

# Curriculum & Student Development Committee Meeting

Tuesday, March 5, 2024 5:30 PM

Town Campus Hammonasset Room/Zoom, 10 Campus Drive , Madison, CT 06443

## I. K-12 World Language

**Speaker (s) :** Jennifer  
Aguzzi and Leslie  
Lopez

## II. Reading Waiver Discussion

## III. Public Comment

- IV. **The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town ADA/Human Resources Director, Debra Ferrante, at 203-245-6310 or by email at [ferranted@madisonct.org](mailto:ferranted@madisonct.org) at least five (5) business days prior to the meeting.**



# World Language Curriculum Adoption

*March 2024*

# World Language K-12 - Curriculum Ready for Board Adoption

## K-8

| Spanish   | French                   |
|---|--------------------------|
| Kindergarten (3 Units)<br>Grade 1 (3 Units)<br>Grade 2 (3 Units)<br>Grade 3 (3 Units)<br>Grade 6 (3 Units)<br>Grade 8 (4 Units) | Grade 7 French (4 Units) |

## 9-12

| Spanish   | French  | Mandarin   | Latin             |
|---|---|--|-------------------|
| Spanish 2 (4 units)<br>Spanish 3 (4 units)<br>Spanish 4 (1 unit)<br>Spanish 4 Honors (5 units)<br>Spanish 5 (2 units) | French 3 (3 units)<br>French 4 Honors (5 units) | Mandarin 1 (4 units)<br>Mandarin 2 (4 units)<br>Mandarin 3 (4 units) | Latin 1 (5 units) |

Ongoing work: ASL 2, Latin 2, Spanish Grades 4, 5, 7, French Grade 8



# Spanish: From Exposure to Immersion



| Grade        | Themes   | Structures   |
|--------------|--|--|
| <b>K-3</b>   | Exploration, Feelings, Friendship, Cultural Awareness, Being Unique, Weather, Body Parts | High Frequency Words, Present Tense, Comprehensible Input, TPRS, TPR, Super 7 Verbs                                      |
| <b>6-8</b>   | Talents, Adventure, Storytelling, Currency, Traveling, Childhood Memories, Novel Reading | Present Tense, Past Tense, Imperfect, Possessive Adjectives, Subject/Adjective & Article/Noun Agreements, Interrogatives |
| <b>9-10</b>  | Immigration, Health and Wellness, Heroes, Legends, Travel                                | Subjunctive, Future, Conditional, Past tenses, Commands, Pronouns  |
| <b>11-12</b> | Regions of Spain, Regions of Latin America, Medical/Career, Conversational               | Subjunctive, Commands, Pronouns  |

# K-8 Revisions - Highlights

| Course/Language | Notes  |
|-----------------|--|
| K-3 Elementary  | <p>Formerly, there were 2 units per grade, but now there are 3 units to support the trimester outline. As a result, new units were created for all grade levels.</p>   |
| 6-8 Middle      | <p>Grade 6 was altered to fit the new model of teaching from everyday to every other day. The first two units were enriched and a new unit was created to support the existing content.</p> <p>Grade 8 units were revised, and support the natural progression of the structures presented in each unit.</p> |
| Overall         | <p>Updated PBA capacities to support those on the right side of the matrix (Self-Direction, Global Thinking).</p> <p>Some units have been revised to include two capacities.</p>   |

# 9-12 Revisions - Highlights

| Course/Language      | Notes  |
|----------------------|--|
| Latin 1              | Kept thematic units, but incorporated vocabulary and culture from <i>Suburani</i> textbook                                   |
| Mandarin 1-3         | Kept thematic units, but revised the order to correspond with <i>Integrated Chinese</i> textbook                             |
| Spanish 2, 4, 5      | Minor revisions to PBAs to be more application based, or changed or country associated                                       |
| Spanish 3/French 3   | Removed Unit 1, replaced with new Health and Wellness unit that introduces the subjunctive; minor adjustments to other units |
| Spanish 4H/French 4H | Reduced from 6 units to 4 by combining themes/structures; made PBAs more application based                                   |

# World Language Profile of a Graduate Capacity Chart

|                              |                         | Kindergarten   | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Spanish 1 | Spanish 2     | Spanish 3 | Spanish 4 | Spanish 4 Honors | Spanish 5 | Grade 7      | Grade 8 | French 2 | French 3        | French 4 Honors | Latin 1 | Latin 2    | Latin 3 Honors | Mandarin 1 | Mandarin 2 | Mandarin 3 | American Sign Language I | American Sign Language II |
|------------------------------|-------------------------|----------------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|---------------|-----------|-----------|------------------|-----------|--------------|---------|----------|-----------------|-----------------|---------|------------|----------------|------------|------------|------------|--------------------------|---------------------------|
|                              |                         | <u>SPANISH</u> |         |         |         |         |         |         |         |         |           | <u>FRENCH</u> |           |           |                  |           | <u>LATIN</u> |         |          | <u>MANDARIN</u> |                 |         | <u>ASL</u> |                |            |            |            |                          |                           |
| CRITICAL THINKING            | Inquiry                 |                |         |         |         |         |         |         |         |         |           |               |           |           | X                |           |              |         | X        |                 |                 |         |            |                |            |            |            |                          |                           |
|                              | Analyzing               |                | X       | X       | X       |         |         |         |         |         | X         |               |           | X         | X                | X         | X            | X       | X        | X               | X               |         |            | X              | X          |            | X          | X                        |                           |
| CREATIVE THINKING            | Idea Generation         |                |         |         |         |         |         |         |         |         |           |               | X         |           |                  |           |              |         | X        | X               | X               |         |            |                |            |            |            |                          |                           |
|                              | Design                  |                |         |         |         |         |         |         |         | X       | X         | X             | X         |           |                  |           |              | X       | X        | X               | X               |         |            |                | X          | X          |            | X                        |                           |
| COLLABORATION/ COMMUNICATION | Collective Intelligence |                |         |         |         |         | X       | X       | X       |         | X         |               | X         | X         | X                |           |              | X       | X        |                 |                 |         |            |                |            | X          | X          |                          | X                         |
|                              | Product Creation        | X              | X       | X       | X       |         | X       | X       | X       | X       | X         | X             | X         | X         | X                | X         | X            | X       | X        | X               | X               |         |            |                |            | X          | X          | X                        | X                         |
| SELF-DIRECTION               | Self-Awareness          |                |         |         |         |         | X       |         |         |         |           |               |           | X         | X                |           |              |         | X        | X               |                 |         |            |                |            |            |            | X                        |                           |
|                              | Decision Making         |                |         |         |         |         |         |         |         | X       | X         | X             | X         | X         |                  |           |              |         |          |                 | X               |         |            |                | X          | X          | X          |                          |                           |
| GLOBAL THINKING              | Citizenship             | X              |         |         |         |         |         |         |         |         | X         | X             | X         | X         |                  |           |              |         |          |                 | X               | X       |            |                |            |            |            |                          |                           |
|                              | Alternate Perspectives  |                |         |         |         |         |         |         | X       |         |           |               |           |           |                  |           | X            |         |          |                 |                 |         | X          |                |            |            |            |                          |                           |

