

# **Pascack Valley Regional High School District**

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

**Course Name: CHINESE I, FRENCH I, ITALIAN I, SPANISH I**

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

## World Languages

### Chinese, French, Italian & Spanish

#### New Jersey Student Learning Standards (NJSLS) 7.1 World Languages

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

#### Pascack Valley Regional High School District

#### World Languages Mission/Vision Statement

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

#### **Course Description:**

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

## 21st Century Life and Career Skills

**Novice Range:** *Interpretive, Interpersonal and Presentational Modes*

**Communication:**

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

<i>Proficiency Targets</i>	<b>Interpretive</b>	<b>Presentational</b>	<b>Interpersonal</b>
Level I	Novice Mid	Novice Mid	Novice Mid

### Interpretive Mode of Communication

**Performance Expectations:**

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

**Novice Mid learners** communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

### **Intercultural Statements**

-Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. *Possible Topics: Family members, pets, school supplies, animals, weather.*

-Learners recognize and identify a few typical practices of the target culture. *Possible Topics: Greetings based on different levels of language formality within the family, similarities and differences of school supplies in the target culture and in students' own cultures, authentic songs and dances as a reflection of target culture people. Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.*

### **Interpretive Mode of Communication**

**Novice Mid** learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

<b>Core Idea</b>	<b>Performance Expectations</b>
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> <li>· 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>· 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>· 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>· 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> <li>· 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</li> </ul>
<b>Intercultural Statements</b>	<b>Possible Topics</b>
<p>Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</p>	<p>Family, school supplies and routines, pets, weather.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.</p>

### Interpersonal Mode of Communication

*Novice Mid* learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Core Idea	Performance Expectations
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<ul style="list-style-type: none"><li>· 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li><li>· 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li><li>· 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</li><li>· 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li><li>· 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</li><li>· 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</li></ul>

<b>Intercultural Statements</b>	<b>Possible Topics</b>
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, school routines and expectations, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.

**Presentational Mode of Communication**

*Novice Mid* learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea	Performance Expectations
<p>Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> <li>· 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>· 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>· 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>· 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>· 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>· 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>

Intercultural Statements	Possible Topics
<p>Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</p>	<p>Family, food, school supplies, pets, preferences, weather, authentic songs and dances.</p>



<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Showing respect for different family members and other individuals in the target language societies and in the students' own culture, school routines and expectations in the target language societies and in the students' own culture, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.</p>
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**Novice, Intermediate and Advanced Ranges:** *Interpretive, Interpersonal and Presentational Modes*

### Interdisciplinary Connections

*World language encompasses a broad multidisciplinary field within its own academic area, including the teaching of the language, history, and culture, communicative and aesthetic responses, critique methodologies. Various interdisciplinary connections are present within the current standards. Below are just some of the ways that interdisciplinary connections can be implemented into World Language curricula. More connections and subject areas can be explored.*

<p><b>Social studies</b></p>	<p><b>Standards</b></p>
<ul style="list-style-type: none"> <li>● Develop an understanding of the role of the language and culture in government, democracy, human rights, and civil discourse.</li> <li>● Explore the American identity through different cultures that reflects the nation's values and principles.</li> <li>● Examine how historical events are represented and reflected in the culture and history of the language studied.</li> <li>● Engage in discussions about language's and culture's role in citizenship and democracy.</li> </ul>	<p>6.1.12.HistoryCC.8.c 6.1.12.HistoryCA.14.c 6.2.12.HistoryCC.1.f: 6.2.12.HistoryUP.4.b 6.2.12.GeoPP.6.a</p>

<b>Music:</b>	<b>Standards</b>
<ul style="list-style-type: none"><li>● Cultural Music Exploration: Students explore the music of the countries whose languages are being taught. For instance, while learning Spanish, students could explore Flamenco music from Spain, including its history, rhythms, and cultural significance.</li><li>● Language Through Lyrics: Use songs in the target language as a tool to teach vocabulary, grammar, and pronunciation. Analyzing and interpreting lyrics can help students understand idiomatic expressions and cultural references.</li><li>● Interdisciplinary Projects: Students design projects that require students to research and present on a musical genre, artist, or historical music period from the target culture.</li><li>● Music-based Classroom Activities: Music is incorporated into daily classroom activities, such as using songs as background music during work times, creating a classroom playlist with songs in the target language, or starting each class with a "song of the day."</li></ul>	1.3C.12nov.Re7a 1.3C.12nov.Re7b 1.3C.12nov.Cn10a 1.3C.12nov.Cn11a

