

## **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 V**

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 V 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.*

*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.*

<b>Communicative Skills</b>				
<i>Students will be able to do...</i>				
<b>Intermediate Low</b>				
<b>Interpersonal Communication</b>	<b>Presentational Speaking</b>	<b>Presentational Writing</b>	<b>Interpretive Listening</b>	<b>Interpretive Reading</b>
<p><b>I can participate in conversations on a variety of familiar topics using simple sentences.</b></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><b>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.</b></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><b>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.</b></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</i></p>	<p><b>I can understand increasingly complex messages, stories, conversations, and presentations related to a variety of familiar topics in a variety of time frames.</b></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</i></p>	<p><b>I can understand increasingly complex texts in a variety of situations based on familiar vocabulary in a variety of time frames.</b></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</i></p>

		<p><i>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>(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>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>
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***\*Support may include gestures, pictures, props, and word walls.***

**Communicative Skills**  
*Students will be able to do...*

**Intermediate Mid**

<b>Interpersonal Communication</b>	<b>Presentational Speaking</b>	<b>Presentational Writing</b>	<b>Interpretive Listening</b>	<b>Interpretive Reading</b>
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<p><b>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.</b></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><b>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.</b></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><b>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.</b></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><b>I can understand increasingly complex messages, stories, conversations, and presentations related to a variety of familiar topics in a variety of time frames.</b></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><b>I can understand increasingly complex texts in a variety of situations based on familiar vocabulary in a variety of time frames.</b></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 V CP	Intermediate Mid	Intermediate Mid	Intermediate Mid

## **21st Century Life and Career Skills**

**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 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 & 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 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:**

<b>Gifted and Talented</b>	<b>Multilingual Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
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<p><b>Extension Activities</b></p> <p>Thematic topics for discussion and research: families &amp; 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><b>Modifications for Classroom</b></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><b>*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team</b></i></p> <p><b>Modifications for Classroom</b></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><b>Modifications for Classroom</b></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><b>Modifications for Homework/Assignments</b></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><b>Modifications for Homework and Assignments</b></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><b>Modifications for Homework and Assignments</b></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><b>Modifications for Assessments</b> 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><b>Modifications for Assessments</b> 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**

**Level V Communicative Functions**

*(with increased accuracy)*

- Initiate and maintain a conversation about a familiar topic
- Express sentiments and emotions (preferences, admiration, regret, disapproval, etc.)
- Express and defend choices, opinions, and platforms
- Inquire about or expressing knowledge
- React to offers, requests, suggestions, invitations, situations, events
- Describing an experience
- Asking for / giving information
- Asking for / giving advice
- Inquiring about or expressing wishes/desires

**Level V Course Contexts:**

Level V Suggested Pacing Guide	Essential Questions:	Target Questions:	Communicative Functions:	Course Proficiency Goals:
<p><b>What Hides Behind Words?</b> Sept-Nov, *eight weeks 229 minutes per week</p>	<ul style="list-style-type: none"> <li>-How do the meanings of words change in different contexts?</li> <li>-How do languages evolve to reflect changes in the target culture?</li> <li>-What is the impact of the target culture on literary works and media?</li> <li>-How does the media reflect one's point-of-view?</li> </ul>	<ul style="list-style-type: none"> <li>-What types of literary products and media exist and speak to us?</li> <li>-How do media and publicity impact our lives?</li> <li>-What are some popular idiomatic expressions?</li> </ul>	<ul style="list-style-type: none"> <li>-Analyze, discuss and critique literary products and media</li> <li>-Describe the impact of an advertisement</li> <li>-Compare and contrast media</li> <li>-Ask for/Give opinions</li> <li>-Ask for/Offer details</li> </ul>	<p><u>Level V:</u> Interpretive: Intermediate Mid Interpersonal: Intermediate Mid Presentational: Intermediate Mid</p>

