Rome

INTERPERSONAL SKILLS

I can create a travel brochure in Latin for an ancient city

I can compare modern city structures to the ancient ones

How can I put my language skills to use? Honors Choices

INVESTIGATION

Of products & practices



I can build a scale model, in Minecraft, of the Colosseum, Pantheon, a Roman aqueduct, or highway road system.

UNDERSTANDING

Of cultural perspectives



I can make my own Roman mosaic or fresco.

PARTICIPATION

In cultural interactions



I can present and exchange information about my language experience to others in the school/community.

AP AUDIT - FRENCH LANGUAGE & CULTURE

AP FRENCH LANGUAGE 2018-2019 Course Audit

This course will take a thematic approach. Our study will explore the six themes of Personal and Private Identities, Families and Communities, Science and Technology, Global Challenges, Beauty and Aesthetics and Contemporary Life. These themes are interwoven into instruction and will be led by essential questions that will guide our inquiry into each of these themes.

This course will build student's skill in communicating in real life situations using three modes of communication: interpersonal, interpretive and presentational. Students will be expected to interact with authentic French-language documents and a strong emphasis will be placed on the integration of skills. Grammatical, lexical and syntactical instructions will be imbedded in all instruction.

The class will be conducted entirely in French and students will make every effort to respond, question, discuss and debate in French.

- Students will be required to journal weekly. Entries will be coordinated with each theme and students will be allowed to make corrections as needed.

- Students will give an oral presentation for each theme and will be graded using the AP speaking guidelines.

- Students will write timed, in-class compositions to prepare for the persuasive essay portion of the AP exam and will be graded according to the AP persuasive writing guidelines.

- Students will write in a variety of formats, such as emails, letters to the editor, tabloid stories, creative stories and poems in order to become familiar with writing in different styles.

- Students will listen to a wide variety of native speakers from different areas of the French-speaking world to prepare for the listening portions of the AP exam. Listening selections will be chosen from podcasts, videos, songs, commercials, news segments and other authentic sources.

- Students will practice integrating multiple sources into their presentations to improve synthesis and critical analysis.

- Students will practice the dialogue and rejoinder sections of AP French: A Guide for the French Language Course.

INSTRUCTIONAL MATERIALS:

AP AUDIT - FRENCH LANGUAGE & CULTURE

- Ladd, Richard. AP French: Preparing for the Language and Culture Examination. Pearson, 2012.
- Ladd, Richard. Allons au-delà : La Langue et les Cultures du Monde Francophone. Pearson, 2012.
- Sturges, Nielsen, Herbst, Longman. Une fois pour toutes, Deuxieme Edition, White Plains, NH 1992.
- Herbst, Henry L., and Hale Sturges II. Par tout le monde francophone. Longman, 1996.
- Extracts and excerpts from literary sources as listed below
- Articles from Le Figaro, Le Monde, L'Actualité (Québec) and other French and Francophone journals and magazines
- Internet sites with a variety of information, such as www.tv5.fr, www.radiofrance.fr, and www.broadcast-live.com/francais.html
- A variety of francophone singers such as Francis Cabrel, Charlotte Gainsbourg, Amel Bent, Diam, Sinsemilia, Yves Duteil, Calogaro and Faudel, among others.

AP French Thematic Units 2018 -2019	
September/October	<p>Unit 1 – La quête de soi (Private and Personal Identities) Sub-themes : Alienation and assimilation</p> <ul style="list-style-type: none"> •Study vocabulary associated with immigration •Read a personal letter from the instructor •Write a personal letter in response •Grammar review : personal adjectives, adjective/noun agreement •Listen to the song « <i>If</i> » by Charlotte Gainsbourg (discussion of stereotypes and labeling people) •Read the poem « <i>Elle est elle</i> » by George Moustaki (discuss paradoxes) •Listen to song version of <i>Elle est elle</i> •Write a poem based on the style of <i>Elle est elle</i> (assessment) •Brainstorm a list of personal political beliefs • Watch music video entitled “<i>Ma philosophie</i>” by Amel Bent (discuss themes of personal identities and ethnic pride) •Cloze activity with <i>Ma philosophie</i> to check comprehension •Watch video clip <i>Je veux vivre</i> by Faudel •Brainstorm ideas about what students want in life, share in pairs and follow-up with group discussion •Respond orally to prompt: Quel est ton paradis personnel ? and Quel est ton enfer personnel? •Watch videoclip <i>Tout le Bonheur</i> du monde by Sinsemilla •Grammar: subjunctive •Cloze activity to check comprehension

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	<ul style="list-style-type: none"> •Write a poem or essay to describe personal wishes for others in their lives (assessment) •Read articles about how the French see themselves and how they define themselves culturally •Research immigration in France (trends and impacts) •Written comparison detailing immigration patterns, attitudes and beliefs, assimilation and alienation in France and the US (assessment)
November/December	<p>Unit 2: La famille et la communauté (Families and Communities) Sub-themes : Family, friendship and love</p> <ul style="list-style-type: none"> •Group discussion about friendship and family, identify important vocabulary •Watch short film <i>Manon sur le bitume</i> •Discuss film for comprehension and sequence of events •With a partner, make a list of regrets Manon had, then imagine Manon had not died after the accident and determine if she would have been able to right those wrongs (discussion/debate) •Discuss personal regrets, opportunities lost •Grammar: Passé compose, imparfait (and comparative use of the two), plus-que-parfait •Present reading strategies for approaching unfamiliar texts •Read “<i>Qu’un ami véritable est une douce chose</i>” by Michel de Montaigne •Check comprehension with true/false statements •Read George Sand’s response to Montaigne’s position on women and friendship •Small group discussion on how persons of different sex, generations, cultural backgrounds, or political ideologies are able to establish close friendships. Present discussion to class. • Petit discours (brief oral presentation) on friendship (assessment) •Watch video clip of “<i>Ta main</i>” by Grégoire •Give students strips of the lyrics to song and have students put them in order as they listen •Discussion of love and regret / compare to themes and ideas presented in <i>Manon sur le bitume</i> •Listen to <i>Je l’aime à mourir</i> by Francis Cabrel • Cloze activity to check for comprehension •Debate: using French proverbs relating to family, love and friendship, in pairs students will explain the meaning behind the proverb and taking a pro and con position, debate the “truth” behind the proverb. (oral assessment) •Read the fairy tale <u>Barbe Bleue</u>” to introduce marriage into the discussion of love and regret •Comprehension questions / vocabulary from story

