

Course Title: World Languages I (Spanish) Grade(s): 9th-12th	
Course Content: This course will help students meet the Delaware World-Readiness Standards for Learning Languages and prepare them to be global citizens. Learners will develop interpersonal, interpretive, and presentational communication skills through meaningful situations, and integration of subject content such as health and physical education, visual arts, music, language arts, mathematics, sciences, and social studies. Students will then internalize culture through experiences with authentic cultural materials and practices in the target language.*	
Unit 1: Student's Life	Unit Content: The students will participate in activities related to a student's life. This unit will address the topics of personal life and style with varying levels of depth and breadth. Students will explore a variety of topics spanning from personality to clothing and fashion. This unit covers the following skills: <i>Communication</i> <ul style="list-style-type: none"> ● IP.1.1 Use appropriate gestures to convey and comprehend messages. ● IP.1.2 Respond to basic commands in classroom setting. ● IP.1.3 Ask and answer simple questions about basic personal information and the student's immediate environment. ● IP.1.4 Exchange basic personal information orally, with emphasis on present time. ● I.1.1 Use verbal and nonverbal cues to understand simple spoken and written messages. ● I.1.3 Demonstrate understanding of simple spoken and written language topics that are presented through a variety of media.

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	<ul style="list-style-type: none"> ● P.1.1 Recite and write rehearsed material including brief narratives, monologues, dialogues, poetry, and/or songs. ● P.1.2 Present orally and in writing information that contains a variety of familiar vocabulary, phrases, and structural patterns. <p><i>Cultures</i></p> <ul style="list-style-type: none"> ● 2.1.1 Recognize and identify the location (s) and major geographical features of regions of the world where the language studied is or was spoken. ● 2.1.2 Recognize and identify customs and traditions of the target culture (s) studied. ● 2.1.4 Recognize and identify prominent artistic expressions of the culture studied including literary, visual and performing arts. <p><i>Connections</i></p> <ul style="list-style-type: none"> ● 3.1.1 Describe personal well-being in the target language. ● 3.1.2 Recognize and identify geographical information. ● 3.1.3 Describe different weather and environmental conditions. <p><i>Comparisons</i></p> <ul style="list-style-type: none"> ● 4.1.1 Identify and recognize word borrowings and cognates in the language studied and English. ● 4.1.3 Identify and compare different forms of address used in the target language and the dominant language. ● 4.1.4 Describe daily living patterns and surroundings in both the culture studied and the dominant culture. <p><i>Communities</i></p> <ul style="list-style-type: none"> ● 5.1.1 Recognize applications and uses of the language studied and culture within the local community.
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	<ul style="list-style-type: none"> ● 5.1.3 Recognize and identify community resources available on familiar topics.
Unit 2: Social Life	<p>Unit Content:</p> <p>Students will participate in activities related to a student’s social life. This unit will address the topics of school, friendships and leisure activities with varying levels of depth and breadth. Students will explore a variety of topics spanning from school calendar to hobbies and talents.</p> <p>This unit covers the following skills:</p> <p><i>Communication</i></p> <ul style="list-style-type: none"> ● IP.1.3 Ask and answer simple questions about basic personal information and the student’s immediate environment. ● IP.1.4 Exchange basic personal information orally, with emphasis on present time. ● I.1.3 Demonstrate understanding of simple spoken and written language topics that are presented through a variety of media. ● P.1.1 Recite and write rehearsed material including brief narratives, monologues, dialogues, poetry, and/or songs. ● P.1.2 Present orally and in writing information that contains a variety of familiar vocabulary, phrases, and structural patterns. <p><i>Cultures</i></p> <ul style="list-style-type: none"> ● 2.1.2 Recognize and identify customs and traditions of the target culture (s) studied. ● 2.1.4 Recognize and identify prominent artistic expressions of the culture studied including literary, visual and performing arts. <p><i>Connections</i></p>

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	<ul style="list-style-type: none"> ● 3.1.1 Describe personal well-being in the target language. ● 3.1.3 Describe different weather and environmental conditions. <p><i>Comparisons</i></p> <ul style="list-style-type: none"> ● 4.1.3 Identify and compare different forms of address used in the target language and the dominant language. ● 4.1.4 Describe daily living patterns and surroundings in both the culture studied and the dominant culture. <p><i>Communities</i></p> <ul style="list-style-type: none"> ● 5.1.1 Recognize applications and uses of the language studied and culture within the local community. ● 5.1.4 Locate embassies and/or community organizations representing the culture(s) of the language studied.
