

Pascack Valley Regional High School District

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

**Course Name: CHINESE, FRENCH, ITALIAN & SPANISH IV
Course Name: HONORS CHINESE, FRENCH, ITALIAN & SPANISH IV**

Born: June, 2020
Current Revision: August, 2023
Board Approval: 8/28/23

World Languages

Chinese, French, Italian & Spanish

New Jersey Student Learning Standards (NJSLS) 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 and Spanish IV are proficiency-based courses which involve 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 an 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 comparison to Chinese, French, Italian and Spanish IV, Honors Chinese, French, Italian and Spanish IV will receive additional instructional content. In addition, speaking, reading, 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. Honors Chinese, French, Italian and Spanish IV students will read authentic literature in the target language and Honors Chinese IV students will have increased

accuracy with their interpretation of Chinese characters. Honors Chinese, French, Italian and Spanish IV students are expected to communicate at the Intermediate Low/Mid level or beyond within the interpretive, interpersonal and presentational modes while Chinese, French, Italian and Spanish IV students are expected to communicate within the 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 acquire a measurable degree of proficiency in interpersonal, presentational and interpretive modes. Performance assessments (ie: role-plays, interviews, letters) 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>				
Intermediate Low				
Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
<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</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</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 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 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,</i></p>

<p><i>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></p> <p><i>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>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>- 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>-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>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>				

Communicative Skills

Students will be able to do...

Intermediate Mid

Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
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<p>I can participate in conversations on familiar topics using connected sentences with ease. I can handle social interactions in everyday situations by asking and answering a variety of questions. I can say what I want to say about myself and my everyday life.</p> <p>- I can start, maintain, and end a conversation on a variety of familiar topics.</p> <p>-I can use my language to handle tasks related to my personal needs.</p> <p>-I can use connected sentences to meet my needs in familiar situations (e.g. school, work, community, transportation)</p> <p>-I can negotiate meaning by asking and answering questions about level-appropriate texts or readers.</p>	<p>I can make presentations on a wide variety of familiar topics using connected sentences. I can speak with greater fluency, including a wider variety of language, details, and time frames.</p> <p>- I can talk about myself, family members, friends, and characters in readers or texts (e.g., sports, personalities, interests, famous places, activities).</p> <p>- I can present or narrate using a variety of language about personal experiences or about information from cultural contexts .</p> <p>-I can make a presentation about common interests and issues and state my viewpoint.</p> <p>- I can identify, describe, compare, and contrast people, locations, pictures, and cultural topics.</p>	<p>I can write on a wide variety of familiar topics using connected sentences. I can write about familiar topics and present information in various time frames using a connected sentences. I can write with greater fluency, including a wider variety of language and details than in Intermediate Low writing.</p> <p>- I can write a series of connected sentences about myself, family members, friends, and characters in readers or texts (e.g., day-to-day activities, sports, descriptions, interests, likes/dislikes).</p> <p>- I can write using a variety of language and details from cultural contexts (e.g., write stories, summarize main events).</p> <p>- 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).</p> <p>- I can write about cultural topics mentioned in texts/literature.</p> <p>- I can write to request information.</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 can understand basic purposes and identify main ideas of messages (e.g., events, announcements, advertisements, voicemail)</p> <p>- I can understand messages or questions that require specific actions or responses (e.g., deadlines, voicemail directions, transportation announcements).</p> <p>-I can make inferences and draw conclusions based on messages.</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 can understand basic purposes, main ideas, characters, settings, and main events in age-appropriate media.</p> <p>- I can interpret meaning through knowledge of structures, cognates, and context (e.g., prefixes, word order, suffixes, root words).</p> <p>- I can make inferences and draw conclusions from a variety of written sources (e.g., readers, literature, electronic correspondence, articles, travel situations).</p> <p>- I can understand messages in which writers engage me about topics of personal interests in age-appropriate media.</p>
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Sources: [ACTFL Performance Guidelines](#) , [NJ World Language Standards](#), [NCSSFL-ACTFL Can-Do Statements](#) and [LinguaFolio® Self-Assessment Statements](#)

