

Level IV Curriculum Overview

The Level IV 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 learning into the curriculum. The recommended pace would be one unit per quarter. Note that teachers have a choice doing the “Energy Sources” or the “Reduce, Reuse, Recycle” unit for the third unit of the year.

Unit Title	Quarter	Related AP Theme
Human Rights	Q1	Personal and Public Identities Global Challenges
Culture & Diet	Q2	Personal and Public Identities Contemporary Life
Energy Sources <u>or</u> Reduce, Reuse, Recycle	Q3	Global Challenges
Literature of the Culture	Q4	Beauty and Aesthetics

The following are summaries of each Level IV 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 IV	Unit Title: Human Rights	Proficiency Target: Intermediate-Low/Intermediate-Mid
<p>Essential Question(s):</p> <p>What are human rights? What should they be? How do rights in the United States compare with those in other countries? How are rights protected globally? Are they? What is the difference between Constitutional Rights and Human Rights? What responsibilities come with rights? Where does my freedom stop and another person’s start? What sacrifices in freedom are worth it or necessary?</p>		<p>Related AP Theme:</p> <p>Global Challenges</p>
<p>Summary:</p> <p>This unit uses the many resources of the United Nations Universal Declaration on Human Rights to frame a discussion of what students believe should be universal rights. Students will interact fully with some of the key statements of the declaration, but also focus on creating their own set of human rights statements. This topic requires students to bring in all of the knowledge of Levels I-III such as family, food, activities, numbers, etc. as well as expressions in a variety of tenses and the concept of what “should” happen. Students will be exposed texts (articles, videos, etc.) from authentic sources such as newscasts, videos, documentaries, articles, etc. They will debate about certain high-interest human rights topics and write an argumentative essay supporting their claim. Because this unit requires independent research, it is an ideal time to introduce students to online bibliography generators that can be used for APA or MLA format. They will be required to generate list of “Works Cited” for both their debate preparation and their final essays. This unit is a comprehensive and engaging transition into the Level IV proficiency target work of Intermediate-Mid, in which students will be expected to speak in sentences most of the time, and begin to move into paragraph-level speech and writing.</p>		

Level IV	Unit Title: Culture and Diet	Proficiency Target: Intermediate-Mid
Essential Question(s): What do people eat the foods that they eat? Why do I eat what I eat? How would I eat differently if I visited another culture? How would I eat differently if I grew up in another culture?		Related AP Theme: Global Challenges/Families and Communities
Summary: In this unit, students will consider the affect that both culture and personal beliefs have on what one eats, and how that affects how you are able to eat when you travel. They will first recall what they know about foods from previous learning: types of foods, target culture foods, what they prefer, what is healthy, etc. They will then move on to discuss types of diets and dietary restrictions such as vegetarian, vegan, gluten-free, nut-free, dairy-free (lactose intolerant), etc. and the health reasons or beliefs behind why those diets are followed. They will talk about which American and target culture foods are able to be eaten in various diets; thereby reviewing the ingredients of various dishes. Students will then investigate the cultural practices and beliefs about foods and eating in the target culture. They will consider culturally important foods and talk about how certain diets and dietary restrictions might be handled while traveling in the target culture. They will also review how to order in a restaurant, especially asking about food ingredients, etc. As a final Integrated Performance Assessment, students will be given the following task: A friend’s family from the target culture has offered to take you to their country. They are concerned that you will find something you like to eat while you are there and that you are aware of various food customs and norms. During this IPA, you will learn more about the foods and customs, practice discussing it, and develop a guide for other friends traveling to the culture.		

Level IV	Unit Title: UNIT 3 OPTION 1: Energy Sources	Proficiency Target: Intermediate-Mid/High
Essential Question(s): What is the “best” power source... for the planet? for the country? for my community? for me? What do I mean by “best” when I think about energy sources? How does my definition of “best” power source change for different uses?		Related AP Theme: Global Challenges
Summary: In this unit, students will investigate the complex topic of “what is the “best” power source?” for the planet, the country, and their own community and home. They must figure out what the term “best” energy sources means to them as they move throughout the unit – is it the one that is cleanest for the environment? the cheapest? the most readily available? This topic allows for a great deal of student choice, as they may wish to focus on larger energy sources, such as solar versus wind power, or something as specific as what type of <i>cars</i> use the “best” power source (gas, electric, hybrid, etc.). Or, teachers/students could decide to focus on a particular country, state, or town and focus on that location’s search for the “best” energy source. Regardless of their focus, students will continue to develop their ability to debate and ask follow-up questions as they begin to be able to talk about semi-hypothetical situations, such as what “would” happen if an entire country changed to electric automobiles. In order to have these discussions, they will need to create with language and move in between present, future, and sometimes past expressions – a key feature of moving them toward the advanced level. A key strategy introduced in this unit will be the use of “mind mapping” to organize your thoughts about a topic (in any language!) This strategy supports creativity, memory, and study skills. There are target language videos to help students learn how to employ the strategy, and teachers may choose to have students mind mapping daily (ex. a mini-mind map of		

the items that can be recycled) and/or as a way to organize their documentaries (into the various sections or arguments they want to make). Students will also continue to develop their technology skills as they create their documentaries using a variety of media sources.

