



Level 3 Modern World Language Scope and Sequence

Unit Theme	Communication	Cultures	Connections	Comparisons	Communities
<p>1</p> <p>Personal Identities</p> <p>Students 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.</p>	<p>IP.3.1 Use paraphrasing, circumlocution, and non-verbal behaviors to convey and comprehend messages in a level appropriate language.</p> <p>I.3.2 Demonstrate understanding of the tone and the meaning of oral and written communication used in a variety of passages.</p> <p>I.3.3 Demonstrate understanding of the main ideas related to current events reported in a variety of target-language media.</p> <p>I.3.4 Demonstrate understanding of main ideas and identify essential details when</p>	<p>2.3.1 Discuss how cultural traditions and their perspectives are shaped by geography and climate.</p> <p>2.3.2 Engage appropriately in real or simulated cultural events.</p> <p>2.3.3 Compare and contrast products, artifacts, dwellings and symbols, and their perspectives among same-language cultures.</p>	<p>3.3.5 Present factual data using the language studied.</p>	<p>4.3.1 Compare the various meanings of words in different contexts in the target language and English.</p> <p>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.</p> <p>4.3.3 Recognize differences and similarities in grammatical structures, and idiomatic expressions between the language studied and the dominant language.</p> <p>4.3.4 Compare and contrast products, practices, and</p>	<p>5.3.3 Use a variety of world language sources in and outside the community for entertainment or personal growth.</p>

	<p>reading and listening to a variety of passages.</p> <p>P.3.1 Create and present materials on diverse topics with minimal guidance using multimedia supports.</p>			<p>perspectives from culture(s) studied and the students’ own culture(s).</p> <p>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>	
<p>2</p> <p>Contemporary Life</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:</p>	<p>IP.3.1 Use paraphrasing, circumlocution, and non-verbal behaviors to convey and comprehend messages in a level appropriate language.</p> <p>IP.3.3 Ask and answer factual questions on a variety of topics.</p> <p>IP.3.5 Initiate, sustain, and close conversations applying</p>	<p>2.3.2 Engage appropriately in real or simulated cultural events.</p>	<p>3.3.1 Compare and contrast different approaches to health issues using the language studied.</p> <p>3.3.2 Compare and contrast cultural geographic data using the language studied.</p> <p>3.3.5 Present factual data using the language studied..</p>	<p>4.3.1 Compare the various meanings of words in different contexts in the target language and English.</p> <p>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.</p> <p>4.3.3 Recognize</p>	<p>5.3.1 Communicate orally and in writing with members of the culture studied on topics of personal and community interest.</p> <p>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-</p>

<p>lifestyle, leisure, and career pathways.</p>	<p>familiar vocabulary and structures to new situations.</p> <p>I.5.1 Interpret and infer from intonation, body language, common and regional idioms to clarify messages.</p> <p>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.</p> <p>I.5.3 Demonstrate comprehension of main ideas and supporting details of unfamiliar written and oral language with little or no visual support.</p> <p>I.5.4 Analyze various elements in spoken and written passages.</p> <p>P.3.1 Create and present materials on diverse topics with</p>			<p>differences and similarities in grammatical structures, and idiomatic expressions between the language studied and the dominant language.</p> <p>4.3.4 Compare and contrast products, practices, and perspectives from culture(s) studied and the students' own culture(s).</p> <p>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>	<p>long learning.</p> <p>5.3.3 Use a variety of world language sources in and outside the community for entertainment or personal growth.</p>
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	<p>minimal guidance using multimedia supports.</p> <p>P.3.2 Present orally and in writing information that combines learned as well as original language in increasingly complex sentences and paragraphs.</p> <p>P.3.3 Use present, past and future frames, word order, and other appropriate language structures when making a presentation.</p>				
<p>3 Innovations</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>IP.3.1 Use paraphrasing, circumlocution, and non-verbal behaviors to convey and comprehend messages in a level appropriate language.</p> <p>IP.3.3 Ask and answer factual questions on a variety of topics.</p> <p>IP.3.5 Initiate, sustain, and close conversations applying</p>	<p>2.3.2 Engage appropriately in real or simulated cultural events.</p>	<p>3.3.1 Compare and contrast different approaches to health issues using the language studied.</p> <p>3.3.2 Compare and contrast cultural geographic data using the language studied.</p> <p>3.3.3 Compare and contrast diverse opinions on environmental issues using the language</p>	<p>4.3.1 Compare the various meanings of words in different contexts in the target language and English.</p> <p>4.3.3 Recognize differences and similarities in grammatical structures, and idiomatic expressions between the language studied and the dominant language.</p> <p>4.3.5 Compare, contrast,</p>	<p>5.3.3 Use a variety of world language sources in and outside the community for entertainment or personal growth.</p>

	<p>familiar vocabulary and structures to new situations.</p> <p>I.5.1 Interpret and infer from intonation, body language, common and regional idioms to clarify messages.</p> <p>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.</p> <p>I.5.3 Demonstrate comprehension of main ideas and supporting details of unfamiliar written and oral language with little or no visual support.</p> <p>I.5.4 Analyze various elements in spoken and written passages.</p> <p>P.3.1 Create and present materials on diverse topics with</p>		<p>studied.</p> <p>3.3.4 Compare and contrast the flora and fauna in different environments and their preservation and/ or endangerment using the language studied.</p> <p>3.3.5 Present factual data using the language studied.</p>	<p>and exchange opinions on issues that are of contemporary or historical interest in the culture studied and the students' own culture(s).</p>	
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<p>4 Collective Responsibility Students 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>IP.3.1 Use paraphrasing, circumlocution, and non-verbal behaviors to convey and comprehend messages in a level appropriate language.</p> <p>IP.3.3 Ask and answer factual questions on a variety of topics.</p> <p>IP.3.5 Initiate, sustain, and close conversations applying</p>	<p>2.3.2 Engage appropriately in real or simulated cultural events.</p>	<p>3.3.1 Compare and contrast different approaches to health issues using the language studied.</p> <p>3.3.2 Compare and contrast cultural geographic data using the language studied.</p> <p>3.3.3 Compare and contrast diverse opinions on environmental issues using the language</p>	<p>4.3.1 Compare the various meanings of words in different contexts in the target language and English.</p> <p>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.</p> <p>4.3.3 Recognize</p>	<p>5.3.1 Communicate orally and in writing with members of the culture studied on topics of personal and community interest.</p> <p>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-</p>

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