# Self-Awareness Tracker

| My Self-Awareness Tracker   |  | Name _____  | Period _____  |
|---|--|---|---|
| <i>This is on your project rubric. You must submit this on the final day to earn credit.</i>  |  |   |   |
| Beginning of class:   |  | End of class:   |   |
| <p><b>How are you feeling about your project today? Pick 1 or 2 words to describe yourself.</b><br/><i>(confident, nervous, confused, ready, stressed, calm, frustrated, excited ...)</i></p> | <p><b>What do you plan to accomplish today?</b><br/><br/><b>My Objectives...</b></p> | <p><b>Did you complete your objectives today?</b></p> | <p><b>Pick 1 or 2 questions to reflect on each day:</b><br/> <b>Progress:</b> What am I proud of? What do I need to do to get to the next step? Am I using my time wisely and will I finish this assignment on time?<br/> <b>Roadblocks:</b> What didn't work well? What can I do better tomorrow? What do I need help with from my peers or teacher?<br/> <b>Today's Win:</b> What worked well today? I realize that something didn't work, and this is how I adjusted my plan to address this issue?<br/> <b>Self Check-In:</b> Do I still feel the same as I did at the beginning of this work session? Why do I feel better? Why do I feel worse?</p> |
| Date:<br><br>Adjective(s):  |  | <p>All<br/>Some<br/>None</p>                          | <p>Progress / Roadblocks / Today's Win / Self Check-In</p>  |
| Date:<br><br>Adjective(s):  |  | <p>All<br/>Some<br/>None</p>                          | <p>Progress / Roadblocks / Today's Win / Self Check-In</p>  |
| Date:<br><br>Adjective(s):  |  | <p>All<br/>Some<br/>None</p>                          | <p>Progress / Roadblocks / Today's Win / Self Check-In</p>  |

# District Breakout Rubric - Analysis

| Critical Thinking   | 1 Limited  | 2 Emerging   | 3 Present (MPS Standard)   | 4 Complex  |
|---|--|--|--|--|
| <p data-bbox="131 274 276 306"><b>Analyzing</b></p> <p data-bbox="59 347 349 718">Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences.</p> | <p data-bbox="376 238 633 440">I looked at information/data/evidence considering limited perspectives/strategies on a superficial level.</p> <p data-bbox="376 483 639 685">I was not able to identify patterns or relationships, make inferences, draw conclusions, or create viable solutions.</p> | <p data-bbox="689 238 1049 372">I looked at information/data/evidence considering limited perspectives/strategies that may have lacked relevance.</p> <p data-bbox="689 412 1049 754">I made literal interpretations and only identified the most obvious patterns and relationships in the information I examined. Therefore, my inferences, conclusions, and solutions are not well-supported and have limited meaning or workability.</p> | <p data-bbox="1087 238 1449 405">I examined information/data/evidence considering multiple sources/strategies that were relevant to my focus, omitting extraneous information.</p> <p data-bbox="1087 445 1431 547">I identified patterns, relationships, and underlying assumptions.</p> <p data-bbox="1087 587 1412 751">This allowed me to make inferences; draw well-informed conclusions; and/or create workable solutions.</p> | <p data-bbox="1485 238 1866 347">I fully met the MPS standard with at least one of the following:</p> <ul data-bbox="1485 390 1866 915" style="list-style-type: none"> <li data-bbox="1485 390 1866 489">● Carefully and independently synthesizing disparate sources/strategies</li> <li data-bbox="1485 532 1866 565">● Making insightful inferences</li> <li data-bbox="1485 609 1866 663">● Drawing complex, nuanced, well-informed conclusions</li> <li data-bbox="1485 707 1818 740">● Creating novel solutions.</li> <li data-bbox="1485 784 1812 915">● Forming interpretations supported by multiple instances/data points/strategies.</li> </ul> |

# Analysis - Spanish

## Grade 3 Spanish

|           | N - Needs Support 1   | D - Developing 2   | M - Meets Expectations 3   | S - Strength 4   |
|-----------|---|--|--|--|
| Analyzing | You did not identify and place the 3 scripts in the correct order. You used a lot of assistance from the teacher. | You identified and placed 1 of the 3 scripts in the correct order with some assistance from the teacher. | You identified and placed 2 of the 3 scripts in the correct order with little assistance by the teacher. | You accurately identified and placed all three scripts in the correct order independently. |

## Grade 6 Spanish

| Analyzing | I listened and identified <b>little</b> information from the ministry to support my understanding of it. | I listened and identified <b>some</b> information from the ministry to support my understanding of it. | I listened and identified <b>most</b> of the information from the ministry to support my understanding of it. | I listened and identified <b>all</b> the information from the ministry to support my understanding of it.<br><br>All of my responses included detailed evidence from the ministry. |
|-----------|--|--|---|--|
|-----------|--|--|---|--|

## DHHS Honors Spanish 4

|   |  |  |  |   |
|---|--|--|--|---|
| <b>Análisis</b><br>Examinar información de múltiples fuentes para encontrar patrones y relaciones y para poder hacer inferencias. |  | Consulté una sola fuente o una fuente irrelevante. Usé información superficial o parcialmente incorrecta. No consideré bien los intereses de la audiencia. | Examiné información de múltiples fuentes fiables, omitiendo información irrelevante. Seleccioné atracciones populares del país y ofrecí información para hacer recomendaciones generales pero completas sobre ellas. Consideré el uso del lenguaje para atraer a turistas y conectar con la audiencia. | Logré el estándar y uno de los siguientes: <ul style="list-style-type: none"> <li>● Seleccionar atracciones <i>únicas</i> o <i>novedosas</i> al país</li> <li>● Ofrecer información <i>profunda</i> y <i>detallada</i> sobre las atracciones</li> <li>● Hacer recomendaciones <i>específicas</i> considerando la audiencia</li> </ul> |
|---|--|--|--|---|

# District Breakout Rubric - Citizenship

| Global Thinking   | 1 Limited  | 2 Emerging  | 3 Present (MPS Standard)  | 4 Complex  |
|---|--|---|---|--|
| <p style="text-align: center;"><b>Citizenship</b></p> <p>Identify, analyze and contribute to critical issues in society in an ethical and responsible manner.</p> | <p>I showed an understanding of an issue only when it was pointed out to me. I did not develop ideas for how to solve it with information from all the stakeholders within my communities.</p> | <p>With my teacher's support, I identified an issue in society. I began to develop a solution for that issue, but demonstrated a superficial understanding of the concerns of various stakeholders within my communities.</p> | <p>I identified an issue and then developed a response that incorporates understandings from a diversity of perspectives, backgrounds, and cultures. My response acknowledged the impact of decisions on present and future generations and sought shared gains within my [self/family/school/town/state/nation/planetary] communities.</p> | <p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>● Independently identifying (an) underlying systemic/cultural cause(s) of an issue</li> <li>● Synthesizing seemingly contrasting perspectives.</li> <li>● Developing a plan to transform a community in my life.</li> </ul> |

# Citizenship

## Kindergarten Spanish

|                    |  |  |  |   |
|--------------------|--|--|--|---|
| <b>Citizenship</b> | You identified and ethically used information in your book with <b>a lot</b> of assistance from the teacher. | You identified and ethically used information in your book with <b>some</b> assistance from the teacher. | You identified and ethically used information in your book with <b>little</b> assistance by the teacher. | You identified and ethically used information in your book <b>independently</b> . |
|--------------------|--|--|--|---|

## French 4 Honors

|   |  |  |  |   |
|---|--|--|--|---|
| <b>La Citoyenneté</b><br>Identify, analyze and contribute to critical |  | Mon résumé du défi mondial est superficiel ou erroné. Mes solutions ne sont pas réalisables ou sont répétitives. | J'ai identifié et expliqué un défi global et j'ai proposé une liste d'actions qui répondent logiquement au problème, en tenant compte de diverses perspectives, ressources et obstacles. | J'ai atteint la norme plus une des suivantes :<br><ul style="list-style-type: none"> <li>• Identifier l'origine systématique ou culturelle du problème</li> </ul> |
| issues in society in an ethical and responsible manner.               |  |  | Mes conseils recherchent des changements positifs pour résoudre le problème dans la communauté sur laquelle j'ai enquêté.  | <ul style="list-style-type: none"> <li>• Combiner des perspectives opposées</li> <li>• Élaborer un plan pour transformer une communauté</li> </ul>                |

