



Passports and Perspectives

Course Number: 4078

Course Level: Middle School

Grade: 6-8

Time/Credit: 46 minutes every day for one semester
(2 marking periods/18 weeks)
.5 credit

Development Date: April 29, 2026

School Board Approval:

Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

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World Languages Department Learning Principles

Students of World Languages simulate authentic experiences, compare and contrast other languages and cultures, promote tolerance, and make connections with other disciplines.

World Languages programs integrate studying and experiencing the culture(s) in which the world language is used.

The World Languages discipline connects with all the other disciplines.

The learner is at the center of effective World Languages instruction.

World Languages programs should reflect the developmental nature of language acquisition.

The complexity of teaching a World Language requires teachers to reflect on their practice and match knowledge of the discipline with appropriate teaching, while assessing strategies to achieve learning goals.

Differentiated instruction addresses student strengths, interests and learning styles.

World Language learners achieve proficiency through performance-based assessments including speaking, reading, writing, and listening.

To achieve reality-based language learning, the world language acquisition must include technology-based instruction and practice.

World language educators create awareness, incite curiosity, and encourage appreciation of the language and culture being learned.

Sources: World Languages Curriculum Framework Making Connections

World-Readiness Standards for Learning Languages

Goal Area	Standard	Description
Communication	Interpersonal Communication	Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
Communication	Interpretive Communication	Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
Communication	Presentational Communication	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics for different audiences.
Cultures	Relating Cultural Practices to Perspectives	Learners investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
Cultures	Relating Cultural Products to Perspectives	Learners investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Making Connections	Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and solve problems creatively.
Connections	Acquiring Information and Diverse Perspectives	Learners access and evaluate information and diverse perspectives available through the language and its cultures.
Comparisons	Language Comparisons	Learners investigate, explain, and reflect on the nature of language through comparisons between the language studied and their own.
Comparisons	Cultural Comparisons	Learners investigate, explain, and reflect on the concept of culture through comparisons between the cultures studied and their own.
Communities	School and Global Communities	Learners use the language within and beyond the classroom to interact and collaborate in their community and the globalized world.
Communities	Lifelong Learning	Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Central Bucks School District
World Languages Department Enduring Understandings

Students will understand that:

- The global nature of our society requires us to negotiate meaning through a variety of modalities.
- Students understand that there are commonalities present in all cultures. Language study brings a heightened sensitivity, tolerance, understanding and connection with the global community while providing a perspective of one's own culture.
- Interdisciplinary connections provide the framework to navigate through an increasingly complex global society.
- The study of languages provides the opportunity for critical examination of one's own language and culture.
- With an increasingly connected world, language learning generates life-long interest and opportunities for students to become productive citizens of the global community.

Central Bucks School District
World Languages Department Essential Questions

1. How does an individual express his or her basic needs and wants in the target language?
2. How are your language and culture affected by others? How are other languages and cultures affected by yours?
3. How and why can you use the target language to further your career and personal enrichment?
4. How can the use of the target language and cultural proficiency allow an individual to contribute to the local, national, and international communities?
5. When and how can an individual use the target language to express cause and effect in order to foster global stewardship?

Central Bucks School District – Course of Study Overview

Passports & Perspectives

Desired Results

Course Description:

Passports & Perspectives is an engaging course designed to introduce middle school students to the world of countries, languages and cultures. Students will develop strategies for acquiring vocabulary, recognizing patterns, and practicing basic communication skills. Through interactive activities and cultural comparisons, students will explore how language reflects identity and values, and how their own language and culture compare with those of others around the world. This course fosters curiosity, global awareness, and appreciation for diverse perspectives, preparing students for future language study and cultural experiences.

*This course is assigned as needed and runs opposite 7th Grade Math: Pathway to Algebra A and/or 7th Grade ELA: English Language Arts Intervention 7.

Prerequisite: None: assigned to students as needed.

Students will be able to:

- **Identify and use cognates and common expressions** to better understand meaning across languages.
- **Recognize how culture influences language**, including informal expressions, customs, and everyday communication.
- **Compare English with other languages** to identify similarities and differences in words, structures, and usage.
- **Explain how learning another language benefits individuals and communities**, including academic, cognitive, and social advantages.
- **Describe how world language skills connect to real-world careers**, using examples and statistics to support their ideas.
- **Research and present information about countries** focusing on culture, geography, daily life, and language use.
- **Use basic research skills** to gather, organize, and share information from reliable sources.
- **Analyze a new and unfamiliar country** through a cultural and linguistic lens.
- **Demonstrate curiosity and respect for cultures different from their own**, using appropriate language and examples.
- **Make connections between language and lived experiences**, including traditions, celebrations, routines, and perspectives.
- **Communicate ideas clearly** using visuals, presentations, and simple language appropriate for a middle school classroom.
- **Reflect on their role as global learners and citizens** in an interconnected world.

Acceptable Evidence.

- One summative assessment per unit in the form of a project portfolio. The elements of the portfolio are supported by graphic organizers, templates, and teacher conferences and are due at different check points in the unit.
- Several formative assessments per unit as assigned by the teacher.

Course Grading:

Fall

Marking Period 1 50% - made up of daily formative assessments and unit summative assessments.

Marking Period 2 50% - made up of daily formative assessments and unit summative assessments.

No Final Exam

Spring

Marking Period 3 50% - made up of daily formative assessments and unit summative assessments.

Marking Period 4 50% - made up of daily formative assessments and unit summative assessments.

No Final Exam

Passports & Perspectives – Pacing Guide and Instructional Time

The times listed below are guidelines, inclusive of teaching, reviewing, conferencing, and assessing, to ensure completion of the course within the semester.

