

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

**Course Name: CHINESE III, FRENCH III, ITALIAN III, SPANISH III
Course Name: HONORS CHINESE III, FRENCH III, ITALIAN III, SPANISH III**

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Board Approval: 8/28/23

World Languages

Chinese, French, Italian & Spanish

New Jersey Student Learning Standards (NJSLS) 7.1 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Pascack Valley Regional High School District

World Languages Mission/Vision Statement

In the Pascack Valley Regional High School District, we prepare students for confident, meaningful interactions with people around the world in the target language. It allows the learners to compare their language and culture to that of others while making connections with other disciplines and current world events within our increasingly interconnected world.

Course Description:

***Chinese, French, Italian, Spanish III & Honors Chinese, French, Italian and Spanish III** is a continuation of the Level II instructional sequence. The course is proficiency-based which involves meaningful use of language for real communicative purposes. Instruction focuses on what students can do with the language. Students will interact and communicate with others while gaining a greater understanding of and respect for the cultural perspectives, practices and products of different cultures. Critical thinking skills will be strengthened through problem solving, conceptualizing and reasoning. Connections are made between the various disciplines by incorporating visual and performing arts, health and physical education, language arts literacy, mathematics, science, social studies and workplace readiness into the classroom.*

*In **all** Honors World Language courses, speaking, listening and writing skills are focused upon in greater depth and breadth. Students will be required to express themselves in the target language utilizing a variety of time frames, moods and extensive vocabulary. Also, in comparison to Chinese III, Honors Chinese III will be required to read in Chinese characters. In **all** Honors World Language courses, students are expected to communicate at the Intermediate Low level or beyond within the interpretive, interpersonal and presentational modes while Level III students are expected to communicate within the Novice High/Intermediate Low levels.*

Students will learn how to communicate in everyday situations as outlined in the scope and sequence. Units are organized thematically around situations and scenarios that can be applied to real life. Students will continue to acquire a measurable degree of proficiency in interpersonal,

presentational and interpretive modes. Performance assessments (i.e. role-plays, interviews, pen pal letter, journals) are utilized to evaluate students' progress.

***Units were designed to be communicatively purposeful, culturally focused, intrinsically interesting, cognitively engaging and standards-based.**

[New Jersey Student Learning Standards \(NJSLS\) 7.1](#)

Novice - Advanced Proficiency Levels

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Communicative Skills				
<i>Students will be able to do...</i>				
Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
Novice-Mid				
<p>I can produce isolated words or phrases I memorized or acquired on familiar topics.</p> <p><i>- I can greet and state my name, age, and where I live, and bid farewell.</i></p> <p><i>- I can point at objects and people and identify them.</i></p>	<p>I can present information about myself, others, and familiar topics using a variety of acquired and/or memorized words, phrases, and expressions.</p> <p><i>- I can talk about myself, family members, friends, and characters in leveled readers or texts (e.g., likes/dislikes, sports, description, interests, activities).</i></p> <p><i>- I can identify and describe people, locations, pictures, and cultural topics mentioned in leveled readers or texts.</i></p>	<p>I can write about myself, others, and familiar topics using learned or acquired words, phrases, and simple sentences with support*.</p> <p><i>- I can write about myself, family, friends, and characters in leveled readers or texts (e.g., likes/dislikes, sports, activities, interests).</i></p> <p><i>- I can write about some of my day-to-day and weekend activities.</i></p> <p><i>- I can write using limited vocabulary relevant to cultural topics (e.g., leveled readers or texts, holidays, places).</i></p>	<p>I can understand familiar words and phrases in context in a variety of time frames.</p> <p><i>- I can understand simple words or phrases when heard in context (e.g., stories, text, classroom instructions, songs).</i></p> <p><i>- I can understand simple phrases and questions related to self, others, familiar topics, and leveled readers and texts</i></p>	<p>I can understand words, phrases, and main ideas in simple text, leveled readers or authentic sources on familiar topics in a variety of time frames.</p> <p><i>- I can understand meaning from cognates and context. - I can understand expressions of basic feelings (e.g. happy, sad, tired)</i></p> <p><i>- I can interpret basic dialogue on familiar topics</i></p>

			<i>(e.g., greetings, introductions, basic feelings, descriptions).</i>	<i>(e.g., desires, commands, simple conversations). -I can understand character introductions (e.g., family, likes/dislikes, people and place descriptions, relationships).</i>
<i>*Support may include gestures, pictures, props, and word walls.</i>				

Communicative Skills				
<i>Students will be able to do...</i>				
Novice-High				
Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading

<p>I can understand and communicate about a variety of familiar topics using simple phrases and sentences.</p> <p><i>- I can interact in everyday situations by asking and answering simple questions with support* (e.g., school, ordering food, email conversation, making purchases, social media).</i></p> <p><i>- I can exchange information based on a variety of sources by asking and answering simple questions with support* (e.g., pictures, simple directions, invitations, maps).</i></p> <p><i>- I can ask and answer simple questions with support about level-appropriate texts or readers including personal information (e.g., description, nationality, family, friends, school).</i></p>	<p>I can present information about myself, others, and familiar topics using a variety of acquired and/or memorized words, phrases, expressions, and simple sentences.</p> <p><i>- I can present information about myself, others, and familiar topics using a variety of acquired and/or memorized words, phrases, expressions, and simple sentences.</i></p> <p><i>- I can present or retell using a variety of language about personal experiences or about information from leveled readers or texts (e.g., what I did during the weekend, tell stories based on pictures or photographs).</i></p> <p><i>- I can identify and describe people, locations, pictures, and cultural topics mentioned in leveled readers or texts.</i></p>	<p>I can write about myself, others, and familiar topics using a variety of learned or acquired words, phrases, idioms, and simple sentences with support*.</p> <p><i>- I can write about myself, family members, friends, and characters in leveled readers or texts (e.g., descriptions, interests, likes/dislikes, sports, day-to-day activities).</i></p> <p><i>- I can present information from leveled readers or texts (write stories, list main events, summarize).</i></p> <p><i>- I can write using a variety of language about personal experiences (e.g., school, weekends, vacations).</i></p> <p><i>- I can write about cultural topics mentioned in leveled readers or texts.</i></p> <p><i>- I can write to request information with support*.</i></p>	<p>I can understand words, phrases, and simple sentences related to familiar topics in a variety of time frames.</p> <p><i>- I can understand simple statements, information, and questions based on familiar topics (e.g., stories, descriptions, photographs, infographics, artwork, maps).</i></p> <p><i>- I can understand main ideas and identify specific details of stories, conversations, and songs.</i></p>	<p>I can understand information on a variety of familiar topics based on both high-frequency and new vocabulary in a variety of time frames.</p> <p><i>- I can understand main ideas from a variety of written sources (e.g., leveled readers, electronic correspondence, social media, articles).</i></p> <p><i>- I can interpret meaning using cognates and context.</i></p> <p><i>- I can identify meanings of unfamiliar words using decoding skills (e.g., root words, prefixes, suffixes).</i></p>
<p><i>*Support may include gestures, pictures, props, and word walls.</i></p>				

<p>Communicative Skills</p> <p><i>Students will be able to do...</i></p>				
<p>Intermediate Low</p>				
<p>Interpersonal Communication</p>	<p>Presentational Speaking</p>	<p>Presentational Writing</p>	<p>Interpretive Listening</p>	<p>Interpretive Reading</p>

<p>I can participate in conversations on a variety of familiar topics using simple sentences.</p> <p><i>- I can interact in everyday situations and subjects of interest to me (e.g., school, language, household, interests, work, social media, electronic correspondence, travel situations) by asking and answering questions.</i></p> <p><i>- I can use simple sentences to meet my basic needs in familiar situations (e.g. school, work, community, transportation) I can</i></p> <p><i>- I can negotiate meaning by asking and answering simple questions about level-appropriate texts or readers.</i></p>	<p>I can present information on familiar topics using a series of simple sentences. I can speak with greater fluency, including a wider variety of language, details, and time frames.</p> <p><i>- I can talk about myself, family members, friends, and characters in readers or texts (e.g., sports, personalities, interests, famous places, activities).</i></p> <p><i>- I can present or narrate using a variety of language about personal experiences or about information from cultural contexts .</i></p> <p><i>- I can identify, describe, compare, and contrast people, locations, pictures, and cultural topics.</i></p>	<p>I can write briefly about most familiar topics and present information in various time frames using a series of simple sentences with limited support. I can write with greater fluency, including a wider variety of language and details than in Novice High writing.</p> <p><i>- I can write a series of simple sentences about myself, family members, friends, and characters in readers or texts (e.g., day-to-day activities, sports, descriptions, interests, likes/dislikes).</i></p> <p><i>- I can write using a variety of language and details from cultural contexts (e.g., write stories, summarize main events).</i></p> <p><i>- I can write using a variety of language about personal experiences in various time frames (e.g., what I did or will do on the weekend, on vacation, in school).</i></p> <p><i>- I can write about cultural topics mentioned in texts/literature.</i></p> <p><i>- I can write to request information with limited support.*</i></p>	<p>I can understand increasingly complex messages, stories, conversations, and presentations related to a variety of familiar topics in a variety of time frames.</p> <p><i>- I can understand basic purposes and identify main ideas of messages (e.g., events, announcements, advertisements, voicemail)</i></p> <p><i>- I can understand messages or questions that require specific actions or responses (e.g., deadlines, voicemail directions, transportation announcements).</i></p> <p><i>- I can make inferences and draw conclusions based on messages.</i></p>	<p>I can understand increasingly complex texts in a variety of situations based on familiar vocabulary in a variety of time frames.</p> <p><i>- I can understand basic purposes, main ideas, characters, settings, and main events in age-appropriate media.</i></p> <p><i>- I can interpret meaning through knowledge of structures, cognates, and context (e.g., prefixes, word order, suffixes, root words).</i></p> <p><i>- I can make inferences and draw conclusions from a variety of written sources (e.g., readers, literature, electronic correspondence, articles, travel situations).</i></p> <p><i>- I can understand messages in which writers engage me about topics of personal interests in age-appropriate media.</i></p>
<p><i>*Support may include gestures, pictures, props, and word walls.</i></p>				