## DHHS Spanish 3

|   |  |  |   |  |
|---|--|--|---|--|
| <b>Ciudadanía</b><br>Identificar, analizar y contribuir a la sociedad de una manera ética y responsable |  | -La información sobre mi héroe es superficial o errónea.<br>-Mi héroe no contribuye a la sociedad de una manera ética y responsable. | - Identifiqué y expliqué las acciones del héroe y presenté sus contribuciones éticas y responsables en líneas generales | Logré el estándar además de uno de los siguientes:<br>- Hacer un análisis profundo de cómo el héroe contribuye a su comunidad de manera impactante<br>-Considerar el impacto positivo y negativo |
|---|--|--|---|--|

# PBA Example - Spanish 4 Honors - Notes Page

Información general sobre el país (ej. Población, la capital, geografía, costumbres, etc)

- Tiene un población de 6,359,689
- La capital es Managua
- Un país tropical de sudamérica que es encima de Costa Rica y del bajo de Honduras
- Tiene el océano norte pacifico en un lado y el mar del caribbean en el otro lado

Atracción 1: Parque Nacional de Volcán Masaya

Atracción 2: Playa San Juan del Sur

Fuente(s):

Fuente(s):

- El primero y el más grande parque nacional de Nicaragua
- Esta en Masaya, Nicaragua
- Hay dos volcanes y cinco cráteres en el parque nacional
  - Cráter Santiago es muy activo, y Volcán Masaya es el más activo volcán de Nicaragua
- Puedes aprender sobre el flora y fauna, del historia y los acontecimientos del parque

- San Juan del Sur está el ciudad de turismo en Nicaragua
- Hay un Pueblo en el lado de la playa
  - Restaurantes, tiendas, y hoteles
- Puedes surf, nadar, y ver a los animales

Atracción 3: Centro de Arte Fundación Ortíz Gurdían

Atracción 4: Cascada de San Ramón

Fuente(s):

Fuente(s):

- En León, Nicaragua

- Puedes caminar por el bosque a la cascada

# PBA Example - Spanish 4 Honors - Completed work

## Parque Nacional de Volcán Masaya

Yo aconsejo que visites este parque nacional porque es una excursión perfecta por día. Es el primero y más grande parque nacional en Nicaragua, y es muy popular. Hay dos volcanes y cinco cráteres en el parque. Volcán Masaya es el más activo y uno de los más grandes volcanes de Nicaragua. Yo recomiendo que vayas porque es un lugar muy bonita. Hay vistas diferentes de Masaya que puedes disfrutar de todas partes del parque. También es importante que aprendas sobre las animales y plantas, y de la historia y eventos actuales del parque. Cuesta \$4 para entrar.



## Centro de Arte Fundación Ortiz Gurdian

Yo sugiero que pases tiempo en este museo de arte, en León Nicaragua. El arte del museo tiene mucho variación. Tiene arte de artistas populares, como Picasso, de artistas de Nicaragua, y también artistas extranjeros. El arte incluye pinturas y esculturas diferentes. Hay dos edificios viejos del museo, con mucha historia, y hay un jardín afuera del museo, con más esculturas y estatuas. Para entrar, necesitas pagar \$3. Yo recomiendo que vayas a este centro de arte porque es una actividad muy divertida y es una atracción de turistas.

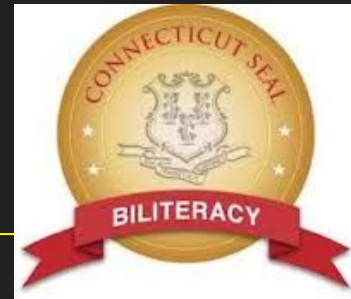


## El Cristo de la Misericordia

Esta estatua es en la ciudad de San Juan del Sur, el ciudad de turismo en Nicaragua. Es 24 metros alta, y 134 metros más del nivel de mar. Yo aconsejo que viajes a San Juan del Sur para ver esta estatua porque es una excursión muy interesante. La estatua es arriba la ciudad y la playa de San Juan del Sur, entonces hay vistas muy bonitas. Para viajar a la estatua, necesitas subir la montaña. Puedes caminar o montar en bicicleta, y es bueno para la calidad de vida. Hay mucha información y historia sobre el Cristo, y es una representación de Nicaragua y las costumbres de la país. Es un cosa que necesitas ver cuando visitas a Nicaragua.



# The Seal of Biliteracy



- 37 Members of the Class of 2022
  - Earned 40 Seals in 5 Languages
- 64 Members of the Class of 2023
  - Earned 68 Seals in 7 Languages
- 87 Members of the Class of 2024
  - Earned 90 Seals in 5 Languages
- 1 Member of the Class of 2025

- Spanish
- French
- Latin
- Mandarin
- Tagalog/Filipino
- Polish
- Russian
- German
- Italian
- Korean

## K-3 TEAM

- *Alicia Romanacci*

## 6-8 TEAM

- *Rob Johnson*
- *Leslie López*
- *Heather Rose*
- *Leslie Sperling*
- *Lesley Young*

## HIGH SCHOOL TEAM

- *Jennifer Aguzzi*
- *Gabrielle Butcher*
- *David Brine*
- *Rosana Casais*
- *Paul Curran*
- *Kathleen Ericson*
- *Jonathan Garcia*
- *Sasha Gauley*
- *Mary Merkle*
- *Page Pelphrey*
- *Xuelian Yan*



# Curriculum Unit Overviews

World Language Courses Ready for Board of Education Adoption in March 2024

## Grade K-8

- *Kindergarten Spanish*
- *Grade 1 Spanish*
- *Grade 2 Spanish*
- *Grade 3 Spanish*
- *Grade 6 Spanish*
- *Grade 7 French*
- *Grade 8 Spanish*

## Grade 9-12

- *French 3 - Unit 1 , 2 & 4*
- *French 4 Honors*
- *Latin 1*
- *Mandarin 1*
- *Mandarin 2*
- *Mandarin 3*
- *Spanish 2*
- *Spanish 3*
- *Spanish 4 Honors*
- *Spanish 4 - Unit 1*
- *Spanish 5 - Unit 1 & 2*

# Kindergarten Spanish Curriculum Overview

2023-2024

|  |   |
|--|---|
| <p><b>Unit 1</b><br/><i>¡Bienvenidos!</i></p>  | <p>¡Bienvenidos! Welcome to Spanish class! Kindergarten students will begin their Spanish exploration with this unique welcome unit featuring Tomás el Tucán, a toucan from Costa Rica who only speaks Spanish. Students will be exposed to a variety of high frequency words used in greetings, introductions and farewells, asking someone how they are with basic responses.</p> <p>Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will create a flipbook that highlights their new vocabulary, showcasing their understanding and proper usage of it when they meet Tomás el Tucán's younger sister, Sara.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p> |
| <p><b>Unit 2</b><br/><i>¿Cómo estás?</i></p>   | <p>In this second unit of kindergarten, students will continue to explore their new Spanish skills as they begin to ask each other, cómo estás - how are you?</p> <p>Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will create a book on how to be a good Spanish classroom citizen when a new friend joins the class.</p> <p><b>Profile of a Graduate Capacities:</b> Citizenship</p>   |
| <p><b>Unit 3</b><br/><i>Mi Nuevo Amigo</i></p> | <p>In this third unit of kindergarten, students will meet a new friend, Manny el mono, who will continue teaching the students Spanish using a new set of high frequency words.</p> <p>Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will create their own mochila to include specific items and one that they will eat.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p>  |

