

Pascack Valley Regional High School District

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

Course Name: CHINESE V, FRENCH V, ITALIAN V & SPANISH V

Born On: August, 2020
Previous Revision: June 2023
Current Revision: June 2026
Board Approval: 8/24/26

World Languages
Chinese, French, Italian & Spanish

New Jersey Student Learning Standards (NJSLS) World Languages

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

Pascack Valley Regional High School District

World Languages Mission/Vision Statement

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

Course Description:

Chinese V, French V, Italian V and Spanish V are proficiency-based courses which involve meaningful use of language for real communicative purposes. Instruction focuses on what students can do with the language. Students will interact and communicate with others while gaining an understanding of and respect for the cultural perspectives, practices and products of different cultures. Critical thinking skills will be strengthened through problem-solving, conceptualizing and reasoning. Connections are made between the various disciplines by incorporating visual and performing arts, health and physical education, language arts literacy, mathematics, science, social studies and workplace readiness into the classroom.

Students will learn how to communicate in everyday situations as outlined in the scope and sequence. Units are organized thematically around situations and scenarios that can be applied to real life. Students will acquire a measurable degree of proficiency in interpersonal, presentational and interpretive modes. Performance assessments (ie: role-plays, interviews, letters) are utilized to evaluate students' progress.

***Units were designed to be communicatively purposeful, culturally focused, intrinsically interesting, cognitively engaging and standards-based.**

Proficiency Levels

Sources: [ACTFL Performance Guidelines](#)

Proficiency Targets	Interpretive	Presentational	Interpersonal
Level V CP	Intermediate Mid	Intermediate Mid	Intermediate Mid

New Jersey Curricular Mandates for World Languages Instruction

21st Century Life and Career Skills

Novice, Intermediate and Advanced Ranges: *Interpretive, Interpersonal and Presentational Modes*

21st Century Themes and Skills (Source: [ACTFL 21st Century Skills Map](#))

Collaboration:

Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.

Critical Thinking & Problem Solving:

Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.

Creativity & Innovation:

Students as creators and innovators respond to new and diverse perspectives. They use language in imaginative and original ways to make useful contributions.

Informational Literacy:

Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.

Media Literacy:

Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.

Technology Literacy:

Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.

Flexibility and Adaptability:

Students as flexible and adaptable language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives.

Initiative and Self-Direction:

Students as lifelong learners are motivated to set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence.

Social and Cross-Cultural Skills:

Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.

Productivity and Accountability:

Students as productive and accountable learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.

Leadership and Responsibility:

Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community.

The following standards are integrated into the Pascack Valley Regional High School District world language units of study throughout grades 9-12 so as to prepare students to be active citizens of the 21st century world:

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global

The following standards are integrated into the Pascack Valley Regional High School District world language units of study throughout grades 9-12 so as to help students become literate in technology, engineering, design, and computational thinking/programming:

8.1 Educational Technology

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming

- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative projects, blog, school web).
- 8.1.8.C.1: Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
- 8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5: Understand appropriate uses for social media and the negative consequences of misuse.

The following New Jersey State Mandates are identified within each instructional unit. Each mandate is color-coded using the corresponding color assigned to its title throughout this curriculum document:

Amistad Law:

N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law:

N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion Law:

(N.J.S.A.18A:35-4.36a) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district's implementation of the New Jersey Student Learning Standards.

LGBT and Disabilities Law:

N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

World Languages Practices

The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

Practice	Description
Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.
Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Digital Resources & Technology:

Some suggested online resources include online flashcards, using video conferencing tools to connect & speak with native speakers, digital recording tools for podcasting, and/or creating digital video presentations.

Presentation/Digital Storytelling Tools: [Google Slides](#), [Prezi](#), [Go Animate](#), [Storybird](#), [ToonDoo](#), Peardeck, Canva

Online Speaking/Recording Tools: [Voicethread](#), [clear.msu](#), [Audacity](#), [Vocaroo](#), [Voki](#), Chatterpix

Backchanneling: [Polleverywhere](#), [Padlet](#)

Video Tools: [YouTube](#), [TubeChop](#), [educanon](#), [blubbr.tv](#), [edpuzzle](#), [ThisIsSchool](#)

QR Codes: [QR Code Generator](#)

Game-based Response Tools: [Socrative](#), Wayground, Quizlet, Roxxem, Lyrics Training, TextActivities, SentenceBuilders

Word clouds: [Tagxedo](#), Mentimeter

Interpersonal Communicative Tools: DiLL Language Lab, Canvas, Speakology, Padlet

E-Portfolios: [Google Drive](#), [Pinterest](#), [LiveBinder](#)

Self-Assessment Tools: [Can-Do Descriptors](#), [Linguafolio](#)

AI Tools: Gemini, Brisk, Diffit, Notebook LM, [napkin.ai](#),

Assessments

The World Languages Standard is benchmarked by proficiency levels. As per ACTFL's Performance Descriptors for Language Learners 2012, students are assessed based on their communicative proficiency within the interpretive, interpersonal and presentational modes. Within each proficiency range, students demonstrate their abilities through a variety of assessments targeting the modes of communication:

Interpretive Listening

Interpretive Reading

Interpersonal (Person-to Person Communication)

Presentational Speaking (Spoken Production)

Presentational Writing (Written Production)

Intermediate-Mid Level: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Performance- Based Assessments are used to evaluate end of unit performance for any language level. Assessing performance is based on classroom instruction using practiced/rehearsed tasks within a familiar content/context. A Performance-Based IPA is given as a summative assessment at the end of an instructional unit to determine learner achievement relative to the concepts that were taught. Tasks are based on material from that unit. Learners can prepare to do these tasks through rehearsal throughout the course of the unit. Tasks are based on a central theme across the three modes of communication.