AP AUDIT - FRENCH LANGUAGE & CULTURE

	<ul style="list-style-type: none">•Journaling: write about firmly-held American views on love, marriage, dating and family (Friday Quoi de neuf? topic for sharing)•Research on the family, love, dating, marriage and other social structures in France•Presentational speaking: compare and contrast the ideas of love, family and friendship in the US and France (assessment)•SKIT: spontaneous dialogue (interpersonal communication): Give students various conflict scenarios between friends, family members or a romantic partnership. Students have 3 minutes to read scenario and reflect, then must present a believable ad-lib dialogue•Possibly watch the film Barbe Bleue (1999) to introduce a surprising twist to the themes of love and marriage
December/January	<p>Unit 3: La vie contemporaine (Contemporary Life) Sub themes : marketing, advertising & economy</p> <ul style="list-style-type: none">•Class discussion about advertising, shopping and subliminal messaging.•In the text <u>Allons au-delà</u>, complete the pre-reading activities for <i>99 Francs</i> and review vocabulary•Read the article by Frédéric Beigneder entitled <i>99 Francs</i>• Using the post-reading questions, discuss the reading•Free write: give students the question “How does advertising control the consumer’s life?”. Give students 7 – 10 minutes to write their thoughts. Discuss.•Give students French magazines and ask them to find several examples of advertisements that appeal to our subconscious.(combination of activities from page 142 and 144 in <u>Allons au-delà</u>)•Students explain images and products to class•Listen to talk radio commentary on RFI about call centers at http://www.rfi.fr/emission/20101222-1-call-center-sommes-nous-bien-conseilles•Answer discussion/comprehension questions from text <u>Allons au-delà</u> – page 144•Journaling : Le travail idéal (p 144 in text) for Friday Quoi de neuf ? discussion•Read article <i>Apple introduit le blocage des publicités</i> dans Safari in text and answer multiple choice comprehension questions (homework)•Research where the French live. Divide students into small groups and have the research les bidonvilles, les HLM, la Cité, les immeubles, les maisons and les appartements (activity from page 165 in <u>Allons au delà</u>.)•Grammar : passé simple

AP AUDIT - FRENCH LANGUAGE & CULTURE

	<ul style="list-style-type: none">•Read passage from <i>Les enfants du siècle</i> by Christiane Rochefort•Comprehension questions (discussion)•La culture devant soi : have students research the terms on page 157 in <u>Allons au-delà</u> and present what they find•Jeu de rôle : have students make up a small leaflet of the different types of homes available for sale in France. Include all of the pertinent sale information. With a partner, simulate an interaction between the real estate agent and buyer asking and answering questions about the property and subtly trying to convince the buyer to purchase a particular property (assessment)•Read the article <i>Qui sont les SDF</i> from the text <u>Allons au-delà</u> and answer multiple choice comprehension questions (homework)•5 paragraph essay concerning the ideas of home and homelessness through the thematic questions: <i>Do people judge one another according to the type or style of house they live in? In what ways? How does the place one lives in affect other decisions in life? What influence does a home have on an individual's quality of life?</i> (assessment)
January/February	<p>Unit 4: Les défis mondiaux (Global challenges) Sub themes : pollution and global warming</p> <p>For the global challenges unit, I will follow the curriculum model provided by the AP board entitled: <u>L'environnement : quels vœux pour notre planète?</u></p> <ul style="list-style-type: none">•Begin unit with a webbing/brainstorming activity to organize vocabulary associated with environment / discussion / classification of vocab•Show video of "Respire", song by Mickey 3D (www.mickey3d.com) without sound•students will write a short summary of clip for homework•Listen to the song / without lyrics and with lyrics•Discuss difficult vocab / Assign groups to interpret the meaning of sections of the song•Grammar: subjunctive & indicative mood•Making wishes for the future:•Watch clip from Jour de la Terre (Québec) « Faites un vœu pour la planète » / written assignment based on clip•Introduce La Polynésie française / basic information / map•Work with <i>Espace Grand Public</i> online (http://www.sep.pf)•Read poem "Sac en plastique" by Anthony Ducouret•Students will write their own poems modeled after "Sac en plastique"•Homework: work on the site "Jour de la Terre" (answering

AP AUDIT - FRENCH LANGUAGE & CULTURE

	<p>questions)</p> <ul style="list-style-type: none">•Read articles « <i>Allô la Terre</i> » and « <i>Dansons pour la bonne cause avec Yann Perreau</i> »•Composition (presentational writing) / timed, in-class•Le Sénégal : introduce region and author Sada Weinde Ndiaye•Show slideshow of the images of the Sahel (www.sossahel.org/la_desertification/diaporama)•Read “<i>Cela aussi est une priere</i>” by Sada Weinde Ndiaye & complete comprehension questions in small groups•Differentiated project to demonstrate depth of understanding (samples on page 30 of curriculum model)•Power point project based on environmental topic of choice such as pollution, overpopulation, deforestation, etc• Le Congrès de Grenelle : students will read magazine article « <i>Ca m’interesse</i> »• Students will watch short film by Alain Bougrain Dubourg entitled « <i>La biodiversité</i> », followed by discussion of film and defining “biodiversity”• Summarizing what students have learned (journaling)•Watch youtube video about waste (www.youtube.com/watch?v=aphJApbwO_c)
March	<p>Unit 5: L’esthétique (Beauty and Aesthetics) Sub themes: Music and art</p> <ul style="list-style-type: none">• Open with discussion of essential questions: <i>Sur quoi repose notre perception de la beauté et de la créativité ? et Comment l’idéal de la beauté influence-t-il la vie de tous les jours ?</i>•Study vocabulary associated with the arts•Research: students will research different art movements such as l’art baroque, classique, romantique, réaliste, impressionniste et cubiste. Students will present a brief description of the movement and show several examples of the type of art and discuss the artist•Students will read an interview with Marion Cotillard from Le Figaro where she discusses playing Edith Piaf in the movie “La Vie en Rose”•Brief discussion about Edith Piaf and other important musical influences in France•Watch and discuss the movie “La Vie en Rose”•Differentiated activity to represent different periods of Edith Piaf’s life•Complete listening activities from <i>Sept jours sur la planète</i> that correspond to art, beauty and aesthetics•Journaling activity: <i>En quoi est-ce que la musique reflète notre culture ou d’autres cultures dans le monde ?</i>

AP AUDIT - FRENCH LANGUAGE & CULTURE

	<ul style="list-style-type: none">•Grammar: descriptive adjectives and adjective agreement; possessive pronouns & adjectives, demonstrative pronouns and adjectives
April/May	<p>Unit 6: La science et la technologie Sub-themes : Social networking and technology</p> <ul style="list-style-type: none">•Watch short film <i>Idole</i> by Benoît Masocco (intro vocab for film / follow-up discussion on sequence of events)•Discuss social networking and how it has changed the social context•Read article by Louis Asana « <i>Dites : Je t'M » avec le pouce »</i>•Read and discuss excerpt from Anna Gavalda's « <i>Je voudrais que quelqu'un m'attende quelque part »</i> and the use of cell phones and texting•Letter to the editor writing activity: Students write a letter to the editor defending cell phone use in the car or arguing for it to be banned•Set up blog for the class and post different topics for students to respond to concerning social networking and technology• Learn how to text in French (lesson from <i>The French Review</i>, December 2010)•Literature: read <i>Les Petits Caractères</i> by Andre Berthiaume•Writing: students write a tabloid story (students will be given different scenarios to write a tabloid story about)•Grammar : present and past conditional, si clauses <p>AP Exam practice</p>
June	<p>Post-AP activities</p> <ul style="list-style-type: none">• Selected topics in contemporary francophone culture and literature: inquiry based learning.•Projects related to selected topics in various formats: written, oral and with various technology tools

Let's Celebrate!