**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.

**PVRHSD 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 Student Learning Standards, students are assessed based on their communicative proficiency within the interpretive, interpersonal and presentational modes. Within each proficiency range, students demonstrate their abilities through a variety of assessments targeting the modes of communication:*

**Interpretive Listening**

**Interpretive Reading**

**Interpersonal (Person-to Person Spontaneous Communication)**

**Presentational Speaking (Spoken Production)**

**Presentational Writing (Written Production)**

**Novice-Mid Level:** Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.

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

**Performance- Based Assessments** are used to evaluate end of unit performance for any language level. Assessing performance is based on classroom instruction using practiced/rehearsed tasks within a familiar content/context. A Performance-Based IPA is given as a summative assessment at the end of

an instructional unit to determine learner achievement relative to the concepts that were taught. Tasks are based on material from that unit. Learners can prepare to do these tasks through rehearsal throughout the course of the unit. Tasks are based on a central theme across the three modes of communication.

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

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

[Link to World Language Grading Criteria](#)

**Differentiation, Accommodations & Modifications:**

Gifted and Talented	Multilanguage Learners	Students with Disabilities	Students at Risk of School Failure
<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><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><i>*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team</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><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>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 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>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><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>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>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>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> <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>
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<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>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> 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, 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</p>	<p><b>Modifications for Homework and Assignments</b> 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, 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>
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		<p>directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</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 I Course Themes/Contexts:**

<b>Level One</b> <i>Suggested Pacing Guide</i>	<b>Course Essential Questions:</b>	<b>Course Target Questions:</b>	<b>Course Communicative Functions:</b>	<b>Course Proficiency Goals:</b>
<p><b>Self Perception</b> Sept.-Nov, eight weeks* 229 minutes per week</p>	<p><i>What makes each of us unique? Who am I, in comparison to others?</i></p>	<p><i>What are we like? What do we like? How old are we? Where do we live? Where are we from? How do we describe a "friend"?</i></p>	<p><i>-Description of self and friends -Discuss personality traits about self and friends (+ and - ) -Express preferences -Exchange information about self and friends -Identify similarities and differences between people</i></p>	<p>Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Mid</p>

<p><b>Our Families</b> Nov-Jan, eight weeks* 229 minutes per week</p>	<p><i>What makes a (my) family unique? What defines a family? How are people's traditions similar and/or different? How are people's homes similar and/or different?</i></p>	<p><i>What is a family? Who is part of my family? What is my family like? What does my family like? How old are members of my family? Where is my family from? Where does my family live? How is my family unique? How is the family home?</i></p>	<p><i>-Description of family members -Discuss personality traits about family members (+ and - ) -Express preferences -Exchange information about family members -Identify similarities and differences between family members</i></p>	<p>Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Mid</p>
<p><b>Exploring Our World</b> Feb-April, eight weeks* 229 minutes per week</p>	<p><i>What is beauty in nature? How do seasons affect our daily lives? How do weather and climate impact nature, people and communities?</i></p>	<p><i>What are the months and seasons of a year? What is the weather like? What do we do and where do we go during the year? When, what, how and where do we celebrate cultural traditions? Where do we see beauty in nature?</i></p>	<p><i>-Description of months, seasons, weather, clothing &amp; accessories, activities -Discuss the beauty of nature and various landscapes -Express preferences -Identify similarities and differences between seasons and activities</i></p>	<p>Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Mid</p>
<p><b>Living and Learning</b> April-June, *eight weeks 229 minutes per week</p>	<p><i>What are our daily obligations and routines? -How do a teen's daily obligations affect his/her life? -How do we keep ourselves active? -How does the teenage experience vary from culture to culture?</i></p>	<p><i>What do we do? What is our day, week, weekend like? How do we feel? What do we like? What activities do we do? What do we study? What is important in our lives? How are we similar and/or different? What obligations do we have?</i></p>	<p><i>-Describe a teenager's habits &amp; routine -Discuss emotions -Discuss schedule, personal interests related to hobbies, sports &amp; activities -Discuss school life and schedule -Express needs and preferences -Exchange information about daily life -Identify similarities and differences between American culture and target culture</i></p>	<p>Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Mid</p>

