

# NHPS WORLD LANGUAGES Grade 6 - HS Level IV Modern Languages - Curriculum-At-A-Glance – 2025-26 School Year

AP Themes Spiraled K-12: Personal and Public Identities, Families and Communities, Contemporary Life, Beauty and Aesthetics, Science and Technology, Global Challenges

	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<b>5<sup>th</sup>/6<sup>th</sup> Grade</b> (optional)	<b>Our World</b> Locations, flags, continents, cultural landmarks, and nationalities. Simple self-introductions.	<b>Our Birthdays</b> Describing and comparing cultural birthday celebrations; planning a party.	<b>Our Rides/Our Trip</b> Describing/comparing vehicles for size, color, speed, mileage, appeal; planning a simple trip to a target language country.	<b>Our Beautiful Cultures</b> Discussing major art, music, dance, and landmarks of the target culture, which you find beautiful, and why.
<b>Level 1A</b> (7 <sup>th</sup> grade)	<b>Lift up and Lift OFF!</b> Expressing reactions and emotions, establishing daily routines, setting proficiency goals. <b>Making Connections may begin before the end of Q1.</b>	<b>Travel Opens Doors</b> Discuss travel transportation, hotels, food, prices, souvenirs, and sights to see. Investigating the best places to travel and things to do in a target culture city or country.	<b>Making Connections</b> Defining my circles of care: the people, places, and things that are important to me. Using social media to investigate more about the target language and culture.	<b>Making Connections Extensions</b> Connecting to other classrooms as pen pals. Circles of Care Poetry Slam. Service-projects.
<b>Level 1B</b> (8 <sup>th</sup> grade)	<b>Travel Opens Doors</b> Discuss travel transportation, hotels, food, prices, souvenirs, and sights to see. Investigating the best places to travel and things to do in a target culture city or country.	<b>Travel Opens Doors cont. or Review Project from The World, New Haven, &amp; Me</b> Build a sustainable city and talk about what is in it and where.	<b>Foods in New Haven, Foods in the World</b> Talking about foods, ordering, expressing likes/dislikes. Talking about people eat, drink, have, cook and go to eat. Learning about food scarcity and food banks.	<b>Foods in New Haven, Foods in the World Extensions</b> Field trips to restaurants; learning about food scarcity and food banks in New Haven and the World.
<b>High School Level 1</b>	<b>The World, New Haven, &amp; Me</b> Self-introductions/languages/countries. Learning where languages are spoken in New Haven (Community Buildings). Using the language right away in the community. <b>(Lift up! Unit –all year)</b> Expressing reactions and emotions, establishing daily routines, setting proficiency goals	<b>Making Connections</b> Defining my circles of care: the people, places, and things that are important to me. Using social media to investigate more about the target language and culture.	<b>Foods in New Haven, Foods in the World</b> Talking about foods, ordering, expressing likes/dislikes. Talking about what we and others eat, drink, have, cook and where we go to eat. Learning about food scarcity and food banks.	<b>Travel Opens Doors</b> Discuss travel transportation, hotels, food, prices, souvenirs, and sights to see. Talking about what you usually do in the summer or on a trip. Investigating the best places to travel and things to do in a target culture city or country.
<b>High School Level 2</b>	<b>Best Vacation Ever</b> Sharing past experiences, reviewing leisure time activities, family, locations. What makes a vacation truly memorable? Why are vacations important to well-being?	<b>Becoming Me</b> Talking about the experiences, toys, games, shows, family, friends that helped us become who we are today; Compare how we changed over time.	<b>What School Should Be (new!)</b> Comparing our school to schools in the target culture; sharing opinions about what we think should (and should not) define what makes a school.	<b>Tell me a Story (new!)</b> Writing your own fiction or non-fiction story, based on your area of interest, in the target language, to share with a younger learner!
<b>High School Level 3</b>	<b>Heroes and Historical Figures</b> World and target culture historical figures; asking “What is a hero?” and “Who is my hero?”	<b>Visit to the Doctor</b> How to handle both everyday interactions and emergency situations, health & doctor visits.	<b>Shopping &amp; Fashion</b> How does fashion reflect your identity and culture? What motivates you to buy what you buy? How do fashion choices impact others & the environment?	<b>Fine Arts</b> Describing and comparing art in various cultures; asking “What is beauty?”
<b>High School Level 4</b>	<b>Food &amp; Culture</b> Negotiating dietary restrictions and preferences while travelling in the target culture.	<b>Human Rights OR Immigration</b> 1. What should be basic human rights? 2. Why do people leave their home countries? How do they adjust to new countries?	<b>Energy Sources OR Reduce-Reuse-Recycle</b> 1. Comparing sources of energy (electric, wind, etc.) 2. Looking at recycling in target culture and discussing benefits/challenges.	<b>Literature of the Culture</b> Reading excerpts of key pieces of target culture literature and investigating why they are important to the culture and world literature.