	-How does language in music and media influence different cultures?		-Analyze and discuss meanings of various idioms -Express thoughts and ideas through the proper use of idiomatic expressions	
<b>Time Travelers</b> Nov-Jan, eight weeks* 229 minutes per week	-What past events contributed to significant changes in the target culture? -What past events of the target culture made a global impact?	-What are historically defining events? -What social and political decisions, choices or actions led to these events? -What are/were the ramifications? Are they visible today? -How did these events change the culture (national identity, symbols, language, culture, people)? -What role has propaganda and media played in these events/outcomes?	-Analyze and discuss historical events -Support & defend a side of a debate -Retell the events which impacted history -Discuss the repercussions -Discuss outcomes (historical or fictional) -Compare/Contrast the "Before & After"	<u>Level V:</u> Interpretive: Intermediate Mid Interpersonal: Intermediate Mid Presentational: Intermediate Mid
<b>Lights, Camera, Action!</b> Feb-April, eight weeks* 229 minutes per week	-What role does cinema play in the target culture? -How has cinema developed and changed over time? -How do movies mirror/not mirror the target culture?	-What different genres exist in cinema? -What was the filmmaker's goal? -Why was the movie made? -How do/did people react to the movie? -How is cinema different today? -How accurately do movies portray an event/time period? -How does a plot change from print to screen? -How does a target culture's classic piece evolve?	-Discuss and analyze genres of film -Discuss and analyze the filmmaker's intentions -Analyze the plot and the message behind it -Critique and react to the film -Ask for / Give opinions about films -Compare/Contrast films in the past to today -Describe changes from print to screen -Compare/Contrast an historical record and its cinematic reproduction	<u>Level V:</u> Interpretive: Intermediate Mid Interpersonal: Intermediate Mid Presentational: Intermediate Mid
<b>Change is Good...Carpe Diem!</b> April-May, eight weeks* 229 minutes per week	-How will my life change after high school? -How do our interests and personality play a role in our choices? -How do our life stages compare to the experiences of young adults in the target culture? -How do we define independence?	-What do I plan to do after I graduate? -How can I prepare for my future independence? -What are "rites of passage" into adulthood in the target culture? -What are my future goals and aspirations?	-Discuss future plan -Ask for/Give advice for life after high school -Compare/Contrast adolescent transitions into adulthood -Describe "rites of passage" into adulthood -Distinguish the differences between informal & formal communication -Express hopes, wishes, doubts, and fears for the future	<u>Level V:</u> Interpretive: Intermediate Mid Interpersonal: Intermediate Mid Presentational: Intermediate Mid

**Supplemental Literature (Google Resource Folders, Shared District Readers)**

Chinese: *Magic Ark, Emma, Great Expectations 1 & 2, Lady in the Painting*

French: *Le Fantôme de l'opéra*, excerpts from Jacques Prévert (poems, songs, film), Albert Camus

Italian: Selected poems/songs from the Renaissance to today

Spanish: *Vida o muerte en el Cusco, Don Quixote*

**Level V 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

<b>PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT</b> <b>COURSE NAME: <i>Level V</i></b>				
<b>THEME:</b> Influences of Beauty & Art Factors that Impact the Quality of Life  <b>CONTEXT:</b> <i>What Hides Behind Words?</i>	<b>Proficiency Targets</b> Interpretive: Intermediate Mid  Interpersonal: Intermediate Mid  Presentational: Intermediate Mid	<b>Communicative Functions</b>  <i>-Analyze, discuss and critique literary products and media</i> <i>-Describe the impact of an advertisement</i> <i>-Compare and contrast media</i> <i>-Ask for/Give opinions</i> <i>-Ask for/Offer details</i> <i>-Analyze and discuss meanings of various idioms</i>	<b>Suggested Learning Activities</b> <b><i>Interpretive:</i></b> -Read and interpret authentic text messages/tweets -Read and analyze various genres of literature and media- poetry, song lyrics, etc. -Read and analyze legends and their role within the target culture -Watch music videos with incorporated lyrics to examine the message behind them -Read and understand idioms -View and interpret digital media advertisements	<a href="#"> <b><u>New Jersey Student Learning Standards (NJSLS)</u></b> </a>  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

