

CURRICULUM

FOR

World Language

Level 4/4H

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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Subject/Course Title:
Spanish IV/Spanish IV Honors
Grades 11-12

Date of Board Adoption:
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RAHWAY PUBLIC SCHOOLS CURRICULUM

World Language Level IV/IV Honors: Grades 11-12

PACING GUIDE

Unit	Title	Pacing
1	What Lies Beneath the Surface?	10 weeks
2	The Impact of Our Ancestors	10 weeks
3	What Does the Future Hold for Us?	10 weeks
4	Me, Here and Now	10 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes.

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: World Language

Unit Title: What Lies Beneath the Surface?

Target Course/Grade Level: Level 4/4H

Unit Summary: In this unit, students will use the target language in the three modes of communication to discuss topics related to the Arts. Students will be able to use vocabulary and grammar to describe how they see and express themselves. Students will analyze art and architecture of communities in the target culture to identify the significance of different cultural products. Students will compare and contrast art forms within their own culture and the target cultures to express how they feel about themselves and the world.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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.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.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

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.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.

7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

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.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

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.

7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.

Career Readiness, 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.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

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 (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

Interdisciplinary Connections and Standards:

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

Social Studies:

6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.HistoryCC.5.h: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

Unit Understandings:

Students will understand that...

- Our characteristics and interests should be embraced as they make us unique.
- Similar features and interests amongst peers brings us closer as a community and culture.
- Artists demonstrate social, cultural, and personal identities through a variety of mediums.
- Social constructs such as gender shape the way we see ourselves and the world.
- Many unique characteristics and features form our identities.
- Family, friends, public figures, and artists play an important role in developing one's interests and aspirations.
- The similarities and differences in our cultural roots and life experiences should be recognized and celebrated as they help form who we are as individuals and communities.

Unit Essential Questions:

- In what ways does art challenge and reflect cultural perspectives?
- How does language shape our cultural identity?
- How does a community's art reflect its public identity?
- How do you see yourself and those around you?
- How do social constructs affect the way we see and express ourselves?

Knowledge and Skills:

Students will know...

- Terms that refer to aspects of one's social identity.
- Expressions of opinions.
- Influential artists and their impacts.
- Artists use art to highlight global issues and challenges.
- How literature, dance, fashion, design, architecture, and film are influenced by art in the target cultures and/or one's own culture.
- Items that are considered art in the target culture and/or one's own culture; e.g, folkart, crafts, weavings, items for the tourist industry.
- How one's personal life and identity influence one's art.

Students will be able to...

- Express what they like and don't like
- Ask and answer questions about themselves and others
- Talk about work, studies, issues that are important to teenagers, and leisure-time activities
- Analyze how advertising is directed at their generation
- Express opinions on what shapes their identity
- Reflect on what it means to be an adolescent today
- Compare adolescent and adult customs in the USA and the world
- Describe similarities and differences between the interests and concerns of adolescents in the USA and other countries
- Explain how peoples' practices and behaviors reflect their cultures.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Quizzes
- Tests
- Persuasive essay based on authentic sources about artists and their impacts related to social justice

- Written and oral presentation of cultural comparison based on research or teacher-guided lecture/sources
- Group projects in which students interpret and reflect on works of art using support and references to themes discussed in class.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Group activities exploring generational conflicts through literary texts and films.
- Class discussions about national identity using maps, public opinion surveys, and a variety of expository texts.
- Student presentations about the impact of advertising on concepts of beauty and body image through a study of advertisements for clothing and weight-loss products.
- Use the authentic sources detailing the biographies of famous influential artists and social activists.
- Read an artist's biography and/or timeline and fill out a biographical sketch: (year of birth, parents, place of birth, place of childhood, schooling, artistic influence, key artistic movements/style).
- Listen to the description of various works of art (theme/topic/elements, medium/composition) and identify it.
- Listen to parts from a biography or facts from a timeline about an artist and match the factual information about the artist to his or her work.
- Post a work of art on a blog or website and have students dialogue by responding in writing to others' interpretations of the works of art via class interactive blogs.
- Use the works and murals of artists to discuss how their lives and country's history and culture have influenced their work.
- Analyze a work of art in terms of personal interpretation. Students are asked three questions: What do you see? What does it mean? How do you know?
- Explore art museums' websites, viewing exhibits, calendars, works of art and information about the artists.