<p>Unit 3:</p> <p>Family Life</p>	<p>Unit Content:</p> <p>Students will participate in activities related to a student’s family life. This unit will address the topics of relationships, home life and family event with varying levels of depth and breadth. Students will explore a variety of topics spanning from pets to traditions.</p> <p>This unit covers the following skills:</p> <p><i>Communication</i></p> <ul style="list-style-type: none"> ● IP.1.3 Ask and answer simple questions about basic personal information and the student’s immediate environment. ● IP.1.4 Exchange basic personal information orally, with emphasis on present time. ● I.1.1 Use verbal and nonverbal cues to understand simple spoken and written messages.

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	<ul style="list-style-type: none"> ● I.1.3 Demonstrate understanding of simple spoken and written language topics that are presented through a variety of media. ● P.1.1 Recite and write rehearsed material including brief narratives, monologues, dialogues, poetry, and/or songs. ● P.1.2 Present orally and in writing information that contains a variety of familiar vocabulary, phrases, and structural patterns. <p><i>Cultures</i></p> <ul style="list-style-type: none"> ● 2.1.2 Recognize and identify customs and traditions of the target culture (s) studied. ● 2.1.4 Recognize and identify prominent artistic expressions of the culture studied including literary, visual and performing arts. <p><i>Connections</i></p> <ul style="list-style-type: none"> ● 3.1.1 Describe personal well-being in the target language. ● 3.1.2 Recognize and identify geographical information. ● 3.1.3 Describe different weather and environmental conditions. <p><i>Comparisons</i></p> <ul style="list-style-type: none"> ● 4.1.1 Identify and recognize word borrowings and cognates in the language studied and English. ● 4.1.3 Identify and compare different forms of address used in the target language and the dominant language. ● 4.1.4 Describe daily living patterns and surroundings in both the culture studied and the dominant culture. <p><i>Communities</i></p> <ul style="list-style-type: none"> ● 5.1.1 Recognize applications and uses of the language studied and culture within the local community.
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<p>Unit 4:</p> <p>Community Life</p>	<p>Unit Content:</p> <p>Students will participate in activities related to a student’s life in the community. This unit will address the topics of shopping and eating out with varying levels of depth and breadth. Students will explore a variety of topics spanning from types of shops to making reservations.</p> <p>This unit covers the following skills:</p> <p><i>Communication</i></p> <ul style="list-style-type: none"> ● I.1.1 Use verbal and nonverbal cues to understand simple spoken and written messages. ● I.1.3 Demonstrate understanding of simple spoken and written language topics that are presented through a variety of media. ● P.1.1 Recite and write rehearsed material including brief narratives, monologues, dialogues, poetry, and/or songs. ● P.1.2 Present orally and in writing information that contains a variety of familiar vocabulary, phrases, and structural patterns. <p><i>Cultures</i></p> <ul style="list-style-type: none"> ● 2.1.2 Recognize and identify customs and traditions of the target culture (s) studied. ● 2.1.4 Recognize and identify prominent artistic expressions of the culture studied including literary, visual and performing arts. ● 2.1.5 Recognize and identify simple themes of the culture studied as evidenced through an artistic expression. <p><i>Connections</i></p> <ul style="list-style-type: none"> ● 3.1.1 Describe personal well-being in the target language. ● 3.1.2 Recognize and identify geographical information.
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	<ul style="list-style-type: none">● 3.1.3 Describe different weather and environmental conditions. <p><i>Comparisons</i></p> <ul style="list-style-type: none">● 4.1.1 Identify and recognize word borrowings and cognates in the language studied and English.● 4.1.4 Describe daily living patterns and surroundings in both the culture studied and the dominant culture. <p><i>Communities</i></p> <ul style="list-style-type: none">● 5.1.1 Recognize applications and uses of the language studied and culture within the local community● 5.1.4 Locate embassies and/or community organizations representing the culture(s) of the language studied.
