

**CURRICULUM**

**FOR**

**World Language**

**3/3H**

**GRADE(S) 10-12**

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

### **ACKNOWLEDGMENTS**

**Jasmine Akauola, Supervisor of World Languages & ESL/Bilingual Programs**

The Board acknowledges the following who contributed to the preparation of this curriculum.

**Carmen Sierra**

**Dr. Tiffany A. Beer, Director of Curriculum and Instruction**

Subject/Course Title:  
**World Language 3/3H**  
Grade(s) **10-12**

Date of Board Adoption:  
**September 19, 2023**

**RAHWAY PUBLIC SCHOOLS CURRICULUM**

World Language Level III/III Honors: Grades 10-12

***PACING GUIDE***

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Me Now!	10 weeks
2	Sharing my memories and celebrations	10 weeks
3	My Prosperous Future	10 weeks
4	Passport Please!	10 weeks

## **ACCOMMODATIONS**

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

- 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 1 OVERVIEW*

**Content Area:** World Language 3/3H

**Unit Title:** Me Now!

**Target Course/Grade Level:** 10-12

**Unit Summary:** In this unit, students will use the target language in the three modes of communication to discuss topics related to self. Students will be able to use vocabulary and grammar to describe how they see and express themselves. Students will broaden their perspectives with the use of information from authentic resources about the target culture and compare it to their own experiences. Students will compare and contrast daily activities, likes and dislikes, hobbies and habits 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.IL.IPRET.1:** Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- **7.1.IL.IPRET.2:** React to a series of oral and written instructions connected to daily life.
- **7.1.IL.IPRET.3:** Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.6:** Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
- **7.1.IL.IPERS.1:** Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. • **7.1.IL.IPERS.2:** Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- **7.1.IL.IPERS.3:** Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- **7.1.IL.IPERS.4:** Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- **7.1.IL.IPERS.5:** Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- **7.1.IL.PRSNT.1:** Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- **7.1.IL.PRSNT.2:** Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

- **7.1.IL.PRSNT.4:** Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- **7.1.IL.PRSNT.5:** Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions

**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).
- 9.1.2.PB.2:** Explain why an individual would choose to save money.

**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...*

- 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.

- Social constructs such as gender shape the way we see ourselves and the world.
- Many unique characteristics and features form our identities.
- Habits, routines, education, occupations, and culture may influence a person's identities and outcomes throughout their life.
- 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:**

1. What factors shape our identity?
2. What makes us unique and similar?
3. How do I relate or connect to people from other cultures?
4. How can I use my language skills to relate to other groups in my community in a culturally appropriate manner?
5. How do social constructs in our culture compare to those in other cultures?
6. How do I live a healthy lifestyle?

### **Knowledge and Skills:**

*Students will know...*

- How to express likes, dislikes, interests, duties, and hobbies.
- What influences and shapes their identity.
- Major differences between their own community and cultures of the target language.
- Features of appropriate linguistic expression in different social settings within the target culture.
- Similarities and differences between cultures of the target language associated with social constructs.
- How to differentiate healthy habits from unhealthy habits related to choices.
- How to analyze, compare, and contrast their health habits with those of people in cultures of the target language.
- Terms and concepts related to lifestyle, health, and public identities.

*Students will be able to...*

- Explain how habitual behaviors relate to values, identity, and culture.
- Identify, analyze and evaluate some commonly-held generalizations about the culture studied.
- Describe and analyze cultural characteristics and behaviors of everyday life.
- Use learned structures to express preferences related to healthy and unhealthy habits.
- Interpret, discuss, and present information about lifestyles of people living under different circumstances within different cultures.
- Compare and contrast lifestyles of people living under different circumstances within different cultures.
- Express their values and beliefs related to their own sense of self.



