

CURRICULUM

FOR

World Language

2/2H

GRADE(S) 9-12

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

ACKNOWLEDGMENTS

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

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Subject/Course Title:
World Language 2/2H
Grades 9-12

Date of Board Adoption:
September 19, 2023

RAHWAY PUBLIC SCHOOLS CURRICULUM

World Language Level II/II Honors: Grades 9-12

PACING GUIDE

Unit	Title	Pacing
1	Who Are We?	10 weeks
2	Celebrations and Traditions	10 weeks
3	What the Future Holds	10 weeks
4	Around the World	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>MLL 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 2/2H

Unit Title: Who Are We?

Target Course/Grade Level: 9-12

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 use the target language to exchange information about routines, patterns, habits, health, and characteristics of their home life, academic life, and extracurricular activities. Students will compare and contrast hobbies and routines in discourse about climate and environment. Students will make connections between who they are and who they want to be in relation to the presence and absence of activities and habits in their daily lives and the lives of others in their own community and communities of the target cultures.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **7.1.NH.IPRET.1:** Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.2:** Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.3:** Respond and act on a series of oral and written instructions, directions, and commands.
- **7.1.NH.IPRET.4:** Recognize some common gestures and cultural practices associated with target culture(s).
- **7.1.NH.IPRET.5:** Identify some unique linguistic elements in the target culture.
- **7.1.NH.IPRET.6:** Interpret some common cultural practices associated with the target culture(s).
- **7.1.NH.IPRET.7:** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- **7.1.NH.IPRET.8:** Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- **7.1.NH.IPERS.1:** Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- **7.1.NH.IPERS.2:** Ask and respond to questions on practiced topics and on information from other subjects.
- **7.1.NH.IPERS.3:** Make requests and express preferences in classroom settings and in various social situations.
- **7.1.NH.IPERS.4:** Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- **7.1.NH.IPERS.5:** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- **7.1.NH.IPERS.6:** Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

- 7.1.NH.PRSNT.1:** Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- **7.1.NH.PRSNT.2:** Create and present brief messages using familiar vocabulary orally or in writing.
 - **7.1.NH.PRSNT.3:** Describe orally and in writing people and things from the home and school environment.
 - **7.1.NH.PRSNT.4:** Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
 - **7.1.NH.PRSNT.5:** When speaking and writing, use simple sentences and try to connect them with a few transition words.
 - **7.1.NH.PRSNT.6:** Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

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...

- 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:

- What is my identity in various communities (home, school, social, etc.)?
- How am I unique and/or similar to my peers in my culture and others?
- What is my heritage, and does it impact my identity?
- How does where I am from or where I live impact who I am and who I become?

Knowledge and Skills:

Students will know...

- Phrases and expressions to state likes, dislikes, and interests.
- Verbs and phrases used to express duties, responsibilities, and obligations.
- How to use verbs to express hobbies.
- Descriptive adjectives and gender form.
- Clothing vocabulary.
- Major differences between their own community and studied communities of the target language.
- The importance of using appropriate linguistic expression in different social settings within the target culture.
- Frequently used structures and phrases that differentiate healthy habits from unhealthy habits related to choices.
- Basic structural components used in the analysis and comparison of their habits with those of people in studied communities of the target language.
- Terms and concepts related to lifestyle, health, and public identities.

Students will be able to...

- State habitual behaviors along with descriptions to tie lifestyle to values, identity, and culture.
- Interpret vocabulary used to identify, analyze and evaluate some commonly-held generalizations about the culture studied.
- Describe clothes they wear and things they use or need during different activities.
- Use learned structures to express preferences related to healthy and unhealthy habits.
- Use authentic resources to interpret, discuss, and present major characteristics of lifestyles of people living under different circumstances within different cultures.
- Compare and contrast lifestyles of people living under different circumstances within different cultures.

- Summarize their values and beliefs related to their own sense of self connected to reality and personal goals.
- Employ vocabulary related to routines in conversations about hobbies, duties, interests, climate, and values.
- Use practiced structures to give a brief summary 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 using frequency adverbs.
- Identify and give some details 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
- Test
- Quiz
- Project
- Presentations
- Pre-recorded responses to speaking prompts
- Written reflections
- Visual matching exercises that students elaborate on in written responses
- 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?