Content	Instructional Time
Unit 1: Countries of Africa: Land, Language and Life	Weeks 1-4.5
Week 1: Geography, regions, and physical features of Africa	5 days
Week 2: Languages and communication across Africa	5 days
Week 3: Daily life, traditions, food, music, and culture	5 days
Week 4: Country case studies and cultural comparisons	5 days
Week 4.5: Summative project completion and presentations	2-3 days
Unit 2: Countries of Asia: Land, Language and Life	Weeks 5-9
Week 5: Geography and regions of Asia	5 days
Week 6: Languages, writing systems, and communication	5 days
Week 7: Daily life, traditions, and religions	5 days
Week 8: Country case studies and global connections	5 days
Week 9: Summative project completion and presentations	5 days
Unit 3: Countries of Europe: Land, Language and Life	Weeks 10-13.5
Week 10: Geography and regions of Europe	5 days
Week 11: Languages and cultural identities	5 days
Week 12: Traditions, education, government, and lifestyle	5 days
Week 13: Country case studies and cultural comparisons	5 days
Week 13.5: Summative project completion and presentations	2-3 days
Unit 4: Countries of South America: Land, Language and Life	Weeks 14-18
Week 14: Geography and natural resources	5 days
Week 15: Languages and indigenous influences	5 days
Week 16: Daily life, traditions, food, and music	5 days
Week 17: Country case studies and connections to North America	5 days
Week 18: Summative project presentations, reflection, and wrap-up	5 days

NOTE: Enrichment opportunities will be provided to meet the needs of students that acquire an understanding of the content faster than their peers. Enrichment will be provided after students have completed the work assigned to all students and will be an extension activity with the same theme.

The teacher may continue the course if there is time by adding a 5th unit focusing on North America with the same requirements as the previous units.

Required Texts and Software

None

Resources

- Gale Resources and other CB approved resources accessible through Classlink
- Microsoft 365 Tools
 - Geoguessr, Google Earth, Quizlet, Blooket, Gimkit, EdPuzzle etc.

Central Bucks School District – Passports & Perspectives

Unit 1 – *Countries of Africa: Land, Language and Life*

Desired Results:

Essential Questions:

- How are your language and culture affected by others? How are other languages and cultures affected by yours?
- How does understanding language patterns and culture help us learn new languages?
- What can familiar words, expressions, and cultural practices teach us about learning a new language?
- How are language and culture connected in everyday communication?

Enduring Understandings:

Students will understand that...

- the global nature of our society requires us to negotiate meaning through a variety of modalities.
- there are commonalities present in all cultures. Language study brings a heightened sensitivity, tolerance, understanding and connection with the global community while providing a perspective of one's own culture.
- interdisciplinary connections provide the framework to navigate through an increasingly complex global society.
- the study of languages provides the opportunity for critical examination of one's own language and culture.
- with an increasingly connected world, language learning generates life-long interest and opportunities for students to become productive citizens of the global community.

Knowledge:

Students will know...

- that countries within the same region or language group can have unique identities
- that many languages share similar words and patterns, such as cognates, that help learners understand meaning.
- that colloquial expressions are influenced by culture and often do not translate word-for-word.
- that language and culture are interconnected, and both play an important role in effective communication.
- how to locate countries, continents, oceans, and major landmarks on a map.
- how environmental conditions influence human activities (food, clothing, housing).
- that food, music, art, language, sports, traditions, holidays and celebrations both connect people within a culture and highlight cultural diversity and similarities around the world. These same cultural elements provide insight into how people live and what they value.

Skills:

Students will be able to...

- research and describe key cultural practices, traditions, languages, and perspectives of a country with which they were not previously familiar.
- explain how language is used in daily life within that country (school, family, community, and media).
- identify important geographic, historical, and social factors that shape life in that country.
- analyze how cultural values influence communication, behaviors, and ways of living.
- compare the country studied to others they have learned about and their own, recognizing both similarities and differences.
- reflect on how learning about unfamiliar cultures builds empathy and awareness.
- use geographic tools and technologies to understand the world around them.
- identify and explain cognates across English and other languages to support comprehension and meaning making.

- interpret common colloquial expressions and explain how their meanings are shaped by culture rather than direct translation.
- use library resources to investigate and present information about cultural traditions from around the world.
- describe connections between language and culture, using examples from everyday communication and authentic contexts.

Standards:

Priority:

- **Interpretive Communication (ACTFL: Communication)**
Students interpret meaning in familiar and new languages by recognizing cognates, common expressions, and language patterns.
- **Presentational Communication (ACTFL Communication)**
Students present research information about a country clearly and purposefully for a specific audience.
- **Language Comparisons (ACTFL: Comparisons)**
Students compare English and other languages to understand similarities and differences in words, expressions, and meaning.
- **Cultural Comparisons (ACTFL Comparisons)**
Students compare their own cultural experiences with those of the country they are studying to deepen global understanding.
- **Making Connections (ACTFL Connections)**
Students connect language learning to other content areas and real-world contexts, including careers and global issues.
- **Acquiring Information (ACTFL Connections)**
Students locate and use information from a variety of reliable sources to learn about another country.
- **Lifelong Learning (ACTFL Communities)**
Students understand the value of multilingualism for personal growth, civic engagement, and future opportunities.
- **Relating Cultural Practices and Perspectives (ACTFL Cultures)**
Students investigate and explain how cultural practices, traditions, and perspectives shape daily life in a specific country.

Supporting:

Interpretive Communication (ACTFL Communication)

- Students interpret information from age-appropriate texts, visuals, and media related to a country's culture, geography, and daily life.

Interpersonal Communication (ACTFL Communication)

- Students engage in conversations to ask and answer questions, share information, and clarify understanding about their country of study.

Language Comparisons (ACTFL Comparisons)

- Students recognize similarities and differences between their own language and the language(s) used in the country studied.

Making Connections (ACTFL Connections)

- Students use language and cultural knowledge to deepen their understanding of geography, history, and social structures in another country.

Cultural Comparisons (ACTFL Comparisons)

- Students compare multiple cultures to recognize similarities, differences, and unique cultural identities.