- Employ vocabulary related to routines in conversations about hobbies, duties, interests, and values.
- Demonstrate an understanding of the relationship between the perspectives and practices of cultures studied.
- Express what they like and don't like to do on a daily basis.
- Ask and answer questions about themselves and others.
- Talk about issues that are important to teenagers, and leisure-time activities.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

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

- Game based assessments
- Quizzes
- Tests
- Written projects and presentations about lifestyle
- Research assignments including group assignments and individual projects
- Graphic organizers that compare and contrast values and preferences associated with the lifestyles of people living under different circumstances within different cultures
- Written reflections, essays and letters that incorporate themes discussed in class and personal identities and experiences
- Google Forms survey or tech-aided assessment
- Exit tickets

### **Learning Activities:**

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

- Interview classmates about their daily experiences.
- Write a note to a Pen Pal (from target culture or another classmate) about a typical day in your life. Read and respond to their notes.
- Flipgrid video: respond to a classmate's video about their healthy lifestyle choices.
- Padlet: write about your preferences related to your habits. Read your classmates' Padlets and respond (e.g., give a reaction, ask a question, etc.).
- Assign each student a personality trait and have them write or discuss why they feel they do or do not exhibit that quality.
- Use Jamboard to collaborate to brainstorm ways to kick bad habits and pursue better pathways to a healthy life.
- Read, listen to and watch descriptions of people in the target language and use a graphic organizer to compare and contrast aspects of identity.

- Create simple graphic or written auto-biographies in the target language.

## *RESOURCES*

### **Teacher Resources:**

- Teacher-selected articles and videos from authentic websites and news sources.

### **Equipment Needed:**

- Computer, student chromebooks, whiteboard, projector, speakers.

## *UNIT II OVERVIEW*

**Content Area:** World Language 3/3H

**Unit Title:** Sharing My Memories and Celebrations.

**Target Course/Grade Level:** 10-12

**Unit Summary:** In this unit, students broaden their perspectives with the use of information from authentic resources about holidays, artists, musicians, and traditions. Students will use the target language in the three modes of communication to discuss topics related to religion, customs, traditions, holidays, festivals, values and their childhood memories. Students will use vocabulary and grammar to describe the ways in which religion, holidays and customs have shaped their lives. Students will analyze, compare, and contrast social and familial structures of different cultures.

**Approximate Length of Unit:** 10 week

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- **7.1.IL.IPRET.1:** Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- **7.1.IL.IPRET.3:** Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- **7.1.IL.IPRET.4:** Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPERS.1:** Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- **7.1.IL.IPERS.2:** Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- **7.1.IL.IPERS.3:** Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- **7.1.IL.IPERS.5:** Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.PRSNT.1:** Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- **7.1.IL.PRSNT.2:** Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- **7.1.IL.PRSNT.3:** Use language creatively to respond in writing to a variety of oral or visual prompts.
- **7.1.IL.PRSNT.4:** Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- **7.1.IL.PRSNT.5:** Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

### **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).
- **9.1.2.PB.2:** Explain why an individual would choose to save money.

### **Interdisciplinary Connections and Standards:**

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

- 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...*

- Values and beliefs are influenced by culture.
- Cultural traditions and holidays celebrated are impacted by culture and specific regions.
- Modern customs and traditions are shaped by historical events.
- Traditions and practices vary in different geographical regions of the world of the target cultures.
- Holidays and celebrations are tied to cultural values, beliefs, religion, history, and culture.
- Aspects of modern society such as government, social structure, mores, laws, and national holidays reflect influences of religious institutions and political leaders throughout history.
- Family, friends and culture play an important role in one's life experiences and morals.
- Childhood activities and preferences vary upon specific regions and cultures.

## Unit Essential Questions:

- What are the defining customs and ceremonies in communities that use the target language?
- How do celebrated events define and impact the identity of a community?
- How and why do families and communities keep cultural traditions alive?
- Why is it important to maintain cultural celebrations?
- How does culture influence our beliefs and values?
- What are examples of cultural values or beliefs reflected in traditions, holidays and celebrations?
- How are the traditions and celebrations studied different and/or similar to your own?
- How are childhood activities and preferences affected by regions, culture, religion and traditions?
- How can we benefit from some of the cultural values and perspectives of communities that use the target language?

## Knowledge and Skills:

*Students will know...*

- The historical background of own culture and target culture
- Topic specific vocabulary.
- Relevant verbs (imperfect, preterit and present tense) and common phrases pertaining to religion, geography, traditions, holidays and celebrations.
- Beliefs, religions, and values associated with culture
- Relevant verbs (imperfect, preterit and present tense) and common phrases pertaining to childhood celebrations and activities.
- Geographic location of countries where the target language is spoken.
- Vocabulary to provide details of the socio-demographics of studied societies.
- Characteristics of ancient civilizations within countries of the target cultures and current indigenous populations.
- Family vocabulary and phrases used to describe cultural identity.
- Verbs and common phrases pertaining to religion, geography, traditions, holidays and celebrations.