Proficiency Targets	Interpretive	Presentational	Interpersonal
Level IV CP	Intermediate Low	Intermediate Low	Intermediate Low
Level IV Honors	Intermediate Mid	Intermediate Low/Mid	Intermediate Low/Mid

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.*

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 Mid learners** understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.*

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Intercultural Statements

-Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights 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: Immigration, history, visual and performing arts, literature, climate, subject area content, population.*

-Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies. *Possible Topics: Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures, 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. Speakers and writers gain confidence and competence as they progress along the proficiency continuum. **Intermediate Mid learners** speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Intercultural Statements

-Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights 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: Immigration, climate change, population, visual and performing arts, literature.*

-Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies. *Possible Topics: The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.*

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 Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

- 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
- 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.
- 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
- 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Intercultural Statements

-Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights 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: Immigration, climate change, population, visual and performing arts, literature.*

-Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies. *Possible Topics: The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of the effects of climate change in the target language areas of the world and in the students' own region of the world, population trends in the target culture(s) and in the students' own region of the world, reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.*

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)

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 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 IV Communicative Functions</p> <p><i>(with increased accuracy)</i></p> <ul style="list-style-type: none"> -Initiate and maintain a conversation about a familiar topic -Expressing sentiments and emotions (preferences, admiration, regret, disapproval, etc.) -Inquiring about or expressing knowledge -Reacting to offers, requests, suggestions, invitations -Describing an experience -Asking for / giving information -Asking for / giving advice 	<p>Additional Communicative Functions (Honors IV)</p> <p><i>(with increased accuracy)</i></p> <ul style="list-style-type: none"> -Discuss probable events -Discuss what would happen in a given circumstance -Discuss what might happen -Discuss what would have happened given a circumstance -Express wishes, doubts, desires, opinions, and imposition of will
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Level IV/IV Honors Course Contexts:

Level IV Suggested Pacing Guide	Essential Questions:	Target Questions:	Communicative Functions:	Course Proficiency Goals:
<p>Embracing Our Relationships Sept-Nov, *eight weeks 229 minutes per week</p>	<ul style="list-style-type: none"> -How does one develop and cultivate relationships? -How do we honor each other's families? -What relationship do we have with ourselves? -What role does compromise have in relationships? 	<ul style="list-style-type: none"> -What types of relationships exist? -What and who can bring disharmony/harmony in someone's life? -What are the roles and responsibilities of family/society members? -How do our personal and public relationships affect our well being? -Which qualities are important in friendships and relationships? 	<ul style="list-style-type: none"> -Discuss familial/social roles and relationships -Discuss important elements/aspects of a relationship -Ask for/Give advice to maintain harmonious relationships -Express wishes, hopes, fears, doubts -Compare/contrast individual vs. societal expectations 	<p><u>Level IV:</u> Interpretive: Intermediate Low Interpersonal: Intermediate Low Presentational: Intermediate Low</p> <p><u>Level IV Honors:</u> Interpretive: Intermediate Low/Mid Interpersonal: Intermediate Low/Mid Presentational: Intermediate Low/Mid</p>