Souhegan High School

How do cultures celebrate meaningful life events?

Level 2 **Benchmarks**

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using words, phrases & simple sentences.

Proficiency Level → Novice High

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when people talk or write about their celebrations and holidays.

I can derive meaning from short, non-complex texts that convey basic information about various celebrations in French-speaking countries.

I can identify and compare different types of celebrations.

INTERPERSONAL SKILLS

I can understand & respond to basic questions about my celebrations in my culture.

I can talk about my culture, my celebrations, and ask questions to someone about celebrations in their culture.

I can ask and answer questions about how and why celebrations begin in French-speaking countries.

I can ask & answer questions about the celebrations and holidays in French-speaking countries.

PRESENTATIONAL SKILLS

I can explain my celebrations and how it reflects my culture.

I can explain how celebrations and holidays are related to culture and why.

I can explain how people celebrated.

I can compare my celebrations to celebrations of the French-speaking world.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research celebrations in the French-speaking world and how they relate to their cultural values.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of the similarities and differences of various celebrations and holidays in the French-speaking world.

PARTICIPATION

In cultural interactions



I can explain about a certain celebration or holiday that "I attended." I can include supporting details such as, who, what, when, where, why, and how this event was celebrated.

Creating Responsible Citizens

Souhegan High School

How do people use technology around the world?

Level 2 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using words, phrases & simple sentences.

Proficiency Level → Novice High

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when people talk or write about how they use technology.

I can understand basic text language and messages in French.

I can derive meaning from short, non-complex texts that convey basic information about how people use technology in French-speaking countries.

INTERPERSONAL SKILLS

I can give personal information about the ways I spend time online.

I can ask and answer questions about how people use social media.

I can share and compare information about how French speaking teenagers use social media and technology in their lives.

PRESENTATIONAL SKILLS

I can communicate on social media using French.

I can share information about the positives and negatives about technology and how I use it.

I can compare the way I spend time using social media with that of a French-speaker.

I can explain how I can be safe on the Internet.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can follow French speakers on social media and see their tweets/posts in French and show understanding of their messages.

UNDERSTANDING

Of cultural perspectives



I can compare and contrast tweets from different French-speaking countries and identify trends.

PARTICIPATION

In cultural interactions



I can create posts in French incorporating the new language that I have learned.

Fashion & Self-Expression

Souhegan High School

What does fashion say about a culture?

Level 2 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using words, phrases & simple sentences.

Proficiency Level → Novice High

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when people talk or write about their fashion choices and identity

I can derive meaning from short, non-complex texts that convey basic information clothing styles and preferences

I can understand clothing words, patterns, designs and fashion influences when reading or listening.

INTERPERSONAL SKILLS

I can understand & respond to basic questions about clothing, fashion and preferences.

I can ask and answer questions about clothing, fashion trends, design and influences.

I can ask and answer questions about personal preferences.

I can ask and respond to questions in a store.

PRESENTATIONAL SKILLS

I can explain how I dress and what it says about me

I can explain some fashion trends of people in French-speaking countries

I can compare my typical look with someone in a French-speaking country.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research French-speaking fashion designers and share about their life and influences

UNDERSTANDING

Of cultural perspectives



I can understand the similarities and differences of how various French-speaking cultures influence our fashion

PARTICIPATION

In cultural interactions



I can follow famous French-speaking YouTubers and compare and contrast them to famous English-speaking YouTubers

My Social Life

Souhegan High School

How does the way we spend time reflect the values of a community?

Level 2 **Benchmarks**

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using words, phrases & simple sentences.

Proficiency Level → Novice High

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading or listening to people talk about their hobbies and pastimes.

I can understand predictable language and messages about how teens spend their free time.

I can derive meaning from short, non-complex texts that convey basic information about values in French-speaking countries.

INTERPERSONAL SKILLS

I can give personal information about the way I spend time.

I can ask questions to get to know someone better in class about their hobbies and what they do.

I can share information & ask questions about French teenagers

PRESENTATIONAL SKILLS

I can explain what is important to me and how I use my free time.

I can share information about my daily life and what I value.

I can show that how I spend time is a reflection of what I value.

I can compare the way I spend time with that of a French-speaker.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can follow a French-speaker on social media to learn and understand how they spend their time and show how this ties to their values

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of how French people spend their time reflects their values

PARTICIPATION

In cultural interactions



I can compare and contrast cultural values in the United States and in a French-speaking country.

Breaking Stereotypes

Souhegan High School

How do we see the world? How does the world see us? What can we learn from each other?

Level 2 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using words, phrases & simple sentences.

Proficiency Level → Novice High

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand key words, cognates and formulaic phrases about stereotypes

I can understand predictable language and messages when listening to French-speaking videos

I can derive meaning from short, non-complex texts that convey basic information about in French-speaking countries and their perspectives

INTERPERSONAL SKILLS

I can express what I used to do, what I used to like and what I used to believe

I can ask questions to get to know someone better and understand what they used to be like

I can participate in conversations about beliefs & stereotypes

PRESENTATIONAL SKILLS

I can explain what I was like when I was little

I can explain what I used to believe

I can compare stereotypes that people have of Americans to stereotypes that Americans have of others

I can express the dangers of stereotypes

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research French-speaking teenagers and attitudes they hold about the world around them

UNDERSTANDING

Of cultural perspectives



I can demonstrate understanding about the dangers of stereotyping people and what I can do personally to change others' negative perspectives

PARTICIPATION

In cultural interactions



I can compare and contrast stereotypes French-speaking countries have of other French-speaking countries & explain why they exist

My Daily Life

Souhegan High School

How does my life compare to that of a French speaking teenager?

Level 2 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using words, phrases & simple sentences.

Proficiency Level → Novice High

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand key words, cognates and formulaic phrases of a French story about daily life in France.
- I can understand predictable language and messages when listening to French videos.
- I can derive meaning from short, non-complex texts that convey basic information about French life for teenagers.