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

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

[Link to World Language Grading Criteria](#)

Differentiation, Accommodations & Modifications:

Gifted and Talented	Multilingual Learners	Students with Disabilities	Students at Risk of School Failure
Extension Activities Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities. Use of technological devices to gain access to online resources in order to research and explore current events and cultural practices. Use advanced supplementary / reading materials Use of authentic resources to promote a deeper understanding of culture. Provide opportunities for open-ended, self-directed activities Communication outside the language classroom for travel, study, work, and/or interviews with community members. Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) Conduct research and provide presentations on a variety of cultural topics. Design surveys to generate and analyze data to be used in discussion.	Modifications for Classroom Multi-sensory approach Pair Visual Prompts with verbal presentation Provide repetition and practice Restate Directions (verbal or written) Model skills / techniques to be mastered Provide summary of text or study guides Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Use graphic organizers Highlight key vocabulary Extended time for assignment completion as needed Assess comprehension through demonstrations such as gestures, drawing and retelling. Modified tests (orally) Use anecdotal records or portfolio work as a form of assessment Modifications for Homework/Assignments Modified Assignments Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment completion as needed Highlight key vocabulary Use graphic organizers	<i>*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team</i> Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Students may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Students may request books on CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication	Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Students may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Students may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device

Debate topics of interest / cultural importance. Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking		Teachers will check/sign student agenda daily Student requires use of other assistive technology device Modifications for Homework and Assignments Extended time to complete assignments. Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments Extended time on classroom tests and quizzes.Students may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	Modifications for Homework and Assignments Extended time to complete assignments. Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments Extended time on classroom tests and quizzes. Students may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.
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Course Themes:

Families & Communities - Contemporary Life - Art & Creativity - Science & Technology - Global Contexts - Language & Culture

Level V PACING GUIDE:

UNIT TITLE	DURATION
<i>What Hides Behind Words?</i>	Nine Weeks (209 minutes/week)
<i>Time Travelers</i>	Nine Weeks (209 minutes/week)
<i>Lights, Camera, Action!</i>	Nine Weeks (209 minutes/week)
<i>The Journey Ahead</i>	Nine Weeks (209 minutes/week)

Supplemental Literature

Chinese: *Emma*, *Great Expectations 1 & 2*, *Lady in the Painting*, *Movies*, *Idiom stories*, *Mystery of the Curly Haired Company*

French: Selected fables of La Fontaine, selected poems of Jacques Prévert,

Italian: Selected poems/songs from the Renaissance to today/ Pinocchio/ Dante Alighieri & excerpts from La Divina Commedia

Spanish: Spanish Graphic Novels, *Vida o muerte en el Cusco*, *Casa Dividida*, *Escape Cubano*, *Mujeres Extraordinarias*, *Adelita y la revolución mexicana*,

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Level V</i>				
UNIT TITLE	Cultural & Intercultural Contexts: *Products, Perspectives & Practices*	Communicative Functions/Skills	Suggested Learning Activities	Standards
<i>What Hides Behind Words?</i> CONTENT STATEMENT: This unit focuses on how language in literature, music, and media reflect culture and influence communication. Students explore authentic texts, idiomatic expressions, and advertisements while interpreting messages, expressing opinions, and creating original works. THEME: Contemporary Life; Art & Creativity; Language and Culture	CHINESE: -Idioms and their tales; - memes in the surveillance age; -靜夜思 (poem); -propaganda posters FRENCH: - <i>La langue de Molière</i> et l'Académie française in the 21st century (history of the academie & its role in preserving language & culture today) - Napoléon's role in unification of France via the French language - role of literature as both aesthetic products and political tools (from La Fontaine to Hugo and beyond) - classic texts & their presence in contemporary culture - English & Arabic contributions to French	Interpretive: -Understand product information in an ad -Understand essential information in a feature story in a magazine -Identify the main idea of a poem Interpersonal - Discuss how context affects the meaning of words and expressions. -Exchange information in a chat about favorite music genre, poem or literary genre -Exchange opinions about how cultural traditions are represented in literature, media or music. Presentational - Explain the meanings of common idiomatic expressions. -Present a review of a poem, book or song and give specific reasons to support my point of view	Interpretive: -Read and interpret authentic text messages -Read and analyze various genres of literature and media- poetry, song lyrics, etc. -Read and analyze poems and their role within the target culture -Examine the message behind the lyrics in music videos -Read and understand idioms -View and interpret digital media advertisements -Compare artistic forms, advertisements Interpersonal: -Think Pair Share about various genres of literature and media - poetry, song lyrics, etc. -Engage in a group chat/text exchange about an original literary piece-	Interpretive 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.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.7 – Infer the meaning of some unfamiliar words in some new contexts. Interpersonal 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.3 – Exchange preferences, feelings, or opinions and give advice on a variety of

	(historic & contemporary) -idioms & jeux de mots ITALIAN: -The literary geniuses: Dante Alighieri: La Divina Commedia Petrarca: The Canzoniere, development of the sonnet, themes of love, beauty & humanism, Boccaccio: The Decameron, Storytelling traditions and Renaissance humor Contemporary literature: Carlo Collodi e Pinocchio Italo Calvino & Italian folktales The Disneyfication of Italian storytelling: Pinocchio & Luca Italian music and song lyrics and their meanings: Mina, Bocelli, Pausini, Ghali Italian idioms and Italian gestures (Italian sign language) Why do Italians have so many gestures?	-Compose a simple letter, response, or article for a publication.	poetry, rap song, etc. defending a point of view. -Interview an artist/musician/poet from the target culture - Discuss similarities / differences of idiomatic expressions / gestures from the target language with their native language Presentation: -Compose an original literary piece- poetry, rap song, etc. -Create a storyboard/digital story -Create an inspirational quote in target language and produce it in a tangible format (bumper sticker, mug, mousepad, WL week poster!, etc.) -Digital poster on cultural comparison of marketing techniques in the US vs. the target culture -Create an advertisement -Illustrate idioms with a poster or meme	<i>familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.</i> 7.1.IM.IPERS.4 – Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. 7.1.IM.IPERS.5 – Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. Presentation 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.
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	Italian advertising and media: What do their ads say about their identity? Analyze their strong brand appeal with brands like Vespa, Parmigiano-Reggiano. Fiat, Nutella, Barilla etc SPANISH: -Narrative writing & the power of an author's perspective -Spanish Superheroes: Personal vs. public identities (Lucha libre - México) -Literature mirrors society: poetry, graphic novels, children's books -Language evolves: Using Inclusive language, the use/origin of Spanglish (ej: freezar), the use of idioms -Indigenous languages influencing Spanish -African influences on Spanish vocabulary -Lyrics as poetry: Activism through music (Reggaetón and youth culture)			
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	-Mexican Regional music traditions -Political cartoons/comics -Memes / satire			
Essential Question(s):	Target Questions	21st Century Themes and Skills and Interdisciplinary Connections:	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments
-How do the meanings of words change in different contexts? -How do languages evolve to reflect changes in the target culture? -What is the impact of the target culture on literary works and media? -How does media reflect one's point-of-view? -How does language in music and media influence different cultures?	-What types of literary products and media exist and speak to us? -How do media and publicity impact our lives? -What are some popular idiomatic expressions?	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media English & History: Analyzing different genres of literature (past & current) Music: Analyzing different genres of music & impact of lyrics Art: Illustrations of idiomatic expressions, use of imagery, impact of images in advertisements	CHINESE: -Tales and Traditions (idioms) -Online memes, graphics from behind the Great Firewall -CCP propaganda posters -Tang Poems (靜夜思, 李白) -Character List FRENCH: Académie française official website; La Fontaine: <i>Cigale & Fourmi</i> , <i>Corbeau & Renard</i> (avail online) Molière selected excerpts Poems - DuBellay, Valery, Hugo, Baudelaire, Eluard, Verlaine, Apollinaire Songs - selected, including Aznavour, Trenet, Piaf, Nakamura Advertisements including from AATF resources ITALIAN: -Media, Articles & Infographics -Suggested Readers & Media: Dante: <i>La Divina Commedia</i> – Graphic novel adaptation (e.g., <i>La Divina Commedia a fumetti</i>)	Formative Assessments: -Comprehension checks using authentic advertisements, literary excerpts, songs, podcasts, news articles, social media posts, and idiomatic expressions -Media and advertisement analysis -Literature circles and text discussions -Idiom journals and vocabulary-in-context activities -Class discussions and Socratic seminars on media influence and cultural perspectives -Gallery Walks analyzing advertisements or literary themes -Quick Writes and reflective journals about language and identity