Sources: [ACTFL Performance Guidelines](#) , [NJ World Language Standards](#), [NCSSFL-ACTFL Can-Do Statements and LinguaFolio® Self-Assessment Statements](#)

Proficiency Targets	Interpretive	Presentational	Interpersonal
Level III CP	Novice High/Int. Low	Novice High/Int. Low	Novice High
Level III Honors	Intermediate Low	Intermediate Low	Intermediate Low

Novice Range: *Interpretive, Interpersonal and Presentational Modes*

Communication:

*Students as effective communicators use languages to engage in meaningful conversation to understand and interpret spoken language and written text, and to present information, concepts, and ideas. Students in the **novice range** are able to comprehend and use short memorized phrases and sentences.*

Interpretive Mode of Communication

Performance Expectations:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

***Novice High learners** sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.*

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Intercultural Statements

-Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.

Possible Topics: Communities, animals and their habitats, technology, geography, climate, fine and performing arts.

-Learners recognize and identify a few typical practices of the target culture. *Possible Topics: Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.*

Interpersonal Mode of Communication

Performance Expectations:

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Intercultural Statements

-Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.

Possible Topics: Communities, animals and their habitats, technology, geography, climate, fine and performing arts.

-Learners recognize and identify a few typical practices of the target culture. *Possible Topics: Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.*

Presentational Mode of Communication

Performance Expectations:

*Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Novice High learners** present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.*

- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Intercultural Statements

-Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.

Possible Topics: Communities, animals and their habitats, technology, geography, climate, fine and performing arts.

-Learners recognize and identify a few typical practices of the target culture. *Possible Topics: Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.*

Intermediate Range: Interpretive, Interpersonal and Presentational Modes

Communication:

*Students as effective communicators use languages to engage in meaningful conversation to understand and interpret spoken language and written text, and to present information, concepts, and ideas. Students are able to articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Students use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade). Students communicate effectively in diverse multilingual environments. Students in the **intermediate range** are able to express their own thoughts, provide descriptions, and communicate about familiar topics using sentences and strings of sentences. They comprehend general concepts and messages about familiar and occasionally unfamiliar topics. They can ask questions on familiar topics.*

Interpretive Mode of Communication

Performance Expectations:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Intercultural Statements

-Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. *Possible Topics: Communities, technology, climate, immigration, population, fine and practical arts.*

-Learners recognize and identify a few typical practices of the target culture. *Possible Topics: Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).*

Interpersonal Mode of Communication

Performance Expectations:

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

***Intermediate Low learners** understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.*

- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Intercultural Statements

-Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. *Possible Topics: Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.*

-Learners recognize and identify a few typical practices of the target culture. *Possible Topics: Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.*

Presentational Mode of Communication **Performance Expectations:**

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statements

-Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. *Possible Topics: Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.*

-Learners recognize and identify a few typical practices of the target culture. *Possible Topics: Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.*

21st Century Themes and Skills (N.J.A.C. 6A:8-1.1(a)3).

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

21st Century Themes and Skills (*Source: [ACTFL 21st Century Skills Map](#))

Collaboration:

Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.

Critical Thinking & Problem Solving:

Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.

Creativity & Innovation:

Students as creators and innovators respond to new and diverse perspectives. They use language in imaginative and original ways to make useful contributions.

Informational Literacy:

Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.

Media Literacy:

Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.

Technology Literacy:

Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.

Flexibility and Adaptability:

Students as flexible and adaptable language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives.

Initiative and Self-Direction:

Students as life-long learners are motivated to set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence.

Social and Cross-Cultural Skills:

Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.

Productivity and Accountability:

Students as productive and accountable learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.

Leadership and Responsibility:

Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community.

*The following **NJSLS-Career Readiness, Life Literacies, and Key Skills** are integrated into the Pascack Valley Regional High School District world language units of study throughout grades 9-12 so students will gain skills related to personal finance, life literacies and career awareness:*

• **Standard 9.1 Personal Financial Literacy**

9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.

• **Standard 9.2 Career Awareness, Exploration, Preparation and Training.**

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

• **Standard 9.4 Life Literacies and Key Skills.**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

*The following **Educational Technology** standards are integrated into the Pascack Valley Regional High School District world language units of study throughout grades 9-12 so as to help students become literate in technology, engineering, design, and computational thinking/programming:*

8.1 Computer Science & 8.2 Design Thinking

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product

8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

Digital Resources & Technology:

Some suggested online resources include online flashcards, using video conferencing tools to connect & speak with native speakers, digital recording tools for podcasting, and/or creating digital video presentations.