		<p><i>-Express thoughts and ideas through the proper use of idiomatic expressions</i></p>	<p>-Compare marketing techniques for a given product in the US vs. the target culture <b>Interpersonal:</b> -Think Pair Share about various genres of literature and media - poetry, song lyrics, etc. -Engage in an email/text exchange about an original literary piece- poetry, rap song, etc. defending a point of view. -Current event/news interview <b>Presentational:</b> -Compose an original literary piece- poetry, rap song, etc. -Create a storyboard/digital story -Create an inspirational quote in target language and produce it in a tangible format (bumper sticker, mug, mousepad, WL week poster!, etc.) *can use Artsonia -Digital poster on cultural comparison of marketing techniques in the US vs. the target culture -Create a persuasive advertisement -Illustrate idioms with a poster or meme -Summarize or report a current event</p>	<p>culture studied with their own, and participate in home and global communities.</p>
<p><b>Essential Question(s):</b> -How do the meanings of words change in different contexts?  -How do languages evolve to reflect changes in the target culture?  -What is the impact of the target culture on literary works and media?</p>	<p><b>Target Questions</b> -What types of literary products and media exist and speak to us?  -How do media and publicity impact our lives?  -What are some popular idiomatic expressions?</p>	<p><b>21st Century Themes and Skills and Interdisciplinary Connections:</b>  English &amp; History: <i>Analyzing different genres of literature (past &amp; current) (Amistad Law, LGTBQ+ Law)</i>  Music: <i>Analyzing different genres of music &amp; impact of lyrics</i>  Art: <i>Illustrations of idiomatic expressions, use of imagery, impact of images in advertisements</i></p>	<p><b>Authentic Resources</b>  <a href="#"><u>Pinterest Resource Board</u></a>  <b>Google Docs Resource/Links</b> <b>ChineseResource</b> <b>A B C</b> <b>French Resources</b></p>	<p><b>Integrated Performance Assessments</b>  <a href="#"><u>Grading Rubrics</u></a></p>

<p>-How does the media reflect one's point-of-view?</p> <p>-How does language in music and media influence different cultures?</p>	<p><b>Suggested Vocabulary List</b> <b>*additional vocabulary as per teacher discretion</b></p>	<p>Video Production: <i>Analyzing different forms of digital media, creation of digital media (NJ SLS 8.1)</i></p> <p><b>Suggested Cultural &amp; Intercultural Contexts:</b> *Products, Perspectives &amp; Practices* *Investigate &amp; Interact*</p> <p><b>Advertising:</b> <i>What images/themes/messages are conveyed, and by/for whom? (NJ SLS 8.1)</i></p> <p><b>Literature/Media:</b> <i>What do we read and why? How is the target culture reflected in the best-seller list?</i></p> <p><b>Raining Cats and Dogs:</b> <i>What idioms are appropriate in what situations? How are idioms an expression of the target culture?</i></p>	<p><b><u>Italian Resources</u></b> <b><u>Spanish Resources</u></b></p>	
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<p><b>PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT</b> <b>COURSE NAME: <i>Level V</i></b></p>				
<p><b>THEME:</b> Environmental, Political &amp; Societal Challenges</p> <p><b>CONTEXT:</b> <b><i>Time Travelers</i></b></p>	<p><b>Proficiency Targets</b></p> <p>Interpretive: Intermediate Mid</p> <p>Interpersonal: Intermediate Mid</p> <p>Presentational: Intermediate Mid</p>	<p><b>Communicative Functions</b></p> <p><i>-Analyze and discuss historical events</i></p> <p><i>-Support &amp; defend a side of a debate</i></p> <p><i>-Retell the events which impacted history</i></p> <p><i>-Discuss the repercussions</i></p> <p><i>-Discuss outcomes (historical or fictional)</i></p> <p><i>-Compare/Contrast the "Before &amp; After"</i></p>	<p><b>Suggested Learning Activities</b></p> <p><b><i>Interpretive:</i></b></p> <ul style="list-style-type: none"> <li>-Read and interpret historical documents/timelines/charts/graphs</li> <li>-Read and interpret political propaganda posters/cartoons</li> <li>-View and analyze maps, past and present</li> <li>-Listen to audio files</li> <li>-View and interpret documentaries/travel clips</li> <li>-Compare events then, later and now, there and here.</li> <li>-Compare past and present vintage posters/visuals</li> </ul>	<p><b><u>New Jersey Student Learning Standards (NJSLS)</u></b></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</p>