			-Talking about the ideal friend, family member, roommate and/or significant other	
<p>New Beginnings Nov-Jan, eight weeks* 229 minutes per week</p>	<p>-Why do people immigrate? -How do environmental, political and societal changes affect populations? -How does immigration and integration change a society? -What effects do conflict/war have on the target culture? -Does history repeat itself?</p>	<p>-What is the relationship between governments, politics and people? -How do past conflicts shape a society? -Why do people leave their homeland? -How does immigration influence the products, practices, and perspectives in the host country? -How do immigrants integrate in a new society? -How do people protect and preserve their ideals, family, and lifestyle?</p>	<p>-Describe and discuss past and present political movements -Analyze and critique the effects of immigration on society -Ask for/Give advice regarding the integration into a society -Discuss and debate the complexities of immigration -Observe and describe the effects of social conflicts -Compare and contrast target culture with US culture (products, perspectives, practices) -Analyze, discuss and critique trends in immigration -Reflect on what one could do / would do (could have done / would have done) in a given situation -Express wishes hopes and doubts</p>	<p><u>Level IV:</u> Interpretive: Intermediate Low Interpersonal: Intermediate Low Presentational: Intermediate Low <u>Level IV Honors:</u> Interpretive: Intermediate Low/Mid Interpersonal: Intermediate Low/Mid Presentational: Intermediate Low/Mid</p>
<p>We are the World! Feb-April, eight weeks* 229 minutes per week</p>	<p>-What is a global citizen and their responsibilities? -How can we consciously change our "environment" for the better? -In which ways can we make our society better and safer?</p>	<p>-What endangers public safety? -How can we contribute to a safe society? -What are ways to go "green"? -How does the target culture promote and maintain safe living? -How do aspects of the target culture affect safety? -How do choices of transportation affect daily lives and/or environment?</p>	<p>-Identify the role and responsibilities of a global citizen -Talk about past practices and their impacts -Promote plans for future change -Identify problems and discuss potential solutions (human suffering, environmental concerns, and social injustice) -Ask for/Give advice to change the environment for the better -Ask for/Give advice to make society safer -Compare/contrast habits -Asking for/Providing help -Reflect on what one could do / would do</p>	<p><u>Level IV:</u> Interpretive: Intermediate Low Interpersonal: Intermediate Low Presentational: Intermediate Low <u>Level IV Honors:</u> Interpretive: Intermediate Mid Interpersonal: Intermediate Mid Presentational: Intermediate Mid</p>

<p>Faces of Artistic Expression April-May, eight weeks* 229 minutes per week</p>	<p>-How do we define beauty in different cultures? -How does one express himself/herself through art? -How do various art forms reflect the target culture? -How do these artistic expressions compare/contrast to my own culture?</p>	<p>-What art forms do we appreciate and why? -What is the intention of the artist in the creation of the art form? -What is the message of the artistic expressions? -What emotions do the arts evoke? -How and why are the arts important in our lives? -How do we relate to the different art forms?</p>	<p>-Describe various art forms -Compare/contrast various pieces / forms of art -Analyze and discuss artistic meaning and place in historical/social context -Relate past events -Discuss the artist's message -Express preferences</p>	<p><u>Level IV:</u> Interpretive: Intermediate Low Interpersonal: Intermediate Low Presentational: Intermediate Low <u>Level IV Honors:</u> Interpretive: Intermediate Mid Interpersonal: Intermediate Mid Presentational: Intermediate Mid</p>
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Supplemental Literature (Google Resource Folders, Shared District Readers)

Chinese: *Country of the Blind, Sherlock Holmes, Emma, Secret Garden, Two Kids (NiuLangZhiNu)*

French: (Hon. IV) *Petit Nicolas, La Belle et la Bête, Les Fables de la Fontaine, Le Petit Prince*

Italian: *Letture Divertenti, Viaggio a Venezia, Scoprire l'Italia..con una caccia al tesoro (CP: La Vicina di Casa, La Casa sulla Scogliera)*

Spanish: *La maldición de la cabeza reducida (sequel of Los Baker van a Perú), Noche de oro (sequel to Robo en la noche), Frida Kahlo, Sostenible, La Guerra Sucia, La Hija del sastre, 26 Cuentos para Pensar, Mafalda*

Level IV Proficiency Goals:

Interpretive: Intermediate Low/Mid Interpersonal: Novice Intermediate Low Presentational: Intermediate Low

Honors Level IV Proficiency Goals:

Interpretive: Intermediate Mid Interpersonal: Intermediate Mid Presentational: Intermediate Mid