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Course Title: World Languages II (Spanish) Grade(s): 9th-12th	
Course Content: This course will help students meet the Delaware World-Readiness Standards for Learning Languages and prepare them to be global citizens. Learners will develop interpersonal, interpretive, and presentational communication skills through meaningful situations, and integration of subject content such as health and physical education, visual arts, music, language arts, mathematics, sciences, and social studies. Students will then internalize culture through experiences with authentic cultural materials and practices in the target language.*	
Unit 1: Personal History	Unit Content: The students will participate in activities related to biography, traditions, and memories. This unit will address the topics of daily life, community, and treasured items. This unit covers the following skills: <i>Communication</i> <ul style="list-style-type: none"> ● IP.2.1 Use gestures and oral interactions to convey and comprehend simple messages. ● IP.2.3 Ask and answer questions to clarify information regarding routine and familiar activities. ● IP.2.4 Exchange information and ideas orally on everyday topics with emphasis on present, past and future time. ● I.2.1 Interpret gestures and other body language in order to clarify messages. ● I.2.3 Demonstrate understanding of spoken and written language based on new topics that are presented through a variety of media. ● I.2.4 Demonstrate understanding of basic ideas and familiar details when reading and listening. ● P.2.1 Make a presentation of rehearsed and unrehearsed materials including skits, poems, plays, short

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	<p>narratives, and/or songs.</p> <ul style="list-style-type: none"> ● P.2.2 Present orally and in writing information that combines learned as well as original language in simple sentences and paragraphs. <p><i>Cultures</i></p> <ul style="list-style-type: none"> ● 2.2.1 Recognize and identify geographical features and analyze how geography shapes culture, perspective, and language. ● 2.2.2 Interact in group cultural activities using appropriate patterns of behavior and courtesy expressions. ● 2.2.4 Recognize and identify historical and/or cultural figures from the culture(s) studied and describe their contributions. <p><i>Connections</i></p> <ul style="list-style-type: none"> ● 3.2.1. Present information about health issues. ● 3.2.6 Present information about historical events in sequence. <p><i>Comparisons</i></p> <ul style="list-style-type: none"> ● 4.2.2 Compare and contrast graphic and statistical information about the culture studied with information on the students' own culture(s) ● 4.2.4 Compare, contrast, and report on cultural traditions and celebrations from the culture(s) studied and the students' own culture(s). ● 4.2.5 Compare oral and written popular traditions from the culture(s) studied and from students' own culture(s). <p><i>Communities</i></p> <ul style="list-style-type: none"> ● 5.2.1 Practice oral and written use of the language studied with family, friends or peers. ● 5.2.2 Participate in career exploration or school-to work projects that are enhanced by knowledge of the target language and culture(s).
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<p>Unit 2:</p> <p>Healthy Living</p>	<p>Unit Content:</p> <p>Students will participate in activities related to wellness and medical care. This unit will address the topics of healthy habits, illness and injuries. They will explore a variety of topics including nutrition and emergency care.</p> <p>This unit covers the following skills:</p> <p><i>Communication</i></p> <ul style="list-style-type: none"> ● IP.2.1 Use gestures and oral interactions to convey and comprehend simple messages. ● IP.2.3 Ask and answer questions to clarify information regarding routine and familiar activities. ● IP.2.4 Exchange information and ideas orally on everyday topics with emphasis on present, past and future time. ● I.2.3 Demonstrate understanding of spoken and written language based on new topics that are presented through a variety of media. ● I.2.4 Demonstrate understanding of basic ideas and familiar details when reading and listening. ● P.2.2 Present orally and in writing information that combines learned as well as original language in simple sentences and paragraphs. <p><i>Cultures</i></p> <ul style="list-style-type: none"> ● 2.2.2 Interact in group cultural activities using appropriate patterns of behavior and courtesy expressions. ● 2.2.4 Recognize and identify historical and/or cultural figures from the culture(s) studied and describe their contributions. <p><i>Connections</i></p> <ul style="list-style-type: none"> ● 3.2.1. Present information about health issues. ● 3.2.5 Apply basic math concepts to daily activities.