**Supplemental Literature (Google Resource Folders)**

Chinese: Shei haokan, Panderella

French: Brandon Brown veut un chien, Le Nouvel Houdini

Italian: Brandon Brown vuole un cane

Spanish: Brandon Brown Quiere Un Perro, El Nuevo Houdini, Brandon Brown vs. El Yucatán

**Level I Course Proficiency Goals:**

**Interpretive: *Novice Mid***

**Interpersonal: *Novice Mid***

**Presentational: *Novice 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: LEVEL I (CHINESE, FRENCH, ITALIAN &amp; SPANISH)</b>				
<b>THEME:</b> <i>The Influence of Language and Culture on Identity</i>  <b>CONTEXTS:</b> <i>Self Perception</i>	<b>Proficiency Targets</b> Interpretive: <i>Novice Mid</i>  Interpersonal: <i>Novice Mid</i>  Presentational: <i>Novice Mid</i>	<b>Communicative Functions</b> <i>-Description of self and friends</i> <i>-Discuss personality traits about self and friends (+ and - )</i> <i>-Express preferences</i> <i>-Exchange information about self and friends</i> <i>-Identify similarities and differences between people</i>	<b>Suggested Learning Activities</b> <b>Interpretive:</b> -Create a drawing based on oral description (on paper or digitally via Pear Deck) -TPR with physical descriptions - Read target language children's stories /poems related to self -Student magazines - View short video clips: This Is Language -Read a short story -Use adjectives to complete a Mad-Libs-style activity. -Students listen to authentic audio clips featuring native speakers describing themselves, and can match the oral description to a	<a href="#"> <u>New Jersey Student Learning Standards (NJSLS)</u> </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

			<p>picture. -Students browse the website of a current popular magazine in a target language country. -Song / music texts: LyricsTraining.com -Watch a video clip related to descriptions and responding via Edpuzzle</p> <p><b>Interpersonal:</b> -Role play -Create a dialogue to describe yourself <a href="#">-Fake Text Messages</a> -Backchannel using TodaysMeet.com -"Clue me in!" Students will give clues to help their classmates guess who or what they are. -Who am I? (20 questions) -Three Truths and a Lie – <i>Students share four things about themselves and their partners determine which of the four elements are false.</i> - Responding to each other by speaking via Extemporeapp.com, Flipgrid</p> <p><b>Presentation:</b> -Poem about Self: <i>Use names to create an acrostic poem</i> -Acronym: <i>Name + Adjectives &amp; descriptions</i> - <a href="#">Word Clouds</a> -Create and share a Venn diagram comparing different people. -Create a class story. - Create a multimedia presentation with images, sounds and /or music that describes a person of choice. (Technology: Powtoon, iMovie, Photobooth) -Create an identity card. -Create a self portrait with physical and personality traits -Instagram &amp; snap stories - Create presentational writing or</p>	<p>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. <i>(*See above for Novice Mid Proficiency Goals within the three modes of communication)</i></p>
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			speaking via Padlet, Flipgrid	
<p><b>Essential Question(s):</b> <i>What makes each of us unique?</i></p> <p><i>Who am I, in comparison to others?</i></p>	<p><b>Target Questions</b></p> <ul style="list-style-type: none"> <li>-What are we like?</li> <li>-What do we like?</li> <li>-How old are we?</li> <li>-Where do we live?</li> <li>-Where are we from?</li> <li>-How do we describe a "friend"?</li> </ul> <p><b>Suggested Vocabulary List</b> <i>*additional vocabulary as per teacher discretion</i></p>	<p><b>21st Century Themes and Skills and Interdisciplinary Connections:</b></p> <p><b>Art:</b> <i>Self Portraits / target culture, use of selfies, AI generated images (NJ SLS 8.2)</i></p> <p><b>Geography:</b> <i>Description of community, nationalities, understanding who you are by learning about where you are from (researching different countries)</i></p> <p><b>Suggested Cultural &amp; Intercultural Contexts:</b> *Products, Perspectives &amp; Practices* *Investigate &amp; Interact*</p> <p><i>In the Chinese, French, Italian &amp; Spanish cultures:</i></p> <p><b>The Selfie Phenomenon:</b> <i>How does technology control what we share about ourselves? (NJ SLS 8.2)</i></p> <p><b>Famous speaking celebrities, athletes, writers, artists:</b> <i>What makes a celebrity unique and/or interesting? Researching different celebrities from the target culture</i></p> <p><b>Languages in the United States:</b> <i>What influences does the Chinese, French, Italian or Spanish language &amp; culture have in our community and. society? How has language evolved to reflect its people (*pronouns)? (NJ SLS 9.4) (LGTBQ+ Law)</i></p>	<p><b>Authentic Resources</b> <a href="#">Google Arts &amp; Culture</a> <a href="#">This Is Language</a></p> <p><b>Pinterest Resource Boards</b> <a href="#">Chinese I Pinterest</a> <a href="#">French I Pinterest</a> <a href="#">Italian I Pinterest</a> <a href="#">Spanish I Pinterest</a></p> <p><b>Resources/Links</b> Chinese I Resources French I Resources Italian I Resources Spanish I Resources</p>	<p><b>Level 1 Integrated Performance Assessments</b></p> <p><a href="#">Grading Rubrics</a></p>