RESOURCES

Teacher Resources:

- Yabla, Foreign Language Magazine, teacher-selected articles and videos from authentic websites and news sources

Equipment Needed:

- Projector
- Student Chromebook

UNIT OVERVIEW

Content Area: World Language

Unit Title: The Impact of Our Ancestors

Target Course/Grade Level: Level 4/4H

Unit Summary: In this unit, students will use the target language in the three modes of communication to discuss topics related to religion, customs, traditions, holidays, festivals, and values. Students will use vocabulary and grammar to describe the ways in which religion, indigenous culture, and major historical events have shaped the modern world. Students will study the effects of colonialism on marginalized groups. Students will analyze, compare, and contrast social and familial structures of different cultures.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 7.1.IH.IPRET.1:** Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.6:** Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IM.IPRET.8:** Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IH.IPRET.2:** Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses
- 7.1.IH.IPRET.3:** Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPERS.3:** Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4:** Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IM.IPERS.5:** Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IH.IPERS.2:** Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.6:** Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
- 7.1.IM.PRSNT.4:** Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
- 7.1.IH.PRSNT.2:** Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

Career Readiness, 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.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections and Standards:

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

Social Studies:

6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).

6.1.12.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

Unit Understandings:

Students will understand that...

- Modern customs and traditions are shaped by historical events.
- Religious institutions hold power over their constituents and members of the communities in which they exist.
- Values and beliefs are influenced by culture.

Unit Essential Questions:

- How has colonialism affected indigenous communities historically and currently?
- How does the relationship between church and state affect different populations within a society?
- How does culture influence our beliefs and values?
- In what ways do religions play a role in society?

- How do holidays and celebrations reflect cultural values, beliefs, and history?

Knowledge and Skills:

Students will know...

- Important historical events that have shaped the relationship between church and state in societies of the target cultures.
- Beliefs and values associated with cultural customs, practices, holidays, and celebrations.
- Practices, traditions, customs, and products of indigenous cultures.
- Long-term and short-term effects of colonialism on indigenous communities.
- Mysteries and legends of ancient civilizations and their connection to the target cultures.
- Background information on target area's or country's geography, history, demographics, and economy.

Students will be able to...

- Identify religions and populations of the communities of the target cultures.
- Compare and contrast traditions, customs, and holidays of target cultures with their own.
- Describe the effects of colonialism on members of indigenous communities throughout history.
- Use structures and vocabulary to ask and answer questions about habitual and past events pertaining to cultural themes.
- Interpret, discuss, and present information about a country's diverse and evolving cultural characteristics.

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Quizzes
- Tests
- Written projects and presentations on historical events and their consequences/effects
- Research assignments including group assignments and individual projects
- Graphic organizers that compare and contrast values and beliefs associated with holidays, traditions, and celebrations
- Written reflections and essays that incorporate themes discussed in class and personal identities and experiences

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students watch clips of television shows, documentaries, and listen to podcasts about families of the target cultures. They then discuss what they have learned about family life in the target culture and compare it to their own.
- Group activities exploring generational conflicts through literary texts and films.
- Research projects and presentations using presentation tools such as Prezi.
- Read short stories, poems or segments from iconic texts from the country. Students make a report or presentation in which they give a description and/or summary of the theme, and a brief statement of why the work is an important cultural reference for the country. *f*
- Conduct research using authentic resources and make a poster with visual representation of one or more religious and/or civic celebrations and traditions.

RESOURCES

Teacher Resources:

- Yabla, Foreign Language Magazine, teacher-selected articles and videos from authentic websites and news sources

Equipment Needed:

- Projector
- Student Chromebook

UNIT OVERVIEW

Content Area: World Language

Unit Title: What Does the Future Hold for Us?