Acceptable Evidence:

Performance Tasks

- **Cognate Detective Task**
Students identify and categorize cognates across English and one or more other languages and explain how cognates help with understanding meaning.
- **Colloquial Expressions Comparison**
Students analyze everyday expressions from English and another language and explain why the meaning does not translate word-for-word.
- **Culture in Language**
Students explore examples of how culture influences language use (such as greetings, idioms, or informal expressions) using visuals or short explanations.
- **Language Comparison Reflection**
Students write or record a reflection explaining similarities and differences between English and another language and how those comparisons support language learning.
- **Interpretive Language Task**
Students interpret simple and authentic texts, visuals, or spoken examples containing cognates or colloquial expressions and demonstrate understanding through matching, explaining, or paraphrasing.
- **Language Learning Strategies Self-Assessment**
Students identify strategies they used (recognizing cognates, using context, considering culture) and explain how these strategies help them learn new languages.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- **Entrance/exit tickets**
- **Class discussions or think-pair-share responses**
- **Completed graphic organizers**
- **Reflection journals or learning logs** describing language learning strategies and cultural insights and reflecting on essential questions of the course.
- **Quick writes or short constructed responses**
- **Self-assessments or checklists** where students reflect on and evaluate their understanding/learning.
- **Vocabulary or concept quizzes**
- **Visual evidence** such as anchor charts, concept maps, or student-created posters that show understanding of language and culture.

Summative Unit Assessment

Description:

Students complete a summative portfolio project for each unit that includes geography, elements of culture (food, music, art, language, celebrations, sports etc.), demographics, and language. This is broken down into several due dates and collected throughout the unit, culminating in a presentation to the class. Each of the tasks below collectively result in the portfolio project for each unit.

Students will:

- Select a country on the continent and use a graphic organizer to research.
- Explore and report on the demographics and geography of that country.
- Research a language spoken in their selected country and present their findings to the class. They will also teach several words and phrases from that language to the class.
- Research a cultural topic connected to their country (food, music, art, language, celebrations, sports etc.).
- Confer with the teacher about their research and findings.
- Create a presentation for the class encompassing all the above elements while classmates take notes with a provided note taker.

Format options:

- PowerPoint/Canva/Sway

- Video
- Poster

Evidence of learning:

- Students accurately research and communicate information about a selected country.
- Students present findings about a language and demonstrate effective presentation skills.
- Students create a visual product that explains a cultural element and its significance.

Suggested Learning Experiences and Instruction

Learning Experiences:

Cognate Discovery Activity

Students examine words from English and another language to identify cognates and discuss how those words help them understand meaning.

Colloquialisms in Context

Students explore everyday expressions (phrases, idioms, greetings) and determine how meaning changes when culture is considered.

Language Comparison Stations

Students rotate through stations that highlight similarities and differences between English and other languages (words, expressions, sentence patterns).

Culture and Language Case Study

Students analyze short examples (videos, images, dialogue samples) showing how culture influences how people speak and interact.

Language Learning Reflection

Students reflect on what they notice about how languages work and which strategies help them make meaning.

Launching Curiosity: What Do We Know / Need to Know?

Students examine the name, location, images, or symbols of an unfamiliar country and generate initial questions to guide learning.

Country Context Model-Lessons

Teacher models by introducing key background elements such as geography, history, government, and regional context to support understanding.

Guided Source Evaluation Workshop

Students learn how to identify reliable sources and practice evaluating texts, videos, maps, and visuals for accuracy and relevance.

Culture Through Daily Life Exploration

Students explore school routines, family life, food, celebrations, transportation, and media to understand how culture shapes everyday experiences.

Language in Action Analysis

Students examine how language is used in authentic contexts (signs, media clips, school schedules, menus) to see how language functions in daily life.

Think-Pair-Share Checkpoints

Regular opportunities for students to share new insights, ask questions, and clarify misunderstandings with peers.

Perspective-Taking Activities

Students consider questions such as *“What might feel unfamiliar to me, and why?”* or *“How would daily life be different if I lived here?”*

Comparative Discussions

Students compare the unfamiliar country to countries previously studied, focusing on values, practices, and ways of living.

Reflection

Students journal or discuss how their thinking changes as they learn more about a culture different from their own.

Instructional Strategies:

Inquiry-Driven Instruction

Students investigate guiding questions about an unfamiliar country to promote curiosity, problem-solving, and deeper understanding.

Scaffolded Research Support

Teachers break the research process into manageable steps (questioning, sourcing, note-taking, synthesizing) with clear checkpoints.

Modeling and Think-Alouds

Teachers demonstrate how to analyze sources, identify cultural perspectives, and draw conclusions from information.

Explicit Culture-Perspective Instruction

Instruction and facilitating conversations based on essential questions highlights how values, beliefs, and perspectives influence daily life, communication, and behaviors.

Use of Graphic Organizers and Visual Tools

Visual supports help students organize information about geography, culture, language use, and daily life.

Collaborative Learning Structures

Partner and small-group discussions allow students to share findings, ask questions, and refine understanding.

Explicit instruction with modeling

Teachers model how to identify cognates, use context clues, and think aloud when interpreting unfamiliar language.

Guided discussion and questioning

Students explain their thinking and respond to questions that emphasize language–culture connections.

Visual supports and graphic organizers

Charts, Venn diagrams, and anchor charts support comparisons and pattern recognition.

Collaborative learning

Students work in pairs or small groups to analyze language examples and share perspectives.

Reflection

Students regularly reflect individually and together on how they are learning language and which strategies are effective. Students reflect on how their thinking evolves as they learn about an unfamiliar cultures, building empathy, and self-awareness.

Student Choice Within Structure

While the country is unfamiliar, students have flexibility in focus topics, sources, and presentation formats to increase engagement.

Differentiation/Intervention/Enrichment Options:

• Tiered Activities:

- Support: Provide students with templates, organizers, and conference time. Collaborate with the librarian to explore the resources through the library.
- Challenge: Offer more complex sentence translations, creative writing prompts, or research projects on specific linguistic elements.
- Learning Styles: Cater to various learning styles by offering a variety of activities (e.g., drawing a map, creating graphic organizers / timelines, participating in pronunciation drills or debates).