<b>COURSE NAME: LEVEL I (CHINESE, FRENCH, ITALIAN &amp; SPANISH)</b>				
<p><b>THEMES:</b> <i>Influences of Art and Beauty</i></p> <p><i>Families in Different Societies</i></p> <p><b>CONTEXT:</b> <i>Our Families</i></p>	<p><b>Proficiency Targets</b></p> <p>Interpretive: <i>Novice Mid</i></p> <p>Interpersonal: <i>Novice Mid</i></p> <p>Presentational: <i>Novice Mid</i></p>	<p><b>Communicative Functions</b></p> <p><i>-Description of family members</i></p> <p><i>-Discuss personality traits about family members (+ and -)</i></p> <p><i>-Express preferences</i></p> <p><i>-Exchange information about family members</i></p> <p><i>-Identify similarities and differences between family members</i></p>	<p><b>Suggested Learning Activities</b></p> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>-Each person receives a slip of paper describing their relationship to the other students in a pseudo-family.</li> <li>-Identifying members of a family based on oral or written descriptions.</li> <li>-View images of unique family dynamics (ex: <i>single parents, divorced homes, same sex, adoption</i>)</li> <li>-Create a drawing based on oral description.</li> <li>-TPR with targeted structures (actions)</li> <li>- Read target language children’s stories related to the family and/or community.</li> <li>- View target language short video clips related to the family and/or community via Edpuzzle or as a whole class</li> <li>- Read online surveys related to the family and/or community.</li> <li>-<a href="#">Listen</a> to a person from the target language describe his/her family and draw a family tree of his/her family.</li> <li>-“Clue me in!” Students will give clues to help their classmates guess who or what they are.</li> <li>-Read and interpret authentic RealEstate Ads., House Hunters International</li> </ul> <p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>-In small groups/whole class, students ask the “mystery person” questions to discover who he or she is.</li> <li>-Interview other students in their roles as a family member.</li> <li>-Discuss images of unique family dynamics (ex: <i>single parents, divorced homes, same sex, adoption</i>)</li> <li>-Compare families &amp; communities in the target culture in pairs</li> <li>- Connect with a target language classroom through an e-mail exchange or webcam video conference to exchange information with students.</li> <li>-Discuss homes using real photos</li> </ul>	<p><a href="#">New Jersey Student Learning Standards (NJSL)</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 participate in home and global communities. <i>(*See above for Novice Mid Proficiency Goals within the three modes of communication)</i></p>