*Students will be able to...*

- Describe cultural celebrations of their own and other cultures and illustrate their importance within a family or community.
- 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 their childhood customs and traditions with that of the target culture.
- 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 culture.
- Identify the value of cultural celebrations for communities.
- Use learned structures and vocabulary to ask and answer questions about habitual and past events pertaining to cultural themes.
- Use completed graphic organizers and sentence starters to write a short essay about traditions, holidays, and celebrations.

- Interpret and report main ideas from authentic resources about a country’s diverse and evolving cultural characteristics using scaffolds.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

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

- Written Project: Each student writes a letter to a prospective exchange student about his/her childhood and preferences that meets specified rubric criteria.
- Oral Presentations: Students can work individually or in groups to write a rap, nursery rhyme and show ‘n tell meeting specified rubric criteria about a childhood holiday memory.
- Oral Presentations: Students create a story about a holiday celebration from target culture and share it during “Storytelling Time” meeting specified criteria.
- Oral Presentations: Student groups prepare an oral presentation using the graphic organizer as a visual to explain the analysis and comparison in the target language meeting specified Peer Evaluation criteria.
- Culminating Project: Student groups reenact a holiday celebration from the target culture including food, traditional costumes, music, dance, games, history, etc.
- Unit Test
- Quiz
- Rubric-based Project
- Rubric-based Presentations
- Pre-recorded responses to speaking prompts
- Written reflections
- Google Forms survey or tech-aided assessment
- Exit tickets

### **Learning Activities:**

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

- Students read and watch a variety of ads or videos from the target culture for American and target culture celebrations.
- Compare and analyze how December (or other months)/holidays are celebrated and acknowledged in the USA and in the target culture using graphic organizers.
- Students watch clips of television shows, documentaries, and listen to podcasts about families traditions and Holiday celebrations of the target cultures. They then discuss what they have

learned about family life in the target culture and compare it to their own. Students will then write how they make them feel about their own cultural celebrations and what would happen if those celebrations weren't there.

- Create a presentation on ways that cultural celebrations are alike and different and why, in the US and the target culture.
- Group Presentations on reasons why some celebrations continue while others undergo changes through time.
- Practice giving feedback about cultural celebrations (with the whole class, in small groups, individually) as to how they are similar or different to your own cultural celebrations.
- Class practice on a step-by-step process of creating an effective written comparison of your cultural celebration and one from the target culture.
- Create a list of 'dos and don'ts' in the heritage culture for a specific celebration.
- Interview a parent or adult at home about their experiences celebrating a holiday, then summarize and present this information to the class.
- Show and tell: Have the native/heritage learner create and present a slideshow about how a certain holiday is celebrated in their culture, using either images found online or family photos. They can identify similarities and differences with any local celebrations that they may have experienced.
- Show and tell. (favorite toy, book, cartoon, memorie, etc.)
- Baby Picture Contest (match picture with description)
- Students work in pairs to survey favorite toys, books, activities of classmates' childhood.
- Students work in pairs to find out childhood likes and dislikes and share their findings with the class.
- Student groups compare and contrast “then” and “now” styles, customs, ect.

## *RESOURCES*

### **Teacher Resources:**

- Teacher-selected articles and videos from authentic websites and news sources.

### **Equipment Needed:**

- Projector
- Student Chromebook

## *UNIT III OVERVIEW*

**Content Area:** World Language 3/3H

**Unit Title:** My Prosperous Future.

**Target Course/Grade Level:** 10-12

**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 occupations. Students will use vocabulary and grammar to compare and contrast characteristics of the workforce across different cultures. Students will study statistics, descriptions, and testimonies related to opportunities, immigration, and social class structure of members of communities of the target language. Students will reflect on the experiences of members of the workforce within their own community and those of the target culture. Students will investigate and compare and contrast education and profession related experiences of students in countries of the target language with their own.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures
- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of



familiar topics, creating sentences and strings of sentences, and asking some follow-up Questions.