- Read, listen to and watch a variety of introductions and descriptions of people in the target language.
- Identify and describe people based on their introductions.
- Use graphic organizers (Venn diagrams, T-charts, etc.) to compare and contrast people based on the information they give about themselves.
- Pen Pal note: students read and respond to each other.
- Information gap activity
- Flipgrid - respond to a classmate's video introduction.
- Padlet - write something about yourself, read others' descriptions and respond (give a

reaction, ask a question, etc.)

- Show & Tell - bring an item and tell how it represents who you are.
- Create an infographic telling your physical descriptions and personality traits.
- Create simple graphic or written biographies in the target language of famous figures.
- Use Quizlet, online study tools, or similar websites for individual student practice.
- Find or create pictures that explain likes and dislikes and varying degrees thereof.
- Point out cognates to words in the target language.
- Recognize repeated words in the authentic resources.
- Sort or classify words.
- Match words with definitions.
- Play Pictionary with partners, small groups or teams.

RESOURCES

Teacher Resources:

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

Equipment Needed:

- Computer, student chromebooks, whiteboard, projector, speakers

UNIT OVERVIEW

Content Area: World Language 2/2H

Unit Title: Celebrations and Traditions

Target Course/Grade Level: 9-12

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 identify and apply vocabulary and grammar to explore the ways in which religion, indigenous culture, and major historical events have shaped the modern world. Students will begin to study the effects of colonialism on marginalized groups through historical events and modern practices. Students will identify, compare, and contrast social and familial structures of different cultures.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

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- **7.1.NH.IPRET.6:** Interpret some common cultural practices associated with the target culture(s).
- **7.1.NH.IPRET.7:** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- **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.NH.IPERS.1:** Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- **7.1.NH.IPERS.2:** Ask and respond to questions on practiced topics and on information from other subjects.
- **7.1.NH.IPERS.3:** Make requests and express preferences in classroom settings and in various social situations.
- **7.1.NH.IPERS.5:** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- **7.1.IL.IPERS.6:** Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
- **7.1.NH.PRSNT.1:** Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- **7.1.NH.PRSNT.2:** Create and present brief messages using familiar vocabulary orally or in writing.
- **7.1.NH.PRSNT.3:** Describe orally and in writing people and things from the home and school environment.

- **7.1.NH.PRSNT.4:** Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NH.PRSNT.5:** When speaking and writing, use simple sentences and try to connect them with a few transition words.
- **7.1.IL.PRSNT.2:** Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

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).
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- **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...

- 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, morals, laws, and national holidays reflect influences of religious institutions and political leaders throughout history.

Unit Essential Questions:

- What are the socio-demographics of societies of the target cultures we study?
- How does culture influence our beliefs and values?
- What are examples of cultural values or beliefs reflected in traditions, holidays and celebrations?
- How do holidays and celebrations reflect cultural values, beliefs, and history?
- How are the traditions and celebrations studied different and/or similar to your own?

Knowledge and Skills:

Students will know...

- Beliefs, religions, and values associated with cultural customs, practices, holidays, and celebrations studied.
- Verbs and common phrases pertaining to religion, geography, traditions, holidays and celebrations.
- 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...

- Ask and answer questions in discussion about family, traditions and celebrations.
- Identify holidays, celebrations and traditions studied.
- Use numeric expressions and learned vocabulary 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.
- 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 paragraph 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”?

- Unit Test
- Quiz
- Rubric-based Project
- Rubric-based Presentations
- Pre-recorded responses to speaking prompts
- Written reflections
- Visual matching exercises that students elaborate on in written responses
- 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?