		Video Production: Analyzing different forms of digital media, creation of digital media	by Marcello) or simplified bilingual excerpts from <i>Inferno</i> (Canto I and Canto V - Paolo and Francesca). Petrarca: <i>Il Canzoniere</i> – Sonnet 134 ("Pace non trovo, et non ò da far guerra") or Sonnet 90 ("Erano i capei d'oro a l'aura sparsi"). II sonnetto Boccaccio: <i>Il Decameron</i> – Excerpts from Day 1, Novel 1 (Ser Ciappelletto) or Day 9, Novel 6, focusing on comedic, fast-paced Renaissance storytelling. Digital Visual Aids: The interactive map "Digital Dante" (Columbia University) or Botticelli's <i>Map of Hell</i> illustrations to trace the journey spatially. Carlo Collodi: Original text excerpts from Le avventure di Pinocchio (specifically Chapter 17, where his nose actually grows, or the dark chapter where he meets the Fox and the Cat). Italo Calvino: Selections from <i>Fiabe Italiane</i> (Italian Folktales), such as "Gallo cristallo" or "L'orco con le penne". Comparative Film Media: Disney's 1940 animation <i>Pinocchio</i> vs. Matteo Garrone's 2019 live-action Italian adaptation (excellent for highlighting how Disney	-Peer discussions comparing media across cultures -Teacher observations, self-assessments, and progress conferences Summative Assessments: -Media, literature, or advertising analysis presentation -Literary analysis, blog post, editorial, article, or persuasive response -Interpersonal discussion, debate, or literature circle about authentic media, advertisements, or idiomatic language -Media campaign, advertising redesign, podcast, or literary interpretation project -Portfolio reflections demonstrating growth in media literacy and cultural understanding -Presentation writing: Advertisement analysis, literary response, editorial, blog post, persuasive article, or cultural comparison
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			scrubbed the gritty, darker reality of 19th-century Tuscan poverty). Culture Study Media: Disney/Pixar's <i>Luca</i> (2021) paired with real tourist board video clips of the Ligurian coast (Cinque Terre) to analyze how modern American media sanitizes and packages Italian village life. Mina: "<i>Grande, grande, grande</i>" or "<i>Se telefonando</i>" (to analyze 1960s poetic lyricism and emotional syntax). Andrea Bocelli: "<i>Con te partirò</i>" (Time to Say Goodbye) to examine operatic pop vocabulary and structural phrasing. Laura Pausini: "<i>La solitudine</i>" (a great accessible track for mid-to-high level learners dealing with themes of youth, isolation, and transition). Ghali: "Cara Italia" (A direct love letter and critical critique of his homeland, addressing identity, media representation of immigrants, and fighting prejudice.) Lyric Training Platforms: Using tools like <i>LyricsTraining.com</i> or custom cloze-activity sheets (fill-in-the-blank lyrics) to turn listening comprehension	-Presentational speaking: 2–3 minute recorded or live presentation analyzing literature, media, advertising, idioms, or cultural themes -Interpretive reading and/or listening assessment using authentic advertisements, literary excerpts, news articles, songs, or media with comprehension and cultural interpretation Benchmark: Integrated Performance Assessment (IPA): A standards-based performance assessment consisting of three interconnected tasks that mirror real-world communication. Students demonstrate proficiency through. The IPA is aligned to the unit's essential questions, learning targets, and proficiency expectations.
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			into an interactive vocabulary game. Behind-the-Music Articles: Short biographies or interviews from Italian music outlets explaining the cultural moment these songs dropped (e.g., Mina representing the modern, independent post-war Italian woman). Video Series: Bruno Munari's classic visual dictionary <i>Supplemento al dizionario italiano</i> (or modern video tutorials from native speakers demonstrating the sfumature / nuances of hand placements). Idiom Matching Glossaries: Authentic lists of physical/idiomatic pairings (e.g., <i>"In bocca al lupo"</i> paired with the physical sign for good luck or protection). Video Ads: Classic and contemporary television commercials (<i>Carosello</i> vintage ads, modern holiday Barilla or Nutella commercials focusing on <i>la famiglia</i>). Print Ads: Historical design posters from Vespa, Fiat 500, and Parmigiano-Reggiano showcasing lifestyle over product. Brand Marketing Infographics: Data sheets detailing "Made in Italy" global economic impacts and	
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			how food/automotive industries drive Italy's cultural identity abroad. SPANISH: Personal & Public Identities: Los Súper Héroes Lucha libre/El Santo- ¿Cómo sería tu máscara? ¿Es villano o héroe? - ¿Cómo cambia tu perspectiva con las palabras que usa el autor? Verdadera historia de los tres cerditos Poetry analysis Julio Cortazar Ana María Matute Gabriel García Márquez Jorge Bucay Eduardo Galeano Pablo Neruda Gloria Fuentes Mario Benedetti Graphic Novels: Mafalda (Quino) Mortadelo y Filemón Music/Musicians: La Canción de la Semana Calle 13 Bomba Estéreo Jorge Drexler Natalia Lafourcade Rozalén Vetusta Morla Juan Luis Guerra Carlos Vives Bad Bunny Current Media: BBC Mundo	
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			El País RTVE National Geographic en Español Muy Interesante DW Español Indigenous language today Idioms: La Frase de la Semana	
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PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Level V</i>				
UNIT TITLE	Cultural & Intercultural Contexts: *Products, Perspectives & Practices*	Communicative Functions/Skills	Suggested Learning Activities	Standards
<i>Time Travelers</i> CONTENT STATEMENT: This unit focuses on the historical events, people, and movements that have shaped the target culture and continue to influence its perspectives, products, and practices today. Students examine cause & effect and multiple perspectives while interpreting authentic sources, cultural artifacts and exchanging ideas, and presenting informed opinions. THEME: Global Contexts	CHINESE: - <i>Ip Man</i> , China Republic and Japanese occupation ; -Fall of Qing Dynasty, Gold Coast first wave emigrants, Transcontinental Railroad FRENCH: Evolution of France and French identity from Clovis, Charlemagne, Joan of Arc, Louis XIV, Napoleon, Charles de Gaulle -From territories to duchies to a unified France, how key individuals and events shaped the development of France as a country: -Clovis, first king of the Franks, conversion to Catholicism, Charlemagne, Holy Roman Empire, 100 Years War & Joan of Arc, France	Interpretive Identify key historical events from video/written document Understand basic facts reported by a witness regarding an historical event Interpret how historical events and influential people shaped the development of the target culture Identify the main conflict in a news report, article or manuscript Interpersonal Exchange information about important historical events, including their causes and consequences. Role-play conversations or interviews with historical figures to explore different perspectives and time periods.	Interpretive: -Read and interpret historical documents/timelines/charts/ graphs -Read and interpret political propaganda posters/cartoons -View and analyze maps, past and present -Listen to audio files/podcasts -View and interpret documentaries/travel clips -Identify differences and similarities between events across time and locations -Compare past and present posters/visuals Interpersonal: -Role play an interview with a historical figure -Debate between historical figures -Discuss substantiated	Interpretive 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.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.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. Interpersonal 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