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

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

• **7.1.IM.PRSNT.3:** Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

• **7.1.IM.PRSNT.4:** Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

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

• **7.1.IM.PRSNT.6:** Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

### **Career Readiness, Life Literacies, and Key Skills:**

• **9.2.12.CAP.8:** Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

• **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).

• **9.1.2.PB.2:** Explain why an individual would choose to save money.

### **Interdisciplinary Connections and Standards:**

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

**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...*

- People's unique attributes, knowledge, and skills can contribute to their success and role in society.
- Opportunities for work and choices vary greatly across the globe.
- Discussions about occupations require use of descriptive words and phrases along with action verbs and key details related to knowledge and ability.
- Conversations about aspirations and goals require use of structures and phrases that may include expressions of preferences, skills, weaknesses, and wishes.
- Aspects of current hobbies, interests, extracurricular activities, passions, adversities, and personal experiences may play a part in shaping goals and desires for the future

## **Unit Essential Questions:**

- What skills, knowledge, and abilities are required for different occupations?
- What are your aspirations?
- How do opportunities for work and education differ around the world?
- What does a prosperous future look like to you and how is it different from someone living in a target culture?
- How do we define "quality of life"?
- Why are language and culture inseparable when we stress the importance of global proficiency in 21st-century professions?
- Which skills, talent and education are valued by potential employers?
- How do I evaluate my skills and aptitudes to find a suitable career?
- How do I develop my goals for the future to prepare me for potential careers?
- Which skills, talent and education are valued by potential employers?
- How do I evaluate my skills and aptitudes to find a suitable career?
- How do I develop my goals for the future to prepare me for potential careers?

## **Knowledge and Skills:**

*Students will know...*

- Verbs, adjectives, prepositions, connectors, and syntactic structures used in discussions about education and occupations.
- Present, past, and future time expression in the contexts of level-appropriate materials.
- Present subjunctive phrases to express wishes and hopes for the future.
- Syntactic features of questions and answers about jobs.
- Phrases used to express degrees of enjoyment and preference.
- Phrases used to express abilities and attributes.
- When to apply different grammatical processes associated with different tenses.
- Occupation and education vocabulary.
- Adjectives related to characteristics needed to succeed in a future profession.
- Recognize and express professions vocabulary, written and orally.

*Students will be able to...*

- Write a letter that uses sequence expressions and transitions about daily routines.
- Identify and use work and education related vocabulary in level-appropriate materials.
- Explain why they like activities and people in complete sentences.
- Express opinions and preferences about topics related to jobs and school.
- Ask and answer questions about daily routines, interests, and goals.
- Ask and answer questions in an interview about skills, knowledge, and personal qualities.
- Summarize written and spoken information from authentic resources about immigration, lifestyle, education, and recreation.
- Use vocabulary on personal characteristics and descriptions to express opinions about specific professions and occupations.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

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

- Vocabulary Quizzes
- Written Projects: Students research a career and use a concept ladder to organize information about a career meeting specified criteria.
- Job Applications Peer Evaluation: Students evaluate a partner’s job application.
- Portfolio Project: Students design a career brochure meeting checklist criteria.
- Students interview a professional from the career of his/her choice meeting specified criteria.
- Students give an oral presentation to the class in the target language on their chosen career.
- Students plan and do a Career Fair in the target culture meeting rubric criteria.
- Projects
- Unit Test
- Graphic organizers
- Audio recordings of student
- Quizzes
- Rubric-based writing assignments
- Exit tickets
- Letters

### **Learning Activities:**

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

- Individual Projects: Students research a career.
- Graphic Organizers-Students use the Concept Ladder to organize information about a career.

- Interview-Students interview a professional from the career of their choice.
- Oral Career Presentation.
- Students design a career brochure.
- Pair Activities: Each student fills out a job application, exchanges with a partner, and does a peer evaluation.
- Cooperative Learning: The class plans and implements a Career Fair.
- Students read 2-3 infographics about careers. Students read descriptions of careers and determine with their partners what characteristics and interests one should have to do the jobs. After working on this together, they can report their findings back to the class collectively.
- Flipgrid conversation with a partner.
- Occupation description matching exercises.
- Resume design activity.
- Personality tests.
- Guess-Who activities.
- Data collection using graphic organizers and authentic resources about workers.
- Written reflection or comprehension questions about authentic resources such as videos about school and work.
- Biography activities.
  - Variations: students work collaboratively in small groups to make a presentation about influential people.
- Goal lists with detailed plans of action.
- Students read selected parts of an article about a person's migration experience from an authentic resource. Students work in pairs to answer comprehension questions.