# Grade 1 Spanish Curriculum Overview

2023-2024

|  |   |
|--|---|
| <p><b><u>Unit 1</u></b><br/><i>A Trip to Peru</i></p>            | <p>In this first unit of first grade, students will be taking an adventure to Machu Picchu, Peru, with a new friend named Larry the Llama! Students will explore Peru and its culture through various artifacts. Each student will create a poncho featuring all the high frequency words learned.</p> <p>Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will be asked to create a poncho for their amigo, Larry, by illustrating what is spoken by the teacher.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p>   |
| <p><b><u>Unit 2</u></b><br/><i>The Reunion</i></p>               | <p>In this second unit of first grade, students will be learning about two characters who are in fact friends! Manny the mono returns from our kindergarten adventures with the opening of his new restaurant in Peru. Larry the Llama decides to visit Manny's restaurant with his family, and enjoys it so much that he goes back with more relatives.</p> <p>Students will learn a new set of vocabulary skills and apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will be using the ministry to aid in fixing the problem that occurs at Manny's restaurant.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>  |
| <p><b><u>Unit 3</u></b><br/><i>Naymlap - Dan dan dannnn!</i></p> | <p>In this third unit of first grade, students will learn about the significance of the Naymlap via a movie talk. Here, students will experience a postal nightmare that leads them on a journey of cultural exploration where the main character's connection to the historical Naymlap and its mystical powers unite.</p> <p>Students will learn a new set of vocabulary skills and apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will assist Naymlap in returning a special letter to a family in the capital of Peru, Lima, by creating a map for him to use to get to his final destination.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p> |

# Grade 2 Spanish Curriculum Overview

2023-2024

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|--|---|
| <p><b>Unit 1</b><br/><i>¡Yo soy único! (I'm unique!)</i></p> | <p>In this first unit of second grade, students will create personal artifacts that highlight their likes, dislikes, personality traits, and family members. Students will use a variety of high frequency words throughout the unit to support their new learning and understanding of the content.</p> <p>Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will help a friend recreate their destroyed lata as they apply their acquired skills learned in this unit.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>   |
| <p><b>Unit 2</b><br/><i>Roca, Papel, Tijeras</i></p>         | <p>In this second unit of second grade, students will explore a movie talk of three main characters: roca, papel, and tijeras. Although different, each provides a relationship to the other that is unexpected.</p> <p>Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will create a poster to support Roca, Papel, and Tijeras's "Somos Amigos" (We are Friends) tour!</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p>  |
| <p><b>Unit 3</b><br/><i>Same, Same, but Different</i></p>    | <p>In this third unit of second grade, students will continue to explore their own similarities and differences with two new characters: Kailash and Elliot - children living in different parts of the world who become the best of friends. The two previous units have prepared the students to know that being the same or different continues to make us unique and special in this vast world.</p> <p>Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will "send" a postcard to one of the main characters, sharing interesting facts about themselves, and how they are the same and/or different to them.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p> |

# Grade 3 Spanish Curriculum Overview

2023-2024

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| <p><b><u>Unit 1</u></b><br/><i>El Tiempo</i></p>            | <p>In this first unit of third grade, students will learn a variety of weather expressions. Students will use their new vocabulary to support and show their understanding in the target language.</p> <p>Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will create their own loco trip in downtown Madison where several weather expressions occur in a variety of places.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p> |
| <p><b><u>Unit 2</u></b><br/><i>Peep, Chirp, y Quack</i></p> | <p>In this second unit of third grade, students will meet some adventurous characters named Peep, Chirp, and Quack. Through a movie talk, students will continue to support their weather knowledge</p> <p>Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination, students will be asked to assist with putting back together the script to an upcoming movie before it is too late.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>                              |
| <p><b><u>Unit 3</u></b><br/><i>Frankenpiedra</i></p>        | <p>In this third unit of third grade, students will learn specific body parts while they venture to the infamous lab of Frankenpiedra and Igor.</p> <p>Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).</p> <p>At the culmination of this unit, students will help Little Duck get back home after the Space Mountain ride he was on went into outer space!</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>  |

# Grade 6 Spanish Curriculum Overview

2023-2024

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| <p><b>Unit 1</b><br/><i>¡Yo tengo Talento!</i></p>           | <p>In this first unit of sixth grade, students will describe their own personal talents and interests, as well as the hobbies and talents of others. Students' knowledge of the structure of the language will be expanded upon, as they will use first, second, and third person verb forms to communicate. Vocabulary throughout the unit will be personalized each year based on students and their own interests.</p> <p>At the culmination of this unit, students will create an audio recording to be a contestant on Polson tiene Talento by demonstrating their comprehension of the learned content and the use of the 1st person singular in the target language. This unit will push students to persevere, find ways to communicate their talents, using circumlocution as needed, all while remaining engaged in the task.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p> |
| <p><b>Unit 2</b><br/><i>Las Aventuras</i></p>                | <p>In this second unit of sixth grade, students will use the High Frequency Words (HFW) in a variety of contexts as we explore the adventures of different characters.</p> <p>Students will receive comprehensible input through a movie talk, and reading a variety of ministories.</p> <p>At the culmination of this unit, students will analyze a new story as they focus on the listening modality in their PBA.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>   |
| <p><b>Unit 3</b><br/><i>La Aventura de Brandon Brown</i></p> | <p>In this third unit of sixth grade, students will continue expanding their knowledge of the language by reading a novel based on a character traveling to the Yucatan with his family. Students will explore and learn about historical sites and specific features that are quite popular in this region.</p> <p>At the culmination of this unit, students will create their own adventurous ministory with a partner.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence, Self-Awareness</p>  |

# Grade 8 Spanish Curriculum Overview

2023-2024

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| <p><u>Unit 1</u><br/><i>La Isla más Peligrosa</i></p>        | <p>In unit one of eighth grade, students will review pretense tense verbs using a variety of strategies and approaches. Students will continue this practice as they explore a family's adventure on an island through a novel in the target language. Students will demonstrate their reading comprehension and describe important events in the novel using the present tense. Finally, students will create their own promotional brochure showcasing what the island has to offer!</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p>  |
| <p><u>Unit 2</u><br/><i>Mi Viaje</i></p>                     | <p>In this second unit of eighth grade, students will describe their vacation experiences. Students will reflect on past vacations by describing where they went and what they did using the preterite tense. This unit will culminate by students researching hispanic speaking countries and creating Instagram posts about their travels explaining where they visited and what activities they did.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence</p>  |
| <p><u>Unit 3</u><br/><i>Imperfect/Childhood Memories</i></p> | <p>What were you like when you were a kid? What did you used to play with? Where did you go? What were you like?</p> <p>In this third unit of eighth grade, students will reflect on their own childhoods. The imperfect is the tense used to reflect on these past events, and this new grammatical concept will be supported through the lenses of childhood.</p> <p>At the culmination, students will be sharing an audio recording of their childhood memories while including those of their classmates to compare and/or contrast to their own.</p> <p><b>Profile of a Graduate Capacities:</b> Alternate Perspectives</p> |