	as the political and cultural center of Europe under Louis XIV, the French Revolution, rise of Napoleon & the development of the modern French state, Napoleon III, Haussman & the beautification of Paris, WWI & WW2, French resistance led by De Gaulle, 5th Republic ITALIAN: The Unification of Italy (Risorgimento) Giuseppe Garibaldi and other key figures Ancient Rome Julius Cesar and other key Roman figures, Roman life, Latin and influence on Romance Languages, Roads, Aqueducts and Architecture Italy during WWII Mussolini and alliance with Germany, Fascism, Primo Levi and Jewish community in Italy, Women and the Italian Resistance (Partigiane) Bella Ciao, End of the	Support & defend a side of a debate Presentation Present a brief outline of current or past events Compare life before and after a major historical event and explain its lasting impact on the target culture Give a brief history of a famous person, landmark, or cultural event Give a presentation about a famous person or historical figure and give basic points about the merits of their contributions	opinions about historical events and their impact on the target culture -Interact online with peers in another culture to discuss historical events Presentation: -Create a digital poster related to a past event -Report from time travel/historical event (where, when, who, what, why, how) -Design and present a monument/memorial for a significant past event -Create a "wax museum" figure describing the historical figure/time period -Create propaganda poster/cartoon for a given historical period -Create a post using a given historical image	<i>familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.</i> 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change. Presentation 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
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	Monarchy and the Italian constitution SPANISH: Revolutions & Social Change: -The Age of Exploration & Colonization: Cristobal Colon -Mexican Revolution Emiliano Zapata, Pancho Vill -Spanish Civil War, Franco's dictatorship -The 1959 Cuban Revolution, Fidel Castro, Che Guevara -Chile's Return to Democracy Human Rights Movements: -Argentina's Dirty War Mothers of Plaza de Mayo -Civil Rights in Spain -Afro-Latino History: Arturo Schomburg, Celia Cruz, Afro-Colombian leaders -Indigenous Civilizations and Their Legacy -Environmental Change & Indigenous Activism -Disability Advocacy -Advocates for inclusive education & LGBTQ+			7.1.IM.PRSNT.5: <i>When expressing viewpoints, give reasons to support the claims.</i>
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	Rights *Pedro Zerolo (Spain), Esteban Paulón (Argentina)			
Essential Question(s):	Target Questions	21st Century Themes and Skills and Interdisciplinary Connections:	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments
-What past events contributed to significant changes in the target culture? -What past events of the target culture made a global impact?	-What are historically defining events? -What social and political decisions, choices or actions led to these events? -What are/were the ramifications? Are they visible today? -How did these events change the culture (national identity, symbols, language, culture, people)? -What role has propaganda and media played in these events/outcomes?	9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions Social Studies: Exploring historical events of a target culture, geography, cultural artifacts Video production: Create a video documentary of a time travel experience (where, when, who, what, why, how) Art: Creating posters/political cartoons Music: Anthems and chants that describe major historical phases and events	CHINESE: -<i>Ip Man</i> (movie) -<i>Mystery of the Curly Haied Company</i> (text) -Images, graphs, data concerning China Republic and Japanese occupation, Fall of Qing Dynasty, China Gold Coast, Shanghai Bund, first wave emigrants, Transcontinental Railroad -Character List FRENCH: -Romans in Gaul via Asterix bande dessinée & film - Le Roi Soleil and life during Louis XIV as portrayed in literature (Voltaire), theater, film (Vatel) -Separation of church & state 1905, Dreyfus Affaire, <i>J'Accuse</i> (Zola) -De Gaulle, l'appel du 18 juin; lettre de Guy Môquet	Formative Assessments: -Comprehension checks using authentic historical texts, speeches, documentaries, maps, timelines, political cartoons, and current event articles -Historical source analysis and annotation -Cause-and-effect graphic organizers -Timeline Gallery Walks -Historical debates and role-play discussions -Cultural case studies connecting past and present -Current event reflections -Quick Writes connecting historical events to modern society -Teacher observations, self-assessments, and progress conferences Summative Assessments: -Historical inquiry or museum-style presentation -Historical analysis, newspaper article,