## *RESOURCES*

### **Teacher Resources:**

- Teacher-selected articles and videos from authentic websites and news sources.

### **Equipment Needed:**

Computer, student chromebooks, whiteboard, projector, speakers

## *LEARNING TARGETS*

**Content Area:** World Language 3/3H

**Unit Title:** Passport Please!

**Target Course/Grade Level:** 10-12

**Unit Summary:** In this unit, students will use the target language in the three modes of communication to discuss topics related to travel and communities. Students will develop an understanding of the relationships between transportation, climate, community, access to various resources, and lifestyle. Students will be able to use vocabulary and grammar to describe different modes of transportation, travel, types of communities and their characteristics. Students will use knowledge of cultural perspectives and practices to interact appropriately and effectively in cultural contexts. Students will study the effects of tourism, climate change, and on communities of the target cultures. They will apply syntactic structure and information from authentic resources to form and express their own preferences for travel, lifestyle, and community. Students will reflect on similarities and differences of the places and cultures they explore.

**Approximate Length of Unit:** 10 weeks

### **NJ Student Learning Standards:**

- 7.1.IM.IPRET.1:** Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- **7.1.IM.IPRET.2:** With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- **7.1.IM.IPRET.3:** React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- **7.1.IM.IPRET.4:** Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- **7.1.IM.IPRET.5:** Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- **7.1.IM.IPRET.6:** Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- **7.1.IM.IPRET.7:** Infer the meaning of some unfamiliar words in some new contexts.
- **7.1.IM.IPRET.8:** Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures
- **7.1.IM.IPERS.1:** Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- **7.1.IM.IPERS.2:** Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- **7.1.IM.IPERS.3:** Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up Questions.
- 7.1.IM.IPERS.5:** Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

- 7.1.IM.PRSNT.1:** From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
- **7.1.IM.PRSNT.3:** Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- **7.1.IM.PRSNT.4:** Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
- **7.1.IM.PRSNT.5:** When expressing viewpoints, give reasons to support the claims
- **7.1.IM.PRSNT.6:** Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

### **Career Readiness, Life Literacies, and Key Skills:**

- **9.2.12.CAP.8:** Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
- **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).
- **9.1.2.PB.2:** Explain why an individual would choose to save money.

### **Interdisciplinary Connections and Standards:**

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

- 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...*

- Daily routines and lifestyles of people in a given community are related to different aspects and conditions of a society in addition to other factors.
- Activities within a community are related to climate, transportation, infrastructure, geography, economy, and government.
- As global citizens, our actions have the potential to impact our community and environment in a positive and sustainable manner.
- It is important to be aware of the relationship between cultural practices and perspectives when learning and interacting in the target language.
- Current events and contemporary global issues are connected to systems of oppression, control, and conquest.

## Unit Essential Questions:

- How does travel change my life?
- How do I interact appropriately in situations encountered in travel?
- What transportation differences exist between my culture and the target culture?
- What is happening around the world?
- How can I use social media to connect with people in other countries or other cultures?
- In what ways do we see history in present-day culture?
- Where do you like to spend time and why?
- How does one navigate a new city in a different country?
- What are different things to do in different communities of the target cultures?
- What makes another country appealing?
- How does access to different resources such as education, energy, or public transportation affect people's lives in the short-term and long-term?
- What should you know before traveling to a country in the target cultures?
- How does weather affect our lives, the clothing we wear, and the things we do for fun in the target country.
- What foods are different and similar in the target culture to that of my own culture?
- What taboos and expectations are there in a target culture and how does it compare to my own culture?

## Knowledge and Skills:

*Students will know...*

- Polite and appropriate questions and answers when navigating a new city in the target language.
- Vocabulary, syntactic and semantic structure needed to describe characteristics of daily life in different communities of the studied target cultures.
- Common practices and perspectives of studied cultures.
- Numbers and date vocabulary to express population, percentages, prices, and dates.
- Transportation and travel vocabulary and phrases used during a trip.
- Expressions used to express degrees of preferences and interests.

