

Level II Curriculum Overview

NHPS World Languages



- The Level II curriculum is comprised of 4 main units and one flex-unit. The first four full units fall exactly on a quarter, as illustrated in the box to the right. District-wide quarterly exams and performance tasks, however, reflect students' cumulative proficiency progress across the year; therefore, the content of the exam(s) may focus on the general topic of the unit of that quarter, some from previous quarters, and proficiency development gained as they move through the year.
- The "Movies Flex-Unit" may be taught as a stand-alone unit at any point during the school year OR can be taught in chunks throughout the year. The vocabulary and expressions are intended to enrich and engage students in the Level II year, and the content builds their cultural knowledge. The specific vocabulary and structures in this unit will not appear on quarterly assessments unless they also represented in one of the other 4 units.

Unit Title	Quarter
Summer	Q1
Childhood	Q2
Immigration	Q3
Careers	Q4
Movies Flex-Unit	Anytime

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 II Unit 1	SUMMER <i>"I know what you did!"</i>	Proficiency Target: Novice-High
Essential Question(s): How does speaking about events in the past differ from speaking about the present? What can vacation customs tell us about our own cultures and the target culture?		Related AP Theme: Contemporary Life
Summary: During this unit, students will apply their prior knowledge from Level I and use a new learning about past time expressions and actions to talk about where they went and what they did over the summer and on past vacations. They will listen to and/or watch presentations about travel and activities in a target language country/region and respond to questions about what they've heard. They will read blogs about summer vacation experiences from the target culture and respond to questions about that information. They will use their knowledge of dates, weather, clothing, activities, numbers, foods/meals, and country/city names to create, understand and respond to travel postcards about real or imaginary past summer trips. They will verbally express events and activities that they participated in over the summer and respond to classmates' questions about those experiences in an interview format. Finally, each student will present a favorite summer experience to the class using a piece of realia or memorabilia and including multiple details such as the date, place, activity, companions and reasons why the experience was so enjoyable. They will respond to clarifying questions and comments from their audience with appropriate target language information and/or expressions.		

Level II	CHILDHOOD <i>"The story of my life... so far"</i>	Proficiency Target: Novice-High
Essential Question(s): How has my childhood shaped who I am?		Related AP Theme: Personal and Public Identities Families and Communities
Summary: In this unit, students will reminisce about their own childhoods and learn about the childhood experience in the target culture. They will talk about favorite toys, games, television shows, and activities of childhood. Students will practice moving between past and present tenses by talking about what they were like then as compared to how they are now. They will discuss how their likes and dislikes have changed over time. Students will read, listen to, and view texts about significant individuals from the target culture and their childhoods. Listening and reading assessments will include answering comprehension questions about these texts. Students will interview each other about their childhoods and be encouraged to give creative, even pretend answers, if they like! As a final writing assessment, students will choose a random picture from a variety offered by the teacher and write an imagination-based paragraph about that person's childhood.		

Level II	Unit Title: Immigration	Proficiency Target: Novice-High/Intermediate-Low
Essential Question(s): Why do people leave their home country? How do people adjust to life in a new country?		Related AP Theme: Families and Communities Global Challenges Personal and Public Identities
Unit Summary: Through this unit, students will consider what it is like to leave a home country or town and move to a new location. Depending on the teacher, students, and language taught, this may be through the lens of looking at the migration of target culture groups or individuals between countries, famous people who have immigrated to the U.S., and/or about the teacher's personal experiences as an immigrant, if applicable. The introductory lessons have options of teachers to modify according to how much they want to focus on the immigration discussion or just the notion of migration from one place to another. One option is for students to discuss facts vs. opinions when it comes to immigration discussions. Another option is for students to grapple with the vocabulary of the unit as they try to figure out the theme. Another introductory lesson is for students to put themselves in the shoes of a new arrival to a country through a simulation game. Then, the first part of this unit will focus on directions: ask students to handle the first set of directions that might be given to them by a native speaker at a natural pace as they disembark from a ship, plane, bus, etc. - certainly a challenge when you first arrive in a country! The focus of this portion of the unit will be on comprehension of directions, versus giving directions. This discussion will act as the impetus for learning how to interpret directions to various buildings in a city. Later in the unit, students will view short documentaries about target culture immigrants to the United States. They will use interpretive skills to look at stories about famous immigrants, target culture groups, and/or new arrivals to any situation looking for main ideas and basic details in the stories. Students will select a target culture immigrant, famous person who has moved to the U.S. or to the target culture, or create an imaginary person and write a biography of that person and their migration story in the third person. Then, students will "become" that person for a conversational assessment in which they are interviewed by their classmates. In addition to the clear alignment of this unit with social studies content, the language focus of this unit allows students to learn very practical expressions to talk about the past, such as "What was it like? How was your trip? How was the weather? What is the same or different from your own town/school/life?"		

Level II	CAREERS <i>"The Story of my Future"</i>	Proficiency Target: Intermediate-Low
Essential Question(s): What are the qualities of personality someone needs to have to be a great candidate for a particular profession? What skills should someone acquire to be competent for various jobs? Are the characteristics and qualifications necessary for career success similar or different in different parts of the world?		Related AP Theme: Contemporary Life Science and Technology
Summary: This unit will expose students to the real-life situation of seeking a job and preparing for an interview while allowing them to look at it through the lens of getting their "dream" job with a "dream resume." During the lessons, the students will learn daily routine in the context of preparing for an interview. They will discuss what jobs they wanted as a child versus what they are interested in now and learn about different careers available in the United States and around the world. They will view videos about various companies and careers in the target cultures and read job advertisements in the target language. Finally, students will make the case for deserving a particular job by describing their personality traits and credentials in a "dream" resume, letter of introduction, and mock interview.		

Level II	Unit Title: Movies <i>"The Stories we Love"</i>	Proficiency Target: Intermediate-Low
Essential Question(s): How do movies reflect cultural customs and values? How do American movies differ from those in the target language? What's the "purpose"/"function" of movies?		Related AP Theme: Contemporary Life Beauty and Aesthetics
Notes on this Unit: This unit may be taught as a stand-alone unit at any point during the school year OR can be taught in chunks throughout the year. The vocabulary and expressions are intended to enrich and engage students in the Level II year, and the content builds their cultural knowledge. The specific vocabulary and structures in this unit will not appear on quarterly assessments unless they also represented in one of the other 4 units. This unit is not about understanding all aspects of a particular movie in the target language. It is about having students give their opinions on movies and supporting their arguments. It would be therefore appropriate to allow students to view parts or the entire movie with subtitles to accompany hearing target language speech. It would not be appropriate for students to watch the movies in class in English, although they could discuss movies they have seen outside of class in English.		