# Grade 7 French Curriculum Overview

2023-2024

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| <p style="text-align: center;"><b><u>Unit 1</u></b><br/><i>Raconte-moi une histoire!<br/>(Tell me a story!)</i></p> | <p>"Raconte-moi une histoire! (Tell me a story!)". This unit introduces students to the French language for the very first time. Students begin learning "survival French" skills in order to show them that they can communicate in French even with very basic skills. Students will be introduced to new technology resources and how they can utilize them to enhance their language skills. Throughout the unit, students will be exposed to high frequency words through storytelling. They will ultimately work together to create their own story books demonstrating mastery of our high frequency words. In little time, students will discover that they can be a French storyteller!</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation, Self-Awareness</p>  |
| <p style="text-align: center;"><b><u>Unit 2</u></b><br/><i>"It's 'Vous' to you!"</i></p>                            | <p>During this unit, we will be focusing on the concept of "la politesse" which means politeness. We will be learning about the cultural differences that exist between America and various francophone countries when it comes to greetings and getting to know each other. This unit will also allow students to expand upon their conversational skills by introducing the concept of asking for and stating likes and dislikes. We will be developing our speaking and writing skills as we learn to explain our preferences and agree and disagree with others. By the end of the unit, students will share their new expertise by demonstrating how to navigate various social situations during a trip to France!</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p> |
| <p style="text-align: center;"><b><u>Unit 3</u></b><br/><i>Ça coûte combien? [How much does that cost?]</i></p>     | <p>In this unit, students will prepare for the real-world application of buying things in a store. They will master the use of numbers to discuss quantities and prices of commonly used school supplies and other items necessary for their everyday lives. This unit will culminate in a live store scenario during which students will role-play the salesperson and the client.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence, Self-Awareness</p>  |
| <p style="text-align: center;"><b><u>Unit 4</u></b><br/><i>On y va! Bon appétit!</i></p>                            | <p>In this unit students will learn how to make plans to go to different places around town to do a variety of activities. This will also include stopping in a café and being able to order typical café fare. This will allow students to reuse their store and money knowledge in a new setting.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation, Self-Awareness</p>   |

# French 3 Curriculum Overview

2023-2024

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| <p><u>Unit 1</u><br/><i>Health and Wellness</i></p>     | <p>In this first unit of French 3 students will consider various aspects of health and wellness in the United States and abroad. They will learn about healthcare practices in other countries and compare them with our own. Unit activities will include acting out visits to the doctor or therapist, meditation in French, and investigation of healthy eating. Ultimately, students will work in teams to create a wellness video that is shared with the class.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence, Product Creation</p>   |
| <p><u>Unit 2</u><br/><i>Francophone Influencers</i></p> | <p>How do influencers and activists shape our world? Students will drive the work in this unit, jigsawing a variety of texts about important francophone people and events that have changed the course of history and/or culture. This unit will culminate in a PBA in which students research an important francophone person or event and share it with the class. The use of the past tenses is emphasized throughout the work, as well as emerging use of pronouns in context as students strive to communicate with more sophisticated syntax.</p> <p><b>Profile of a Graduate Capacities:</b> Inquiry, Analyzing</p>   |
| <p><u>Unit 4</u><br/><i>Refugees</i></p>                | <p>In this final unit of French 3, students will explore the difficulties of the lives of refugees, as well as gain some understanding of the situations that cause people to flee their native countries. Students will read <i>Les Migrants</i>, about refugees in France, current events, and authentic songs with an immigration theme from francophone Africa in order to develop insight into themes relating to refugees/immigration. After examining these texts, students will open up their investigation to the entire francophone community. Students will find an actual charitable organization anywhere in the francophone world to which they will apply for an internship, showcasing their new knowledge of the future and conditional tenses (will and would) as they explain how the experience will help them to realize their own hopes for the future, how their efforts will help to improve the situation in the community in which they will work, and to explain in which area of the internship program they would like to participate. If we work together, there is hope for the future!</p> <p><b>Profile of a Graduate Capacities:</b> Decision Making, Citizenship</p> |

# French 3 Curriculum Overview

2023-2024

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| <p><b>Unit 1</b><br/><i>La Quete du soi</i></p>        | <p>In this first unit of French IV Honors, students will reflect upon their own identities and the importance of public, ethnic, and national identity. Students will consider their ideal mate, as well as driving laws and personal responsibility both at home and abroad. During this reflection, students will recall previous study of the past tenses and extend their grammatical knowledge to include the subjunctive, relative pronouns, and to make comparisons. Throughout this unit, students will be exposed to a variety of unit-related, authentic written and spoken texts, recordings, and prompts to further their growth in the language. Having acquired a greater understanding of the power of identity, the unit will culminate with the design of a postage stamp and a travel brochure that celebrate the national identity of a francophone country.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Product Creation</p> |
| <p><b>Unit 2</b><br/><i>Beauty and Aesthetics</i></p>  | <p>In this second unit of French IV Honors, students will delve into their thoughts about beauty and aesthetics as they relate to self-concept, other people, fashion, arts, film, literature, and wonders around the globe. Students will watch the film Coco Before Chanel as they consider how to define beauty, and who has the power to define what is beautiful and fashionable. Throughout this unit, students will be exposed to a variety of unit-related, authentic written and spoken texts, recordings, and prompts to further their growth in the language. Students will use their creativity as they work in small groups to present a new line of clothing to their classmates that will shake up the fashion industry.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence, Product Creation</p>   |
| <p><b>Unit 3</b><br/><i>Le Petit Prince</i></p>        | <p>In the brief 3rd unit of French 4 Honors, students will engage in reading the famous story Le Petit Prince, analyzing it for theme as well as use of literary devices. The teacher will model reading strategies and accompanying class activities for two chapters and the reading of the remaining chapters will be student-led. The class will view the film Le Petit Prince and compare the presentation of the story visually versus in writing. Students will also write a composition elaborating a thematic message as presented in the story.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p>   |
| <p><b>Unit 4</b><br/><i>Science and Technology</i></p> | <p>In this penultimate unit of French 4 Honors, students will probe the constantly-evolving world of science and technology. While investigating and discussing themes related to science and technology, students will be tasked with learning and putting to use the conditional tense to discuss hypothetical situations, as well as the passive voice. Throughout this unit, students will be exposed to a variety of unit-related, authentic written and spoken texts, recordings, and prompts to further their growth in the language. In a culminating activity, students will analyze the limitations of an existing product, imagine an innovation to it, and present their idea to the class.</p> <p><b>Profile of a Graduate Capacities:</b> Idea Generation, Collective Intelligence</p>  |
| <p><b>Unit 5</b><br/><i>Global Challenges</i></p>      | <p>In this final unit of French IV Honors, students will look into the challenges we face in our global society, specifically those of global warming, global conflict, and terrorism. Students will be challenged to expand their repertoire of grammatical structures when offering ideas to address global issues, employing commands. Throughout this unit, students will be exposed to a variety of unit-related, authentic written and spoken texts, recordings, and prompts to further their growth in the language. Ultimately, students will examine a global challenge not studied during the unit to promote action and further awareness related to the issue.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation, Citizenship</p>  |