			ITALIAN: Linguistic Evolution: Simple Latin phrases commonly used today (e.g., <i>Carpe diem</i>, <i>Veni vidi vici</i>, <i>Persona non grata</i>) mapped alongside their Modern Italian descendants to demonstrate structural shifts. Biographical Profiles: Primary text excerpts (translated or simplified) regarding Julius Caesar's campaigns or daily life from Roman historians like Suetonius. Engineering Media: 3D digital reconstructions or documentary clips (e.g., Rai Cultura's <i>Passaggio a Nord Ovest</i> or standard architectural animations) explaining the functional architecture of Roman aqueducts and the Appian Way (<i>Via Appia</i>). Key Figures: Giuseppe Garibaldi's proclamation letters to his soldiers during the Expedition of the Thousand (<i>Spedizione dei Mille</i>), emphasizing unified Italian identity. Patriotic Anthems: The musical lyrics to <i>Il Canto degli Italiani</i> (Inno di Mameli—the national anthem), specifically breaking down its rebellious,	documentary narration, or persuasive response -Historical debate, interview, panel discussion, or simulation -Digital museum exhibit, historical documentary, timeline, or cultural inquiry project -Presentational writing: Historical analysis, museum exhibit narrative, newspaper article, persuasive response, or cultural comparison -Presentational speaking: 2–3 minute recorded or live historical presentation, documentary narration, TED-style talk, museum curator presentation, or historical figure interview -Interpretive reading and/or listening assessment using authentic historical texts, speeches, documentaries, or current events with cause-and-effect and cultural analysis Benchmark: Integrated Performance Assessment (IPA): A standards-based performance assessment
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			anti-foreign-occupation verses. Artistic Propaganda: Risorgimento political cartoons, maps of the fragmented Italian peninsula before 1861, and paintings showing Garibaldi's famous "Red Shirts." Historical Timelines: Visual, color-coded maps showing step-by-step how regional kingdoms (Kingdom of the Two Sicilies, Papal States) merged into one nation. Linguistic Scaffolds: Glossary guides highlighting Massimo d'Azeglio's famous unification dilemma: "<i>Fatta l'Italia, bisogna fare gli italiani</i>" ("Having made Italy, we must now make Italians") to frame classroom discussions on regional dialects vs. national language. <u>Fascism & Propaganda:</u> Vintage audio recordings or transcribed print headlines of Benito Mussolini's speeches to analyze the calculated rhetoric of Italian Fascism. <u>Primo Levi & The Holocaust:</u> Simplified or targeted excerpts from <i>Se questo è un uomo</i> (If This Is a Man) to explore the	consisting of three interconnected tasks that mirror real-world communication. Students demonstrate proficiency through. The IPA is aligned to the unit's essential questions, learning targets, and proficiency expectations.
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			human devastation of Italian Jews in the concentration camps. The Resistance (Partigiane): Audio recordings and lyric sheets of the anti-fascist folk anthem <i>Bella Ciao</i>, paired with diary entries or photographic archives of female resistance fighters (<i>le staffette partigiane</i>). The 1948 Italian Constitution, establishing the birth of the Republic and the formal end of the monarchy. Biographical Profiles: Short video interviews or reading profiles of real female resistance fighters (like Carla Capponi) to elevate the discussion on gender parity in military history. Documentary Excerpts: Clips from Italian educational networks (like <i>Rai Storia</i>) depicting the 1946 institutional referendum where Italian citizens (including women for the first time in a national election) voted to abolish the monarchy. SPANISH: Articles/Websites Orígenes de España	
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			-Instituto Cervantes -Fundación Once -Museo Reina Sofía: Mujeres en la Guerra Civil -Madres de la Plaza de Mayo -La historia de la Sastrería Documentaries/Short Films/Videos -Cuba en crisis -La guerra Civil Española -¿Qué significa el Guernica de Picasso? -Refugio 115 Dirigido por Iván Villamel Podcasts: -Una maestra en botas (Cuba) podcast	
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PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Level V</i>				
UNIT TITLE	Cultural & Intercultural Contexts: *Products, Perspectives & Practices*	Communicative Functions/Skills	Suggested Learning Activities	Standards
<i>Lights, Camera, Action!</i> CONTENT STATEMENT: This unit focuses on the role of cinema as a reflection of culture and society. Students analyze films, characters, and cinematic techniques while interpreting messages, exchanging opinions, and creating original film-inspired products. THEMES: Contemporary Life; Art and Creativity	CHINESE: - <i>Ip Man</i> vs. <i>Crouching Tiger Hidden Dragon</i> , - <i>Raise the Red Lantern</i> ; - <i>Monkey King</i> FRENCH: -Invention of cinema & the cinématographe; Auguste & Louis Lumière, first films -George Meliès & emergence of special effects, sci-fi; <i>Voyage dans la Lune</i> -Characteristics of French film, le 7e art; la Nouvelle Vague -Differences in French films & American remakes - Importance of Le Festival de Film à Cannes, Les Césars - Cinema as political and artistic communication - Cinema from la Francophonie	Interpretive Analyze a simple movie scene that depicts everyday actions Understand the motives of the protagonist/antagonist in a movie Identify the beginning, middle, and end of a movie Understand basic questions or statements exchanged during a movie Interpersonal Recreate a multi-character movie scene Exchange opinions about movies Role play an interview with a character from the movie Read and respond to peer reviews of a movie	Interpretive: -Read and interpret movie posters/reviews -Understand and analyze movie trailers, movies -Review infographics related to cinema/movie trends in the target culture -Analyze the plot and the message behind it Interpersonal: -Role play with an actor/filmmaker -Compare & contrast different films -Survey classmates about preferred film genre, film -Discuss recent films with classmates -Role-play a scene/alternate ending/sequel -Discuss and analyze genres of film -Discuss and analyze the filmmaker's intentions -Write an email/text chat between characters	Interpretive 7.1.IM.IPRET.1 Explain the main idea and supporting details from spoken, written, or signed texts. 7.1.IM.IPRET.4 Recognize verbal and non-verbal etiquette to determine meaning. 7.1.IM.IPRET.7 Infer the meaning of unfamiliar words from context. 7.1.IM.IPRET.8 Use language structures to deduce meaning of unfamiliar structures. Interpersonal 7.1.IM.IPERS.2 Interact using sentences and follow-up questions. 7.1.IM.IPERS.3 Exchange opinions, preferences, and advice. 7.1.IM.IPERS.4 Use gestures, intonation, and idiomatic expressions appropriately. 7.1.IM.IPERS.5 Initiate, maintain, and conclude conversations. Presentational 7.1.IM.PRSENT.1 Present information from culturally authentic resources.

