Pascack Valley Regional High School District

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

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

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 IV, French IV, Italian IV and Spanish IV *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.*

In comparison to Chinese, French, Italian and Spanish IV, Honors Chinese, French, Italian and Spanish IV will receive additional instructional content. In addition, speaking, reading, 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. Honors Chinese, French, Italian and Spanish IV students will read authentic literature in the target language and Honors Chinese IV students will have increased accuracy with their interpretation of Chinese characters. Honors Chinese, French, Italian and Spanish IV students are expected to communicate at the Intermediate Low/Mid level or beyond within the interpretive, interpersonal and presentational modes while Chinese, French, Italian and Spanish IV students are expected to communicate within the 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 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 IV CP	**Intermediate Low**	**Intermediate Low**	**Intermediate Low**
Level IV Honors	**Intermediate Mid**	**Intermediate Low/Mid**	**Intermediate Low/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 practices 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:

<u>Career Ready Practices:</u>

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-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.

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	***Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team*** **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.

***Course Themes**:*

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

***Level IV/HONORS IV PACING GUIDE**:*

UNIT TITLE	DURATION
Families and Communities	Nine Weeks (209 minutes/week)
New Horizons	Nine Weeks (209 minutes/week)
Historical and Contemporary Challenges	Nine Weeks (209 minutes/week)
Art & Creativity	Nine Weeks (209 minutes/week)

Supplemental Literature

Chinese: *Country of the Blind, Sherlock Holmes, Emma, Secret Garden, Peach Blossom*

French: *(Hon. IV) Petit Nicolas, Les Fables de la Fontaine, Le Petit Prince, Ru, La Grammaire est une chanson douce*

Italian: Eredità, *Storia d'Amore, La Casa sulla Scogliera, Libertà*

Spanish: *El árbol de los amigos, Libertad, La Casa Dividida, Cajas de cartón, Frida Kahlo, Selena, La Guerra Sucia, La Hija del sastre, 26 Cuentos para Pensar, Casi una mujer, La distancia entre nosotros, La Casa en Mango Street.*

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT
COURSE NAME: *Level IV & Honors IV*

UNIT TITLE	Cultural & Intercultural Contexts: *Products, Perspectives & Practices*	Communicative Functions/Skills	Suggested Learning Activities	Standards
Families and Communities **CONTENT STATEMENT:** This unit focuses on familial, social, and interpersonal relationships, exploring the qualities, roles, and responsibilities that contribute to healthy relationships. Students examine communication, compromise, cultural expectations, and conflict resolution while expressing opinions, emotions, and advice in authentic contexts. **THEMES:** Families and Communities, Contemporary Life	**May include but not limited to:** **CHINESE:** -Confucian family values; -Parent expectations; -Children's duties; -One child policy; -Wealth flight; -Population collapse **FRENCH:** -Traditional and current family structures in Francophone countries (Canada, Europe, Africa) -Cultural or personal conflicts regarding marriage/ family (PACS/same-sex marriages and civil unions in France, polygamy in muslim countries) -Relationships between parents & children in the Francophone world (leaving the family home) **ITALIAN:** **Family as the center of life**	**Interpretive**: Using authentic audio, identify compromise and communication within relationships. Understand the main idea and key details of a short story or articles about families in target culture. Describe trends or data from an informational text or infographic about friends and family in target culture. **Presentational**: Present a comparison between different types of relationships and explain the roles and responsibilities of family, friends, and/or community members in your own culture and target culture. Write a letter or email to a story character in which you give advice or express support **Interpersonal**:	**Interpretive**: -Interpret and analyze song lyrics related to relationships -Read and interpret infographics/charts related to relationships & families -Listen to podcasts/audio files -Read and interpret short stories/poetry/articles/blogs related to relationships -View and analyze media related to relationships **Presentational**: -Create a presentation about someone you admire (*e.g. tissue box project*) -Write letter/confession/love note to someone…and send or not -Write about your family & your relationships with family members -Reflect & write about the relationship you have with yourself	**Interpretive:** **Intermediate Low (CP)** 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. **Intermediate Mid (Honors)** 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. **Interpersonal:** **Intermediate Low (CP)** 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and