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	<p><i>Comparisons</i></p> <ul style="list-style-type: none"> ● 4.2.2 Compare and contrast graphic and statistical information about the culture studied with information on the students' own culture(s) ● 4.2.4 Compare, contrast, and report on cultural traditions and celebrations from the culture(s) studied and the students' own culture(s). ● 4.2.5 Compare oral and written popular traditions from the culture(s) studied and from students' own culture(s). <p><i>Communities</i></p> <ul style="list-style-type: none"> ● 5.2.1 Practice oral and written use of the language studied with family, friends or peers. ● 5.2.2 Participate in career exploration or school-to work projects that are enhanced by knowledge of the target language and culture(s).
<p>Unit 3:</p> <p>Destinations</p>	<p>Unit Content:</p> <p>Students will participate in activities related to tourism destinations, people and places, and cultures. This unit will address topics spanning from landmarks to cultural groups.</p> <p>This unit covers the following skills:</p> <p><i>Communication</i></p> <ul style="list-style-type: none"> ● IP.2.1 Use gestures and oral interactions to convey and comprehend simple messages. ● IP.2.4 Exchange information and ideas orally on everyday topics with emphasis on present, past and future time. ● I.2.1 Interpret gestures and other body language in order to clarify messages. ● I.2.3 Demonstrate understanding of spoken and written language based on new topics that are presented

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	<p>through a variety of media.</p> <ul style="list-style-type: none"> ● I.2.4 Demonstrate understanding of basic ideas and familiar details when reading and listening. ● P.2.1 Make a presentation of rehearsed and unrehearsed materials including skits, poems, plays, short narratives, and/or songs. ● P.2.2 Present orally and in writing information that combines learned as well as original language in simple sentences and paragraphs. <p><i>Cultures</i></p> <ul style="list-style-type: none"> ● 2.2.1 Recognize and identify geographical features and analyze how geography shapes culture, perspective and language. ● 2.2.4 Recognize and identify historical and/or cultural figures from the culture(s) studied and describe their contributions. <p><i>Connections</i></p> <ul style="list-style-type: none"> ● 3.2.1. Present information about health issues. ● 3.2.2 Present cultural geographic data. ● 3.2.3 Present information on environmental issues. <p><i>Comparisons</i></p> <ul style="list-style-type: none"> ● 4.2.2 Compare and contrast graphic and statistical information about the culture studied with information on the students' own culture(s) ● 4.2.4 Compare, contrast, and report on cultural traditions and celebrations from the culture(s) studied and the students' own culture(s). ● 4.2.5 Compare oral and written popular traditions from the culture(s) studied and from students' own culture(s). <p><i>Communities</i></p>
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	<ul style="list-style-type: none"> ● 5.2.1 Practice oral and written use of the language studied with family, friends or peers. ● 5.2.2 Participate in career exploration or school-to work projects that are enhanced by knowledge of the target language and culture(s). ● 5.2.3 Use community resources to research a topic related to culture and/or language study.
Unit 4: Travel	<p>Unit Content:</p> <p>Students will participate in activities related to planning for travel, tourism, education and services. This unit will address topics spanning from accommodations to education opportunities abroad.</p> <p>This unit covers the following skills:</p> <p><i>Communication</i></p> <ul style="list-style-type: none"> ● IP.2.1 Use gestures and oral interactions to convey and comprehend simple messages. ● IP.2.4 Exchange information and ideas orally on everyday topics with emphasis on present, past and future time. ● I.2.3 Demonstrate understanding of spoken and written language based on new topics that are presented through a variety of media. ● I.2.4 Demonstrate understanding of basic ideas and familiar details when reading and listening. ● P.2.2 Present orally and in writing information that combines learned as well as original language in simple sentences and paragraphs. <p><i>Cultures</i></p> <ul style="list-style-type: none"> ● 2.2.1 Recognize and identify geographical features and analyze how geography shapes culture, perspective and language.