	ITALIAN: Italian Neorealism DeSica/Rossellini Ladri di Biciclette, Roma Città Aperta Post-War Reality, Cinecittà and Hollywood in Italy <i>La Meglio Gioventù and Educational disparities, Youth Issues</i> Venice Film Festival Award winning films: <i>La Vita è Bella</i> Cinema Paradiso <i>Federico Fellini and Gender Roles in Italian films</i> Hollywood's view of Italian-Americans Italian stereotypes in film: The Godfather, Goodfellows, My Cousin Vinny- why do these stereotypes prevail? SPANISH: <i>-Social justice in cinema and film</i> -International film festivals (Goya awards, San Sebastian Film Festival)	Presentation Present a movie review and give specific reasons to support my point of view. Write a short report about a topic learned from the movie Write from the perspective of a film character to reflect motivations and/or internal conflicts	-Describe and discuss the changes from print to screen Presentation: -Produce a movie/movie trailer/ storyboard -Write a movie review -Create a digital post with thoughts/critiques about films -Silent film voice dubbing -Create a social media post as one film character -Compare and contrast the life of a character to your own	7.1.IM.PRSNT.3 <i>Respond creatively to oral or visual prompts.</i> 7.1.IM.PRSNT.4 <i>Report information from culturally authentic resources.</i> 7.1.IM.PRSNT.5 <i>Express viewpoints and support them with reasons.</i>
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	-Famous Spanish directors such as Guillermo del Toro -Films that portray societal and political movements such as <i>"En el tiempo de las mariposas"</i> <i>"La misma luna"</i> <i>"Radical"</i> <i>"El último vagón"</i> -Women's rights and Gender Equality in Film			
Essential Question(s):	Target Questions	21st Century Themes and Skills and Interdisciplinary Connections:	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments
-What role does cinema play in the target culture? -How has cinema developed and changed over time? -How do movies mirror/not mirror the target culture?	-What different genres exist in cinema? -What was the filmmaker's goal? -Why was the movie made? -How do/did people react to the movie? -How is cinema different today? -How accurately do	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media History: Analyzing different films throughout history Video Production: Creating films, understanding filmmakers' perspectives, film critiques, origins of film	CHINESE: -Ip Man 1 -Crouching Tiger Hidden Dragon 臥虎藏龍 -Raise the Red Lantern -Various Monkey King reproductions - Emperor and the Assassin -Commercials -Music Videos 小蘋果 -Character List FRENCH: -Selected chapters from <i>Cinema for French Conversation</i> (textbook)	Formative Assessments: -Comprehension checks using authentic film clips, trailers, interviews, reviews, and film festival materials -Film analysis and director's message discussions -Movie Talk and ClipChat activities -Film review journals -Class discussions about cinematic themes and cultural representation