Target Course/Grade Level: Level 4/4H

Unit Summary: In this unit, students will use the target language in the three modes of communication to discuss topics related to the future, education, opportunities, technology, and careers. Students will use vocabulary and grammar to compare and contrast trends, changes, and characteristics of the workforce across different cultures. Students will study statistics, stories, and testimonies related to opportunities, immigration, and social class structure of members of communities of the target language and compare and contrast them to those of members of their own community. Students will compare and contrast their experiences with education to those of students of communities of the target language.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 7.1.AL.IPRET.1:** Identify main ideas and significant details in a range of oral, viewed, and written texts.
- 7.1.AL.IPRET.2:** Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
- 7.1.AL.IPRET.3:** Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- 7.1.AL.IPRET.8:** Analyze elements of the target language that do not have a comparable linguistic element in English.
- 7.1.IH.IPRET.4:** Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.AL.IPERS.4:** Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
- 7.1.IH.IPERS.1:** Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.4:** Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.6:** Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
- 7.1.AL.IPERS.5:** Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.IH.PRSNT.6:** Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
- 7.1.AL.PRSNT.3:** Offer and support opinions and use persuasive language when presenting ideas and

information.

7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

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

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

Interdisciplinary Connections and Standards:

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

Social Studies:

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.12.EconNE.16.a: Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship.

6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

Unit Understandings:

Students will understand that...

- Students' future occupation may be affected by their current likes and dislikes.
- Applying to a school or job is a multi-step process.
- Students' educational experience shapes their future.
- As the world changes, the demand for certain professions will evolve as well.
- Values, cultural perspectives, opportunities, interests, and skills are factors that may or may not determine one's career path.
- Technology has positively and negatively impacted the job market.

Unit Essential Questions:

- How do we envision the future for ourselves and future generations?
- What factors influence one's opportunities for the future?
- What role does the government play in shaping education systems and the workforce?
- How do technology and globalization impact the workforce?

- How do we envision the future for the next generations?

Knowledge and Skills:

Students will know...

- Structures to ask and answer questions in job interviews.
- Adjectives to describe a person’s qualities and abilities.
- Many factors determine one’s path to the future such as: social class, socioeconomic status, family dynamic, accessibility, resources, privilege, oppression, education, interests, and skills.
- Characteristics of students’ educational experience in communities of the target culture.
- Major similarities and differences between academic institutions in the United States and target cultures.

Students will be able to...

- Identify, sequence and classify people, places, things or events based on detailed descriptions.
- Talk about different occupations, professions and careers.
- Outline and describe their accomplishments and experiences that make them eligible for a job position.
- Describe the type of career in which they would be most successful based on their interests.
- Ask for and prepare documents needed to apply for a job or admission to a school.
- Discuss future jobs and qualities that will be necessary to perform them.
- Compare, contrast, and analyze school experiences of target culture with their own.

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Quizzes
- Tests
- Essays and presentations that describe an organization that aims to aid in challenges faced by communities within the target culture.
- Recordings of oral presentations and projects.
- Projects and presentations (oral and written)
- Written reflections on topics researched in small groups using authentic resources.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussions about education using research, student testimonies, and a variety of texts.
- Group projects and presentations about the effects of corruption within a government and the resulting effects on workers and students. *f*

- Debates on the social impact of new communication technologies and social media based on current news sources.
- Class discussion comparing, contrasting, and analyzing school experiences of target culture with their own.
- Prepare to be a part of a panel of interviewees following an ad from a company in a country of the target culture. Students have to consider the career posted as well as the requirements of the position advertised. Students answer unknown questions provided by interviewers when participating in a panel. The students have time with a group to prepare for the interview and revise a letter of interest and resume.
- Write a resume and cover letter for a given profession.

RESOURCES

Teacher Resources:

- Yabla, Foreign Language Magazine, teacher-selected articles and videos from authentic websites and news sources

Equipment Needed:

- Projector
- Student Chromebook

UNIT OVERVIEW

Content Area: World Language

Unit Title: Me, Here and Now

Target Course/Grade Level: Level 4/4H

Unit Summary: In this unit, students will use the target language in the three modes of communication to discuss topics related to rights and responsibilities. Students will recognize the importance of social justice through the study of historical movements, structure and role of government, conflict and conquest, and economic class structure. Students will be able to use vocabulary and grammar to sequence events and consequences and explain their relativity to different perspectives of the modern world. Students will study the impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

7.1.AL.IPRET.4: Demonstrate an understanding of most content of other academic disciplines.