	<ul style="list-style-type: none"> ● 2.2.2 Interact in group cultural activities using appropriate patterns of behavior and courtesy expressions. <p><i>Connections</i></p> <ul style="list-style-type: none"> ● 3.2.1. Present information about health issues. ● 3.2.2 Present cultural geographic data. ● 3.2.5 Apply basic math concepts to daily activities. ● 3.2.6 Present information about historical events in sequence. <p><i>Comparisons</i></p> <ul style="list-style-type: none"> ● 4.2.2 Compare and contrast graphic and statistical information about the culture studied with information on the students' own culture(s) ● 4.2.4 Compare, contrast, and report on cultural traditions and celebrations from the culture(s) studied and the students' own culture(s). ● 4.2.5 Compare oral and written popular traditions from the culture(s) studied and from students' own culture(s). <p><i>Communities</i></p> <ul style="list-style-type: none"> ● 5.2.1 Practice oral and written use of the language studied with family, friends or peers. ● 5.2.2 Participate in career exploration or school-to work projects that are enhanced by knowledge of the target language and culture(s). ● 5.2.3 Use community resources to research a topic related to culture and/or language study.
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Course Title: World Languages III (Spanish) Grade(s): 9th-12th	
Course Content: This course will help students meet the Delaware World-Readiness Standards for Learning Languages and prepare them to be global citizens. Learners will develop interpersonal, interpretive, and presentational communication skills through meaningful situations, and integration of subject content such as health and physical education, visual arts, music, language arts, mathematics, sciences, and social studies. Students will then internalize culture through experiences with authentic cultural materials and practices in the target language.*	
Unit 1: Personal Identities	Unit Content: Students will understand how their sense of self changes over time. They will also explore personal identities of their peers in the target culture. They will interpret and/or produce rehearsed phrases and basic vocabulary related to the unit. Topics include but not limited to the following: occupations, affiliations, abilities, and attributes. This unit covers the following skills: <i>Communication</i> <ul style="list-style-type: none"> ● IP.3.1 Use paraphrasing, circumlocution, and non-verbal behaviors to convey and comprehend messages in a level appropriate language. ● I.3.2 Demonstrate understanding of the tone and the meaning of oral and written communication used in a variety of passages. ● I.3.3 Demonstrate understanding of the main ideas related to current events reported in a variety of target-language media. ● I.3.4 Demonstrate understanding of main ideas and identify essential details when reading and listening to a variety of passages.

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	<ul style="list-style-type: none"> ● P.3.1 Create and present materials on diverse topics with minimal guidance using multimedia supports. <p><i>Cultures</i></p> <ul style="list-style-type: none"> ● 2.3.1 Discuss how cultural traditions and their perspectives are shaped by geography and climate. ● 2.3.2 Engage appropriately in real or simulated cultural events. ● 2.3.3 Compare and contrast products, artifacts, dwellings and symbols, and their perspectives among same language cultures. <p><i>Connections</i></p> <ul style="list-style-type: none"> ● 3.3.5 Present factual data using the language studied. <p><i>Comparisons</i></p> <ul style="list-style-type: none"> ● 4.3.1 Compare the various meanings of words in different contexts in the target language and English. ● 4.3.2 Analyze local, regional and national differences in the countries where the language is spoken while comparing and contrasting them to the United States. ● 4.3.3 Recognize differences and similarities in grammatical structures, and idiomatic expressions between the language studied and the dominant language. ● 4.3.4 Compare and contrast products, practices, and perspectives from culture(s) studied and the students' own culture(s). ● 4.3.5 Compare, contrast, and exchange opinions on issues that are of contemporary or historical interest in the culture studied and the students' own culture(s). <p><i>Communities</i></p> <ul style="list-style-type: none"> ● 5.3.3 Use a variety of world language sources in and outside the community for entertainment or personal growth.