	movies portray an event/time period? -How does a plot change from print to screen? -Why do classic stories endure? How do they evolve in film?	Literature: Analyze print to screen	- Truffaut- <i>Argent de Poche</i> or <i>400 Coups</i>; Goddard - <i>A Bout de Souffle</i> -Comte de Monte Cristo -http://www.cinemafrancais-fle.com/Histoire_cine/naissance_cinema.php -https://www.cnc.fr/cinema SPANISH: Websites: -FullTV (Argentina) -rTVE (Spain) -Cineuropa -Fotogramas -Premios Goya -AcademiaCine -Amnesty: Human Rights -Learning for Justice -Instituto de la Mujer (Spain) Short Films: -Arte como forma de resistencia: Bansky, DTMF - Bad Bunny Interviews: -Película- Radical: Entrevista con Paloma Noyola, Educación en México -Entrevista a Guillermo del Toro ITALIAN: Vittorio De Sica: Critical scene selections from <i>Ladri di biciclette</i> (Bicycle Thieves), specifically the opening job center scene and the final, crushing stadium scene.	-Gallery Walks featuring film posters or festival selections -Cultural comparisons of films across Spanish-speaking countries -Peer discussions and film forum activities -Teacher observations, self-assessments, and progress conferences Summative Assessments: -Film review, cultural analysis, or film festival presentation -Film critique, comparative analysis, article, or persuasive response -Film forum, panel discussion, director interview, or debate -Film festival proposal, documentary analysis, multimedia presentation, or short film project -Portfolio reflections on cinema as a reflection of culture -Presentational writing: Film review, comparative critique, festival
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			Roberto Rossellini: The iconic, dramatic climax scene of Anna Magnani running down the street in <i>Roma città aperta</i> (Rome, Open City). Studio vs. Street History: Historical photos and background text comparing Cinecittà Studios under Fascism (where lavish propaganda films were made) to the raw, bombed-out streets of Rome used by Neorealist directors out of absolute economic necessity. Marco Tullio Giordana: Excerpts from the epic La meglio gioventù (The Best of Youth), focusing on the educational disparities, psychological institutional systems, and student protest movements of 1960s and 70s Italy. Linguistic Contrast: Transcripts of dialogue comparing the conservative, formal academic speech of professors to the informal, passionate political slang of the university students. Comparative Worksheets: Guided Venn diagrams helping students contrast modern American youth issues (student debt, career paths) with the political and educational crises faced by young Italians in the 20th century.	recommendation, cultural analysis, or filmmaker response -Presentational speaking: 2–3 minute recorded or live film review, documentary narration, filmmaker analysis, or festival proposal -Interpretive reading, listening, and/or viewing assessment using authentic film clips, interviews, reviews, or festival resources with cultural interpretation Benchmark: Integrated Performance Assessment (IPA): A standards-based performance assessment consisting of three interconnected tasks that mirror real-world communication. Students demonstrate proficiency through. The IPA is aligned to the unit's essential questions, learning targets, and proficiency expectations.
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			Roberto Benigni: Selected scenes from <i>La vita è bella</i> (Life is Beautiful), focusing on the use of humor as a weapon of psychological survival during the Holocaust. Giuseppe Tornatore: The famous closing "kiss montage" or childhood theater projection scenes from <i>Cinema Paradiso</i> to study the theme of nostalgia (<i>la nostalgia</i>) and the love of art. Festival Media: Red carpet broadcast clips, acceptance speeches from the Venice Film Festival, and official promotional infographics showcasing the <i>Leone d'Oro</i> (Golden Lion). Authentic Reviews: Simplified film reviews from classic Italian media outlets like <i>Corriere della Sera</i> or <i>Cinecittà News</i> to practice reading comprehension in the interpretive mode. Federico Fellini: Key scenes from <i>La Dolce Vita</i> (e.g., Anita Ekberg in the Trevi Fountain) or <i>8½</i> to analyze the presentation of women as idealized muses vs. traditional maternal figures. Character Archetypes: Script transcripts highlighting the breakdown of traditional, patriarchal expectations of post-war Italian masculinity and the rise of existential modern characters.	
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			The Mob Tropes: Clips from Francis Ford Coppola’s <i>The Godfather</i> or Martin Scorsese’s <i>Goodfellas</i> focusing on the intersection of crime, intense family loyalty, and food rituals. The Street-Smart Trope: Legal debate and cross-examination scenes from <i>My Cousin Vinny</i> highlighting the loud, hyper-stylized Outer-Borough New York Italian archetype.	
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PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Level V</i>				
UNIT TITLE	Cultural & Intercultural Contexts: *Products, Perspectives & Practices*	Communicative Functions/Skills	Suggested Learning Activities	Standards
<i>The Journey Ahead</i> CONTENT STATEMENT: This unit focuses on preparing for life beyond high school by exploring future opportunities, careers, and personal goals. Students examine cultural perspectives on adulthood, education, and the workplace while communicating plans, aspirations, and advice for the future. THEME: Contemporary Life; Language and Culture	CHINESE: -Job market, college choices, population collapse in China; -Taiwan Universities; -Etiquette for tea, eating and small talk FRENCH: -Life after high school: le parcours vers la vie adulte dans des pays francophones (France, Québec, Sénégal) -Levels of study (BAC +3, 5, etc) -ERASMUS & mobility -Living at home vs. living on campus (tendencies in Francophone countries) -"Stages" (internships) -Creating your CV, writing a formal letter or email -Un semestre / une année de césure (tendencies in Francophone countries) ITALIAN: I Mammoni/Bamboccioni phenomenon (leaving the	Interpretive Understand the basic requirements for a career Understand a speaker's future plans Understand infographics and media reports about future options and career trends for young adults in the target and my own culture Understand data based on economies, labor markets and government structures in different cultures Distinguish the differences between informal & formal communication Interpersonal Participate in an online discussion about job opportunities	Interpretive: -Read and interpret infographics related to life after high school in the target culture -Read and interpret infographics related to future professions -Listen to audio files/Watch short video clips related to contemporary life in target cultures -Read articles about young adult life in the target culture -View and analyze ads for careers -Watch a short film to understand the corporate expectations/differences in culture in labor markets -Online career survey -Identify vocabulary related to financial literacy Interpersonal: -Videochat with young adults in the target culture about future aspirations -Role play an interview for college/career -Survey classmates about future roommates -Reply to an email regarding a recent job opportunity	INTERPRETIVE 7.1.IM.IPRET.5: <i>Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.</i> • 7.1.IM.IPRET.6: <i>Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.</i> • 7.1.IM.IPRET.7: <i>Infer the meaning of some unfamiliar words in some new contexts.</i> • 7.1.IM.IPRET.8: <i>Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</i> INTERPERSONAL • 7.1.IM.IPERS.1: <i>Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</i> • 7.1.IM.IPERS.2: <i>Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.</i>

	nest in Italy vs American culture of going to college School system differences Istituto tecnico, trades vs Università Erasmus program in Italy vs Studying Abroad The cost of university Italy vs USA Cost of living metrics Italy vs USA Social structures and benefits in the working world Italy vs USA Formal vs Informal modes of communication in the working world and studying Crafting a professional resume/Curriculum Vitae on Europass and the cultural differences of selling yourself Italy vs USA Economic opportunities and Salaries Italy vs USA Le scuole superiori & Il Liceo: Academic, Technical and Vocational tracks in Italy SPANISH: -The cost of studying & living abroad in Europe vs. The Americas -What is the “año sabático”?	Role-play a professional interview for college admissions or a job opportunity Exchange advice, doubts, hopes and fears regarding life after high school Presentation Create a video about my school or workplace Write a short report about a job, university or post-HS opportunity. Describe plans for an upcoming job. Craft a professional résumé in the target language that showcases my education, skills and interests.	-Predict a classmate’s future endeavors, including university, work, etc. -Discuss work life balance Presentation: -Students create a target culture yearbook/scrapbook as a keepsake for their future -Create a digital presentation about living independently (<i>what is necessary, what to consider, where to live</i>) -Write a digital post regarding various aspects of young adult life -Create a timeline/budget for the future (Self-sufficiency plan) -Create an online profile/ resumé	• 7.1.IM.IPERS.3: <i>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.</i> • 7.1.IM.IPERS.5: <i>Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.</i> PRESENTATIONAL 7.1.IM.PRSNT.1: <i>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.</i> • 7.1.IM.PRSNT.4: <i>Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</i> • 7.1.IM.PRSNT.5: <i>When expressing viewpoints, give reasons to support the claims.</i> • 7.1.IM.PRSNT.6: <i>Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.</i>
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	-Living at Home vs. Moving Out (Expectation of Families) -Career pathways: Formación Profesional (FP) in Spain/SENA & Colombia: Choosing vocational education and free training programs -Local Community Service: How do we serve others within our communities through our bilingualism?			
Essential Question(s):	Target Questions	21st Century Themes and Skills and Interdisciplinary Connections:	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments
-How will my life change after high school? -How do our interests and personality play a role in our choices? -How do our life stages compare to the experiences of young adults in the target culture? -How do we define independence?	-What do I plan to do after I graduate? -How can I prepare for my future independence? -What are “rites of passage” into adulthood in the target culture? -What are my future goals and aspirations?	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities Financial Literacy: Balancing budget with future plans and life changes FACS: Considering responsibilities related to living on one’s own	CHINESE: -<i>Red Monkey</i> (text) -<i>Great Expectations</i> (text) -Tea ceremony accoutrements -Images, graphics, data related to college admissions, job markets -Yang Ming High School exchanges -Character List FRENCH: - https://www.parcoursup.gouv.fr/ - https://www.etudiant.gouv.fr/fr - https://www.quebec.ca/education/etudier-quebec	Formative Assessments: -Comprehension checks using authentic job postings, résumés, university websites, interviews, blogs, and current articles about careers and young adulthood -Mock interviews and interpersonal practice -Career exploration journals