# Latin I Curriculum Overview

2023-2024

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| <p><b>Unit 1</b><br/><i>Tantae Molis erat,<br/>linguam Anglicam<br/>prodere 1 (How<br/>great the effort, to<br/>create the English<br/>Language)</i></p> | <p>The foundations Unit 1 is designed to acclimate the beginning Latin student to the new language before entering a thematic unit of study. Highlights of this unit include a pronunciation guide, a guide into English Grammar, Vocabulary and Derivatives, teaching the students how to interact with the Suburani textbook and digital platform, and teaching the students how to interact with teacher-generated packets.</p> <p>Students will be taught to use roots, prefixes, and suffixes to identify meaning, as well as how to understand the meaning of Latin without translating by using context and the knowledge of the vocabulary already present.</p> <p>The primary focus of this unit is showing how Latin can be taught to improve English and Latin skills concurrently. Primary vocabulary comes from Suburani Chapter 1 and a teacher-generated packet.</p> <p>In the culminating activity, students will be asked to break down English vocabulary using their knowledge of Latin. While their answers will often not be technically correct, students will demonstrate the logical analysis of the language, which is an essential building block of the study of Latin.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing</p> |
| <p><b>Unit 2</b><br/><i>Ars Longa, Vita<br/>Brevis! (Art lasts,<br/>life is but brief)</i></p>   | <p>This unit is about the art and artifacts that remain at Pompeii. Students will use inquiry-based learning to determine the traits and characteristics that were important to the Pompeiian people, and by extension the Romans. During this unit, students will read stories about the foundations of Rome, as well as stories centered around art found in Pompeii. Students will also read through chapters 2 and 3 of Suburani to support their increasing knowledge of Latin grammatical structures begun in Unit 1 and follow the characters who were introduced in chapter 1.</p> <p>Grammatically, students will be focusing on Sentence Structure, cases in Latin, and the first declension.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Product Creation</p>  |
| <p><b>Unit 3</b><br/><i>Aut cum Scuto,<br/>aut in Scuto</i></p>  | <p>Unit 3 of Latin I is titled "Aut cum scuto, aut in scuto", a phrase originating in Spartan warfare said from a mother to her son going off to war, "[Return] either with your shield or on it". This unit covers some of the contests and entertainment of Ancient Rome, whether they be some of the first battles of Rome, baths, or religious observances. We will focus heavily on Roman theater, especially the comedy of Plautus.</p> <p>The PBA for this unit will have students designing their perfect day of entertainment, from the perspective of a Roman Aedilis (ancient project manager/selectman and Senator).</p> <p>Building on grammar learned in Units 1-2, the students will focus on the Present conjugation for verbs, all persons and numbers, including the irregular verb SUM, ESSE, FUI, FUTURUS (to be).</p> <p><b>Profile of a Graduate Capacities:</b> Idea Generation, Decision Making</p>  |

# Latin I Curriculum Overview

2023-2024

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| <p><b>Unit 4</b><br/><i>Morituri te salutant - We who are about to die salute you</i></p> | <p>Unit 4 of Latin I comes after the midpoint for the year. In this unit, students will be advancing in their grammatical knowledge of Latin while focusing on the stories of entertainment in Rome. When people think about entertainment in Rome, they often think exclusively of the gladiators and the arena. While that will be a focal point for the unit, we will also explore other modes of entertainment, like the bathhouses of Rome, the racetracks (circuses), and even story-telling (fables).</p> <p>The primary skills students will focus on are the reading strategies that go into translation of Latin. This is the time for the students to have to look at stories in the two perspectives, of seeing the forest from the trees, and seeing the tree from the forest. The unit will culminate in a sight reading passage of a real, ancient Roman Fable, where students will be tasked with looking at specific details within the story, but also in trying to get the general gist of the fable.</p> <p>Grammar topics include 2nd declension nouns, both masculine and neuter, and the imperfect tense.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Self-Awareness</p> |
| <p><b>Unit 5</b><br/><i>Ab Urbe Condita - From the founding of the City</i></p>           | <p>Unit 5, Ab Urbe Condita, transitions the Latin student from studying Roman entertainment to studying Roman politics, especially through the rhetoricians of the Republic. Students will be given an overview of the city under the rule of the monarchy, the beginning stages of the Republic, and study the tools and speeches of politicians who shaped the Republic.</p> <p>Students will continue their study of nouns and verbs by studying 3rd declension nouns and perfect tense verbs.</p> <p>The unit will culminate in students writing a speech thinking about the tools of rhetoric studied in class in English, and writing 5 mini-slogans in Latin to support their speech.</p> <p><b>Profile of a Graduate Capacities:</b> Design, Product Creation</p>  |

# Spanish 2 Curriculum Overview

2023-2024

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| <p><b>Unit 1</b><br/><i>Las tradiciones familiares - Family Traditions</i></p> | <p>Students will learn about the Day of the Dead (Dia de los Muertos) celebration and other aspects of Mexican culture while reading Tumba. Students will then explore their own family traditions learning/ reviewing the vocabulary of family relationships and those words needed to discuss and write about their family traditions, such as gustar. Students will review the present tense, present progressive, ser &amp; estar, and basic irregular present tense verbs both orally and in writing short letters and/or texts to family members. They will also review adjective agreement, creating plural forms and asking and answering questions.</p> <p><b>Profile of a Graduate Capacities:</b> Design, Decision Making</p>  |
| <p><b>Unit 2</b><br/><i>Festivales</i></p>                                     | <p>In this unit students will explore the many different and unusual festivals celebrated in Spain. Using Google Earth and other online resources, they will locate where in Spain a festival takes place and the history of how each festival began. They will further investigate the festival and its effect on the area's local economy. After taking a "tour" around Spain and visiting each festival during group presentations, students will individually choose which festival about which they would like to create a children's book. They will compare what happens at the festivals in Spain to celebrations and traditions in the United States and locally in Madison. Students will learn about foods and festival related vocabulary and will practice stem changing verbs and simple past preterite to describe what they want and can do at each festival and what happened at the festival the day before.</p> <p><b>Profile of a Graduate Capacities:</b> Design, Product Creation</p> |
| <p><b>Unit 3</b><br/><i>Deportes Tradicionales</i></p>                         | <p>This unit is focused on the traditional sports of Spanish speaking countries and the fans that love them. The impact sports have on family relationships will also be explored. A great deal of time will be spent on the preterite tense and all its irregular forms, with the emphasis on narrating what happened at an event. Students will also be introduced to direct and indirect object pronouns in relation to sports vocabulary. Students will watch the movie "Goal" to incorporate themes of hard work to achieve dreams. After practice and repetition in the past tense, students will ultimately perform a newscast about a game that has already taken place.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Product Creation</p>  |
| <p><b>Unit 4</b><br/><i>Fiesta Fatal</i></p>                                   | <p>In this final unit of Spanish 2, students will explore the tradition of the Quinceañera and what goes wrong when a drug cartel gets involved in one girl's celebration. In addition, students will look at traditional rites of passage at different ages and in different cultures to compare and contrast how children experience growing up. Students will the Imperfect verb tense and use it to complete a nostalgic written piece about their childhood. Students will be able to recognize when to use the imperfect and when to use the preterite.</p> <p><b>Profile of a Graduate Capacities:</b> Decision Making, Citizenship</p>  |

# Spanish 3 Curriculum Overview

2023-2024

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| <p><b><u>Unit 1</u></b><br/><i>Esperanza para el futuro (Hope for the future)</i></p>    | <p>In this first unit of Spanish 3, students will explore the difficulties of life in Guatemala and, more importantly, what is being done to improve the situation there. Students will read <i>Esperanza</i>, a true story about a family forced to emigrate from Guatemala to escape violence and create a more hopeful future. Students will view a variety of video clips as well as a documentary, such as "Living on One Dollar a Day," to better understand daily life in Guatemala. Students will independently explore the efforts of two charitable groups who are working to improve the socioeconomic situation and political climate. After examining Guatemala as a model, students will open up their investigation to the entire global community. Ultimately, students will find an actual charitable organization anywhere in the world to which they will apply for an internship, showcasing their new knowledge of the future and conditional tenses (will and would) to explain in the application how the experience will help them to realize their own hopes for the future, how their efforts will help to improve the situation in the community in which they will work, and explain in which area of the internship program they would like to participate. If we work together, there is hope for the future!</p> <p><b>Profile of a Graduate Capacities:</b> Decision Making, Citizenship</p> |
| <p><b><u>Unit 2</u></b><br/><i>Protegiendo nuestra salud (Protecting our health)</i></p> | <p>In this second unit of Spanish 3 students will consider various aspects of health and wellness in the United States and abroad. They will learn about healthcare practices in other countries and compare them with our own. Unit activities will include discussions about taking care of our minds and bodies, mental health practices, meditation and exercising in Spanish, and investigation of healthy eating. Ultimately, students will work in teams to create a wellness video that is shared with the class.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence, Product Creation</p>  |
| <p><b><u>Unit 3</u></b><br/><i>Hispanos heróicos (Heroic Hispanic)</i></p>               | <p>This third unit of Spanish 3, students will focus on Heroic Hispanics, identifying how each person's influence impacts their respective communities. Grammatical study will pivot to focus on the past tenses, while building on their knowledge of the present. Students will employ unit vocabulary to describe the actions and talk about the prestige of historically significant latinos. Other skills in this unit include presentational and interpersonal speaking, reading of authentic articles, as well as listening comprehension of peers' ideas. Students will work on the skills of citizenship and product creation by considering their knowledge of influential Latinos in a video presentation.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation, Citizenship</p>  |
| <p><b><u>Unit 4</u></b><br/><i>Misterios del mundo (Mysteries of the world)</i></p>      | <p>Spanish 3 students will take a journey into the mysteries of the Spanish-speaking world, interpreting several legends, including the famous chupacabras: the Mysterious Monster of Latin America and comparing them to legends of their own culture. Students will see how the past tenses are used together for different reasons in the authentic context of legends. Students will embark on a task of creating their own Mysterious Monster of Madison, using the past tenses together, and their imaginations.</p> <p><b>Profile of a Graduate Capacities:</b> Design, Product Creation</p>  |