Presentation/Digital Storytelling Tools: [Google Slides](#), [Go Animate](#), [Storybird](#), [ToonDoo](#), [ZooBurst](#),

Online Speaking/Recording Tools: [Voicethread](#), [clear.msu](#), [Audacity](#), [Vocaroo](#), [Aviary](#), [Voki](#), Chatterpix

Backchanneling: [Polleverywhere](#), [Padlet](#)

Video Tools: [YouTube](#), [TubeChop](#), [educanon](#), [blubbr.tv](#), [edpuzzle](#),

QR Codes: [QR Code Generator](#)

Game-based Response Tools: [Kahoot!](#), [Socrative](#), Quizizz

Word clouds: [Tagxedo](#), [Wordle](#), Mentimeter

Interpersonal Communicative Tools: DiLL Language Lab, [Skype](#), [Google Hangouts](#), [Twitter](#), Learning Management Systems such as [Edmodo](#), [Schoology](#), Canvas, Blackboard, FlipGrid, etc.

E-Portfolios: [Google Drive](#), [Pinterest](#), [LiveBinder](#)

Self-Assessment Tools: [Can-Do Descriptors](#), [Linguafolio](#)

Assessments

*The World Languages Standard is benchmarked by proficiency levels. As per ACTFL's Performance Descriptors for Language Learners and NJ SLS for World Languages, students are assessed based on their communicative proficiency within the **interpretive, interpersonal and presentational** modes. Within each proficiency range, students demonstrate their abilities through a variety of assessments targeting the modes of communication:*

Interpretive Listening

Interpretive Reading

Interpersonal (Person-to Person Spontaneous Communication)

Presentational Speaking (Spoken Production)

Presentational Writing (Written Production)

Novice-High Level: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Intermediate-Low Level: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Intermediate-Mid Level: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Intermediate-High Level: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

Advanced-Low Level: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Performance- Based Assessments are used to evaluate end of unit performance for any language level. Assessing performance is based on classroom instruction using practiced/rehearsed tasks within a familiar content/context. A Performance-Based IPA is given as a summative assessment at the end of an instructional unit to determine learner achievement relative to the concepts that were taught. Tasks are based on material from that unit. Learners can prepare to do these tasks through rehearsal throughout the course of the unit. Tasks are based on a central theme across the three modes of communication.

Proficiency- Based Assessments are used to evaluate communicative proficiencies in the novice, intermediate and advanced levels through the interpretive, interpersonal and presentational modes. Assessing proficiency is based on a spontaneous task with a broad context/content. A Proficiency-Based IPA is given as a summative assessment at the end of an extended period of time to demonstrate student proficiency in a non-rehearsed context. This can be used as a pre/post-assessment for evaluative purposes, or as a semester/final exam. Tasks are spontaneous and not prepared for ahead of time. Tasks are based on a central theme across the three modes of communication. The theme should not have been recently covered. Students draw on any language they have acquired in order to accomplish the communicative tasks. Discrete grammar and vocabulary points are **not** assessed.

[Link to Pascack Valley Regional High School District World Language Department Grading Rubrics](#)

[Link to World Language Grading Criteria](#)

Differentiation, Accommodations & Modifications:

Gifted and Talented	Mutlilingual Learners	Students with Disabilities	Students at Risk of School Failure
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<p>Extension Activities</p> <p>Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities.</p> <p>Use of technological devices to gain access to online resources in order to research and explore current events and cultural practices.</p> <p>Use advanced supplementary / reading materials</p> <p>Use of authentic resources to promote a deeper understanding of culture.</p> <p>Provide opportunities for open-ended, self-directed activities</p> <p>Communication outside the language classroom for travel, study, work, and/or interviews with community members.</p> <p>Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion</p>	<p>Modifications for Classroom</p> <p>Multi-sensory approach</p> <p>Pair Visual Prompts with verbal presentation</p> <p>Provide repetition and practice</p> <p>Restate Directions (verbal or written)</p> <p>Model skills / techniques to be mastered</p> <p>Provide summary of text or study guides</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Use graphic organizers</p> <p>Highlight key vocabulary</p> <p>Extended time for assignment completion as needed</p> <p>Assess comprehension through demonstration such as gestures, drawing and retelling.</p> <p>Modified tests (orally)</p> <p>Use anecdotal records or portfolio work as a form of assessment</p>	<p><i>*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Students may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Students may request books on CD / digital media, as available and appropriate.</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Students may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Students may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p>
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<p>letters, create videos/stories/comic strips, etc.)</p> <p>Conduct research and provide presentations on a variety of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>	<p>Modifications for Homework/Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments</p> <p>Extended time to complete assignments.</p> <p>Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of</p>	<p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments</p> <p>Extended time to complete assignments.</p> <p>Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format,</p>
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		<p>communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Students may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Students may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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Course Themes:

