

Pascack Valley Regional High School District

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

Course Name: CHINESE III, FRENCH III, ITALIAN III, SPANISH III

Course Name: HONORS CHINESE III, HONORS FRENCH III, HONORS ITALIAN III, HONORS SPANISH III

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) 7.1 World Languages

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

Pascack Valley Regional High School District

World Languages Mission/Vision Statement

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

Course Description:

Chinese, French, Italian, Spanish III & Honors Chinese, French, Italian and Spanish III is a continuation of the Level II instructional sequence. The course is proficiency-based which involves 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 a greater 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.

In **all** Honors World Language courses, speaking, listening and writing skills are focused upon in greater depth and breadth. Students will be required to express themselves in the target language utilizing a variety of time frames, moods and extensive vocabulary. Also, in comparison to Chinese III, Honors Chinese III will be required to read in Chinese characters. In **all** Honors World Language courses, students are expected to communicate at the Intermediate Low level or beyond within the interpretive, interpersonal and presentational modes while Level III students are expected to communicate within the Novice High/Intermediate Low levels.

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 continue to acquire a measurable degree of proficiency in interpersonal, presentational and interpretive modes. Performance assessments (i.e. role-plays, interviews, pen pal letter, journals) 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 III CP	Novice High/Int. Low	Novice High/Int. Low	Novice High
Level III Honors	Intermediate Low	Intermediate Low	Intermediate Low

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)

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

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

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

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

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

[Link to World Language Grading Criteria](#)

Differentiation, Accommodations & Modifications:

Gifted and Talented	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 III/HONORS III PACING GUIDE:

UNIT TITLE	DURATION
<i>Stories of Our Past</i>	Ten Weeks (209 minutes/week)
<i>More Than Just a Language</i>	Eight Weeks (209 minutes/week)
<i>Teens and Technology</i>	Eight Weeks (209 minutes/week)
<i>Lifestyle and Wellness</i>	Eight Weeks (209 minutes/week)

Supplemental Literature

Chinese: *60 Year Dream (Zhou Xuefa), Wángzi & Qióngrén, Tales and Traditions*

French: *Nuits mystérieuses à Lyon, Problèmes au paradis; Au revoir, l'Acadie*

Italian: *Traffico in Città, Un Giorno Diverso, Ricetta Segreta, Casa sulla Scogliera, Eredità*

Spanish: *La Llorona de Mazatlán, Vidas impactantes*

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Chinese, French, Italian & Spanish III & Honors III</i>				
UNIT TITLE	Cultural & Intercultural Contexts: *Products, Perspectives & Practices*	Communicative Functions/Skills	Suggested Learning Activities	Standards
<u>Stories of Our Past</u> CONTENT STATEMENT: This unit focuses on childhood memories, past experiences, and familiar cultural stories, such as fairy tales and legends. Themes: Families and Communities; Language and Culture, Art and Creativity	CHINESE: -Fall of Qing Dynasty and transition into PRC; -Legend of Zhou Xuefa FRENCH: -fairy tales of Charles Perrault ITALIAN: -Pinocchio -Cinema Paradiso SPANISH: The legend of <i>La Llorona</i> and <i>the Conquista</i>	Interpretive -Identify who, what, where, and when in stories and personal narratives. -Recognize whether an event happened in the past. -Identify characters, settings, actions, and sequence of events. Interpersonal -Ask and answer questions about childhood, past experiences, and story events. -Exchange information about characters and what happened in a story. Presentation -Give a description of their childhood, daily life in the past, and retell a familiar story (i.e.,	Interpretive: -Create a storyboard of childhood -Listen to podcasts/Watch short video clips related to childhood and past memories -Read vintage ads from target culture -Read articles/stories about childhood -Read and interpret stories/legends from target culture Interpersonal: -Use storyboard to exchange information about childhood -Backchanneling about childhood experiences -Survey classmates about childhood memories -Responding and asking questions about childhood -Compare/contrast different aspects of	Interpretive NOVICE HIGH (CP) 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. INTERMEDIATE LOW (Honors) 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. Interpersonal NOVICE HIGH (CP) 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. •