			<p><b>Interpersonal:</b> -Role play an interview with a historical figure -Debate between historical figures -Have a time period party where the guests from a specific time period role play</p> <p><b>Presentational:</b> -Create a digital poster related to a past event -"Magic Tree House" report from time travel/historical event (where, when, who, what, why, how) -Design and present a monument/memorial for a significant past event -Create a "wax museum" figure describing the historical figure/time period -Create propaganda poster/cartoon for a given historical period -Create a "Throw-Back-Thursday" (#TBT) post using a given historical image</p>	<p>participate in home and global communities.</p>
<p><b>Essential Question(s):</b> -What past events contributed to significant changes in the target culture?  -What past events of the target culture made a global impact?</p>	<p><b>Target Questions</b> -What are historically defining events?  -What social and political decisions, choices or actions led to these events?  -What are/were the ramifications? Are they visible today?  -How did these events change the culture (national identity,</p>	<p><b>21st Century Themes and Skills and Interdisciplinary Connections:</b></p> <p>Social Studies: <i>Exploring historical events of a target culture, geography, cultural artifacts (NJ SLS 9.4)</i></p> <p>Video production: <i>Create a video documentary of a time travel experience (where, when, who, what, why, how) (NJ SLS 8.1)</i></p> <p>Art: <i>Creating posters/political cartoons</i></p> <p>Music: <i>Anthems and chants that describe major historical phases and events</i></p>	<p><b>Authentic Resources</b></p> <p><a href="#"><u>Pinterest Resource Board</u></a></p> <p><b>Google Docs Resource/Links</b> <b>ChineseResource A B C</b> <b>French Resources</b> <b><u>Italian Resources</u></b> <b><u>Spanish Resources</u></b></p>	<p><b>Integrated Performance Assessments</b></p> <p><a href="#"><u>Grading Rubrics</u></a></p>

	<p><i>symbols, language, culture, people)?</i></p> <p><i>-What role has propaganda and media played in these events/outcomes?</i></p> <p><b>Suggested Vocabulary List</b> <b>*additional vocabulary as per teacher discretion</b></p>	<p><b>Suggested Cultural &amp; Intercultural Contexts:</b></p> <p>*Products, Perspectives &amp; Practices* *Investigate &amp; Interact*</p> <p><b>What happened and why?:</b> <i>What are some key events/historical periods that marked the history and development of the target culture? Who are some of the historical/political figures that contributed to shaping the target culture? (Amistad Law, LGBTQ+ Law, Disabilities Law)</i></p> <p><b>The Legacy of History:</b> <i>How are different eras/civilizations seen and represented in the target culture today (dialects, architecture, cuisine, traditions, folklore, etc.)? (Amistad Law)</i></p> <p><b>Social Transitions:</b> <i>What current events impact the target culture? What are the lasting effects? (NJ SLS 9.4)</i></p>		
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<p><b>PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT</b></p>				
<p><b>COURSE NAME:</b> <i>Level V</i></p>				
<p><b>THEMES:</b> Influences of Beauty &amp; Art Factors that Impact the Quality of Life</p> <p><b>CONTEXTS:</b> <b><i>Lights, Camera, Action!</i></b></p>	<p><b>Proficiency Targets</b></p> <p>Interpretive: Intermediate Mid</p> <p>Interpersonal: Intermediate Mid</p> <p>Presentational: Intermediate Mid</p>	<p><b>Communicative Functions</b></p> <p><i>-Discuss and analyze genres of film</i></p> <p><i>-Discuss and analyze the filmmaker's intentions</i></p> <p><i>-Analyze the plot and the message behind it</i></p> <p><i>-Critique and react to the film</i></p>	<p><b>Suggested Learning Activities</b></p> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>-Read and interpret movie posters/reviews</li> <li>-Visit websites for purchasing movie tickets</li> <li>-Understand and analyze movie trailers, movies</li> <li>-Review infographics related to cinema/movie trends in the target culture</li> </ul>	<p><a href="#"><u>New Jersey Student Learning Standards (NJSL)</u></a></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</p>