INTERPERSONAL SKILLS

- I can introduce myself and give personal information
- I can ask questions to get to know someone better in class
- I can share information & ask questions about French teenagers

PRESENTATIONAL SKILLS

- I can explain who I am and what I do at home.
- I can share information about my daily life and where I live.
- I can compare my life with that of a French-speaking teenager.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research typical daily life for French teenagers

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of French home life

PARTICIPATION

In cultural interactions




I can compare and contrast daily life of French-speaking teenagers with another person's or my own

Environmental Challenges

Level 3 Benchmarks

What environmental challenges do we face around the world? How are they being addressed?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Level  Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the relationship between nature and the environment.

I can understand the main ideas when people talk about the environment.

I can understand information when reading about environmental challenges.

INTERPERSONAL SKILLS

I can ask and answer questions about how people in the community and I impact our local environment.

I can have a conversation expressing my interest in environmental issues.

I can respond to an email message about the environment.

PRESENTATIONAL SKILLS

I can investigate and explain problems associated with the environment and make appropriate recommendations

I can compare and contrast environmental challenges in Francophone and American communities

I can create a public service announcement to remind the public about following good environmental practices

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can investigate and learn about the environmental challenges American and Francophone communities face.

UNDERSTANDING

Of cultural perspectives



I can understand how environmental problems, challenges and solutions differ depending on the community in which one lives.

PARTICIPATION

In cultural interactions



I can propose solutions to a problem associated with the environment in a Francophone country.

It takes a village

What is community and how do I participate in it?

Level 3 **Benchmarks**

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea when reading about or listening to someone describe a community
- I can obtain the main idea when people share the ways they have helped in a community
- I can interpret a map

INTERPERSONAL SKILLS

- I can share ideas about my community and how it compares to others
- I can ask and answer questions about places to visit and things to do in my community
- I can discuss how I have contributed to my community

PRESENTATIONAL SKILLS

- I can define community & my role in it
- I can explain the ways I have participated in my community
- I can share information about how I would like to participate in the future
- I can compare and contrast a French-speaking city to my town

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can investigate and learn about French communities and compare them with my own.

UNDERSTANDING

Of cultural perspectives



I can understand how needs change depending on the community in which you live.

PARTICIPATION

In cultural interactions



I can follow a French-speaking country's tourism site on social media and understand the main idea of the posts

J'adore la nourriture!

Qu'est-ce que la nourriture relève d'une culture?

Level 3 **Benchmarks**

- ✓ I can understand phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea when people talk about food & food culture
- I can understand a waiter
- I can understand information about food & recipes based on what I hear and what I read
- I can understand the components of different diets

INTERPERSONAL SKILLS

- I can exchange information about my food habits
- I can exchange information about food habits in French-speaking countries
- I can exchange information about the European diet and compare it to my own
- I can order in a restaurant

PRESENTATIONAL SKILLS

- I can present the food habits of people in the target culture
- I can present information about the benefits and disadvantages of different types of diets
- I can follow a recipe to create an authentic French food item

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can research traditional foods in different regions of France and other French-speaking countries and select authentic restaurants

UNDERSTANDING

Of cultural perspectives



I can show examples of how food reflects a culture

PARTICIPATION

In cultural interactions



I can recognize and imitate:

- **culturally accepted practices and behaviors in a restaurant**
- **culturally appropriate phrases related to food in many situations**

Staying Healthy

Level 3 Benchmarks

How do people take care of themselves and others in francophone cultures?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Level  Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand a few details of nutritional recommendations
- I can understand the main ideas when people or professionals talk about an injury
- I can interpret PSAs as they relate to health and wellness
- I can understand and fill out basic medical information
- I know what to do in case of emergency

INTERPERSONAL SKILLS

- I can share ideas about staying healthy and how it compares to others
- I can ask and answer questions about my general health or inquire about the health of others
- I can make or accept recommendations about healthy behavior

PRESENTATIONAL SKILLS

- I can make a presentation related to public health or safety
- I can talk to a medical professional and explain my symptoms
- I can describe an accident and explain what happened
- I can compare and contrast health care systems in Francophone and American communities

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can investigate and learn about health care systems in American and Francophone communities.

UNDERSTANDING

Of cultural perspectives



I can understand how health and wellness differ depending on the community in which one lives.

PARTICIPATION

In cultural interactions



I can make appropriate decisions about my health and my family's health while traveling in a Francophone country.

Le pouvoir de la musique

Level 3 **Benchmarks**

Souhegan High School

Comment est-ce que la musique peut avoir une influence positive sur la communauté?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Goal → *Intermediate Low*

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea about how the power of music can bring about change

I can understand when I read and hear about a musician's life and what influences their music

I can understand the main idea of songs in French.

INTERPERSONAL SKILLS

I can exchange information about popular musicians

I can provide information about how music has helped bring about change in my community

I can ask and answer questions about a musician & how they impact their community

I can exchange information about what music I prefer and explain why I prefer it

PRESENTATIONAL SKILLS

I can present information about a French-speaking musician & share the message of their music

I can compare and contrast French-speaking musicians & their role in the community with English speaking musicians

I can present song lyrics and share what they mean and give context to the message of the music

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can research famous French-speaking musicians to see how they positively impact their community

UNDERSTANDING

Of cultural perspectives



I can show examples of how music has changed the world.

PARTICIPATION

In cultural interactions



I can share how music can be beneficial to an individual.

Who am I?

Souhegan High School

How does personal identity compare with public persona?

Level 3 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Level  Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main ideas of poetry and songs in French.
- I can understand the main idea and some supporting details of biographies about famous Francophone people when reading or listening
- I can follow a famous French speaker on Twitter or FB
- I can understand the main idea when reading about personality traits.

INTERPERSONAL SKILLS

- I can give details & elaborate when I introduce myself
- I can ask questions to get to know someone better in class
- I can share information about what I was like when I was little and ask others what they were like
- I can share information & ask questions about famous French speaking people

PRESENTATIONAL SKILLS

- I can explain who I am and what I am like in different settings
- I can tell what I was like in the past and what I am like now
- I can share information about a famous French speaker & explain their public & personal identities

How can I put my language skills to use? Honors Challenge

INVESTIGATION

Of products & practices



I can research famous French-speaking people and talk about their impact on the target culture

UNDERSTANDING

Of cultural perspectives



I can show how understanding a person's background & history may influence perceptions

PARTICIPATION

In cultural interactions



I can follow a famous French speaker on Twitter or Facebook and understand the main idea of the posts

Art Influences the World

Souhegan High School

How does art reflect history and culture?

Level 4 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand information about art & beauty based on what I hear and read.

I can understand the intentions of the artist when analyzing art.

I can investigate how art reflects the history and culture.

INTERPERSONAL SKILLS

I can ask and answer questions about art.

I can discuss what art says about a culture.

I can share information & ask questions about famous French-speaking artists, their works and their lives.

I can exchange ideas about how art and history relate.