• Intervention:

- Teacher/Student Conferencing
- Small Group Instruction: Identify students struggling with specific concepts and provide focused instruction in smaller groups. Utilize peer-tutoring or pair students with stronger understanding to support each other.
- Targeted Practice: Using feedback from formative assessments, offer additional practice opportunities targeting specific areas where students show difficulty or lack of understanding.

• Enrichment:

- Independent Projects: Allow advanced students to complete enrichment activities related to the unit with teacher guidance/approval.

General strategies for Language Development: Scaffolding strategies to be used; modeling, prior knowledge activation, pre-teach vocabulary, visual aids, manipulatives, videos, charts, diagrams, graphic organizers, chunking, sentence starters, sentence structures. Draw connections to L1 (first language).

Central Bucks School District – Passports & Perspectives

Unit 2 – *Countries of Asia: Land, Language and Life*

Desired Results:

Essential Questions:

- How are your language and culture affected by others? How are other languages and cultures affected by yours?
- How does understanding language patterns and culture help us learn new languages?
- What can familiar words, expressions, and cultural practices teach us about learning a new language?
- How are language and culture connected in everyday communication?

Enduring Understandings:

Students will understand that...

- the global nature of our society requires us to negotiate meaning through a variety of modalities.
- there are commonalities present in all cultures. Language study brings a heightened sensitivity, tolerance, understanding and connection with the global community while providing a perspective of one's own culture.
- interdisciplinary connections provide the framework to navigate through an increasingly complex global society.
- the study of languages provides the opportunity for critical examination of one's own language and culture.
- with an increasingly connected world, language learning generates life-long interest and opportunities for students to become productive citizens of the global community.

Knowledge:

Students will know...

- that countries within the same region or language group can have unique identities
- that many languages share similar words and patterns, such as cognates, that help learners understand meaning.
- that colloquial expressions are influenced by culture and often do not translate word-for-word.
- that language and culture are interconnected, and both play an important role in effective communication.
- how to locate countries, continents, oceans, and major landmarks on a map.
- how environmental conditions influence human activities (food, clothing, housing).
- that food, music, art, language, sports, traditions, holidays and celebrations both connect people within a culture and highlight cultural diversity and similarities around the world. These same cultural elements provide insight into how people live and what they value.

Skills:

Students will be able to...

- research and describe key cultural practices, traditions, languages, and perspectives of a country with which they were not previously familiar.
- explain how language is used in daily life within that country (school, family, community, and media).
- identify important geographic, historical, and social factors that shape life in that country.
- analyze how cultural values influence communication, behaviors, and ways of living.
- compare the country studied to others they have learned about and their own, recognizing both similarities and differences.
- reflect on how learning about unfamiliar cultures builds empathy and awareness.
- use geographic tools and technologies to understand the world around them.
- identify and explain cognates across English and other languages to support comprehension and meaning making.
- interpret common colloquial expressions and explain how their meanings are shaped by culture rather than direct translation.

- use library resources to investigate and present information about cultural traditions from around the world.
- describe connections between language and culture, using examples from everyday communication and authentic contexts.

Standards:

Priority:

- **Interpretive Communication (ACTFL: Communication)**
Students interpret meaning in familiar and new languages by recognizing cognates, common expressions, and language patterns.
- **Presentational Communication (ACTFL Communication)**
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- **Cultural Comparisons (ACTFL Comparisons)**
Students compare their own cultural experiences with those of the country they are studying to deepen global understanding.
- **Making Connections (ACTFL Connections)**
Students connect language learning to other content areas and real-world contexts, including careers and global issues.
- **Acquiring Information (ACTFL Connections)**
Students locate and use information from a variety of reliable sources to learn about another country.
- **Lifelong Learning (ACTFL Communities)**
Students understand the value of multilingualism for personal growth, civic engagement, and future opportunities.
- **Relating Cultural Practices and Perspectives (ACTFL Cultures)**
Students investigate and explain how cultural practices, traditions, and perspectives shape daily life in a specific country.

Supporting:

Interpretive Communication (ACTFL Communication)

- Students interpret information from age-appropriate texts, visuals, and media related to a country's culture, geography, and daily life.

Interpersonal Communication (ACTFL Communication)

- Students engage in conversations to ask and answer questions, share information, and clarify understanding about their country of study.

Language Comparisons (ACTFL Comparisons)

- Students recognize similarities and differences between their own language and the language(s) used in the country studied.

Making Connections (ACTFL Connections)

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Acceptable Evidence:

Performance Tasks

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- **Culture in Language**
Students explore examples of how culture influences language use (such as greetings, idioms, or informal expressions) using visuals or short explanations.
- **Language Comparison Reflection**
Students write or record a reflection explaining similarities and differences between English and another language and how those comparisons support language learning.
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Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- **Entrance/exit tickets**
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- **Completed graphic organizers**
- **Reflection journals or learning logs** describing language learning strategies and cultural insights and reflecting on essential questions of the course.
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- **Self-assessments or checklists** where students reflect on and evaluate their understanding/learning.
- **Vocabulary or concept quizzes**
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Summative Unit Assessment

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- Explore and report on the demographics and geography of that country.
- Research a language spoken in their selected country and present their findings to the class. They will also teach several words and phrases from that language to the class.
- Research a cultural topic connected to their country (food, music, art, language, celebrations, sports etc.).
- Confer with the teacher about their research and findings.
- Create a presentation for the class encompassing all the above elements while classmates take notes with a provided note taker.

Format options:

- PowerPoint/Canva/Sway

- Video
- Poster

Evidence of learning:

- Students accurately research and communicate information about a selected country.
- Students present findings about a language and demonstrate effective presentation skills.
- Students create a visual product that explains a cultural element and its significance.

Suggested Learning Experiences and Instruction

Learning Experiences:

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Colloquialisms in Context

Students explore everyday expressions (phrases, idioms, greetings) and determine how meaning changes when culture is considered.

Language Comparison Stations

Students rotate through stations that highlight similarities and differences between English and other languages (words, expressions, sentence patterns).