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>Level IV & Honors IV</i>				
<p>THEME: Families in Different Societies The Influence of Language and Culture on Identity</p> <p>CONTEXTS: <i>Embracing Our Relationships</i></p>	<p>Proficiency Targets Interpretive: <i>Intermediate Low/Mid</i></p> <p>Interpersonal: <i>Intermediate Low/ Mid</i></p> <p>Presentational: <i>Intermediate Low/ Mid</i></p>	<p>Communicative Functions <i>-Discuss familial/social roles and relationships</i> <i>-Discuss important elements/aspects of a relationship</i> <i>-Ask for/Give advice to maintain harmonious relationships</i> <i>-Express wishes, hopes, fears, doubts</i> <i>-Compare/contrast individual vs. societal expectations</i> <i>-Talking about the ideal friend, family member, roommate and/or significant other</i></p>	<p>Suggested Learning Activities</p> <p>Interpretive: -Interpret and analyze song lyrics related to relationships -Read and interpret infographics/charts related to relationships & families -Listen to podcasts/audio files -Read and interpret short stories/poetry/articles/blogs related to relationships -View and analyze media related to personal & public relationships -Complete personality quizzes/surveys/self-reflection activities -Listen to a meditation -Participate in a yoga class</p> <p>Interpersonal: -Digital dialogues using Canvas or other technologies about personal & public relationships -Think Pair Share regarding charts/infographics/podcasts/videos -Role play relationship issues (parent/child, siblings, friendships, significant others, public relationships) and conflict resolutions -Discuss and explain how the definition of family varies from one person/culture to the next -Discuss compromises in relationships -Share a triumph or a challenge -Speed Meet & Chat: <i>quick</i></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>

			<p><i>conversations with rotation</i> Presentational: -Create a “gift of writing” for someone you admire -Write a letter/confession/love note you would like to send to someone but cannot -Write about your family & your relationships with family members -Reflect & write about the relationship you have with yourself - Write a note to a person acknowledging their challenge or triumph -Create a public service announcement regarding healthy relationships (ex: bullying, friendship, domestic violence) -Write a digital post related to relationships</p>	
<p>Essential Question(s): -How does one develop and cultivate relationships? -How do we honor each other’s families? -What relationship do we have with ourselves? -What role does compromise have in relationships?</p>	<p>Target Questions -What types of relationships exist? -What and who can bring disharmony/ harmony in someone’s life? -What are the roles and responsibilities of family/society members? -How do our personal and public relationships affect our well being? -Which qualities are important in friendships and relationships? -What inequalities exist in some relationships? Suggested Vocabulary List</p>	<p>21st Century Themes and Skills and Interdisciplinary Connections: Health & Psychology: <i>Connections to emotional, mental and social wellness</i> Music, Art: <i>Connections to a teenager’s roles and relationships</i> Social Studies: <i>Definition of how families vary from one person to the next and over time (LGTBQ+ Law)</i> Suggested Cultural & Intercultural Contexts: *Products, Perspectives & Practices* *Investigate & Interact*</p>	<p>Authentic Resources Google Arts & Culture This is Language Pinterest Resource Board Google Docs Resource/Links Chinese ResourceA B C French Resources Italian Resources Spanish Resources</p>	<p>Assessments Integrated Performance Assessments Grading Rubrics</p>