		legend, fairy tale) using simple sentences. Language Structures that Support Communication Vocabulary related to: - childhood/personal past, - activities, places, physical & personality traits - storytelling, time expressions, sequence words Structures - past tenses (preterite, imperfect), - verbs related to content, - adjective agreement, - question words, - comparisons, - expressing opinions, - connectors	cultural stories, legends, or fables Presentational: -Present classmate's storyboard -Show and tell an artifact from your childhood -Create social bookmarking site and a presentation based on websites -Rewrite the ending to a story/legend/fable -Rewrite a story from a different perspective -Create a video screencast about your childhood or past experiences -Create your own digital story -Create a comic strip about your childhood or favorite story -Comparing topics of unit using graphic organizers	7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. INTERMEDIATE LOW (Honors) 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. Presentational NOVICE HIGH (CP) 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. INTERMEDIATE LOW (Honors) 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
Essential Question(s):	Target Questions	21st Century Themes and Skills and Interdisciplinary Connections:	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments
-How does our past define who we are? -How do stories or legends shape the culture?	-How does our past reflect what we do, what we like, and who we are? -What did we do when we were young?	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CI.3: Investigate new challenges and opportunities	Chinese: Selections from Cheng & Tsui <i>Tales and Traditions</i> Chinese characters French:	Formative Assessments: -Comprehension checks -Class discussions -Interpersonal activities -Journaling/Written responses

	-How do stories/legends affect beliefs in the target culture?	for personal growth, advancement, and transition 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media ELA: Discussing & analyzing stories and different genres of literature Art: Analyzing different perceptions of characters over time Social Studies: Historical events incorporated into stories and legends, Historical events that have led to the discrimination of people	<i>Histoires ou contes du temps passé</i>, by C. Perrault Italian: Excerpts from Text & video clips of film: Pinocchio & Cinema Paradiso Spanish: La leyenda de La Llorona Primary sources on La Conquista	-Quizzes -Self-assessments -Teacher observations Summative Assessments: -Presentations -Writing assignments -Conversations -Projects -Portfolios 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. Alternative Assessment: Digital Storybook: Students create a narrated digital story using images, video, and audio.
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PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Chinese, French, Italian & Spanish III & Honors III</i>				
UNIT TITLE	Cultural & Intercultural Contexts: *Products, Perspectives & Practices*	Communicative Functions/Skills	Suggested Learning Activities	Standards
<u>More Than Just a Language!</u> CONTENT STATEMENT: This unit focuses on engaging students through cultural explorations of events and unique cultural identity. THEMES: Language and Culture, Global Contexts, Families and Communities, Art and Creativity	CHINESE: - Stories behind idioms FRENCH: French products/ brands (fashion, beauty, industry) ITALIAN: Region Explorations: Lombardia, Emilia-Romagna Piemonte Made in Italy: -Fashion Industry -Car/Motor Industry -Food Industry SPANISH: Los mercados al aire libre (Pino Suárez en Mazatlán, México) y el regateo	Interpretive: -Recognize familiar names of people and places in a public announcement, tour, etc. -Select a cultural product based on a short description. -Identify basic information about a famous or historical person, place, or event from a short text, video, museum display, timeline, or monument description, etc. Interpersonal: -Ask and react to a friend's post on a social media site. -Exchange with visitors on a shared platform preferences of things to do. -Exchange messages to set up the steps for a planned outing. Presentation: -Recommend places to experience something I found online such as a local event and request more information.	Interpretive: -Read and interpret current news articles -Listen to podcasts -Listen to music from target culture -View and analyze works of art, fashion, literature, architecture, landscapes, from the target culture -Watch short video clips -View culturally-relevant movies Interpersonal: -Role play as artists, musicians, authors, politicians, pop icons -Discuss in partners/groups different topics related to target culture -Backchannel -Survey one another, compare & contrast opinions Presentation:	Interpretive NOVICE HIGH (CP) 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). INTERMEDIATE LOW (HONORS) 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. Interpersonal NOVICE HIGH (CP) 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

		-Describe a simple process such as how to make/do something; or the steps of a regional recipe. Language Structures that Support Communication <u>Vocabulary related to:</u> -places in the community -cultural products -materials to describe cultural products -adjectives to describe cultural products <u>Structures:</u> - verbs related to visiting the unique community sites/locations and examining cultural products of the land - commands Honors: -subjunctive	-Create a multimedia presentation with images, sounds and /or music -Comparing topics of unit using graphic organizers -Write a review	directions, commands, and requests for participating in classroom and cultural activities. INTERMEDIATE LOW (HONORS) 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. Presentational NOVICE HIGH (CP) 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.5: When speaking and writing, use simple sentences and try to connect them with a few transition words INTERMEDIATE LOW (HONORS) 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
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Essential Question(s):	Target Questions	21st Century Themes and Skills and Interdisciplinary Connections:	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments
-How does a culture reflect one's way of life? -How do art and fashion reflect history and culture? -How is a culture reflected in its products, arts, and/or music? -What influence does/did geography have on culture?	-How does culture reflect in the way of life? -How do art and fashion reflect culture and history? -How is culture reflected in products, arts and/or music? -How does geography shape a culture's products and history?	9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas Music: Analyze cultural reflections in different musical genres Art: Observe and analyze different artistic movements that reflect the culture and its society Fashion Design: The impact design has on cultural trends around the world/target culture Social Studies: Current and past events' impact on the target culture/world	Chinese: Chinese characters French: Video/article on fashion & beauty in French Italian: Video/article on fashion & beauty in French Spanish: La Llorona de Mazatlán reader Video of el mercado Pino Suárez	Formative Assessments: -Comprehension checks -Class discussions -Interpersonal activities -Journaling/Written responses -Quizzes -Self-assessments -Teacher observations Summative Assessments: -Presentations -Writing assignments -Conversations -Projects -Portfolios 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.