Factors That Impact Quality of Life

Influences of Beauty & Art

Families in Different Societies

The Influence of Language and Culture on Identity

How Science and Technology Affect Our Lives

Environmental, Political & Societal Challenges

<p>Level III Communicative Functions</p> <p><i>-Expressing preferences, admiration, regret, disapproval</i></p>	<p><i>Additional Communicative Functions (Honors III)</i></p>
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<ul style="list-style-type: none"> -Inquiring about or expressing knowledge -Reacting to offers, requests, suggestions, invitations -Describing an experience -Asking for / giving information -Participating and maintaining a conversation -Inquiring about or expressing wishes/desires 	<ul style="list-style-type: none"> -Discuss probable events -Discuss what would happen in a given circumstance -Discuss what might happen -Elaborate with supporting details & depth -Analyze and critique -Express wishes, doubts, desires, opinions, and imposition of will
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Level III/ III Honors Course Contexts:

Level III Suggested Pacing Guide	Essential Questions:	Target Questions:	Communicative Functions:	Course Proficiency Goals:
Stories of Our Past Sept.-Nov, eight weeks* 229 minutes per week	<ul style="list-style-type: none"> -How does our past define who we are? -How do stories or legends shape the culture? 	<ul style="list-style-type: none"> -How does our past reflect what we do, what we like, and who we are? -What did we do when we were young? -How do stories/legends affect beliefs in the target culture? 	<ul style="list-style-type: none"> -Retell stories of the past -Describe and discuss characters -Describe how life used to be -Describe personal past experiences -Compare/Contrast life in the past to the present 	<u>Level III:</u> Interpretive: Novice High Interpersonal: Novice High Presentational: Novice High <u>Level III Honors:</u> Interpretive: Int. Low Interpersonal: Int. Low Presentational: Int. Low
Teens and Technologies Nov-Jan, eight weeks* 229 minutes per week	<ul style="list-style-type: none"> -What impact does technology have on our lifestyles and privacy? -How does technology influence culture? -How does one use technology in their daily life? -How powerful is an image? 	<ul style="list-style-type: none"> -What forms of social media do we use? Which do we prefer to use? Why? -With what purpose do we use technology? -What are the advantages and disadvantages of using technology? -How will technology change the future? -How does online media influence my opinions? 	<ul style="list-style-type: none"> -Describe self and others on technology platforms -Express preferences (social media) -Retell what people have done and/or will do -Exchanging information "virtually" -Compare/Contrast past, present, and future technologies -Give advice on social media safety -Discuss and predict the future 	<u>Level III:</u> Interpretive: Novice High Interpersonal: Novice High Presentational: Novice High <u>Level III Honors:</u> Interpretive: Int. Low Interpersonal: Int. Low Presentational: Int. Low

		-How will technology shape future professions?		
Lifestyle & Wellness Feb-April, eight weeks* 229 minutes per week	-What is a healthy lifestyle and wellness? -How does one achieve health and wellness? -How does a community promote wellness and give access to a healthy lifestyle? -How does our societal structures influence our habits?	-How do we take care of ourselves? -What do we do when we are ill? Where do we go? -How does what we eat and what we do mentally and physically define us? -Is food medicine? -How does my daily routine reflect my healthy habits? -How does one's socioeconomic status influence one's ability to maintain a healthy lifestyle?	-Discuss healthy lifestyle habits -Identify and give advice about healthy lifestyle choices -Identify similarities and differences in daily habits for a healthy lifestyle -Compare/Contrast cultural lifestyle habits -Express how one is feeling physically and emotionally -Ask for and give advice on health-related topics	<u>Level III:</u> Interpretive: Novice High Interpersonal: Novice High Presentational: Novice High <u>Level III Honors:</u> Interpretive: Int. Low Interpersonal: Int. Low Presentational: Int. Low
More Than Just a Language! April-June, *eight weeks 229 minutes per week	-How does a culture reflect one's way of life? -How do art and fashion reflect history and culture? -How is a culture reflected in its products, arts, and/or music? -What influence does/did geography have on culture?	-How does culture reflect in the way of life? -How do art and fashion reflect culture and history? -How is culture reflected in products, arts and/or music? -How does geography shape a culture's products and history?	-Compare/Contrast target culture with one's culture -Describe how a culture is reflected in its products, arts, and/or music -Asking for and offering opinions on a culture's arts, fashions, history	<u>Level III:</u> Interpretive: Novice High Interpersonal: Novice High Presentational: Novice High <u>Level III Honors:</u> Interpretive: Int. Low Interpersonal: Int. Low Presentational: Int. Low

Supplemental Literature (Google Resource Folders, Shared District Readers)

Chinese:

French: *Nuits mystérieuses à Lyon*

Italian: *Traffico in Città, Un Giorno Diverso, Storia d'amore*

Spanish: *La Llorona de Mazatlán, El escape cubano, Los Baker van a Perú, Vidas impactantes*

Level III Proficiency Goals:

Interpretive: Novice High/Int. Low Interpersonal: Novice High Presentational: Novice High

Honors Level III Proficiency Goals:

Interpretive: Intermediate Low Interpersonal: Intermediate Low Presentational: Intermediate Low

Assessments:

70% Evidence of Learning (all modes of communication), 15% Integrated Performance Assessment, 15% Daily Preparation & Responsibilities

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Chinese, French, Italian & Spanish III & Honors III</i>				
<p>UNIT THEMES: Factors That Impact Quality of Life, The Influence of Language and Culture on Identity, Families in Different Societies</p> <p>CONTEXT: <i>Stories of Our Past</i></p>	<p>Proficiency Targets</p> <p>Interpretive: Novice High</p> <p>Interpersonal: Novice High</p> <p>Presentational: Novice High</p>	<p>Communicative Functions</p> <p><i>-Retell stories of the past</i> <i>-Describe and discuss characters</i> <i>-Describe how life used to be</i> <i>-Describe personal past experiences</i> <i>-Compare/Contrast life in the past to the present</i></p>	<p>Suggested Learning Activities</p> <p><i>Interpretive:</i> -Create a storyboard of childhood -Listen to podcasts/Watch short video clips related to childhood and past memories -Read vintage ads from target culture -Read articles/stories about childhood -Read and interpret stories/legends from target culture</p> <p><i>Interpersonal:</i> -Use storyboard to exchange information about childhood -Backchanneling about childhood experiences -Survey classmates about childhood memories -Responding and asking questions about childhood -Compare/contrast different aspects of cultural stories, legends, or fables</p> <p><i>Presentational:</i> -Present classmate's storyboard -Show and tell an artifact from your childhood</p>	<p><u>New Jersey Student Learning Standards (NJSL)</u></p> <p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>

			<ul style="list-style-type: none"> -Create social bookmarking site and a presentation based on websites -Rewrite the ending to a story/legend/fable -Rewrite a story from a different perspective -Create a video screencast about your childhood or past experiences -Create your own digital story -Create a comic strip about your childhood or favorite story -Comparing topics of unit using graphic organizers 	
<p>Essential Question(s): -How does our past define who we are? -How do stories or legends shape the culture?</p>	<p>Target Questions -How does our past reflect what we do, what we like, and who we are? -What did we do when we were young? -How do stories/legends affect beliefs in the target culture?</p> <p>Suggested Vocabulary List <i>*additional vocabulary as per teacher discretion</i></p>	<p>21st Century Themes and Skills and Interdisciplinary Connections:</p> <p>ELA: <i>Discussing & analyzing stories and different genres of literature</i></p> <p>Art: <i>Analyzing different perceptions of characters over time</i></p> <p>Social Studies: <i>Historical events incorporated into stories and legends, Historical events that have led to the discrimination of people</i></p> <p>Suggested Cultural & Intercultural Contexts: *Products, Perspectives & Practices* *Investigate & Interact*</p> <p><i>In the Chinese, French, Italian & Spanish cultures:</i></p> <p><i>How children live their daily lives in the target culture</i></p> <p><i>How do morals defined in stories endure in cultural practices today?</i></p>	<p>Authentic Resources ThisLanguage NJ Amistad Commission</p> <p>Pinterest Resource Board Chinese III French III Italian III Spanish III</p> <p>Google Docs Resource/Links Chinese IIIA B French III Italian III Spanish III</p>	<p>Assessments Integrated Performance Assessments</p> <p>Grading Rubrics</p>

		<i>Observing different versions/endings of literature</i>		
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		<i>Perception of discrimination across cultures (Disabilities Law, Amistad Law, LGTBQ+ Law)</i>		
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PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Chinese, French, Italian & Spanish III & Honors III</i>				
<p>UNIT THEME: Factors That Impact Quality of Life, How Science and Technology Affect Our Lives</p> <p>CONTEXTS: <i>Teens and Technologies</i></p>	<p>Proficiency Targets</p> <p>Interpretive: Novice High</p> <p>Interpersonal: Novice High</p> <p>Presentational: Novice High</p>	<p>Communicative Functions</p> <p><i>-Describe self and others on technology platforms</i></p> <p><i>-Express preferences (social media)</i></p> <p><i>-Retell what people have done and/or will do</i></p> <p><i>-Exchanging information “virtually”</i></p> <p><i>-Compare/Contrast past, present, and future technologies</i></p> <p><i>-Give advice on social media safety</i></p> <p><i>-Discuss and predict the future</i></p>	<p>Suggested Learning Activities</p> <p>Interpretive:</p> <ul style="list-style-type: none"> -Read and interpret infographics related to technology -Read social media posts -Listen to podcasts/Watch short video clips related to technology -Read a short articles/stories related to technology -Explore social media “sites” in the target language. -Read job advertisements/curriculum vitae -Read news articles and view short video clips about the job industry -Read infographics about jobs trends <p>Interpersonal:</p> <ul style="list-style-type: none"> -Role play a job interview -Backchannel virtually -Survey classmates about social media use -Create text messages between partners -Debate advantages/disadvantages of technology <p>Presentational:</p> <ul style="list-style-type: none"> -Create a “Fakebook” page -Create an “Instagram” -Create an advice poster on proper social media etiquette -Create a multimedia presentation with images, sounds and /or music (Technology: Powtoon, iMovie, Photobooth, Prezi, Emaze) -Use survey from interpersonal to create a graph or infographic -Create a resume -Create a dream job posting --Comparing topics of unit using graphic organizers 	<p style="text-align: center;"><u>New Jersey Student Learning Standards (NJSLS)</u></p> <p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>