	<p>*additional vocabulary as per teacher discretion</p>	<p><i>In the Chinese, French, Italian & Spanish cultures:</i></p> <p>Familial Relationships: <i>What are roles and expectations, then, now and later? What role does compromise play in a family?</i></p> <p>Exploring Relationships Through Literature: <i>What personal/public relationships are portrayed in literature? What lessons can we learn from these relationships? (NJ SLS 9.4)</i></p>		
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<p>PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT</p>				
<p>COURSE NAME: <i>Level IV & Honors IV</i></p>				
<p>THEME: The Influence of Language and Culture on Identity Factors that Impact the Quality of Life Families in Different Societies How Science and Technology Affect our Lives</p> <p>CONTEXT: <i>New Beginnings</i></p>	<p>Proficiency Targets</p> <p>Interpretive: <i>Intermediate Low/Mid</i></p> <p>Interpersonal: <i>Intermediate Low/Mid</i></p> <p>Presentational: <i>Intermediate Low/Mid</i></p>	<p>Communicative Functions</p> <p><i>-Describe and discuss past and present political movements</i> <i>-Analyze and critique the effects of immigration on society</i> <i>-Ask for/Give advice regarding the integration into a society</i> <i>-Discuss and debate the complexities of immigration</i> <i>-Observe and describe the effects of social conflicts</i> <i>-Compare and contrast target culture with US culture (products, perspectives, practices)</i></p>	<p>Suggested Learning Activities</p> <p>Interpretive:</p> <ul style="list-style-type: none"> -Interpret and analyze song lyrics related to contemporary life and political & societal challenges -Read and interpret infographics/charts related to contemporary life and global challenges -Interpret US Census data & a target country census data -Listen to podcasts/Watch short video clips related to contemporary life and political & societal challenges -Read and interpret short stories/poetry/articles/blogs related to contemporary life and global challenges <p>Interpersonal:</p> <ul style="list-style-type: none"> -Discussions using Canvas or other 	<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>

		<p><i>-Analyze, discuss and critique trends in immigration</i></p> <p><i>-Reflect on what one could do / would do (could have done / would have done) in a given situation</i></p> <p><i>-Express wishes hopes and doubts</i></p>	<p>technology</p> <p>-Think Pair Share regarding charts/infographics/podcasts/videos</p> <p>-Role play: Immigrants on their first night in their new country- From where? Why? With whom? How?</p> <p>-Debate pros and cons of an event/situation</p> <p>-Exchange emails to resolve conflicts</p> <p>Presentational:</p> <p>-Write a reaction to an executive order</p> <p>-Write a digital post related to contemporary life and global challenges</p> <p>-Discuss relevant issues on Padlet</p> <p>-Record themselves reading one of the suggested readings using Dill Software</p>	
<p>Essential Question(s):</p> <p><i>-Why do people immigrate?</i></p> <p><i>-How do environmental, political and societal changes affect populations?</i></p> <p><i>-How does immigration and integration change a society?</i></p> <p><i>-What effects do conflict/war have on the target culture?</i></p> <p><i>-Does history repeat itself?</i></p>	<p>Target Questions</p> <p><i>-What is the relationship between governments, politics and people?</i></p> <p><i>-How do past conflicts shape a society?</i></p> <p><i>-Why do people leave their homeland?</i></p> <p><i>-How does immigration influence the products, practices, and perspectives in the host country?</i></p> <p><i>-How do immigrants integrate in a new society?</i></p> <p><i>-How do people protect and preserve their ideals, family, and lifestyle?</i></p>	<p>21st Century Themes and Skills and Interdisciplinary Connections:</p> <p>Social Studies: <i>Past and present trends in immigration, how environmental, political and societal changes affect immigration (NJ SLS 9.4)</i></p> <p>Human Geography: <i>Analyze the reasons behind leaving and immigrating to a new country</i></p> <p>Music: <i>Cultural products of a target culture- impact on different cultures</i></p> <p>Art: <i>How street art communicates & represents perspectives of a society</i></p> <p>Culinary Arts: <i>Immigration's influence on cuisine</i></p>	<p>Authentic Resources</p> <p>Google Arts & Culture</p> <p>This is Language</p> <p>French Padlet Resources</p> <p>Global Goals for Sustainable Development</p> <p>World's Largest Lesson</p> <p>Google Folder Resources:</p> <p>Chinese Resource A B C</p> <p><u>French Resources</u></p> <p><u>Italian Resources</u></p> <p><u>Spanish Resources</u></p> <p>Pinterest Resource Board</p>	<p>Assessments</p> <p>Integrated Performance Assessments</p> <p>Grading Rubrics</p>