		<p><i>-Ask for / Give opinions about films</i>  <i>-Compare/Contrast films in the past to today</i>  <i>-Describe changes from print to screen</i>  <i>-Compare/Contrast an historical record and its cinematic reproduction</i></p>	<p><b>Interpersonal:</b>          -Role play as a talk show host with an actor/filmmaker          -Compare &amp; contrast different films          -Survey classmates about preferred film genre, film          -Discuss recent films with classmates          -Role-play a scene/alternate ending/sequel          -Write an email/text chat between characters</p> <p><b>Presentation:</b>          -Produce a movie/movie trailer/storyboard          -Write a movie review          -Share a digital post with thoughts/critiques about films          -Silent film voice dubbing          -Create a social media post as one film character of choice</p>	<p>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><b>Essential Question(s):</b>  <i>-What role does cinema play in the target culture?</i></p> <p><i>-How has cinema developed and changed over time?</i></p> <p><i>-How do movies mirror/not mirror the target culture?</i></p>	<p><b>Target Questions</b>  <i>-What different genres exist in cinema?</i></p> <p><i>-What was the filmmaker's goal?</i></p> <p><i>-Why was the movie made?</i></p> <p><i>-How do/did people react to the movie?</i></p> <p><i>-How is cinema different today?</i></p> <p><i>-How accurately do movies portray an event/time period?</i></p>	<p><b>21st Century Themes and Skills and Interdisciplinary Connections:</b></p> <p>History: <i>Analyzing different films throughout history</i></p> <p>Video Production: <i>Creating films, understanding filmmakers' perspectives, film critiques, origins of film</i></p> <p>Literature: <i>Analyze print to screen</i></p> <p><b>Suggested Cultural &amp; Intercultural Contexts:</b>          *Products, Perspectives &amp; Practices*          *Investigate &amp; Interact*</p> <p><b>Exploring Culture Through Cinema:</b>  <i>What themes/events/messages are</i></p>	<p><b>Authentic Resources</b>  <a href="#">FullTV (Argentina)</a>  <a href="#">rTVE (Spain)</a></p> <p><a href="#">Francophone Movie Trailers</a>  <a href="#">French Cinema</a></p> <p><a href="#">Pinterest Resource Board</a></p> <p><b>Google Docs Resource/Links</b>  <b>ChineseResource A B C</b>  <b>French Resources</b>  <a href="#">Italian Resources</a>  <a href="#">Spanish Resources</a></p>	<p><b>Integrated Performance Assessments</b></p> <p><a href="#">Grading Rubrics</a></p>