Culture and Language Case Study

Students analyze short examples (videos, images, dialogue samples) showing how culture influences how people speak and interact.

Language Learning Reflection

Students reflect on what they notice about how languages work and which strategies help them make meaning.

Launching Curiosity: What Do We Know / Need to Know?

Students examine the name, location, images, or symbols of an unfamiliar country and generate initial questions to guide learning.

Country Context Model-Lessons

Teacher models by introducing key background elements such as geography, history, government, and regional context to support understanding.

Guided Source Evaluation Workshop

Students learn how to identify reliable sources and practice evaluating texts, videos, maps, and visuals for accuracy and relevance.

Culture Through Daily Life Exploration

Students explore school routines, family life, food, celebrations, transportation, and media to understand how culture shapes everyday experiences.

Language in Action Analysis

Students examine how language is used in authentic contexts (signs, media clips, school schedules, menus) to see how language functions in daily life.

Think-Pair-Share Checkpoints

Regular opportunities for students to share new insights, ask questions, and clarify misunderstandings with peers.

Perspective-Taking Activities

Students consider questions such as *“What might feel unfamiliar to me, and why?”* or *“How would daily life be different if I lived here?”*

Comparative Discussions

Students compare the unfamiliar country to countries previously studied, focusing on values, practices, and ways of living.

Reflection

Students journal or discuss how their thinking changes as they learn more about a culture different from their own.

Instructional Strategies:

Inquiry-Driven Instruction

Students investigate guiding questions about an unfamiliar country to promote curiosity, problem-solving, and deeper understanding.

Scaffolded Research Support

Teachers break the research process into manageable steps (questioning, sourcing, note-taking, synthesizing) with clear checkpoints.

Modeling and Think-Alouds

Teachers demonstrate how to analyze sources, identify cultural perspectives, and draw conclusions from information.

Explicit Culture-Perspective Instruction

Instruction and facilitating conversations based on essential questions highlights how values, beliefs, and perspectives influence daily life, communication, and behaviors.

Use of Graphic Organizers and Visual Tools

Visual supports help students organize information about geography, culture, language use, and daily life.

Collaborative Learning Structures

Partner and small-group discussions allow students to share findings, ask questions, and refine understanding.

Explicit instruction with modeling

Teachers model how to identify cognates, use context clues, and think aloud when interpreting unfamiliar language.

Guided discussion and questioning

Students explain their thinking and respond to questions that emphasize language–culture connections.

Visual supports and graphic organizers

Charts, Venn diagrams, and anchor charts support comparisons and pattern recognition.

Collaborative learning

Students work in pairs or small groups to analyze language examples and share perspectives.

Reflection

Students regularly reflect individually and together on how they are learning language and which strategies are effective. Students reflect on how their thinking evolves as they learn about an unfamiliar cultures, building empathy, and self-awareness.

Student Choice Within Structure

While the country is unfamiliar, students have flexibility in focus topics, sources, and presentation formats to increase engagement.

Differentiation/Intervention/Enrichment Options:

• Tiered Activities:

- Support: Provide students with templates, organizers, and conference time. Collaborate with the librarian to explore the resources through the library.
- Challenge: Offer more complex sentence translations, creative writing prompts, or research projects on specific linguistic elements.
- Learning Styles: Cater to various learning styles by offering a variety of activities (e.g., drawing a map, creating graphic organizers / timelines, participating in pronunciation drills or debates).

• Intervention:

- Teacher/Student Conferencing
- Small Group Instruction: Identify students struggling with specific concepts and provide focused instruction in smaller groups. Utilize peer-tutoring or pair students with stronger understanding to support each other.
- Targeted Practice: Using feedback from formative assessments, offer additional practice opportunities targeting specific areas where students show difficulty or lack of understanding.

• Enrichment:

- Independent Projects: Allow advanced students to complete enrichment activities related to the unit with teacher guidance/approval.

General strategies for Language Development: Scaffolding strategies to be used; modeling, prior knowledge activation, pre-teach vocabulary, visual aids, manipulatives, videos, charts, diagrams, graphic organizers, chunking, sentence starters, sentence structures. Draw connections to L1 (first language).

Central Bucks School District – Passports & Perspectives

Unit 3 – *Countries of Europe: Land, Language and Life*

Desired Results:

Essential Questions:

- How are your language and culture affected by others? How are other languages and cultures affected by yours?
- How does understanding language patterns and culture help us learn new languages?
- What can familiar words, expressions, and cultural practices teach us about learning a new language?
- How are language and culture connected in everyday communication?

Enduring Understandings:

Students will understand that...

- the global nature of our society requires us to negotiate meaning through a variety of modalities.
- there are commonalities present in all cultures. Language study brings a heightened sensitivity, tolerance, understanding and connection with the global community while providing a perspective of one's own culture.
- interdisciplinary connections provide the framework to navigate through an increasingly complex global society.
- the study of languages provides the opportunity for critical examination of one's own language and culture.
- with an increasingly connected world, language learning generates life-long interest and opportunities for students to become productive citizens of the global community.

Knowledge:

Students will know...

- that countries within the same region or language group can have unique identities
- that many languages share similar words and patterns, such as cognates, that help learners understand meaning.
- that colloquial expressions are influenced by culture and often do not translate word-for-word.
- that language and culture are interconnected, and both play an important role in effective communication.
- how to locate countries, continents, oceans, and major landmarks on a map.
- how environmental conditions influence human activities (food, clothing, housing).
- that food, music, art, language, sports, traditions, holidays and celebrations both connect people within a culture and highlight cultural diversity and similarities around the world. These same cultural elements provide insight into how people live and what they value.

Skills:

Students will be able to...

- research and describe key cultural practices, traditions, languages, and perspectives of a country with which they were not previously familiar.
- explain how language is used in daily life within that country (school, family, community, and media).
- identify important geographic, historical, and social factors that shape life in that country.
- analyze how cultural values influence communication, behaviors, and ways of living.
- compare the country studied to others they have learned about and their own, recognizing both similarities and differences.
- reflect on how learning about unfamiliar cultures builds empathy and awareness.
- use geographic tools and technologies to understand the world around them.
- identify and explain cognates across English and other languages to support comprehension and meaning making.