For assessments, students will read articles and view newscasts about the energy sources topic and answer comprehension questions in the target language. For the first time, this unit requires that students have a conversation with a target language speaker who is NOT their teacher, about various energy issues. In addition, students will create a short documentary about the power source that they have determined to be the “best” for its particular use. The documentary will require that they again pull in their interview skills as well as their ability to state and argument, cite evidence, and refute counterarguments – a key skill in ELA classes and science classes as well.

Level IV	Unit Title: UNIT 3 OPTION 2 The 3Rs: Reduce, Reuse, Recycle	Proficiency Target: Intermediate-Mid
<p>Essential Question(s): How can I explain these three concepts: reduce, reuse, recycle? How can I be more “green” in my home? In our school? In our town? In our country? Is recycling given more or less priority in different cultures? Why? Are there times when recycling or re-using items is not worth it? (ex. using plastic tableware at a large party). Are there certain non-recyclable items that we just should not use at all? Why? How do we do that? What is the “best” use of recycled materials – creating the same item or creating something new?</p>		<p>Related AP Theme: Global Challenges</p>
<p>Summary: In this unit, students will investigate what recycling means in their own home, their school, their community, and their country and the target culture. They will begin in the home, learning about how familiar items and the materials they are made from impact whether they may be recycled or not. For example, we might wash and REUSE a glass plate, and RECYCLE a paper plate, but need to REDUCE the use of foam plates. Then, they might discuss the 3Rs in their local community or school. Throughout the unit, students will be exposed to how the 3Rs are presented and discussed in the target culture, as teachers guide students to see how culture is revealed through Public Service Announcements and campaigns.</p> <p>The final assessment allows for a great deal of student choice, as they are asked to create a documentary about a particular aspect of Reduce/Reuse/Recycle that interests them. A key component of this unit is that they will, for the first time, be asked to talk with a native speaker other than their teacher, for their interpersonal assessment. They might use a clip from that interview in their documentary as well. Throughout the unit and in that conversation, students will continue to develop their ability to debate and ask follow-up questions as they begin to be able to talk about semi-hypothetical situations, such as what “would” happen if we don't recycle or reduce the use of certain materials. In order to have these discussions, they will need to create with language and move in between present, future, and sometimes past expressions – a key feature of moving them toward the advanced level. The documentary will require that use the ability to state an argument, cite evidence, and refute counterarguments – a key skill in ELA classes and science classes as well.</p> <p>A key strategy introduced in this unit will be the use of “mind mapping” to organize your thoughts about a topic (in any language!) This strategy supports creativity, memory, and study skills. There are target language videos to help students learn how to employ the strategy, and teachers may choose to have students mind mapping daily (ex. a mini-mind map of the items that can be recycled) and/or as a way to organize their documentaries (into the various sections or arguments they want to make). Students will also continue to develop their technology skills as they create their documentaries using a variety of media sources.</p>		

Level IV	Unit Title: Literature of the Culture	Proficiency Target: Intermediate-Mid/Intermediate High
Essential Question(s): Why is a given piece of literature important: <ul style="list-style-type: none"> - to the history of the country(ies) from which it came? - to the history of the world? - to you? How does historical context influence literature? How does the authors' background and experience influence a piece of literature?		Related AP Theme: Beauty and Aesthetics
Summary: In this unit, students will investigate key pieces of literature from the target culture and learn how to talk about why particular pieces of literature are important to the history of the country, the culture, the world, and themselves. This unit will ask students to put literature in historical and cultural context, consider the author's experiences, and learn about how various genres are represented in the culture. Students will read snippets of a variety of target culture works and meet in "literature circles" to engage in discussions, all the target language, about what is happening in the text and their opinions about it. Their comprehension will be aided by guided questions and graphic organizers. The interpersonal discussions will be scaffolded with talking prompts and daily tasks for the groups to complete together. On certain assessment days, students will be scored as to their ability to maintain a conversation and ask appropriate follow-up questions, a key skill at the Intermediate High level. Students will also keep daily written journals summarizing their learning and opinions after the discussions. Teachers will respond to these journals in writing so that students can engage in written interpersonal correspondence. As a final presentational assessment, students will write an essay about a piece of literature, of their choice – from any country, and talk about why that piece of literature is important to the country, the world, and themselves.		