	<p><i>-How does a plot change from print to screen?</i></p> <p><i>-How does a target culture's classic piece evolve?</i></p> <p><b>Suggested Vocabulary List</b> <i>*additional vocabulary as per teacher discretion</i></p>	<p><i>portrayed in cinema? What are their broader implications? (NJ SLS 9.4)</i></p> <p><b>Film Festivals &amp; Awards:</b> <i>What importance do film festivals have in the target culture? How does cinema impact trends in the target culture? (NJ SLS 9.4)</i></p>		
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<p><b>PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT</b> <b>COURSE NAME:</b> <i>Level V</i></p>				
<p><b>CONTEXTS:</b> Factors that Impact the Quality of Life The Influence of Language and Culture on Identity</p> <p><b>THEME:</b> <i>Change is good... Carpe Diem!</i></p>	<p><b>Proficiency Targets</b></p> <p>Interpretive: Intermediate Mid</p> <p>Interpersonal: Intermediate Mid</p> <p>Presentational: Intermediate Mid</p>	<p><b>Communicative Functions</b></p> <p><i>-Discuss future plans</i> <i>-Ask for/Give advice for life after high school</i> <i>-Compare/Contrast adolescent transitions into adulthood</i> <i>-Describe "rites of passage" into adulthood</i> <i>-Distinguish the differences between informal &amp; formal communication</i> <i>-Express hopes, wishes, doubts, and fears for the future</i></p>	<p><b>Suggested Learning Activities</b></p> <p><b>Interpretive:</b> -Read and interpret infographics related to life after high school in the target culture Read and interpret infographics related to future professions -Listen to audio files/Watch short video clips related to contemporary life in target cultures -Read articles about young adult life in the target culture -View and analyze ads for real estate/careers</p> <p><b>Interpersonal:</b> -Videochat with young adults in the target culture about future aspirations -Backchannel -Role play an interview for college/career -Survey classmates about future roommates -Role play in a formal job interview scenario -Reply to an email regarding a recent job</p>	<p><a href="#"><u>New Jersey Student Learning Standards (NISLS)</u></a></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</p>

			<p>opportunity -Predict a classmate's future endeavors, including university, work, etc. (utilize games like paper fortune tellers, MASH!)</p> <p><b>Presentation:</b> -Students create a target culture yearbook/scrapbook as a keepsake for their future -Create a digital presentation about living independently (<i>what is necessary, what to consider, where to live</i>) -Write a digital post regarding various aspects of young adult life -Voice recording -Create a timeline/budget for the future (Self-sufficiency plan) -Create a resumé</p>	<p>participate in home and global communities.</p>
<p><b>Essential Question(s):</b> -How will my life change after high school?</p> <p>-How do our interests and personality play a role in our choices?</p> <p>-How do our life stages compare to the experiences of young adults in the target culture?</p> <p>-How do we define independence?</p>	<p><b>Target Questions</b> -What do I plan to do after I graduate?</p> <p>-How can I prepare for my future independence?</p> <p>-What are "rites of passage" into adulthood in the target culture?</p> <p>-What are my future goals and aspirations?</p> <p><b>Suggested Vocabulary List</b> <b>*additional vocabulary as per teacher discretion</b></p>	<p><b>21st Century Themes and Skills and Interdisciplinary Connections:</b></p> <p>Financial Literacy: <i>Balancing budget with future plans and life changes (NJ SLS 9.1)</i></p> <p>FACS: <i>Considering responsibilities related to living on one's own (NJ SLS 9.2)</i></p> <p>Technology: <i>Professional &amp; personal social media profiles (NJ SLS 9.2)</i></p> <p>PE/Health: <i>Healthy living, mindfulness, stress management</i></p> <p><b>Suggested Cultural &amp; Intercultural Contexts:</b> *Products, Perspectives &amp; Practices* *Investigate &amp; Interact*</p>	<p><b>Authentic Resources</b></p> <p><a href="#"><u>Pinterest Resource Board</u></a></p> <p><b>Google Docs Resource/Links</b></p> <p><b>ChineseResource A B C</b></p> <p><b>French Resources</b></p> <p><b>Italian Resources</b></p> <p><b>Spanish Resources</b></p>	<p><b>Integrated Performance Assessments</b></p> <p><a href="#"><u>Grading Rubrics</u></a></p>

		<p><b>College:</b> <i>What is required to get into college in the target culture? Does everyone go? What are other options? (NJ SLS 9.2)</i></p> <p><b>20-something:</b> <i>What are roles, responsibilities, options in the target culture for young adults? What are job prospects and living conditions like in target culture? (NJ SLS 9.2)</i></p>		
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