			<p>- Family Reunion- Ask &amp; answer questions (name, age, professions, physical descriptions)</p> <p><b>Presentational:</b></p> <p>-Create a podcast interview in which a radio host questions a famous personality about their family and the activities they do together.</p> <p>-Create and share Venn diagrams comparing target culture families and communities.</p> <p>- Create a multimedia presentation with images, sounds and /or music that depicts a (your) family and/or community.</p> <p>- Create a “family” tree or a “family” photo album.</p> <p>- Create a “Missing Pet” poster.</p> <p>-Nominate a family member for an award.</p> <p>-Describe a photo of family members to a small group and answer questions from the group.</p> <p>-Create a floor plan of your home: label all parts, verbs, adjectives, etc.</p> <p>-Venn diagram comparing US homes to those in target country</p> <p>-Video tour of your home using all vocab.</p>	
<p><b>Essential Question(s):</b>  <i>What makes a (my) family unique?</i>  <i>What defines a family?</i>  <i>How are people’s traditions similar and/or different?</i>  <i>How are people’s homes similar and/or different?</i></p>	<p><b>Target Questions</b></p> <p><i>-What is a family?</i></p> <p><i>-Who is part of my family?</i></p> <p><i>-What is my family like?</i></p> <p><i>-What does my family like?</i></p> <p><i>-How old are members of my family?</i></p> <p><i>-Where is my family from?</i></p>	<p><b>21st Century Themes and Skills and Interdisciplinary Connections:</b></p> <p><i>Art: Creating our own family portraits, Describing a famous family portrait from the target culture, family structures (LGBTBQ+ Law)</i></p> <p><i>Home/Interior Design: Describing and creating our homes</i></p> <p><i>Geography: Description of where our family is from, how climate/location influence our types of homes</i></p>	<p><b>Authentic Resources</b></p> <p><a href="#">Google Arts &amp; Culture</a>  <a href="#">This is Language</a>  <a href="#">Audio Lingua</a>  <a href="#">My Heritage</a>  <a href="#">1jour1actu</a> (French)</p> <p><b>Pinterest Resource Boards</b></p> <p><a href="#">Chinese I Pinterest</a>  <a href="#">French I Pinterest</a>  <a href="#">Italian I Pinterest</a>  <a href="#">Spanish I Pinterest</a></p> <p><b>Level I Folder Resources/Links</b></p> <p>Chinese I Resources</p>	<p><b>Level 1 Integrated Performance Assessments</b></p> <p><a href="#">Grading Rubrics</a></p>



	<p>-Where does my family live?</p> <p>-How is my family unique?</p> <p>-How is the family home?</p> <p style="text-align: center;"><b>Suggested Vocabulary List</b> <b>*additional vocabulary as per teacher discretion</b></p>	<p><b>Suggested Cultural &amp; Intercultural Contexts:</b> *Products, Perspectives &amp; Practices* *Investigate &amp; Interact*</p> <p><i>In the Chinese, French, Italian &amp; Spanish cultures:</i></p> <p><b>Family Life in the United States and in Chinese, French, Italian or Spanish speaking countries:</b> <i>How are celebrations, customs and family traditions similar and/or different? (NJ SLS 9.4)</i></p> <p><b>Compare &amp; contrast the house &amp; home.</b> <i>How are homes similar &amp; different in the US &amp; target country? (NJ SLS 9.1)</i></p> <p><b>What's in a name:</b> <i>How are names formed in Chinese, French, Italian or Spanish?</i></p> <p><b>Our Immigration Story:</b> <i>How did our family "arrive" in our country?</i></p> <p><b>The Royal Families in Europe:</b> <i>How does a monarchy influence a country?</i></p>	<p>French I Resources Italian I Resources Spanish I Resources</p>	
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<p><b>PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT</b> <b>COURSE NAME: LEVEL I (CHINESE, FRENCH, ITALIAN &amp; SPANISH)</b></p>				
<p><b>THEME:</b> <i>Influences of Art and Beauty</i></p>	<p><b>Proficiency Targets</b> Interpretive: <i>Novice Mid</i></p> <p>Interpersonal:</p>	<p><b>Communicative Functions</b> <i>-Description of months, seasons, weather, clothing &amp; accessories, activities</i></p>	<p><b>Suggested Learning Activities</b> <b>Interpretive:</b> -TPR with weather expressions &amp; images -Listen to a clip, or read and interpret a weather report from target country - Read or listen to a weather report and</p>	<p><a href="#"><u>New Jersey Student Learning Standards (NJSLS)</u></a> All students will be able to use a world language in addition to English to</p>