	<p><i>Suggested Vocabulary List</i> <i>*additional vocabulary as per teacher discretion</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>Social/Political Unrest: <i>Which movements lead to great societal/cultural changes? How can we reduce inequalities? What are the lasting effects? (Amistad Law, LGBTQ+ Law)</i></p> <p>Movin' Out and In!: <i>Why and how do people move from their homeland? What are the immediate and long-term effects on the target culture/ the new country? Who immigrates, and who emigrates?</i></p> <p>Current Events: <i>Which current conflicts cause change in communities? (NJ SLS 9.4)</i></p>		
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PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Level IV & Honors IV</i>				
<p>THEME: Environmental, Political and Societal Challenges How Science and Technology Affect our Lives Factors that Impact the Quality of Life</p> <p>CONTEXTS: <i>We are the world!</i></p>	<p>Proficiency Targets Interpretive: <i>Intermediate Mid</i></p> <p>Interpersonal: <i>Intermediate Mid</i></p> <p>Presentational: <i>Intermediate Mid</i></p>	<p>Communicative Functions <i>-Identify the role and responsibilities of a global citizen</i> <i>-Talk about past practices and their impacts</i> <i>-Promote plans for future change</i> <i>-Identify problems and discuss potential solutions (human suffering, environmental concerns, and social injustice)</i> <i>-Ask for/Give advice to change the environment for the better</i> <i>-Ask for/Give advice to make society safer</i> <i>-Compare/contrast habits</i> <i>-Asking for/Providing help</i> <i>-Reflect on what one could do / would do (could have done / would have done) in a given situation</i></p>	<p>Suggested Learning Activities Interpretive: -Interpret and analyze song lyrics related to contemporary life and global challenges -Read and interpret infographics/charts related to contemporary life and environmental challenges -Listen to podcasts/Watch short video clips related to contemporary life and environmental -Read and interpret short stories/articles/blogs related to contemporary life and environmental Interpersonal: -Discussions using Canvas or other technology -Think Pair Share regarding infographics/charts/commercials -Debate environmental issues & solutions -Role play Presentational: -Create a public service announcement -Write a digital post related to contemporary life and global challenges -Discuss relevant issues on Padlet -Write poetry related to responsible choices</p>	<p>New Jersey Student Learning Standards (NJSLS)</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 is a global citizen and his/her responsibilities?</i></p>	<p>Target Questions <i>-What endangers public safety?</i> <i>-How can we contribute to a safe society?</i></p>	<p>21st Century Themes and Skills and Interdisciplinary Connections: Science: <i>Analyze & discuss environmental concerns and propose solutions, understanding</i></p>	<p>Authentic Resources This is Language Global Goals for Sustainable Development: Clean Water & Sanitation, Sustainable Cities & Communities, Responsible Consumption & Production,</p>	<p>Assessments Integrated Performance Assessments Grading Rubrics</p>