- interpret common colloquial expressions and explain how their meanings are shaped by culture rather than direct translation.
- use library resources to investigate and present information about cultural traditions from around the world.
- describe connections between language and culture, using examples from everyday communication and authentic contexts.

Standards:

Priority:

- **Interpretive Communication (ACTFL: Communication)**
Students interpret meaning in familiar and new languages by recognizing cognates, common expressions, and language patterns.
- **Presentational Communication (ACTFL Communication)**
Students present research information about a country clearly and purposefully for a specific audience.
- **Language Comparisons (ACTFL: Comparisons)**
Students compare English and other languages to understand similarities and differences in words, expressions, and meaning.
- **Cultural Comparisons (ACTFL Comparisons)**
Students compare their own cultural experiences with those of the country they are studying to deepen global understanding.
- **Making Connections (ACTFL Connections)**
Students connect language learning to other content areas and real-world contexts, including careers and global issues.
- **Acquiring Information (ACTFL Connections)**
Students locate and use information from a variety of reliable sources to learn about another country.
- **Lifelong Learning (ACTFL Communities)**
Students understand the value of multilingualism for personal growth, civic engagement, and future opportunities.
- **Relating Cultural Practices and Perspectives (ACTFL Cultures)**
Students investigate and explain how cultural practices, traditions, and perspectives shape daily life in a specific country.

Supporting:

Interpretive Communication (ACTFL Communication)

- Students interpret information from age-appropriate texts, visuals, and media related to a country's culture, geography, and daily life.

Interpersonal Communication (ACTFL Communication)

- Students engage in conversations to ask and answer questions, share information, and clarify understanding about their country of study.

Language Comparisons (ACTFL Comparisons)

- Students recognize similarities and differences between their own language and the language(s) used in the country studied.

Making Connections (ACTFL Connections)

- Students use language and cultural knowledge to deepen their understanding of geography, history, and social structures in another country.

Cultural Comparisons (ACTFL Comparisons)

- Students compare multiple cultures to recognize similarities, differences, and unique cultural identities.

Acceptable Evidence:

Performance Tasks

- **Cognate Detective Task**
Students identify and categorize cognates across English and one or more other languages and explain how cognates help with understanding meaning.
- **Colloquial Expressions Comparison**
Students analyze everyday expressions from English and another language and explain why the meaning does not translate word-for-word.
- **Culture in Language**
Students explore examples of how culture influences language use (such as greetings, idioms, or informal expressions) using visuals or short explanations.
- **Language Comparison Reflection**
Students write or record a reflection explaining similarities and differences between English and another language and how those comparisons support language learning.
- **Interpretive Language Task**
Students interpret simple and authentic texts, visuals, or spoken examples containing cognates or colloquial expressions and demonstrate understanding through matching, explaining, or paraphrasing.
- **Language Learning Strategies Self-Assessment**
Students identify strategies they used (recognizing cognates, using context, considering culture) and explain how these strategies help them learn new languages.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- **Entrance/exit tickets**
- **Class discussions or think-pair-share responses**
- **Completed graphic organizers**
- **Reflection journals or learning logs** describing language learning strategies and cultural insights and reflecting on essential questions of the course.
- **Quick writes or short constructed responses**
- **Self-assessments or checklists** where students reflect on and evaluate their understanding/learning.
- **Vocabulary or concept quizzes**
- **Visual evidence** such as anchor charts, concept maps, or student-created posters that show understanding of language and culture.

Summative Unit Assessment

Description:

Students complete a summative portfolio project for each unit that includes geography, elements of culture (food, music, art, language, celebrations, sports etc.), demographics, and language. This is broken down into several due dates and collected throughout the unit, culminating in a presentation to the class. Each of the tasks below collectively result in the portfolio project for each unit.

Students will:

- Select a country on the continent and use a graphic organizer to research.
- Explore and report on the demographics and geography of that country.
- Research a language spoken in their selected country and present their findings to the class. They will also teach several words and phrases from that language to the class.
- Research a cultural topic connected to their country (food, music, art, language, celebrations, sports etc.).
- Confer with the teacher about their research and findings.
- Create a presentation for the class encompassing all the above elements while classmates take notes with a provided note taker.

Format options:

- PowerPoint/Canva/Sway
- Video
- Poster

Evidence of learning:

- Students accurately research and communicate information about a selected country.
- Students present findings about a language and demonstrate effective presentation skills.
- Students create a visual product that explains a cultural element and its significance.

Suggested Learning Experiences and Instruction

Learning Experiences:

Cognate Discovery Activity

Students examine words from English and another language to identify cognates and discuss how those words help them understand meaning.

Colloquialisms in Context

Students explore everyday expressions (phrases, idioms, greetings) and determine how meaning changes when culture is considered.

Language Comparison Stations

Students rotate through stations that highlight similarities and differences between English and other languages (words, expressions, sentence patterns).

Culture and Language Case Study

Students analyze short examples (videos, images, dialogue samples) showing how culture influences how people speak and interact.

Language Learning Reflection

Students reflect on what they notice about how languages work and which strategies help them make meaning.

Launching Curiosity: What Do We Know / Need to Know?

Students examine the name, location, images, or symbols of an unfamiliar country and generate initial questions to guide learning.

Country Context Model-Lessons

Teacher models by introducing key background elements such as geography, history, government, and regional context to support understanding.

Guided Source Evaluation Workshop

Students learn how to identify reliable sources and practice evaluating texts, videos, maps, and visuals for accuracy and relevance.

Culture Through Daily Life Exploration

Students explore school routines, family life, food, celebrations, transportation, and media to understand how culture shapes everyday experiences.

Language in Action Analysis

Students examine how language is used in authentic contexts (signs, media clips, school schedules, menus) to see how language functions in daily life.

Think-Pair-Share Checkpoints

Regular opportunities for students to share new insights, ask questions, and clarify misunderstandings with peers.