		Technology: Professional & personal social media profiles PE/Health: Healthy living, mindfulness, stress management	-https://www.expats.com/fr/guide/afrique/senegal/11667-etudier-au-senegal.html -https://www.campusfrance.org/fr/logement-etudiant-en-France - TV5 Monde (études supérieures) ITALIAN: Statistical Reports: Real data graphics from ISTAT (the Italian National Institute of Statistics) showcasing that roughly 63% of Italian young adults aged 18–34 still live with their parents. Authentic Media: Short Italian news clips or articles discussing the economic triggers Linguistic Expressions: Key cultural idioms and vocabulary terms like <i>I bamboccioni</i> ("big babies"), <i>I mammoni</i> ("mama's boys"), and <i>la convivenza</i> (cohabitation). Comparative Reading Scaffolds: Short sociology readings contrasting the American ideal of moving away for college at 18 with the Italian practice of commuting to local universities. Student Surveys: Interactive worksheets prompting students to tally and graph classroom expectations regarding the age they intend to move out versus the average age of independence in Italy. Program Brochures: Informational charts mapping the different tracks of <i>Le Scuole Superiori: Il Liceo</i> (Academic),	-College and career comparisons -Advice columns and future planning reflections -Community service case studies -Gallery Walks exploring professions, universities, or rites of passage -Peer interviews and collaborative problem-solving tasks -Teacher observations, self-assessments, and progress conferences Summative Assessments: -Career, university, or future planning presentation -Résumé, cover letter, scholarship essay, blog, email, advice column, or persuasive response -Mock interview, career counseling conversation, university discussion, or community service planning activity -Career portfolio, community service proposal, university
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			L'Istituto Tecnico (Technical), and L'Istituto Professionale (Vocational). Examination Media: Audio accounts or video vlogs of Italian students preparing for the stressful national high school exit exam, <i>L'Esame di Maturità</i> Venn Diagrams: Comparison worksheets helping students align American technical/trade schools with the structural curriculum of an Istituto Tecnico. Decision Trees: A reflective career-path activity where students evaluate their personal strengths at age 14 to see which Italian high school track they would have been placed in. Official Portals: Simplified introductory pages or promotional guides from the Erasmus+ program network explaining how European students receive funding to study or intern in different EU countries. Student Travel Testimonials: Video logs or blog posts written by real Italian university students detailing their semesters spent abroad in Spain, Germany, or France. Tuition Data Tables: Comparative tuition brackets displaying the average cost of public Italian universities (based on family income, or <i>ISEE</i>, usually ranging from €0 to €3,000 per year) versus the sticker shock of public and private American university rates.	comparison, or future planning project -Portfolio reflections documenting growth toward personal, academic, and intercultural goals -Presentational writing: Cover letter, résumé, email, scholarship essay, future plans blog, advice column, or cultural comparison -Presentational speaking: 2–3 minute recorded or live presentation about career goals, university life, community service, or future aspirations -Interpretive reading and/or listening assessment using authentic job postings, university information, interviews, or community service resources with cultural interpretation Benchmark: Integrated Performance Assessment (IPA): A standards-based performance assessment
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			Cost of Living Indexes: Infographics comparing itemized cost-of-living data (such as groceries, public transport passes, and city center rent) for student hubs like Bologna or Milan versus Boston or New York. Budget Planning Templates: A financial literacy worksheet where students calculate a monthly independent living budget (<i>un piano di autosufficienza</i>) in Euros using authentic Italian grocery and housing sites. Currency Conversion Tools: Simple reference tools detailing exchange calculations between USD (\$) and Euro (€) to make financial text readings more meaningful. Labor Law Overviews: Fact sheets introducing standard working protections in Italy, including <i>la tredicesima</i> (the mandatory 13th-month Christmas bonus check), <i>le ferie pagate</i> (4+ weeks of mandatory paid vacation), and generous parental leave (<i>congedo parentale</i>). Economic Reality Sheets: Modern salary tables contrasting entry-level Italian earnings with American corporate starting salaries to show why work-life balance is prioritized differently. "Switch the Register" Exercises: Grammar and communication worksheets where students take a series	consisting of three interconnected tasks that mirror real-world communication. Students demonstrate proficiency through. The IPA is aligned to the unit's essential questions, learning targets, and proficiency expectations.
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			of informal texts and rewrite them into polite, formal emails suitable for a boss or college interviewer. The Europass Builder Layout: The standard structural template of the Europass CV framework utilized across all 27 European Union states. Visual Profile Formatting Examples: Authentic sample resumes displaying standard European details typically absent from American resumes, including a formal headshot, country codes for international telephone lines, and official CEFR language proficiency levels (A1–C2). SPANISH: College and Career Pathways: TodoFP (Ministry of Education) Universidad Nacional Autónoma de México (UNAM) Universidad de Buenos Aires (UBA) Servicio Nacional de Aprendizaje (SENA) Authentic News: BBC Mundo El País RTVE DW Español Podcasts: TED en Español Radio Ambulante El Hilo Universidades podcast episodes Career interviews Short Films/Videos La Jaula produced by Juan Ruiz (2016) Recursos Humanos produced by José Javier Rodríguez Melcon (2004)	
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			El estrés laboral Short Stories: El Pescador y el Empresario	
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