<p>Essential Question(s): <i>-What impact does technology have on our lifestyles and privacy?</i> <i>-How does technology influence culture?</i> <i>-How does one use technology in their daily life?</i> <i>-How powerful is an image?</i></p>	<p>Target Questions <i>-What forms of social media do we use? Which do we prefer to use? Why?</i> <i>-With what purpose do we use technology?</i> <i>-What are the advantages and disadvantages of using technology?</i> <i>-How will technology change the future?</i> <i>-How does online media influence my opinions?</i> <i>-How will technology shape future professions?</i></p> <p>Suggested Vocabulary List <i>*additional vocabulary as per teacher discretion</i></p>	<p>21st Century Themes and Skills and Interdisciplinary Connections:</p> <p>Digital Citizenship Skills: <i>Use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.</i></p> <p>Media Literacy: <i>Evaluate authentic sources to understand how media reflect and influence language and culture.</i></p> <p>Social Studies: <i>How technologies shape a culture & its people</i></p> <p>Health: <i>How images/words affect students' physical health and wellness</i></p> <p>Psychology: <i>How technology affects human interaction and communication</i></p> <p>Suggested Cultural & Intercultural Contexts: <i>*Products, Perspectives & Practices*</i> <i>*Investigate & Interact*</i></p> <p><i>In the Chinese, French, Italian & Spanish cultures:</i></p> <p><i>The ability to access current news & information in the target culture</i></p>	<p>Authentic Resources Social Media in China Article and Video - Teenage technology use in France ThisisLanguage</p> <p>Pinterest Resource Boards Chinese III French III Italian III Spanish III</p> <p>Google Docs Resource/Links Chinese IIIA B C French III Italian III Spanish III</p>	<p>Assessments Integrated Performance Assessments</p> <p>Grading Rubrics</p>
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		<p><i>Advantages and disadvantages of free expression due to technology</i></p> <p><i>Technology and freedom/lack of freedom</i></p> <p><i>Societal views as a result of technology</i></p> <p><i>Inequities in schools due to access to technology</i></p>		
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PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Chinese, French, Italian & Spanish III & Honors III</i>				
<p>UNIT THEMES: Factors that Impact the Quality of Life, How Science and Technology Affect Our Lives, Environmental, Political, and Societal Changes</p> <p>CONTEXT: <i>Lifestyle and Wellness</i></p>	<p>Proficiency Targets</p> <p>Interpretive: Novice High/Int. Low</p> <p>Interpersonal: Novice High/Int. Low</p> <p>Presentational: Novice High/Int. Low</p>	<p>Communicative Functions</p> <p><i>-Discuss healthy lifestyle habits</i> <i>-Identify and give advice about healthy lifestyle choices</i> <i>-Identify similarities and differences in daily habits for a healthy lifestyle</i> <i>-Compare/Contrast cultural lifestyle habits</i> <i>-Express how one is feeling physically and emotionally</i> <i>-Ask for and give advice on health-related topics</i></p>	<p>Suggested Learning Activities</p> <p>Interpretive: -Read and interpret infographics related to health and wellness -Listen to podcasts/Watch short video clips related to health and wellness -Read advertisements/articles for healthy living</p> <p>Interpersonal: -Role play: offering advice for healthy living, doctor's visit -Backchannel -Survey classmates about health lifestyle habits -Compare/contrast lifestyle habits with own culture & target culture -Write about one thing you want to change, exchange with classmates anonymously, and write advice back to the person -Discuss community programs that promote wellness</p> <p>Presentational: -Choose a "case" card and create a</p>	<p>New Jersey Student Learning Standards (NJSL)</p> <p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>