Perspective-Taking Activities

Students consider questions such as *“What might feel unfamiliar to me, and why?”* or *“How would daily life be different if I lived here?”*

Comparative Discussions

Students compare the unfamiliar country to countries previously studied, focusing on values, practices, and ways of living.

Reflection

Students journal or discuss how their thinking changes as they learn more about a culture different from their own.

Instructional Strategies:

Inquiry-Driven Instruction

Students investigate guiding questions about an unfamiliar country to promote curiosity, problem-solving, and deeper understanding.

Scaffolded Research Support

Teachers break the research process into manageable steps (questioning, sourcing, note-taking, synthesizing) with clear checkpoints.

Modeling and Think-Alouds

Teachers demonstrate how to analyze sources, identify cultural perspectives, and draw conclusions from information.

Explicit Culture-Perspective Instruction

Instruction and facilitating conversations based on essential questions highlights how values, beliefs, and perspectives influence daily life, communication, and behaviors.

Use of Graphic Organizers and Visual Tools

Visual supports help students organize information about geography, culture, language use, and daily life.

Collaborative Learning Structures

Partner and small-group discussions allow students to share findings, ask questions, and refine understanding.

Explicit instruction with modeling

Teachers model how to identify cognates, use context clues, and think aloud when interpreting unfamiliar language.

Guided discussion and questioning

Students explain their thinking and respond to questions that emphasize language–culture connections.

Visual supports and graphic organizers

Charts, Venn diagrams, and anchor charts support comparisons and pattern recognition.

Collaborative learning

Students work in pairs or small groups to analyze language examples and share perspectives.

Reflection

Students regularly reflect individually and together on how they are learning language and which strategies are effective. Students reflect on how their thinking evolves as they learn about an unfamiliar cultures, building empathy, and self-awareness.

Student Choice Within Structure

While the country is unfamiliar, students have flexibility in focus topics, sources, and presentation formats to increase engagement.

Differentiation/Intervention/Enrichment Options:

- **Tiered Activities:**
 - Support: Provide students with templates, organizers, and conference time. Collaborate with the librarian to explore the resources through the library.
 - Challenge: Offer more complex sentence translations, creative writing prompts, or research projects on specific linguistic elements.
 - Learning Styles: Cater to various learning styles by offering a variety of activities (e.g., drawing a map, creating graphic organizers / timelines, participating in pronunciation drills or debates).
- **Intervention:**
 - Teacher/Student Conferencing
 - Small Group Instruction: Identify students struggling with specific concepts and provide focused instruction in smaller groups. Utilize peer-tutoring or pair students with stronger understanding to support each other.
 - Targeted Practice: Using feedback from formative assessments, offer additional practice opportunities targeting specific areas where students show difficulty or lack of understanding.
- **Enrichment:**

- Independent Projects: Allow advanced students to complete enrichment activities related to the unit with teacher guidance/approval.

General strategies for Language Development: Scaffolding strategies to be used; modeling, prior knowledge activation, pre-teach vocabulary, visual aids, manipulatives, videos, charts, diagrams, graphic organizers, chunking, sentence starters, sentence structures. Draw connections to L1 (first language).

Central Bucks School District – Passports & Perspectives
Unit 4 – *Countries of South America: Land, Language and Life*

Desired Results:

Essential Questions:

- How are your language and culture affected by others? How are other languages and cultures affected by yours?
- How does understanding language patterns and culture help us learn new languages?
- What can familiar words, expressions, and cultural practices teach us about learning a new language?
- How are language and culture connected in everyday communication?

Enduring Understandings:

Students will understand that...

- the global nature of our society requires us to negotiate meaning through a variety of modalities.
- there are commonalities present in all cultures. Language study brings a heightened sensitivity, tolerance, understanding and connection with the global community while providing a perspective of one's own culture.
- interdisciplinary connections provide the framework to navigate through an increasingly complex global society.
- the study of languages provides the opportunity for critical examination of one's own language and culture.
- with an increasingly connected world, language learning generates life-long interest and opportunities for students to become productive citizens of the global community.

Knowledge:

Students will know...

- that countries within the same region or language group can have unique identities
- that many languages share similar words and patterns, such as cognates, that help learners understand meaning.
- that colloquial expressions are influenced by culture and often do not translate word-for-word.
- that language and culture are interconnected, and both play an important role in effective communication.
- how to locate countries, continents, oceans, and major landmarks on a map.
- how environmental conditions influence human activities (food, clothing, housing).
- that food, music, art, language, sports, traditions, holidays and celebrations both connect people within a culture and highlight cultural diversity and similarities around the world. These same cultural elements provide insight into how people live and what they value.

Skills:

Students will be able to...

- research and describe key cultural practices, traditions, languages, and perspectives of a country with which they were not previously familiar.
- explain how language is used in daily life within that country (school, family, community, and media).
- identify important geographic, historical, and social factors that shape life in that country.
- analyze how cultural values influence communication, behaviors, and ways of living.
- compare the country studied to others they have learned about and their own, recognizing both similarities and differences.
- reflect on how learning about unfamiliar cultures builds empathy and awareness.
- use geographic tools and technologies to understand the world around them.
- identify and explain cognates across English and other languages to support comprehension and meaning making.

- interpret common colloquial expressions and explain how their meanings are shaped by culture rather than direct translation.
- use library resources to investigate and present information about cultural traditions from around the world.
- describe connections between language and culture, using examples from everyday communication and authentic contexts.

Standards:

Priority:

- **Interpretive Communication (ACTFL: Communication)**
Students interpret meaning in familiar and new languages by recognizing cognates, common expressions, and language patterns.
- **Presentational Communication (ACTFL Communication)**
Students present research information about a country clearly and purposefully for a specific audience.
- **Language Comparisons (ACTFL: Comparisons)**
Students compare English and other languages to understand similarities and differences in words, expressions, and meaning.
- **Cultural Comparisons (ACTFL Comparisons)**
Students compare their own cultural experiences with those of the country they are studying to deepen global understanding.
- **Making Connections (ACTFL Connections)**
Students connect language learning to other content areas and real-world contexts, including careers and global issues.
- **Acquiring Information (ACTFL Connections)**
Students locate and use information from a variety of reliable sources to learn about another country.
- **Lifelong Learning (ACTFL Communities)**
Students understand the value of multilingualism for personal growth, civic engagement, and future opportunities.
- **Relating Cultural Practices and Perspectives (ACTFL Cultures)**
Students investigate and explain how cultural practices, traditions, and perspectives shape daily life in a specific country.