- Adverbs of frequency.
- Sequence expressions and transition phrases.
- Characteristics of different types of communities within the target cultures.
- Subjunctive phrases to describe their hopes and desires.
- Frequent vocabulary used to order and describe meals in a restaurant.

*Students will be able to...*

- Ask and answer questions about different places using accurate and appropriate syntactic structures, punctuation, and vocabulary.
- Identify the origin of some cultural products and explain their significance.
- Write a paragraph that uses sequence expressions and transitions about a trip.
- Identify and use community-related vocabulary in level-appropriate materials.
- Use comparative adjectives and phrases to compare and contrast customs and communities.
- Describe places and events in complete sentences.
- Ask and answer questions about how much things cost.
- Express opinions and preferences about topics related to transportation and places they go.
- Ask and answer questions about habits related to themselves as members of a community.
- Summarize written and spoken information from authentic resources about migration, tourism, and trips.
- Describe actions, people, places and things.
- Evaluate, make claims and persuasions.
- Express needs and likes and support opinions.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

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

- Quizzes
- Open-ended paragraph responses
- Rubric-based projects
  - i.e. Presentational project (i.e. students make a video in which they act as tour guides for their community to welcome and inform new students).
- Unit Test
- Graphic organizers
- Audio recordings of student
- Rubric-based writing assignments
- Exit tickets
- Letters



## Learning Activities:

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

- Students can explore websites on tourist attractions and make informative posters with written and visual representation of key information.
- Students can write about a town or an attraction in a target country that they would like to visit and explain why they would like to visit.
- Students will be hosting an exchange student from the target country during the upcoming school year. The student will write a letter to their future guest highlighting the best parts of their town and the activities he/she can anticipate doing.
- Students are given a graphic organizer and watch videos of interviews of teenagers 2 times. The first time, they will note vocabulary from the unit list, the second time they will note likes and routine habits, and they will note dislikes.
  - Possible follow-up activities:
    - A muted replay activity where students work in small groups to reproduce what the speakers said while the teacher replays the video on mute (this could also be turned into a competition game).
    - Compare/contrast reflection
    - Student interviews
    - Prepare students for a Flipgrid homework assignment using speed dating technique applying questions from the interviews watched.
- Students read an article about activities/sports from an authentic resource. Students discuss what they recognize in pairs. Are there similar activities in their community? Where are they located?
- Interpersonal activity: Label classroom with different community places. Students are given slips with a list of directions and destinations and must work with a partner to ask for and give directions to reach destinations.
  - Note: An activity like this can be modified and reused with different vocabulary and structures to achieve a similar goal which requires students to seek and exchange information.
- Interpretive activity: At stations, students read journal entries about what different teenagers do in their routine and how they navigate their community.
  - Options:
    - Students answer comprehension questions.
    - Students use sentence starters or a word bank to fill in the blanks to summarize.
    - Students compare and contrast to their own lives.
    - Students use models and sentence starters to ask questions in a letter where they ask the student questions they would like to know.
- Pen pal activity: Students are assigned different communities and given fact sheets. Students use practiced structures to write back and forth to an assigned “pen pal” in the class to report and discover lifestyle habits, routines, preferences, and challenges.
- Use quizlet, online dictionaries, or similar websites for individual student practice.
- Recognize repeated words in the authentic resources.
- Sort or classify words.
- Match words with definitions.
- Game-based learning activities to review concepts and vocabulary.
- Create a cloze activity with a level appropriate song/video.

- Partner activity: Person A draws a picture of an ideal vacation place (imaginary or real). Person A describes the picture while Person B draws what is being described; partners should compare their completed drawings and then change roles. This can also be done using a written description rather than a spoken one. This activity assumes knowledge of prepositions of location (next to, to the left of) and is excellent for kinesthetic learners.

## *RESOURCES*

### **Teacher Resources:**

- Teacher-selected articles and videos from authentic websites and news sources.

### **Equipment Needed:**

- Computer, student chromebooks, whiteboard, projector, speakers