7.1.AL.IPRET.9: Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.

7.1.AL.IPRET.10: Collect, share, and analyze data related to global issues including climate change.

7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences.

7.1.AL.IPRET.6: Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.

7.1.AL.IPRET.10: Collect, share, and analyze data related to global issues including climate change.

7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

7.1.AL.IPERS.2: Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.4: Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

7.1.AL.PRSNT.5: Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural

perspectives associated with the target culture(s) and another world culture.

7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

Interdisciplinary Connections and Standards:

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

Social Studies:

6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

Unit Understandings:

Students will understand that...

- Access to resources affects one's ability to function in a society.
- Corruption and bigotry among bodies of power create inequalities and challenges that communities face and how the global community reacts to these issues.
- Changes are needed to accommodate the growth and development of the world.
- Global changes in technology and our environment affect us as a society.
- As global citizens, our actions have the potential to impact our environment in a positive and sustainable manner.

- Current events and contemporary global issues are connected to systems of oppression, control, and conquest.

Unit Essential Questions:

- What role do global citizens play in taking care of the environment?
- What factors determine one's rights in a society?
- What shapes our perspectives of social responsibility?
- How do our actions improve or worsen social issues?

Knowledge and Skills:

Students will know...

- Socially appropriate ways to inquire about and discuss the social, political and environmental problems that the societies of the world face.
- Structures used to describe, compare, and contrast events and concepts pertaining to social justice.
- How individuals and groups contribute to the well-being of the community.
- Origins of challenges that affect communities of the target culture.

Students will be able to...

- Reflect on and explain their own roles, responsibilities, and values in future societies.
- Consider, offer, and analyze possible solutions to ecological issues.
- Motivate others to care for the planet.
- Defend an argument in an oral debate using supporting details from authentic resources.
- Use information and viewpoints from authentic sources to inform or enhance a more sophisticated conversation, presentation or expression of creativity.
- Draw conclusions and justify inferences based on more nuanced ideas and details derived from authentic messages and informational texts.
- Synthesize information from authentic sources to solve complex problems, complete multi-step tasks or reinforce concepts.
- Identify, sequence and classify people, places, things or events based on detailed descriptions.
- Use knowledge of the situation, the purpose of communication or context clues to understand more detailed messages.
- Interpret gestures, intonation and tone to comprehend a range of verbal and nonverbal messages.
- Synthesize information about the same topic or event from multiple authentic sources, noting important similarities and differences in the points of view they represent.
- Propose solutions to complex issues or problems.
- Present a formal, persuasive argument for or against a current or past issue of shared concern or course of action.
- Determine how challenges faced by members of the target culture influence the perspectives of communities and our own perspectives.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Essays and presentations that describe an organization that aims to aid in challenges faced by communities within the target culture.
- Recordings of oral presentations and projects in which students describe a social issue and propose solutions.
- Research-based speeches and/or reports supported with facts and evidence from class activities.
- Written reflections on topics researched in small groups using authentic resources.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussions about social issues using maps, public opinion surveys, and a variety of expository texts.
- Student projects and presentations about the effects of corruption within a government. *f*
- Debates on the social impact of new communication technologies and social media based on current news sources.
- Student-focused discussions of war and human rights based on a documentary film.
- View clips that illustrate human rights violations across communities of the target cultures, discuss in detail how these situations affect their citizens, and provide possible solutions for the problems.
- Daily journal entries.
- Students work in groups to create a blog about the rights and responsibilities in or outside of school. Follow with class activity in which students select the blog that best represents the interests of the students.

RESOURCES

Teacher Resources:

- Yabla, Foreign Language Magazine, teacher-selected articles and videos from authentic websites and news sources

Equipment Needed:

- Projector
- Student Chromebook