<p><b>Factors That Impact Quality of Life</b></p> <p><b>CONTEXTS:</b> <i>Exploring Our World</i></p>	<p><i>Novice Mid</i></p> <p>Presentational: <i>Novice Mid</i></p>	<p><i>-Discuss the beauty of nature and various landscapes</i></p> <p><i>-Express preferences</i></p> <p><i>-Identify similarities and differences between seasons and activities</i></p>	<p>identify appropriate clothing to wear</p> <p>-Interpret news reports on special weather conditions.</p> <p>- Listen to a clip, or read about the climate/seasons of a target community or country, compare and contrast to the seasons in our community.</p> <p>-Interpret a word cloud with weather-related expressions, clothing, seasonal activities.</p> <p>-Listen to a clip or read about a celebration in the target community or country, compare an contrast to US culture</p> <p>-Music videos &amp; artists-analyze geography &amp; view places in the target country</p> <p><b>Interpersonal:</b></p> <p>-Compare and contrast the transformations and events that take place during each season</p> <p>-Role play about favorite seasons/a special event during a specific season/etc.</p> <p>-Describe the weather to one another and appropriate clothing to wear</p> <p>-Exchange information about important dates/celebrations</p> <p><b>Presentational:</b></p> <p>-Weather forecasting</p> <p>-Students can create a (digital) story using key vocabulary to accompany images related to a season of their choice.</p> <p>-Create your own word cloud using key vocabulary</p> <p>-After students listen to an emergency weather report describing a major approaching storm, create a text message or tweet in the target language to warn their friends/family.</p> <p>-Create a calendar of birthday month</p> <p>- Present a weather report for a target language city</p> <p>-Complete graphic organizers with season, weather, location, with home , attire, etc.</p> <p>-Student research task: season/ months &amp; unique events in the target country</p> <p>-Students write a postcard, snap, instagram, tweet, about the seasonal/ cultural event or activity</p>	<p>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>(*See above for Novice Mid Proficiency Goals within the three modes of communication)</i></p>
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<p><b>Essential Question(s):</b>  <i>-What is beauty in nature?</i>  <i>-How do seasons affect our daily lives?</i>  <i>-How do weather and climate impact nature, people and communities?</i></p>	<p><b>Target Questions</b>  <i>-What are the months and seasons of a year?</i>    <i>-What is the weather like?</i>    <i>-What do we do and where do we go during the year?</i>    <i>-When, what, how and where do we celebrate cultural traditions?</i>    <i>-Where do we see beauty in nature?</i></p> <p style="text-align: center;"><b>Suggested Vocabulary List</b></p> <p style="text-align: center;"><b>*additional vocabulary as per teacher discretion</b></p>	<p><b>21st Century Themes and Skills and Interdisciplinary Connections:</b></p> <p>Science: <i>Weather patterns &amp; impact on nature (Climate Change)</i></p> <p>Fashion Design: <i>Clothing items (Upcycling: Environmental Impact)</i></p> <p style="text-align: center;"><b>Suggested Cultural &amp; Intercultural Contexts:</b>  <i>*Products, Perspectives &amp; Practices*</i>  <i>*Investigate &amp; Interact*</i></p> <p><b>Chinese:</b>  How does weather affect life in different regions of Chinese speaking countries?</p> <p><b>French:</b> seasonal/cultural events or traditions (i.e., Quebec Carnival)</p> <p><b>Italian:</b> seasonal/cultural events or traditions (i.e., <i>la sagra, le processioni, Palio &amp; other historical practices</i>)</p> <p><b>Spanish:</b>  <u><b>Sudamérica</b></u>  <b>Hemisferio del norte y del sur:</b> <i>How are seasons different around our world?</i></p> <p><b>La Amazonia (la selva tropical):</b>  <i>What is life like in the Amazon? How has climate change affected the rainforest?</i></p> <p><b>Llamas - Perú:</b> <i>How does the llama affect Peruvian culture and economics?</i></p>	<p><b>Authentic Resources</b>  <a href="#">Weather.com</a> for weather reports worldwide  <a href="#">This is Language</a>  <b>Global Goals:</b> <i>Climate Action</i>  <a href="#">1jour1actu</a> (French)</p> <p><b>Pinterest Resource Boards</b>  <a href="#">Chinese I Pinterest</a>  <a href="#">French I Pinterest</a>  <a href="#">Italian I Pinterest</a>  <a href="#">Spanish I Pinterest</a></p> <p style="text-align: center;"><b>Google Docs Resource/Links</b>  Chinese I Resources  French I Resources  Italian I Resources  Spanish I Resources</p>	<p style="text-align: center;"><b>Level 1 Integrated Performance Assessments</b></p> <p style="text-align: center;"><a href="#"><u>Grading Rubrics</u></a></p>
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<b>PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT</b> <b>COURSE NAME: LEVEL I (CHINESE, FRENCH, ITALIAN &amp; SPANISH)</b>				
<p><b>THEME:</b> <i>Factors That Impact Quality of Life</i></p> <p><i>Families in Different Societies</i></p> <p><b>CONTEXTS:</b> <i>Living &amp; Learning</i></p>	<p><b>Proficiency Targets</b></p> <p>Interpretive: <i>Novice Mid</i></p> <p>Interpersonal: <i>Novice Mid</i></p> <p>Presentational: <i>Novice Mid</i></p>	<p><b>Communicative Functions</b></p> <p><i>-Describe a teenager's habits &amp; routine</i></p> <p><i>-Discuss emotions</i></p> <p><i>-Discuss schedule, personal interests related to hobbies, sports &amp; activities</i></p> <p><i>-Discuss school life and schedule</i></p> <p><i>-Express needs and preferences</i></p> <p><i>-Exchange information about daily life</i></p> <p><i>-Identify similarities and differences between American culture and target culture</i></p>	<p><b>Suggested Learning Activities</b></p> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>-TPR with activities, hobbies, sports</li> <li>-Understand and interpret spoken language about interests</li> <li>-Interpret a school schedule</li> <li>-Listen to information about a school</li> <li>-Read about a day in the life of a student</li> <li>-Read about a student's routine</li> <li>-Interpret a word cloud with relevant vocabulary</li> <li>-Navigate websites related to school and school products</li> <li>- Interpret a podcast</li> </ul> <p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>-In small groups/whole class, students discuss/compare school schedules</li> <li>-Interview friends</li> <li>-Compare schools in the target culture in pairs</li> <li>- Connect with a target language classroom through an e-mail exchange or webcam video conference to exchange information with students.</li> </ul> <p><b>Presentational:</b></p> <ul style="list-style-type: none"> <li>-Students can create a (digital) story using key vocabulary to accompany images related to their school.</li> <li>-Create your own word cloud using key vocabulary.</li> <li>-Create and share Venn diagrams comparing target culture schools and communities.</li> <li>-Create a brochure about their school (classes, times, supplies needed)</li> </ul>	<p><a href="#"><u>New Jersey Student Learning Standards (NJSLS)</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 participate in home and global communities.</p> <p><i>(*See above for Novice Mid Proficiency Goals within the three modes of communication)</i></p>
<p><b>Essential Question(s):</b> <i>-What are our daily obligations and routines?</i></p>	<p><b>Target Questions</b> <i>-What do we do?</i></p>	<p><b>21st Century Themes and Skills and</b></p>	<p><b>Authentic Resources</b></p> <p><a href="#"><u>This Is Language</u></a> <a href="#"><u>Global Goals: Quality Education</u></a></p>	<p><b>Level 1</b> <b>Integrated Performance Assessments</b></p>