PRESENTATIONAL SKILLS

I can show how art is a reflection of history and the culture of the time.

I can talk about the importance of art in francophone culture.

I can give my opinion about how art is relevant in today's society.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research art and artists of a francophone country and identify which museums I can see the originals.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of how art tells the story of a culture and period in history.

PARTICIPATION

In cultural interactions



I can compare and contrast French and American works from a specific art movement in history.

Immigration

Souhegan High School



Level 4 **Benchmarks**

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading or listening to people talk about moving.

I can understand how external forces influence people to move.

I can understand current immigration issues in francophone countries.

INTERPERSONAL SKILLS

I can exchange personal information about moving.

I can discuss and defend where I come from and where I want to go.

I can share information & ask questions about French teenagers.

PRESENTATIONAL SKILLS

I can compare universal themes of immigration across cultures.

I can share my knowledge and opinion about immigration issues.

I can explain and defend reasons for moving.

I can compare & contrast immigration issues in francophone countries to those in my country.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research how past immigration issues affect francophone countries.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of the issues systems face when people move.

PARTICIPATION

In cultural interactions



I can compare and contrast the importance of maintaining ethnic identity while assimilating to the new culture.

Money & Choices

Souhegan High School

What impact does the economy have on families and communities?

Level 4 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level  Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading or listening to people talk about their school and job experiences.

I can understand predictable language and messages about how French people spend and feel about money.

I can derive meaning from short, non-complex texts that convey basic information about the economy in French-speaking countries.

INTERPERSONAL SKILLS

I can exchange personal information about the way I spend money.

I can ask questions to get to know someone better in class about their school and career goals.

I can share information & ask questions about French teenagers.

PRESENTATIONAL SKILLS

I can explain which bac I would take and why if I were a French high school student.

I can show that how I spend money is a reflection of what I value.

I can compare the way I experience education with that of a French-speaker.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research how French high school students financially prepare for life after high school.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of how French people spend money reflects their values.

PARTICIPATION

In cultural interactions



I can compare and contrast cultural values in the United States and in a French-speaking country.

Our History, Ourselves

Level 4 **Benchmarks**

Souhegan High School



- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading or listening to information about biographical or historical information.

I can understand predictable language and messages about how important events in a French-speaking country shape and impact the present.

I can understand current social issues in Francophone countries and how they are linked to the past.

INTERPERSONAL SKILLS

I can exchange personal information about my past with that of another person.

I can discuss past events.

I can exchange information with another person about historical events and how they compare with current events.

PRESENTATIONAL SKILLS

I can explain the connections between historical events and current events in a French-speaking country.

I can share experiences I have had or choices I have made, or have been made by my family, and how they currently effect my life.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research French colonization.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of how French colonization impacted the global community.

PARTICIPATION

In cultural interactions



I can compare and contrast the relationship between French and American historical events.

My Place in the World

Level 4 **Benchmarks**

Souhegan High School

How can personal circumstances influence goals, values, hopes and dreams?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea and some supporting details of French videos.
- I can understand the main idea of songs in French.
- I can derive meaning from texts that convey basic information about French cultural values.
- I can investigate what my values say about who I am.

INTERPERSONAL SKILLS

- I can ask and answer questions about my childhood.
- I can discuss what values say about a culture.
- I can share information & ask questions about French values.
- I can compare my childhood beliefs to those of my peers.

PRESENTATIONAL SKILLS

- I can explain who I am and where I come from.
- I can talk about my values.
- I can give my opinion about what makes a good friend.
- I can describe what my values say about who I am.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research French cultural values

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of how the people and experiences around me influence my values

PARTICIPATION

In cultural interactions



I can compare and contrast French and American values

Making Modern Connections

Souhegan High School

What are the effects of technology on the individual and society?

Level 4 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level  Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea when reading or listening to people talk about technology.
- I can understand predictable language and messages about how French people use technology.
- I can derive meaning from short, non-complex texts that convey basic information about technology in French-speaking countries.

INTERPERSONAL SKILLS

- I can exchange personal information about the way I use technology.
- I can ask and answer questions about how my classmates and I feel about technology.
- I can share information & ask questions about how French-speaking people use technology.

PRESENTATIONAL SKILLS

- I can compare and contrast the benefits of technology.
- I can demonstrate my opinion about technology.
- I can compare the way I experience technology with that of a French-speaker.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research how technology is influencing traditional cultures.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of how technology has changed how people communicate.

PARTICIPATION

In cultural interactions



I can compare and contrast the advantages and disadvantages of online versus face-to-face communication.

GRADE 9 ELA

Unit Title	1. It's Complicated: The American Teenager	2. Take a Poem and Hold it up to the Light	3. Everybody is Guilty of Something: Detective Fiction and Society	4. The Trap: Native American Culture in a Changing America	5. Tales from Outer Suburbia
Essential Questions	"Who am I? Where am I going?"	How can a spoken performance best honor the poem's voice?	Why are we fascinated with stories of crime, real or imagined?	How does the relationship between humans and the natural world change as society changes?	How can looking at something through a different lens reveal new perceptions and understandings?
Big Ideas/Enduring Understandings	Teenage identities are multifaceted and dynamic.	Poetry is a powerful tool to express emotion and complex ideas.	Crimes reveal the complex nature of the human psyche and the strong effect circumstances have on human behavior.	What does American culture mean? Does the 'melting pot' of American culture truly embrace different sub-	Even places and people that seem simple can reveal complexities.
	The teenage experience is a period of intense personal growth that involves struggle and learning through doing. These experiences can help provide meaningful pathways to the future.	Recitation provides students with an authentic experience within the medium	Interest in crime stories and mysteries endures in society.	Humans have an intimate and shifting relationship with the environment.	Figurative language can add a new layer of meaning beyond the literal interpretation of a text.
	Our identities, perspectives and attitudes are informed by significant people, places and moments in our lives.	Different audiences and purposes require different tone and language to successfully convey	Authors use tropes of detection and mystery to engage, entertain and intrigue their audience.	American culture has various meanings.	Suburbia can be a distorted view of American values.
	Writing routinely improves fluency, stamina and confidence.	Poets employ specific techniques in		The American identity is vast in scope but also includes many smaller facets	
	Memoir, personal essays and other writing helps address issues of self and identity. Life experiences provide fuel for meaningful narratives.	Collaboration and feedback contribute to a polished performance.			
	Mentor texts inspire writing and help students become better writers and lay a firm foundation for more intensive work with more complex texts.				
	Different stories, occasions, audiences and purposes require different tone and language to successfully convey experiences.				
	Narratives are enriched by a resolution/conclusion.				