		Biology: How to preserve the natural habitats of various species and maintain a balanced ecosystem		
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PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: Chinese, French, Italian & Spanish III & Honors III				
UNIT TITLE	Cultural & Intercultural Contexts: *Products, Perspectives & Practices*	Communicative Functions/Skills	Suggested Learning Activities	Standards
<u>Teens and Technologies</u> CONTENT STATEMENT: This unit focuses on how technology influences communication, relationships, learning, and daily life while helping students discuss its benefits and challenges. Themes: Science and Technology; Contemporary Life, Families and Communities	CHINESE: - Social credit system in the 21st century Chinese city 社會信用體系 FRENCH: - cell phone use in school - cyberbullying/-safety - songs: <i>Carmen</i> , by Stromae, <i>Mon précieux</i> by Soprano ITALIAN: -The Pillow: documentary episodes- Vita Isolata di ... <i>+Region/ territory exploration</i> -I borghi Fantasma -Eco-Villaggi -Canzone: Fabio Rovazzi: Tutto Molto Interessante -Italian influencers SPANISH: Indigenous creators using social media to preserve traditions and identities	Interpretive -identify the main idea and key details in texts, videos, and posts about technology and social media. -understand information about how teenagers use technology in their daily lives. -compare opinions about the benefits and challenges of technology. Interpersonal -ask and answer questions about my technology use and digital habits. - exchange opinions about social media, smartphones, and online communication. - discuss how technology affects relationships, learning, and daily routines. Presentational	Interpretive: -Read and interpret infographics related to technology -Read social media posts -Listen to podcasts/Watch short video clips related to technology -Read a short articles/stories related to technology -Explore social media “sites” in the target language. Interpersonal: -Survey classmates about social media use -Create text messages between partners -Debate advantages/disadvantages of technology Presentational: -Create an advice poster on proper social media etiquette -Create a multimedia presentation with images, sounds and /or music -Use survey from interpersonal to create a	Interpretive NOVICE HIGH (CP) 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 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. INTERMEDIATE LOW (HONORS) 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). Interpersonal NOVICE HIGH (CP) 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. INTERMEDIATE LOW (HONORS) 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by

		-describe how I use technology and explain its role in my life. -present the advantages and disadvantages of technology using connected sentences and supporting details. <i>Language Structures that Support Communication</i> <i>Vocabulary related to:</i> - devices and digital spaces, - digital habits and actions, - relationships and learning, - daily routines and screen time -dis/advantages of technology, - online communication, privacy & digital citizenship <i>Structures:</i> - present tense (ir/regular verbs) related to tech use - verbs of opinion and emotion (think, believe, affect) - comparisons (pros vs. cons, past vs. present) - connectors & transitions (on one hand, furthermore) - past tenses - frequency words	graph or infographic -Comparing topics of unit using graphic organizers	creating simple sentences by combining and recombining learned language in order to express original ideas. 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. Presentational NOVICE HIGH (CP) 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary 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. INTERMEDIATE LOW (HONORS) 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences
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		Honors: - conditional - subjunctive		
Essential Question(s):	Target Questions	21st Century Themes and Skills and Interdisciplinary Connections:	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments
-What impact does technology have on our lifestyles, privacy, and overall health? -How does technology influence culture? -How does one use technology in their daily life?	-What are the advantages and disadvantages of using technology? -How will technology change the future? -How does online media influence my opinions?	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society Media Literacy: Evaluate authentic sources to understand how media reflect and influence language and culture. Social Studies: How technologies shape a culture & its people	Chinese: Social Media in China Chinese characters French: Article and Video - Teenage technology use in France Italian: Authentic resources on the rise of Italian eco villages & the return of traditional life style Spanish: Video blog of a macroinfluencer Authentic resource: Being an influencer: A job or a dream?	Formative Assessments: -Comprehension checks -Class discussions -Interpersonal activities -Journaling/Written responses -Quizzes -Self-assessments -Teacher observations Summative Assessments: -Presentations -Writing assignments -Conversations -Projects -Portfolios Benchmark Integrated Performance Assessment (IPA): A standards-based performance assessment consisting of three interconnected tasks that mirror real-world communication. Students