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| <p><i><u>Unit 1</u></i><br/><i>La entrada a Sudamérica</i></p> | <p>"The Hidden Gems of Latin America" is the theme for all four units of the Spanish 4 course.</p> <p>In the first unit of Spanish 4, students will travel to Colombia, the gateway to South America! Students will explore their identity as travelers as they learn about different locations and regions of Colombia. They will discover the beauty of the country that is embedded in the rich culture, learning about famous Colombian artists, musicians, and of course, the coffee. Building off of their prior knowledge of the present, future, and conditional tenses, students will use the future and conditional tenses to research the country, design a future vacation and make recommendations to avoid travel problems. Ultimately, each student will act as a travel agent, and use all of the information he/she has learned about Colombia, supplemented with internet research, to customize a vacation to Colombia for the family of a classmate. ¡Viajemos a Colombia!</p> <p><b>Profile of a Graduate Capacities:</b> Design, Decision Making</p> |
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# Spanish 4 Honors Curriculum Overview

2023-2024

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| <p><b>Unit 1</b><br/><i>Las familias contemporáneas</i></p> | <p>In the first unit of Spanish IV Honors, students will examine more closely their family norms, travel, and education pursuits. Is their family modern or traditional? What do they do in their free time? Are they interested in travel? What are their career aspirations? These are just a few of the questions that students will be asked to consider as they develop and hone their understanding and application of the subjunctive mood, which was begun in Spanish 3. Throughout this unit, students will be exposed to a variety of unit-related, authentic written and spoken texts, recordings, and prompts to further their growth in the language. To bring closure to this unit, students will investigate and analyze the tourist attractions in one of the Spanish-speaking countries of the world and create a tourist brochure to promote travel to that country.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Product Creation</p> |
| <p><b>Unit 2</b><br/><i>La belleza y la estética</i></p>    | <p>In this second unit of Spanish IV Honors, students will delve into their thoughts about beauty and aesthetics as they relate to self-concept, other people, fashion, arts and literature, architecture, and wonders around the globe. While doing so, students will be asked to dive into their past to further examine these thoughts, as they recall their study and use of the preterit and imperfect tenses as a means of learning about the past subjunctive. Throughout this unit, students will be exposed to a variety of unit-related, authentic written and spoken texts, recordings, and prompts to further their growth in the language. Students will use their creativity as they work in small groups to present a new line of clothing to their classmates that will shake up the fashion industry.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence, Product Creation</p>   |
| <p><b>Unit 3</b><br/><i>Los desafíos mundiales</i></p>      | <p>In this third unit of Spanish IV Honors, students will have a look into the challenges we face in our global society, specifically those of global warming and global conflict and terrorism. Students will be challenged to use effectively the many types of commands from the target language, and say and write correctly in Spanish cardinal and ordinal numbers. Throughout this unit, students will be exposed to a variety of unit-related, authentic written and spoken texts, recordings, and prompts to further their growth in the language. Students will examine in depth a global challenge not studied during the unit to promote action and further awareness related to the issue.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation, Citizenship</p>  |
| <p><b>Unit 4</b><br/><i>La ciencia y la tecnología</i></p>  | <p>In this fourth and final unit of Spanish IV Honors, students will probe the constantly-evolving world of science and technology. While investigating and discussing these unit themes, students will be tasked with learning and putting to use the Perfect/Haber tenses, past participles used as adjectives, and the passive voice. Throughout this unit, students will be exposed to a variety of unit-related, authentic written and spoken texts, recordings, and prompts to further their growth in the language. Students will be forced to analyze the improvement of a product over time, the limitations of an existing product and imagine and present an innovation to it.</p> <p><b>Profile of a Graduate Capacities:</b> Idea Generation, Product Creation</p>  |

# Spanish 5 Curriculum Overview

2023-2024

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| <p><b><u>Unit 1</u></b><br/><i>Una guía a España</i></p>    | <p>There are many different types of travelers; art lovers, hipsters, history buffs, etc. In the first unit of Spanish 5, students will act as travelers while taking an adventure through the major cities of Spain. Students will learn how to navigate public transportation systems throughout the country as well as how to read and interpret menus. Later, in the PBA, students will present autonomous regions of Spain to their classmates, in which they will show their expertise of the culture by using the unit grammar and vocabulary, which builds off of the present tense, present subjunctive, and high frequency words learned in prior units. Students will work on the skill of perseverance by initiating communication in the target language and circumlocuting to successfully overcome challenges in speaking.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p>  |
| <p><b><u>Unit 2</u></b><br/><i>Navegando Sudamérica</i></p> | <p>In the second unit of our exploration, students will focus on their own personal travel interests in an investigation of South America, mirroring the travel explorations of Spain from Unit 1. Students will also further advance their grammatical study with the application of the imperative mood in the context of travel as well as giving and receiving directions, which builds on the knowledge of the subjunctive mood from Unit 1. Students will conduct research on their assigned country and present their findings based on their individual travel preferences. Throughout the unit, students will express recommendations and possible travel situations, in which they employ the highest level of grammatical structures. Other skills in this unit include presentational and interpersonal speaking, reading of authentic articles, as well as listening comprehension of peers' ideas. Students will work on the skills of analyzing and self-awareness by incorporating their knowledge of South America, their personal interests, and teacher and peer feedback into informative writing as they blog about traveling through South America as their preferred type of traveler.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Self-Awareness</p> |