GRADE 9 ELA

Unit Title		1. It's Complicated: The American Teenager					2. Take a Poem and Hold it up to the Light			3. Everybody is Guilty of Something: Detective Fiction and Society				4. The Trap: Native American Culture in a Changing America				5. Tales from Outer Suburbia			
W.9-10.2.e	2																				
W.9-10.2.f	3																				
W.9-10.3.a	4																				
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W.11-12.9.b	0																				
W.9-10.10	2																				
SL.9-10.1.a	1																				
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SL.9-10.1.c	1																				
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L.9-10.3	2																				
L.9-10.4.a	1																				
L.9-10.4.b	1																				
L.9-10.4.c	0																				
L.9-10.4.d	0																				
L.9-10.5.a	6																				
L.9-10.5.b	5																				
L.9-10.5.c	1																				
L.9-10.6	4																				
WSP Collaboration	0																				
WSP Communication	1																				
WSP Self-Direction	1																				
WSP Creativity	1																				

GRADE 10 ELA

Unit Title		1. Digging Into the American Dream	2. For Richer or Poorer: An exploration of social and economic identity.	3. The Power of Story	4. The Other	5. Poetic Justice: The Rights Worth Fighting For	6. All The World's Afraid	7. Young minds, Big Solutions (Choice with Bio Ethics)	7. Bio Ethics (Choice with Young Minds, Big Solutions)										
Essential Questions/ Sub Essential Questions	How has the American Dream changed or stayed the same over	How does economic & social standing impact one's identity and perspective?	What does it mean to have a voice?	How do we create the "other" in society?	What is the relationship between America's fight for civil rights in the past and in	Is society most governed by fear or courage?	What is the most pressing issue facing America today and how do we solve it?	Because we can, should we?											
	Is the American Dream a myth or reality?	What hierarchies exist in society?	What purpose do stories serve?	Who is the "other" in American society?	How do poets use language and structure to convey a message?	How is a play an effective vehicle for social commentary?	How do speakers convey a message effectively?												
		What role do institutions play in our lives?		What is acceptable behavior in society?			How can we use design thinking to solve America's biggest issues?												
Big Ideas/Enduring Understanding	Authors use details and evidence to develop a main idea in informational texts	Social class matters.	Stories have been around since human's existence, but the form changes given the context (era, author, audience and purpose.)	The group is, sometimes, more powerful than the individual.	The past has a direct relationship with the present.	Literature can reflect the time and place in which it is written.	Problem solving requires creative thinking.	Ethical and moral situations aren't always black and white.											
	Authors make intentional structural decisions.	One's socio-economic status affects one's experiences and perceptions of reality.	Audience and purpose matter.	There are consequences when we deviate from social norms.	America's relationship with race is complicated, messy and ongoing.	History can repeat itself.	Good communication takes practice.	It is important to investigate multiple sides of an issue before drawing a conclusion.											
	The way we communicate matters. Active listening means responding, clarifying, verifying and summarizing.	The term "text" can apply to various mediums.	Students have a unique voice based on their unique experience.		We use art to make sense of our world.	A group mentality can overshadow an individual.	There is not one solution to every problem.	In order to create a valid argument, one must acknowledge and refute the counter claims.											
		Students understand how details in the text contribute to theme.	Authors make intentional decisions for self expression and identity.			Playwrights use certain structures and conventions to convey powerful social commentary.		One must adapt speech according to purpose, audience, format and role.											
		Through writing, we explore and explain ideas.						Organization and structure impact the effect of an argument.											
Competencies	Reading Literature																		
	Reading Informational Texts																		
	Argument Writing																		
	Explanatory Writing																		
	Narrative Writing																		
	Language																		
	Speaking & Listening																		
Writing Process, Inquiry, Research & Techn																			

GRADE 10 ELA

Unit Title		1. Digging Into the American Dream	2. For Richer or Poorer: An exploration of social and economic identity.	3. The Power of Story	4. The Other	5. Poetic Justice: The Rights Worth Fighting For	6. All The World's Afraid	7. Young minds, Big Solutions (Choice with Bio Ethics)	7. Bio Ethics (Choice with Young Minds, Big Solutions)
Competency		Standards							
Reading Literature	RL.9-10.1								
	RL.9-10.2								
	RL.9-10.3								
	RL.9-10.4								
	RL.9-10.5								
	RL.9-10.6								
	RL.9-10.7								
	RL.9-10.8	Not applicable to literature							
	RL.9-10.9								
	RL.9-10.10								
Reading Informational Text	RI.9-10.1								
	RI.9-10.2								
	RI.9-10.3								
	RI.9-10.4								
	RI.9-10.5								
	RI.9-10.6								
	RI.9-10.7								
	RI.9-10.8								
	RI.9-10.9								
	RI.9-10.10								
Argument Writing	W.9-10.1.a								
	W.9-10.1.b								
	W.9-10.1.c								
	W.9-10.1.d								
	W.9-10.1.e								
Explanatory Writing	W.9-10.2.a								
	W.9-10.2.b								
	W.9-10.2.c								
	W.9-10.2.d								
	W.9-10.2.e								
	W.9-10.2.f								
Narrative Writing	W.9-10.3.a								
	W.9-10.3.b								
	W.9-10.3.c								
	W.9-10.3.d								
	W.9-10.3.e								
Writing Process	W.9-10.4								
	W.9-10.5								
	W.9-10.6								
	W.9-10.7								
Inquiry, Research & Tech-nology	W.9-10.8								
	W.9-10.9.a								
	W.9-10.9.b								
	W.9-10.10								

GRADE 10 ELA

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Speaking & Listening	SL.9-10.1.a								
	SL.9-10.1.b								
	SL.9-10.1.c								
	SL.9-10.1.d								
	SL.9-10.2								
	SL.9-10.3								
	SL.9-10.4								
SL.9-10.5									
SL.9-10.6									
Language	L.9-10.1								
	L.9-10.2								
	L.9-10.3								
	L.9-10.4								
	L.9-10.4.a								
	L.9-10.4.b								
	L.9-10.4.c								
	L.9-10.4.d								
	L.9-10.5								
	L.9-10.5.a								
L.9-10.5.b									
L.9-10.6									
WSP	Creativity								
	Communication								
	Collaboration								
	Self-Direction								