		Health: How images/words affect students’ physical health and wellness Psychology: How technology affects human interaction and communication		demonstrate proficiency through. The IPA is aligned to the unit's essential questions, learning targets, and proficiency expectations.
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UNIT TITLE	Cultural & Intercultural Contexts: *Products, Perspectives & Practices*	Communicative Functions/Skills	Suggested Learning Activities	Standards
<u>Lifestyle and Wellness</u> CONTENT STATEMENT: This unit discusses medical approaches in students' communities and the communities of the target language. THEMES: Contemporary Life, Families and Communities, Global Contexts, Language and Culture	CHINESE: - Traditional Chinese Medicine, - different Chinese cuisines, tea - morning exercises - legend of Zhou Xuefa FRENCH: -school cafeteria in France -healthcare system -effects of screentime -sleep habits -stress management ITALIAN: -Nutrition & mealtaking habits- Mediterranean Diet: food shopping differences -Italian norms: dos & don't, common ways of life that are believed to impact health -Life & Longevity: Region Exploration: Sardegna-	Interpretive: -Identify major points in a text or audio related to health conditions. -Identify the topic and information on medical practices and lifestyle choices in my community and the community of the target culture. Presentational: -Present about health practices and medical beliefs. -Describe what I need to do in order to maintain physical and emotional health. Interpersonal: -Participate in a conversation about my lifestyle choices by asking and answering questions about health -Discuss and give advice about ways to improve physical and emotional wellness.	Interpretive: -Read and interpret infographics related to health and wellness -Listen to podcasts/Watch short video clips related to health and wellness -Read advertisements/articles for healthy living Interpersonal: -Role play: offering advice for healthy living, doctor's visit -Backchannel -Survey classmates about health lifestyle habits -Compare/contrast lifestyle habits with own culture & target culture -Write about one thing you want to change, exchange with classmates anonymously, and write advice back to the person -Discuss community programs that promote wellness	Interpretive: NOVICE HIGH (CP) 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). INTERMEDIATE LOW (HONORS) 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community. Presentational: NOVICE HIGH (CP) 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.

	Vita dei Centenari & others -Natural & herbal remedies -Pharmacy in Italy vs. US -Medical system, care & treatment Italy vs. USA -Physical Fitness & working out Italy vs. US SPANISH: -Traditional medicine -La yerba mate y el ritual social (CP) -La aldea de salud de los asháninkas en Perú (Honors)	Vocab and Structures Supporting Communication: <u>Vocabulary related to:</u> - symptoms, - health conditions, - medical actions, - healthy habits, - cultural health practices, -traditional/modern medicine, - prevention, - cultural beliefs related to medicine <u>Structures:</u> - present tense (ir/regular verbs) related to health - verbs related to health conditions - comparisons - commands - past tenses - frequency words Honors: - conditional - subjunctive	<i>Presentation:</i> -Choose a “case” card and create a wellness plan -Create a plan/flyer with short and long term goals for a person of choice -Create a multimedia presentation with images, sounds and /or music (Technology: Powtoon, iMovie, Photobooth, Prezi, Emaze) -Create an inspirational message (to gift to someone) -Comparing topics of unit using graphic organizers -Create a Public Service Announcement to promote health and wellness -Writing a letter to government officials/companies to advocate or further enhance community wellness	7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. INTERMEDIATE LOW (HONORS) 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts. 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. Interpersonal: NOVICE HIGH (CP) 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.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes INTERMEDIATE LOW (HONORS) 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
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Essential Question(s):	Target Questions	21st Century Themes and Skills and Interdisciplinary Connections:	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments
-What is a healthy lifestyle and wellness? -How does one achieve health and wellness? -How does a community promote wellness and give access to a healthy lifestyle? -How do our societal structures influence our habits?	-How do we take care of ourselves? -What do we do when we are ill? Where do we go? -How does what we eat and what we do mentally and physically define us? -Is food medicine? -How does my daily routine reflect my healthy habits? -How does one's socioeconomic status influence one's ability to maintain a healthy lifestyle?	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task <i>Health: Mental & physical wellness, nutrition, obesity in different countries, access to healthy foods & clean water.</i> <i>Economics: Socioeconomic influences in one's ability to access a healthy lifestyle (ex: food, medicines, physical fitness, mental wellness programs)</i>	Chinese: Chinese characters French: Video/article on school cafeterias in France Italian: Authentic resources on meal taking in Italy, Documentary on the Blue Zone: Sardegna Spanish: Authentic resource: an article on La aldea de salud de los asháninkas Videos about curanderos and natural remedies	Formative Assessments: -Comprehension checks -Class discussions -Interpersonal activities -Journaling/Written responses -Quizzes -Self-assessments -Teacher observations Summative Assessments: -Presentations -Writing assignments -Conversations -Projects -Portfolios 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. Alternative Assessment: Podcast Episode: Students produce a podcast discussing cultural home remedies of the target culture.
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