# Mandarin 1 Curriculum Overview

2023-2024

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| <p><b>Unit 1</b><br/><i>Ni Hao, China</i></p>                       | <p>"Ni Hao, China" is the Daniel Hand's students' welcome into Mandarin. This unit introduces students to China, its history, geography, and language. Students will discover the important geographical points of China to build their awareness of the Chinese country, people, and its culture. This unit includes the relationship between Taiwan and mainland China.</p> <p>Students will also learn the initial sounds of Chinese including the Romanized pronunciation guide known as pin-yin and the radicals or components of Chinese character. Students will see how radicals were formed from pictures to express their meanings as characters.</p> <p>Students will learn the importance of writing with proper stroke order to build muscle memory and promote accuracy.</p> <p>The Unit will culminate in a PBA where students will collaboratively, as a class, produce a radical catalog, including their own interpretation of the basic meaning.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence, Product Creation</p>  |
| <p><b>Unit 2</b><br/><i>Family/Greetings<br/>/Time and Date</i></p> | <p>My Family and I - The purpose of the second unit of Mandarin I is to teach students how to count using Chinese numbers, talk about their family members, and combine the two concepts into discussions concerning family members, birthdays, and ages. The unit is broken down into three major components which each are geared toward the repetition and mastery of the aforementioned concepts. Students will learn that in Chinese culture, there are separate names for all family members, even between a paternal uncle and a maternal uncle.</p> <p>Students will also begin writing and answering questions themselves in order to begin having conversations with each other in Chinese concerning their family members, birthdays, and ages.</p> <p>Students will also begin working in the Language Lab in order to get used to the functions necessary for assessments and the PBA.</p> <p>The unit will culminate in the students creating a family photo album which they could bring on a trip to China, which they will present to their fellow classmates both in class and in the Language Lab.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p> |
| <p><b>Unit 3</b><br/><i>Hobbies</i></p>                             | <p>In Unit 3 of Mandarin I, students will be given the opportunity to learn about how a Chinese student would go about his or her leisure time. Students will learn the Mandarin words for hobbies, sports, and other pastimes. Students will be shown how students in both America and China experience recreational time after school. For example, what sports does each culture play? How important are sports to the whole experience of the student? Students will be asked to consider what makes the daily life of a Chinese student different from the American way of life.</p> <p>The unit will culminate in students taking on the role of a company representative for Exchange International Enterprises (XIE). The purpose of this (fake) company is to expose students to the culture where they will experience an exchange.</p> <p><b>Profile of a Graduate Capacities:</b> Design, Product Creation</p>   |

# Mandarin 1 Curriculum Overview

2023-2024

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| <p><u>Unit 4</u><br/><i>Visiting a Friend</i></p> | <p>The final unit of Mandarin I, Visiting a Friend, has students consider various customs when visiting a friend in their own culture as well as in others. The students will learn culturally appropriate customs for hosts and guests in China. The unit will culminate in the students taking on the role of a guest or host, engaging in polite conversation and demonstrating their awareness of customary behavior.</p> <p><b>Profile of a Graduate Capacities:</b> Decision Making</p> |
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# Mandarin 2 Curriculum Overview

2023-2024

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| <p><b>Unit 1</b><br/><i>Phone a Friend</i></p>                 | <p>Imagine a world without smart phones or the internet - a time when you had to pick up a device connected by wires to the wall and turn a wheel or push physical buttons to contact another human being.</p> <p>In Unit 1 of Mandarin II, students will become acquainted with this bizarre world of the past, and learn how to have appropriate conversations on the phone with other Chinese speakers. Students will practice with speaking politely to adult and unknown figures on the phone.</p> <p>Students will also learn about the culture of respect between people in China. Many times, the age of both individuals necessitates certain communication types and phrases between those individuals, some of which exist in person and some only on the phone.</p> <p>The Unit will culminate in the students practicing what it would be like to use these ancient devices to communicate with other human beings. Students will develop the skill of interpersonal communication throughout this unit, while growing to understand how different cultures use and teach respect.</p> <p><b>Profile of a Graduate Capacities:</b> Product Creation</p>   |
| <p><b>Unit 2</b><br/><i>I am the Number<br/>1 Student!</i></p> | <p>The second unit of Mandarin 2 will give the students a look at their school and the schools of China and Taiwan. Students will learn the names of their classes as well as those of their extracurricular activities. The difference in speaking about talent between academics vs. extracurriculars will be explored by the students. One of the main objectives of the unit is to get students to look at, create, and read class schedules for themselves and for students in China and Taiwan.</p> <p>Within this unit, students will also begin reading the TPRS book, <i>Susan You Mafan</i>, a book about a 13 year old girl named Susan who by fortune becomes rich. In the first two chapters of the book, we learn about Susan, her likes and dislikes, as well as her academic and extracurricular interests, which makes the book a useful tool for practicing the vocabulary and grammar of this unit.</p> <p>This unit will culminate in the students working collaboratively on a "Day in the Life" promotional video of their life at Daniel Hand. Students' videos will be geared toward promoting excitement for potential students considering Daniel Hand, while also maintaining honesty about what a student can expect with certain classes.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence</p> |
| <p><b>Unit 3</b><br/><i>Let's Go Shopping</i></p>              | <p>In Unit 3 of Mandarin 2, the students will study shopping by exploring the markets, malls, and stores of both China and America. Students will examine the basic types of stores, but will focus on shopping for clothing, food, and school supplies. Students will experience how to haggle in markets. Students will write dialogues, while practicing their typing and writing skills. The unit will culminate in students creating a dialogue involving haggling and must adhere to a shopping list.</p> <p>Many of the events listed in stage 3 will happen continuously and repeatedly to help students with Chinese characters and pronunciation.</p> <p><b>Profile of a Graduate Capacities:</b> Collective Intelligence</p>  |

# Mandarin 2 Curriculum Overview

2023-2024

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| <p><b>Unit 4</b><br/><i>Let's Get an Uber!</i></p> | <p>Unit 4 of Mandarin 2 will bring the students for a tour of the streets of the world. Students will learn how to give and receive directions for someone traveling. Students will learn the Cardinal directions, how to use landmarks, distances and times (with travel), and how to communicate about taking or using a form of transportation.</p> <p>Students will continue reading Susan You Mafan and will use the book to help them to discuss how Susan goes from place to place.</p> <p>Students will be exposed to maps of cities in China and Taiwan and will use them to create a plan for travel. The unit will culminate in students creating a plan to travel in New York City using public transportation.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Decision Making</p> |
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# Mandarin 3 Curriculum Overview

2023-2024

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| <p><b>Unit 1</b><br/><i>What's in the Forecast?</i></p> | <p>In Unit 1 of Mandarin 3, students will learn how to discuss the weather and reflect upon the impact that weather has on our daily lives. In particular, students will learn to make plans with consideration to various weather forecasts, and adjust plans if the weather changes. They will also learn how to offer alternative ideas in a polite fashion.</p> <p>Ultimately, students will take on the role of an aspiring meteorologist who has prepared a weather forecast for a job interview.</p> <p><b>Profile of a Graduate Capacities:</b> Design, Product Creation</p>   |
| <p><b>Unit 2</b><br/><i>How do I get there?</i></p>     | <p>In Unit 2 of Mandarin 3, students will learn how to ask for and receive directions when walking and driving. They will be asked to express the purpose of visiting various locations, as well as consider safety concerns when navigating a new city.</p> <p>Ultimately, students will provide directions for a friend who is visiting a city in China and provide directions for getting to various tourist attractions.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Decision Making</p>  |
| <p><b>Unit 3</b><br/><i>Sick Day!</i></p>               | <p>In Unit 3 of Mandarin 3 Students will learn how to use medical vocabulary. This will be especially useful if they should go to China and fall ill or see someone else fall ill. Over the course of the unit, the students will learn the most common symptoms and how to share those symptoms with professionals.</p> <p>How do you show empathy and concern for someone who is seemingly ill? How do you help someone who needs help? These questions will guide the students through the unit.</p> <p>The students will work on their skill of design - students will create a dialogue wherein they will role-play as doctors and patients. The dialogues will first be revised by the teacher, then students will be tasked with revising their own work. Did they choose the proper character when typing up their script? Does the symptom match the illness? At the end of the unit, students will present their finalized script to the class.</p> <p><b>Profile of a Graduate Capacities:</b> Design</p> |
| <p><b>Unit 4</b><br/><i>Travel Around the World</i></p> | <p>Unit 4 of Mandarin 3 will give the students exposure to the world. Students will learn what kind of items they will need to travel around the world and especially to China or Taiwan. On top of more landmarks, modes of travel will be reexamined. Students will expand their knowledge of the geography of China.</p> <p>The unit will culminate in students acting as a travel agent, creating an itinerary from Madison, CT through some famous sites in China, and back to Madison.</p> <p><b>Profile of a Graduate Capacities:</b> Analyzing, Product Creation</p>   |