Supporting:

Interpretive Communication (ACTFL Communication)

- Students interpret information from age-appropriate texts, visuals, and media related to a country's culture, geography, and daily life.

Interpersonal Communication (ACTFL Communication)

- Students engage in conversations to ask and answer questions, share information, and clarify understanding about their country of study.

Language Comparisons (ACTFL Comparisons)

- Students recognize similarities and differences between their own language and the language(s) used in the country studied.

Making Connections (ACTFL Connections)

- Students use language and cultural knowledge to deepen their understanding of geography, history, and social structures in another country.

Cultural Comparisons (ACTFL Comparisons)

- Students compare multiple cultures to recognize similarities, differences, and unique cultural identities.

Acceptable Evidence:

Performance Tasks

- **Cognate Detective Task**
Students identify and categorize cognates across English and one or more other languages and explain how cognates help with understanding meaning.
- **Colloquial Expressions Comparison**
Students analyze everyday expressions from English and another language and explain why the meaning does not translate word-for-word.
- **Culture in Language**
Students explore examples of how culture influences language use (such as greetings, idioms, or informal expressions) using visuals or short explanations.
- **Language Comparison Reflection**
Students write or record a reflection explaining similarities and differences between English and another language and how those comparisons support language learning.
- **Interpretive Language Task**
Students interpret simple and authentic texts, visuals, or spoken examples containing cognates or colloquial expressions and demonstrate understanding through matching, explaining, or paraphrasing.
- **Language Learning Strategies Self-Assessment**
Students identify strategies they used (recognizing cognates, using context, considering culture) and explain how these strategies help them learn new languages.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- **Entrance/exit tickets**
- **Class discussions or think-pair-share responses**
- **Completed graphic organizers**
- **Reflection journals or learning logs** describing language learning strategies and cultural insights and reflecting on essential questions of the course.
- **Quick writes or short constructed responses**
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Summative Unit Assessment

Description:

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- Research a language spoken in their selected country and present their findings to the class. They will also teach several words and phrases from that language to the class.
- Research a cultural topic connected to their country (food, music, art, language, celebrations, sports etc.).
- Confer with the teacher about their research and findings.
- Create a presentation for the class encompassing all the above elements while classmates take notes with a provided note taker.

Format options:

- PowerPoint/Canva/Sway
- Video
- Poster

Evidence of learning:

- Students accurately research and communicate information about a selected country.
- Students present findings about a language and demonstrate effective presentation skills.
- Students create a visual product that explains a cultural element and its significance.

Suggested Learning Experiences and Instruction

Learning Experiences:

Cognate Discovery Activity

Students examine words from English and another language to identify cognates and discuss how those words help them understand meaning.

Colloquialisms in Context

Students explore everyday expressions (phrases, idioms, greetings) and determine how meaning changes when culture is considered.

Language Comparison Stations

Students rotate through stations that highlight similarities and differences between English and other languages (words, expressions, sentence patterns).

Culture and Language Case Study

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Language Learning Reflection

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Country Context Model-Lessons

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Language in Action Analysis

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Comparative Discussions

Students compare the unfamiliar country to countries previously studied, focusing on values, practices, and ways of living.

Reflection

Students journal or discuss how their thinking changes as they learn more about a culture different from their own.

Instructional Strategies:

Inquiry-Driven Instruction

Students investigate guiding questions about an unfamiliar country to promote curiosity, problem-solving, and deeper understanding.

Scaffolded Research Support

Teachers break the research process into manageable steps (questioning, sourcing, note-taking, synthesizing) with clear checkpoints.

Modeling and Think-Alouds

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Explicit Culture-Perspective Instruction

Instruction and facilitating conversations based on essential questions highlights how values, beliefs, and perspectives influence daily life, communication, and behaviors.

Use of Graphic Organizers and Visual Tools

Visual supports help students organize information about geography, culture, language use, and daily life.

Collaborative Learning Structures

Partner and small-group discussions allow students to share findings, ask questions, and refine understanding.

Explicit instruction with modeling

Teachers model how to identify cognates, use context clues, and think aloud when interpreting unfamiliar language.

Guided discussion and questioning

Students explain their thinking and respond to questions that emphasize language–culture connections.

Visual supports and graphic organizers

Charts, Venn diagrams, and anchor charts support comparisons and pattern recognition.

Collaborative learning

Students work in pairs or small groups to analyze language examples and share perspectives.

Reflection

Students regularly reflect individually and together on how they are learning language and which strategies are effective. Students reflect on how their thinking evolves as they learn about an unfamiliar cultures, building empathy, and self-awareness.

Student Choice Within Structure

While the country is unfamiliar, students have flexibility in focus topics, sources, and presentation formats to increase engagement.

Differentiation/Intervention/Enrichment Options:

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- **Intervention:**
 - Teacher/Student Conferencing
 - Small Group Instruction: Identify students struggling with specific concepts and provide focused instruction in smaller groups. Utilize peer-tutoring or pair students with stronger understanding to support each other.
 - Targeted Practice: Using feedback from formative assessments, offering additional practice opportunities targeting specific areas where students show difficulty or lack of understanding.
- **Enrichment:**

- Independent Projects: Allow advanced students to complete enrichment activities related to the unit with teacher guidance/approval.

General strategies for Language Development: Scaffolding strategies to be used; modeling, prior knowledge activation, pre-teach vocabulary, visual aids, manipulatives, videos, charts, diagrams, graphic organizers, chunking, sentence starters, sentence structures. Draw connections to L1 (first language).