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<p>Unit 2:</p> <p>Contemporary Living</p>	<p>Unit Content:</p> <p>Students understand how the conveniences of modern life influence the range of abilities. They will explore aspects of their peers’ contemporary life in the target culture. They will interpret and/or produce simple phrases and basic vocabulary related to the unit. Topics include but not limited to the following: lifestyle, leisure, and career pathways.</p> <p>This unit covers the following skills:</p> <p><i>Communication</i></p> <ul style="list-style-type: none"> ● IP.3.1 Use paraphrasing, circumlocution, and non-verbal behaviors to convey and comprehend messages in a level appropriate language. ● IP.3.3 Ask and answer factual questions on a variety of topics. ● IP.3.5 Initiate, sustain, and close conversations applying familiar vocabulary and structures to new situations. ● I.5.1 Interpret and infer from intonation, body language, common and regional idioms to clarify messages. ● I.5.2 Evaluate the tone and implied meaning of oral and written communications found in a variety of authentic sources dealing with a diversity of topics. ● I.5.3 Demonstrate comprehension of main ideas and supporting details of unfamiliar written and oral language with little or no visual support. ● I.5.4 Analyze various elements in spoken and written passages. ● P.3.1 Create and present materials on diverse topics with minimal guidance using multimedia supports. ● P.3.2 Present orally and in writing information that combines learned as well as original language in
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	<p>increasingly complex sentences and paragraphs.</p> <ul style="list-style-type: none"> ● P.3.3 Use present, past and future frames, word order, and other appropriate language structures when making a presentation. <p><i>Cultures</i></p> <ul style="list-style-type: none"> ● 2.3.2 Engage appropriately in real or simulated cultural events. <p><i>Connections</i></p> <ul style="list-style-type: none"> ● 3.3.1 Compare and contrast different approaches to health issues using the language studied. ● 3.3.2 Compare and contrast cultural geographic data using the language studied. ● 3.3.5 Present factual data using the language studied. <p><i>Comparisons</i></p> <ul style="list-style-type: none"> ● 4.3.1 Compare the various meanings of words in different contexts in the target language and English. ● 4.3.2 Analyze local, regional and national differences in the countries where the language is spoken while comparing and contrasting them to the United States. ● 4.3.3 Recognize differences and similarities in grammatical structures, and idiomatic expressions between the language studied and the dominant language. ● 4.3.4 Compare and contrast products, practices, and perspectives from culture(s) studied and the students' own culture(s). ● 4.3.5 Compare, contrast, and exchange opinions on issues that are of contemporary or historical interest in the culture studied and the students' own culture(s). <p><i>Communities</i></p> <ul style="list-style-type: none"> ● 5.3.1 Communicate orally and in writing with members of the culture studied on topics of personal and community interest.
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	<ul style="list-style-type: none"> ● 5.3.2 Engage in activities and/or events within and outside the local community that expand students' interests, career goals, and cultural enrichment for life-long learning. ● 5.3.3 Use a variety of world language sources in and outside the community for entertainment or personal growth.
<p>Unit 3:</p> <p>Innovations</p>	<p>Unit Content:</p> <p>Students understand how imagination leads to innovation. They will interpret and/or produce key phrases and academic vocabulary related to the unit. Topics include but not limited to the following: technology boom, social network, mass media, and health sciences.</p> <p>This unit covers the following skills:</p> <p><i>Communication</i></p> <ul style="list-style-type: none"> ● IP.3.1 Use paraphrasing, circumlocution, and non-verbal behaviors to convey and comprehend messages in a level appropriate language. ● IP.3.3 Ask and answer factual questions on a variety of topics. ● IP.3.5 Initiate, sustain, and close conversations applying familiar vocabulary and structures to new situations. ● I.5.1 Interpret and infer from intonation, body language, common and regional idioms to clarify messages. ● I.5.2 Evaluate the tone and implied meaning of oral and written communications found in a variety of authentic sources dealing with a diversity of topics. ● I.5.3 Demonstrate comprehension of main ideas and supporting details of unfamiliar written and oral language with little or no visual support.