Grade 11 ELA

Unit	Missing the Marq-uez: When Honor Becomes Horror	You're Not the Boss of Me: Control and Rebellion	Poetry Out Loud: The Power of a Poem Out Loud	"I.D. Please": Names, Identity, Culture, and Power	The Danger of a Single Story: Emerging Continents & Regions	Becoming the Bard: A study of power in Shakespeare	The Graphic Novel: A study of marginalized voices
Essential Questions	How does Marquez distort the Latin American sense of honor in order to challenge it as a highly prized cultural value?	How are young peoples' lives influenced by the government of the country in which they live? What is the relationship between imagination, freedom and discovery? (How does government and culture influence the coming of age of young people?)	What is the Power of a Poem Out Loud? Beyond Analysis: How does a poem both mystify and demystify?	How do names both create and reflect identity?	How do contemporary African voices challenge your perception of Africa? How have Africans retained their identities in the face of colonization and its aftermath?	What defines power? How is power used to persuade and manipulate?	How do artists and writers make sense of a conflicted world? How do artists and writers express the strength of the human spirit to overcome adversity?
		How does coming of age in a repressive and dictatorial context change the experience? (How does power impact discovery of self?)				What themes of human nature endure the test of time? How is a play a powerful form of exploration?	What is universal in the human experience?
Big Ideas/Enduring Understandings	Students will understand the idea of the grotesque and how cultural values are established around the idea of honor.	Students will understand that the individual is influenced by their culture, place and time.	Memorization and recitation of a poem deepens understanding and appreciation of a poem.	Students will know that name and culture play into who they will become and how the world may view them.	There is a diversity of African voices illustrating its diverse values, history, and experience.	There are important differences between social and personal power.	Students will understand that there are universal responses to suffering.
	Students will develop an understanding of how culture and societal structures - such as gender roles, race, religion - are sometimes used to justify violence.	Students will understand the varying powers education has on controlling, creating, and critiquing a society.	Using annotations to actively read deepens understanding and appreciation of a poem.	Students will understand how authors use varying narrative voices to explore identity.	Colonization sought to impose a single, dominant, foreign narrative.	There is power in language; knowing how to use and manipulate language gives you power. Language (rhetoric of ethos/pathos/logos) can be used to manipulate and persuade.	Students will understand that the power of the human spirit can overcome great adversity.
	Students will develop an understanding of the relationship and tensions between the nature of truth and memory recollection.	Students will understand how authors use allusion, sarcasm, and symbolism to develop a novel.	Exploring voice and tone in a poem allows a reader to imagine and explore human and non-human possibilities.	Students will understand the multiple facets of how personal identity is created through family, race, culture, and society.	Contemporary African literature seeks to re-emphasize its traditional values.	Shakespeare uses structures and conventions to create his powerful tragedies.	Students will understand the unique qualities of the graphic novel medium.
		Students will understand that the idea of "coming of age" is both universal and particular to a time, culture and place. Students will understand the unique role of youth in the Chinese Cultural Revolution.	The style or dynamics of a poem (rhythm, cadence, breaks and punctuation) inform the meaning and performance of a poem. Researching different aspects of a poem (author's bio, context, allusions, etc.) deepens a reader's appreciation and understanding of the poem.		Contemporary African literature seeks to assert its independence. Community is a central value reflected in contemporary African literature.	Certain themes of human nature like power and revenge are universal and stand the test of time.	Graphic novels can serve as an effective medium to portray emotional stories through visuals.

Grade 11 ELA

Unit		Missing the Marquez: When Honor Becomes Horror	You're Not the Boss of Me: Control and Rebellion	Poetry Out Loud: The Power of a Poem Out Loud	"I.D. Please": Names, Identity, Culture, and Power	The Danger of a Single Story: Emerging Continents & Regions	Becoming the Bard: A study of power in Shakespeare	The Graphic Novel: A study of marginalized voices
Competencies	Reading Literature							
	Reading Informational Texts							
	Writing Arguments							
	Explanatory Writing							
	Narrative Writing							
	Speaking & Listening							
	Language							
	Writing Process (w Techn)							
	Inquiry & Research							
CCSS Strands	Standards							
Reading Literature	RL.11-12.1							
	RL.11-12.2							
	RL.11-12.3							
	RL.11-12.4							
	RL.11-12.5							
	RL.11-12.6							
	RL.11-12.7							
	RL.11-12.8							
	RL.11-12.9	Not applicable to Literature Not applicable to grade 11 World Literature						
Range of Reading	RL.11-12.10							
Reading Informational Text	RI.11-12.1							
	RI.11-12.2							
	RI.11-12.3							
	RI.11-12.4							
	RI.11-12.5							
	RI.11-12.6							
	RI.11-12.7							
	RI.11-12.8	Not applicable to grade 11 World Literature Not applicable to grade 11 World Literature						
RI.11-12.9	Not applicable to grade 11 World Literature Not applicable to grade 11 World Literature							
Range of Reading Info	RI.11-12.10							
Writing Arguments	W.11-12.1.a							
	W.11-12.1.b							
	W.11-12.1.c							
	W.11-12.1.d							
	W.11-12.1.e							
Writing Explanatory/ Informative Texts	W.11-12.2.a							
	W.11-12.2.b							
	W.11-12.2.c							
	W.11-12.2.d							
	W.11-12.2.e							
	W.11-12.2.f							
Writing Narratives	W.11-12.3.a							
	W.11-12.3.b							
	W.11-12.3.c							
	W.11-12.3.d							
	W.11-12.3.e							
Writing Process	W.11-12.4							
	W.11-12.5							

Grade 11 ELA

Unit		Missing the Marq-uez: When Honor Becomes Horror	You're Not the Boss of Me: Control and Rebellion	Poetry Out Loud: The Power of a Poem Out Loud	"I.D. Please": Names, Identity, Culture, and Power	The Danger of a Single Story: Emerging Continents & Regions	Becoming the Bard: A study of power in Shakespeare	The Graphic Novel: A study of marginalized voices
Use of Technology	W. 11-12.6							
Research	W. 11-12.7							
	W. 11-12.8							
Apply reading standards to Literature	W. 11-12.9.a							
Apply reading standards to literary non-fiction	W. 11-12.9.b							
Range of Writing	W. 11-12.10							
Speaking & Listening	SL. 11-12.1.a							
	SL. 11-12.1.b							
	SL. 11-12.1.c							
	SL. 11-12.1.d							
	SL. 11-12.2							
	SL. 11-12.3							
	SL. 11-12.4							
Language	SL. 11-12.5							
	SL. 11-12.6							
	L. 11-12.1.a							
	L. 11-12.1.b							
	L. 11-12.2.a							
	L. 11-12.2.b							
	L. 11-12.3							
	L. 11-12.4.a							
	L. 11-12.4.b							
	L. 11-12.4.c							
	L. 11-12.4.d							
WSP	L. 11-12.5							
	L. 11-12.5.a							
	L. 11-12.5.b							
	L. 11-12.6							
	Creativity							
	Communication							
Collaboration								
Self-Direction								