<p>-How do a teen's daily obligations affect their lives? -How do we keep ourselves active? -How does the teenage experience vary from culture to culture?</p>	<p>-What is our day, week, weekend like? -How do we feel? -What do we like? -What activities do we do? -What do we study? -What is important in our lives? -How are we similar and/or different? -What obligations do we have?</p> <p style="text-align: center;"><b>Suggested Vocabulary List</b> <b>*additional vocabulary as per teacher discretion</b></p>	<p style="text-align: center;"><b>Interdisciplinary Connections:</b></p> <p>Physical Education: <i>Impact of one's daily life &amp; routine, physical, social &amp; emotional wellness</i></p> <p>Social Studies: <i>How one lives &amp; daily obligations in different cultures</i></p> <p>Music, Art: <i>Connections to a teenager's personal interests</i></p> <p style="text-align: center;"><b>Suggested Cultural &amp; Intercultural Contexts:</b> *Products, Perspectives &amp; Practices* *Investigate &amp; Interact*</p> <p><i>In the Chinese, French, Italian &amp; Spanish cultures:</i></p> <p><b>Student Life in the Chinese, French, Italian or Spanish-speaking world vs. United States:</b> <i>What is student life like in other countries? How does this compare to a students' life in the United States? (school schedule, meal times, meal preferences, etc.)</i></p> <p><b>The World Cup</b> <i>What is the World Cup? Why is soccer so important in many countries around the world?</i></p>	<p><a href="#">1jour1actu</a> (French)</p> <p style="text-align: center;"><b>Pinterest Resource Boards</b></p> <p><a href="#">Chinese I Pinterest</a> <a href="#">French I Pinterest</a> <a href="#">Italian I Pinterest</a> <a href="#">Spanish I Pinterest</a></p> <p style="text-align: center;"><b>Google Docs Resource/Links</b></p> <p>Chinese I Resources French I Resources Italian I Resources Spanish I Resources</p>	<p style="text-align: center;"><a href="#"><u>Grading Rubrics</u></a></p>
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