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	<ul style="list-style-type: none"> ● I.5.4 Analyze various elements in spoken and written passages. ● P.3.1 Create and present materials on diverse topics with minimal guidance using multimedia supports. ● P.3.2 Present orally and in writing information that combines learned as well as original language in increasingly complex sentences and paragraphs. ● P.3.3 Use present, past and future frames, word order, and other appropriate language structures when making a presentation. <p><i>Cultures</i></p> <ul style="list-style-type: none"> ● 2.3.2 Engage appropriately in real or simulated cultural events. <p><i>Connections</i></p> <ul style="list-style-type: none"> ● 3.3.1 Compare and contrast different approaches to health issues using the language studied. ● 3.3.2 Compare and contrast cultural geographic data using the language studied. ● 3.3.3 Compare and contrast diverse opinions on environmental issues using the language studied. ● 3.3.4 Compare and contrast the flora and fauna in different environments and their preservation and/or endangerment using the language studied. ● 3.3.5 Present factual data using the language studied. <p><i>Comparisons</i></p> <ul style="list-style-type: none"> ● 4.3.1 Compare the various meanings of words in different contexts in the target language and English. ● 4.3.3 Recognize differences and similarities in grammatical structures, and idiomatic expressions between the language studied and the dominant language. ● 4.3.5 Compare, contrast, and exchange opinions on issues that are of contemporary or historical interest in the culture studied and the students' own culture(s).
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	<p><i>Communities</i></p> <ul style="list-style-type: none"> ● 5.3.3 Use a variety of world language sources in and outside the community for entertainment or personal growth.
<p>Unit 4:</p> <p>Collective Responsibility</p>	<p>Unit Content:</p> <p>Students will understand the role they play in collective responsibility. They will interpret common phrases and/or produce key vocabulary related to the unit. Topics include but not limited to the following: advocacy, sustainable development, and community service.</p> <p>This unit covers the following skills:</p> <p><i>Communication</i></p> <ul style="list-style-type: none"> ● IP.3.1 Use paraphrasing, circumlocution, and non-verbal behaviors to convey and comprehend messages in a level appropriate language. ● IP.3.3 Ask and answer factual questions on a variety of topics. ● IP.3.5 Initiate, sustain, and close conversations applying familiar vocabulary and structures to new situations. ● I.5.1 Interpret and infer from intonation, body language, common and regional idioms to clarify messages. ● I.5.2 Evaluate the tone and implied meaning of oral and written communications found in a variety of authentic sources dealing with a diversity of topics. ● I.5.3 Demonstrate comprehension of main ideas and supporting details of unfamiliar written and oral language with little or no visual support. ● I.5.4 Analyze various elements in spoken and written passages.

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	<ul style="list-style-type: none"> ● P.3.1 Create and present materials on diverse topics with minimal guidance using multimedia supports. ● P.3.2 Present orally and in writing information that combines learned as well as original language in increasingly complex sentences and paragraphs. ● P.3.3 Use present, past and future frames, word order, and other appropriate language structures when making a presentation. <p><i>Cultures</i></p> <ul style="list-style-type: none"> ● 2.3.2 Engage appropriately in real or simulated cultural events. <p><i>Connections</i></p> <ul style="list-style-type: none"> ● 3.3.1 Compare and contrast different approaches to health issues using the language studied. ● 3.3.2 Compare and contrast cultural geographic data using the language studied. ● 3.3.3 Compare and contrast diverse opinions on environmental issues using the language studied. ● 3.3.4 Compare and contrast the flora and fauna in different environments and their preservation and/or endangerment using the language studied. ● 3.3.5 Present factual data using the language studied. <p><i>Comparisons</i></p> <ul style="list-style-type: none"> ● 4.3.1 Compare the various meanings of words in different contexts in the target language and English. ● 4.3.2 Analyze local, regional and national differences in the countries where the language is spoken while comparing and contrasting them to the United States. ● 4.3.3 Recognize differences and similarities in grammatical structures, and idiomatic expressions between the language studied and the dominant language. ● 4.3.4 Compare and contrast products, practices, and perspectives from culture(s) studied and the
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	<p>students' own culture(s).</p> <ul style="list-style-type: none">● 4.3.5 Compare, contrast, and exchange opinions on issues that are of contemporary or historical interest in the culture studied and the students' own culture(s). <p><i>Communities</i></p> <ul style="list-style-type: none">● 5.3.1 Communicate orally and in writing with members of the culture studied on topics of personal and community interest.● 5.3.2 Engage in activities and/or events within and outside the local community that expand students' interests, career goals, and cultural enrichment for life-long learning.● 5.3.3 Use a variety of world language sources in and outside the community for entertainment or personal growth.
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