

Level III Curriculum Overview

The Level III year is comprised of 4 large main units. It is anticipated that teachers might do some review at the beginning of the year, but every attempt was made to spiral past functions and vocabulary into the curriculum. The recommended pace would be one unit per quarter.

Unit Title	Quarter	Related AP Theme
Heroes and Historical Figures	Q1	Personal and Public Identities
Health Issues	Q2	Global Challenges
Advertising and Marketing	Q3	Contemporary Life
Visual Arts	Q4	Beauty and Aesthetics

The following are summaries of each Level I unit. If you would like to see the full backwards-designed units with performance assessments, please contact Jessica Haxhi at Jessica.hahi@nhboe.net.

Level III	Unit Title: Heroes and Historical Figures	Proficiency Target: Intermediate-Low/Mid
Essential Question(s): What makes a hero?		Related AP Theme: Personal and Public Identities
<p>Summary: During this unit, students will consider and debate what makes a “hero.” They will be encouraged to think about heroes in their own lives, while learning about historical and modern heroes in the culture of the language that they are studying. This topic requires students to begin to move smoothly between past and present tenses, a requirement of the intermediate proficiency level. They will read and view a variety of texts about heroes and historical figures for meaning and details. They will demonstrate interpersonal speaking skills in a “20 Questions” type of activity using a set of “famous people” cards provided by the WL department. They will complete the unit with two presentational tasks: a spoken presentation about their own personal heroes and a written essay expressing their opinion about one of four controversial statements about heroes, such as “heroes have no personality flaws.”</p>		

Level III	Unit Title: Health Issues	Proficiency Target: Intermediate-Low/Mid
Essential Question(s): How does the country you live in influence your health? What does it mean to lead a healthy life in my culture and in the target culture? How can I convince others of my opinion?		Related AP Theme: Global Challenges
<p>Summary: In this unit, students will explore a health issue related to the target culture. This unit allows for the review of previously learned health terminology and concepts, such as healthy eating, body parts, and ailments. Then, students investigate the causes and symptoms of a particular health issue such as cancer or ebola and talk about what lifestyle changes and precautions should be undertaken. Students begin to</p>		

debate and write arguments using evidence from target language texts as the look at a wide variety of authentic sources (newscasts, articles, infographics, etc.). As assessments, students participate in a “scaffolded debate” (some preparation allowed) and prepare a Public Service Announcement in the target language about the health issue they have studied. This unit also encourages students to think about how their work could be used in the larger community (brochure or PSA) and asks teachers to consider bringing in target language speakers from the community to discuss the topic with students.

Level III	Unit Title: Advertising and Marketing	Proficiency Target: Intermediate-Low
Essential Question(s): What makes you buy something? What motivates you to buy what you buy? How does what you “want” relate to what do you “need”? How might someone in the target culture answer these questions differently or the same as you?		Related AP Theme: Contemporary Life
Summary: This unit helps students to develop critical thinking skills around the topic of advertising and marketing while reviewing the practical language needs of shopping, expressing preferences and giving advice for the future. Students will consider how culture affects what people buy and what advertisements are successful as they view and read commercials and advertisements from the target -and other- cultures. They will discuss what types of advertisement appeal to them and how ads affect whether or not they purchase something. Students will also explore the concept of “needs” versus “wants” and do some virtual pretend shopping on clothing websites meant for target language speakers. A very real-world interpersonal assessment asks students to converse and give feedback about dresses and tuxedos for a special event, such as the prom (or other target culture event). The presentational writing assessment asks students to begin to move between past and future as they write, talking about past purchases and making recommendations to their peers about future purchases. This highly engaging topic allows for considerable review of adjectives and verb forms learned in the past, with the addition of new vocabulary and application of past, present, future tense uses.		

Level III	Unit Title: Visual Arts	Proficiency Target: Intermediate-Low/Mid
Essential Question(s): How is art like language (“another form of communication”)? How does that art differ according to culture? What do I think is beautiful? What do others think is beautiful?		Related AP Theme: Beauty and Aesthetics
Summary: In this unit, students will explore what they consider to be “beautiful” within the visual arts. This offers the opportunity to review a wide variety of vocabulary and expressions, and to continue to express opinions and debate in class. Students will view and investigate a number of artists from the target culture and read about famous artwork from around the world. They will choose one artist and create a PPT slide describing that artist in a visually impactful way. Students will choose or create their own piece of artwork and write the caption that will hang beside it – requiring the use of both past and present tenses, and reviewing their skills from the “Heroes and Historical Figures” unit. Then, in a classroom “gallery” walk, students will act as the curator of the museum as their classmates view and ask questions about the artwork, thereby practicing spontaneous conversational skills as well.		