Grade 12 Ethics

Unit Title	Intro to Leadership – Who are you relative to others?	Understanding the power of Language (good critical thinking part 1)	What do We Know About Our thinking as Humans? (good critical thinking part 2)	Who Are We in Groups and Communities	How Should We Live?	Applied Ethics	Globalization	Justice, Violence and Poverty	Peace, Reconciliation and Resolution
Essential Questions	Who are you?	You said what? Why? How?	How does our perspective impact our understanding of the world?	Why is a sense of belonging so important?	When can ambitions sometimes seem like indifference?	What is moral happiness? What is good?	Is our greatest danger to feel, or	How do the choices we make as individuals impact who we are as a community (see big discussion 2016)	How do you create an empathetic society
Enduring Understandings/ Big Ideas	<p>Students will develop an understanding of how conviction leads to purpose.</p> <p>Students will understand the importance of Academic discourse</p> <p>Students will understand the Elements of non-fictions</p> <p>Student will understand the foundations of argument</p> <p>Students will understand the elements of true leadership (Leadership)</p> <p>Students will understand the relationship between motivation and performance</p>	<p>Students will understand the components of rhetoric</p> <p>Students will understand how language impacts culture and culture impacts language</p> <p>Students will understand the relationship between language and power</p> <p>Student will develop an understanding of how language can manipulate thought.</p> <p>Students will understand the differences in poor thinking tendencies/ weaknesses</p> <p>Student will analyze the major trends in human behavior</p>	<p>Students will understand how a narrow cultural perspective inhibits thinking</p> <p>Students will understand the elements of fiction</p> <p>Students will understand the role and purpose of analysis</p> <p>Students will understand the role and purpose of comparative literature</p> <p>Students will understand how to write a literary analysis</p> <p>Students will understand how to define knowledge and reality</p>	<p>Students will understand how to identify diversity within groups (sameness/ likeness)</p> <p>Student will understand how direct and indirect communication affects dynamics</p> <p>Students will understand the differences of Western Culture within the world.</p> <p>Students will understand what people value in different cultures -- Happiness</p> <p>Student will understand how to write an extended definition</p> <p>Students will understand the cultural and intellectual impact of Romanticism</p>	<p>Students will understand what values are - objective and subjective thought</p> <p>Students will understand the difference between freewill and determinism.</p> <p>Students will understand the relationship between Good and Happiness.</p> <p>Sophism</p> <p>Socrates</p> <p>Sophism</p> <p>Socrates</p> <p>Aristotle</p>	<p>Students will understand the relationship between Good and Happiness.</p> <p>Sophism</p> <p>Socrates</p> <p>Aristotle</p> <p>Epicurus</p> <p>Marcus Aurelius</p>	<p>Students will understand the themes of progress and technology.</p> <p>Students will understand the historic relevance of the industrial revolution</p> <p>Students will understand the analysis or the new trends of capitalism (Adam Smith and the new trends of predatory capitalism)</p> <p>Imperialism</p> <p>Nationalism</p> <p>Definition of globalization and markets - the ethics of markets</p>	<p>Students will understand the themes of progress and technology.</p> <p>Students will understand the historic relevance of the industrial revolution</p> <p>Students will understand the analysis or the new trends of capitalism (Adam Smith and the new trends of predatory capitalism)</p> <p>Imperialism</p> <p>Nationalism</p> <p>Definition of globalization and markets - the ethics of markets</p>	<p>Students will understand the ethics of care</p> <p>Students will understand the importance of social responsibility</p> <p>Students will understand that the development of oneself is a lifelong endeavor.</p> <p>Students will understand how to communicate personal values in a multi genre treatise</p>

Grade 12 Ethics

Unit Title	Intro to Leadership – Who are you relative to others?	Understanding the power of Language (good critical thinking part 1)	What do We Know About Our thinking as Humans? (good critical thinking part 2)	Who Are We in Groups and Communities	How Should We Live?	Applied Ethics	Globalization	Justice, Violence and Poverty	Peace, Reconciliation and Resolution
Enduring Understandings/ Big Ideas		Students will understand the concept of wisdom as way of thinking	<p>Students will understand the relationship between same and change</p> <p>Students will understand the core or essence of a thing (abstract and concrete)</p> <p>Students will understand the relationship between perception and perspective.(aesthetics object identification)</p> <p>Students will understand how value continuums and moral development impact thinking</p>	Students will understand the components of a philosophical/ psychological analysis	<p>Epicurus</p> <p>Marcus Aurelius</p> <p>Stoics</p> <p>Students will understand the impact of nature in the sublime</p> <p>Students will understand the interplay between nature and human nature</p> <p>Students will understand how to write a philosophical/ psychological analysis</p>	<p>Stoics</p> <p>Students will understand the components of institutional ethics</p> <p>Students will understand the seven major perspectives of ethical theory</p> <p>Students will understand the role/ relationship of fear, poverty, violence and gender in institutional ethics.</p> <p>Students will understand the components of contextual research as a way to define an issue</p> <p>Students will understand how to apply their knowledge of analysis as a way to create solution</p>	<p>Students will understand the elements of satire and parody to communicate theme</p> <p>Students will understand the impact of innovation on identity.</p>	<p>Students will understand the social issues around Justice</p> <p>Students will understand the components of contextual research as a way to define an</p> <p>Students will understand how to apply their knowledge of analysis as a way to create solution</p>	

Grade 12 Ethics

Unit Title	Intro to Leadership – Who are you relative to others?	Understanding the power of Language (good critical thinking part 1)	What do We Know About Our thinking as Humans? (good critical thinking part 2)	Who Are We in Groups and Communities	How Should We Live?	Applied Ethics	Globalization	Justice, Violence and Poverty	Peace, Reconciliation and Resolution
Standards	RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.7 W.11-12.3 W.11-12.4 W.11-12.5 SL.11-12.1 L.11-12.1 SL.11-12.3 L.11-12.1 L.11-12.2 L.11-12.3	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.5 RL.11-12.6 W.11-12.1 W.11-12.2 W.11-12.2 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 SL.11-12.1 SL.11-12.2 SL.11-12.6 SL.11-12.4 SL.11-12.5 L.11-12.5 L.11-12.6 L.11-12.3	RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 W.11-12.1 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.9 W.11-12.2 W.11-12.4 W.11-12.5 SL.11-12.1 SL.11-12.2 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 SL.11-12.4 SL.11-12.6 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	RL.11-12.2 RL.11-12.1 RL.11-12.3 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 W.11-12.1 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.9 W.11-12.4 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.6	RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.6 RL.11-12.9 W.11-12.1 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.9 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.3 L.11-12.6	RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.6 RL.11-12.9 W.11-12.1 W.11-12.2 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.9 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.3 L.11-12.6	RL.11-12.1 RL.11-12.2 RL.11-12.2 RL.11-12.6 RL.11-12.9 W.11-12.1 W.11-12.2 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.9 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.3 L.11-12.6	RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.7 W.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5 L.11-12.6 W.11-12.3 W.11-12.4 W.11-12.5	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.7 RL.11-12.7 SL.11-12.1 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.5 L.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.3 L.11-12.5 L.11-12.6 L.11-12.6 W.11-12.3 W.11-12.4 W.11-12.5