			<p>wellness plan -Create a plan/flyer with short and long term goals for a person of choice -Create a multimedia presentation with images, sounds and /or music (Technology: Powtoon, iMovie, Photobooth, Prezi, Emaze) -Create an inspirational message (to gift to someone) -Comparing topics of unit using graphic organizers -Create a Public Service Announcement to promote health and wellness -Writing a letter to government officials/companies to advocate or further enhance community wellness</p>	
<p>Essential Question(s): <i>-What is a healthy lifestyle and wellness?</i></p> <p><i>-How does one achieve health and wellness?</i></p> <p><i>-How does a community promote wellness and give access to a healthy lifestyle?</i></p> <p><i>-How does our societal structures influence our habits?</i></p>	<p>Target Questions <i>-How do we take care of ourselves?</i></p> <p><i>-What do we do when we are ill? Where do we go?</i></p> <p><i>-How does what we eat and what we do mentally and physically define us?</i></p> <p><i>-Is food medicine?</i></p> <p><i>-How does my daily routine reflect my healthy habits?</i></p> <p><i>-How does one's socioeconomic status influence one's ability</i></p>	<p>21st Century Themes and Skills and Interdisciplinary Connections:</p> <p><i>Health: Mental & physical wellness, obesity in different countries, access to healthy foods & clean water.</i></p> <p><i>Economics: Socioeconomic influences in one's ability to access a healthy lifestyle (ex: food, medicines, physical fitness, mental wellness programs)</i></p> <p>Suggested Cultural & Intercultural Contexts: *Products, Perspectives & Practices* *Investigate & Interact*</p> <p><i>In the Chinese, French, Italian & Spanish cultures:</i></p> <p><i>Access to clean water</i></p> <p><i>Environmental concerns in the target culture that affect lifestyle & wellness (ex: pollution, plastic waste)</i></p>	<p>Authentic Resources ThisisLanguage The World's Largest Lesson: Global Goals for Sustainable Development CDC: Making Healthy Easier Padlet: Digital Calming Corner</p> <p>Pinterest Resource Board Chinese III French III Italian III Spanish III</p> <p>Google Docs Resource/Links Chinese IIIA B C French III Italian III Spanish III</p>	<p>Assessments Integrated Performance Assessments</p> <p>Grading Rubrics</p>

	<p><i>to maintain a healthy lifestyle?</i></p> <p>Suggested Vocabulary List *additional vocabulary as per teacher discretion</p>	<p><i>Socioeconomic status influences one's ability to maintain a healthy lifestyle, compare/contrast availability of fresh foods</i></p> <p><i>Target culture's experience and the effects of the American Dream on one's health</i></p> <p><i>How target cultures approach medicine through foods and plants,</i></p>		
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<p>PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT</p>				
<p>COURSE NAME: <i>Chinese, French, Italian & Spanish III & Honors III</i></p>				
<p>UNIT THEMES: Factors that Impact the Quality of Life, Influence of Beauty and Art</p> <p>CONTEXTS: <i>More Than Just a Language!</i></p>	<p>Proficiency Targets</p> <p>Interpretive: Novice High/Int. Low</p> <p>Interpersonal: Novice High/Int. Low</p> <p>Presentational: Novice High/Int. Low</p>	<p>Communicative Functions</p> <p><i>-Compare/Contrast target culture with one's culture</i></p> <p><i>-Describe how a culture is reflected in its products, arts, and/or music</i></p> <p><i>-Asking for and offering opinions on a culture's arts, fashions, history</i></p>	<p>Suggested Learning Activities</p> <p>Interpretive:</p> <ul style="list-style-type: none"> -Read and interpret current news articles -Listen to podcasts -Listen to music from target culture -View and analyze works of art, fashion, literature, architecture, landscapes, from the target culture -Watch short video clips -View culturally-relevant movies <p>Interpersonal:</p> <ul style="list-style-type: none"> -Role play as artists, musicians, authors, politicians, pop icons -Discuss in partners/groups different topics related to target culture -Backchannel -Survey one another, compare & contrast opinions <p>Presentational:</p> <ul style="list-style-type: none"> -Create a multimedia presentation 	<p><u>New Jersey Student Learning Standards (NJSLS)</u></p> <p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>

			<p>with images, sounds and /or music -Comparing topics of unit using graphic organizers -Write a review</p>	
<p>Essential Question(s): -How does a culture reflect one's way of life? -How do art and fashion reflect history and culture? -How is a culture reflected in its products, arts, and/or music? -What influence does/did geography have on culture?</p>	<p>Target Questions -How does culture reflect in the way of life? -How do art and fashion reflect culture and history? -How is culture reflected in products, arts and/or music? -How does geography shape a culture's products and history?</p> <p>Suggested Vocabulary List <i>*additional vocabulary as per teacher discretion</i></p>	<p>21st Century Themes and Skills and Interdisciplinary Connections: Music: <i>Analyze cultural reflections in different musical genres</i> Art: <i>Observe and analyze different artistic movements that reflect the culture and its society</i> Fashion Design: <i>The impact design has on cultural trends around the world/target culture</i> Social Studies: <i>Current and past events' impact on the target culture/world</i> Biology: <i>How to preserve the natural habitats of various species and maintain a balanced ecosystem</i></p> <p>Suggested Cultural & Intercultural Contexts: <i>*Products, Perspectives & Practices*</i> <i>*Investigate & Interact*</i></p> <p><i>In the Chinese, French, Italian & Spanish cultures:</i> <i>Societal revolutions and their impacts on the target culture</i> <i>Artistic expressions in relationship with the language of a culture</i></p>	<p>Authentic Resources ThisisLanguage</p> <p>Pinterest Resource Board Chinese III French III Italian III Spanish III</p> <p>Google Docs Resource/Links Chinese IIIA B C French III Italian III Spanish III</p>	<p>Assessments Integrated Performance Assessments</p> <p>Grading Rubrics</p>