<p>-How can we consciously change our “environment” for the better?</p> <p>-In which ways can we make our society better and safer?</p>	<p>-What are ways to go “green”?</p> <p>-How does the target culture promote and maintain safe living?</p> <p>-How do aspects of the target culture affect safety?</p> <p>-How do choices of transportation affect daily lives and/or environment?</p> <p>Suggested Vocabulary List *additional vocabulary as per teacher discretion</p>	<p>our daily environmental footprint and how to be responsible consumers, everyday decisions & their impact on the environment and society (Climate Change)</p> <p>Social Studies: Compare and contrast “unsafe” aspects of the our local and target culture’s societies as well as ways to prevent crime and safeguard the community</p> <p>Suggested Cultural & Intercultural Contexts: *Products, Perspectives & Practices* *Investigate & Interact*</p> <p>In the Chinese, French, Italian & Spanish cultures:</p> <p>The Art of Commuting: How do people commute in the target culture? Why is it safe/unsafe? How can it be changed to better serve society?</p> <p>Crimes Against the Environment: What does the target culture do to protect the environment? How does it improve society? What is the target culture’s perspective on “reduce, reuse, recycle”? (Climate change) (NJ SLS 9.4)</p> <p>A Community of Helpers: If there is an issue, who can help, and where can you go? If you’re traveling abroad, what should you know before you go?</p>	<p>Climate Action, Life Below Water, Life on Land World’s Largest Lesson</p> <p>Pinterest Resource Board</p> <p>Google Docs Resource/Links Chinese Resource A B C <u>French Resources</u> <u>Italian Resources</u> <u>Spanish Resources</u></p>	
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<p>THEMES: -Influences of Beauty and Art -The Influence of Language and Culture on Identity.</p> <p>CONTEXT: <i>Faces of Artistic Expression</i></p>	<p>Proficiency Targets</p> <p>Interpretive: <i>Intermediate Mid</i></p> <p>Interpersonal: <i>Intermediate Mid</i></p> <p>Presentational: <i>Intermediate Mid</i></p>	<p>Communicative Functions</p> <p><i>Describe various art forms</i></p> <p><i>-Compare/contrast various pieces / forms of art</i></p> <p><i>-Analyze and discuss artistic meaning and place in historical/social context</i></p> <p><i>-Relate past events</i></p> <p><i>-Discuss the artist's message</i></p> <p><i>-Express preferences</i></p>	<p>Suggested Learning Activities</p> <p>Interpretive:</p> <ul style="list-style-type: none"> -View and analyze/interpret works of art and place in historical context -Listen to podcasts/Watch short video clips related to the arts -View and analyze infographics related to the arts -Read articles/ critiques/ reviews/ advertisements for upcoming cultural events related to the arts -Gallery Walk: Interpreting & analyzing different works of art <p>Interpersonal:</p> <ul style="list-style-type: none"> -Think Pair Share regarding works of art -Role play an interview with an artist -Select a work of art that resonates with you & your personality, role play -Compare and contrast definitions of beauty across different cultures <p>Presentational:</p> <ul style="list-style-type: none"> -Discuss works of art on Padlet -Create a digital presentation about a period of art/famous artist -Recreate a work of art in a new way -Write/Recite a poem -Record commentary critiquing works of arts using audio recording devices -Artistic Selfie: Take a selfie, using Google Arts & Culture app, match with the work of art and write about your new selfie 	<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>
<p>Essential Question(s):</p> <p><i>-How do we define beauty in different cultures?</i></p> <p><i>-How does one express himself/herself through art?</i></p>	<p>Target Questions</p> <p><i>-What art forms do we appreciate and why?</i></p> <p><i>-What is the intention of the artist in the creation of the art form?</i></p>	<p>21st Century Themes and Skills and Interdisciplinary Connections:</p> <p>Art: <i>Investigation of our own & target culture's expressions of art</i></p> <p>Fine Arts: <i>Create, display and critique student artwork</i></p>	<p>Authentic Resources</p> <p><u>Google Arts & Culture This is Language</u></p> <p><u>Pinterest Resource Board</u></p> <p>Google Docs Resource/Links</p>	<p>Assessments</p> <p>Integrated Performance Assessments</p> <p><u>Grading Rubrics</u></p>

<p><i>-How do various art forms reflect the target culture?</i></p> <p><i>-How do these artistic expressions compare/contrast to my own culture?</i></p>	<p><i>-What is the message of the artistic expressions?</i></p> <p><i>-What emotions do the arts evoke?</i></p> <p><i>-How and why are the arts important in our lives?</i></p> <p><i>-How do we relate to the different art forms?</i></p> <p><i>Suggested Vocabulary List</i> <i>*additional vocabulary as per teacher discretion</i></p>	<p><i>Music: Explore musical genres most appreciated by target culture youth</i></p> <p><i>Social Studies: Analyze historical influences on a culture's artistic expression, historical trends in works of art (Amistad Law, LGTBQ+ Law)</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>Evolution of the Arts: <i>How does art evolve over time?</i></p> <p>Elements of the Aesthetic Whole: <i>How do different artistic expressions convey a particular spirit of the time period?</i></p> <p>Current trends: <i>How does contemporary art speak for a community?</i></p>	<p>Chinese ResourceA B C French Resources <u>Italian Resources</u> <u>Spanish Resources</u></p>	
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