- Read, listen to and watch a variety of clips from interviews and documentaries about holidays and celebrations in the target cultures.
- Identify and describe holidays based on their traditions and practices.
- Use graphic organizers (Venn diagrams, T-charts, etc.) to compare and contrast traditions that are practiced in both the target cultures and student’s culture.
- Pen Pal note - read and respond using models and sentence starters.
- Flipgrid - respond to a classmate’s video response to a prompt that focuses on one aspect of a cultural practice such as food or tradition.
- Padlet - write something about your own traditions, read others’ responses and comment (give a reaction, ask a question, etc.)
- Show & Tell - bring an item and tell how it represents a family tradition or holiday.
- Create an infographic telling your family’s traditions, values, and beliefs.
- Use online learning tools like Quizlet or similar websites for individual student practice.
- Find pictures and videos that demonstrate practices related to holidays and traditions.
- Point out cognates to words in the target language.
- Recognize repeated words in the authentic resources and make a word web.
- Sort or classify words.
- Match words with definitions.
- Play learning games with partners, small groups or teams.
- Create a cloze activity with a level appropriate video to compare and contrast celebrations based on the information given in an authentic resource.

RESOURCES

Teacher Resources:

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

Equipment Needed:

- Computer, student chromebooks, whiteboard, projector, speakers

UNIT OVERVIEW

Content Area: World Language 2/2H

Unit Title: What the Future Holds

Target Course/Grade Level: 9-12

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, stories, 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-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:

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- **7.1.NH.IPRET.2:** Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.6:** Interpret some common cultural practices associated with the target culture(s).
- **7.1.NH.IPRET.7:** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- **7.1.NH.IPRET.8:** Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- **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).
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- **7.1.IL.IPERS.6:** Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

- **7.1.NH.PRSNT.1:** Recombine basic information at the phrase and sentence level related to everyday topics and themes.
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- **7.1.NH.PRSNT.3:** Describe orally and in writing people and things from the home and school environment.
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- **7.1.NH.PRSNT.5:** When speaking and writing, use simple sentences and try to connect them with a few transition words.
- **7.1.IL.PRSNT.2:** Present preferences on everyday topics of interest and explain reasons for the preferences, using simple 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).
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- **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 the attributes of people who inspire you?
- How is your daily routine similar and different from those of students in the places studied?
- What are your aspirations?
- How do opportunities for work and education differ around the world?

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.
- 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.

Students will be able to...

- Write a paragraph 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.

EVIDENCE OF LEARNING

Assessment:

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

- 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?

- 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 as a whole
- Flipgrid conversation with a partner
- Interviews
- Occupation description matching exercises
- Resume design activity
- Career fair 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 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

UNIT OVERVIEW

Content Area: World Language 2/2H

Unit Title: Around the World

Target Course/Grade Level: 9-12

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

LEARNING TARGETS

NJ Student Learning Standards:

- **7.1.NH.IPRET.1:** Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.2:** Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.3:** Respond and act on a series of oral and written instructions, directions, and commands.
- **7.1.NH.IPRET.4:** Recognize some common gestures and cultural practices associated with target culture(s).
- **7.1.NH.IPRET.5:** Identify some unique linguistic elements in the target culture.
- **7.1.NH.IPRET.6:** Interpret some common cultural practices associated with the target culture(s).
- **7.1.NH.IPRET.7:** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- **7.1.NH.IPRET.8:** Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- **7.1.NH.IPERS.1:** Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- **7.1.NH.IPERS.2:** Ask and respond to questions on practiced topics and on information from other subjects.
- **7.1.NH.IPERS.3:** Make requests and express preferences in classroom settings and in various social situations.
- **7.1.NH.IPERS.4:** Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- **7.1.NH.IPERS.5:** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

- **7.1.NH.IPERS.6:** Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.1:** Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- **7.1.NH.PRSNT.2:** Create and present brief messages using familiar vocabulary orally or in writing.
- **7.1.NH.PRSNT.3:** Describe orally and in writing people and things from the home and school environment.
- **7.1.NH.PRSNT.4:** Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NH.PRSNT.5:** When speaking and writing, use simple sentences and try to connect them with a few transition words.
- **7.1.NH.PRSNT.6:** Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

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.

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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:

- 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?
- 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?

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.

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.

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 are given a graphic organizer and watch videos of interviews of teenagers 3 times. The first time, they will note vocabulary from the unit list, the second time they will note likes and routine habits, and the third time 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 selected parts of 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.

RESOURCES

Teacher Resources:

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

Equipment Needed:

- Computer, student chromebooks, whiteboard, projector, speakers