	-La famiglia come centro della vita -Le relazioni tra genitori, figli e nonni -Dinamiche familiari tipiche in Italia: forte legame con la famiglia d'origine anche in età adulta(mammone) -Il pranzo: mangiare insieme; il pranzo della domenica -Le feste e tradizioni familiari -Tradizioni e usanze religiose -Prodotti e usanze: i ricami, i confetti, le bomboniere -Il rispetto e la comunicazione **Love, duty, and emotional responsibility** -Amore, empatia, sostegno e sacrificio: il senso del dovere verso la famiglia (bambini, anziani e familiari) **Identity, roots, and moral responsibility** -L'identità personale e le radici familiari -Responsabilità morale; segreti familiari e verità nascoste **Love, friendship, and extended family**	Express wishes, hopes, fears, emotions, and doubts about relationships. Discuss and compare how cultural perspectives are reflected in products and practices related to family life, friendships, and relationships. Hold a spontaneous conversation about different elements of relationships providing advice or suggestions **Vocab and Structures Supporting Communication:** **<u>Vocabulary related to</u>:** - family and relationships - personality traits emotions, communication and conflict resolution - advice - cultural and societal expectations, roles and responsibilities - equality, compromise, respect, un/healthy relationships **<u>Structures:</u>** - Present subjunctive - Conditional tense	- Write a book/movie review that includes character challenges or compromises -Create a public service announcement regarding healthy relationships (*e.g. bullying, friendship, domestic violence*) -Write a digital post related to relationships **Interpersonal**: -Dialogues about relationships -Think Pair Share regarding charts/infographics/podcasts/ videos -Role play relationship issues (parent/child, siblings, friendships, significant others, public relationships) and conflict resolutions -Discuss and explain how the definition of family varies from one person/culture to the next -Discuss compromises and challenges in relationships	personal questions on familiar topics relating to daily life. **Intermediate Mid (Honors)** 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. **Presentational:** **Intermediate Low (CP)** 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual Prompts. 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. **Intermediate Mid (Honors)** 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.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

	-Amore, amicizia e la famiglia allargata -Legami e lealtà **Regional differences and stereotypes** -Le differenze regionali e gli stereotipi in Italia **SPANISH:** - Evolution of family structures in México vs. the US (e.g. *padrinos*) - Family and community traditions (e.g. *Sunday family lunch, sobremesa, mate sharing, Día de los muertos/ Día de todos los santos*) - Community empowerment (e.g. *Las madres y abuelas de la Plaza de Mayo en Argentina*)	- Reciprocal verbs and expressions to discuss relationships - Formal and informal commands to offer recommendations and advice		
Essential Question(s):	**Target Questions**	**21st Century Themes and Skills and Interdisciplinary Connections:**	**Core Instructional and Supplemental Materials**	**Performance Benchmarks/ Assessments**
-What constitutes a family in my community and in the target language community? -How do families and cultural expectations shape personal beliefs and values?	-What types of relationships exist in our families and communities? -What are the roles and responsibilities of family/society members?	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition 9.4.12.CT.1: Identify problem-solving strategies	**Chinese:** -*Red Monkey* -Family charts and vocab -One Child Policy data -Confucian family structure,三代同堂 Character List	**Formative Assessments:** -Comprehension checks -Class discussions -Interpersonal activities -Journaling/Written responses -Quizzes -Self-assessments

-How does one develop and cultivate relationships? -How do we honor each other's families? -What role does compromise play in relationships?	-Which qualities are important in friendships and relationships? -What inequalities exist in some relationships?	used in the development of an innovative product or practice Health & Psychology: Connections to emotional, mental and social wellness Math: Analyze and interpret charts with data Social Studies: Definition of how families vary from one person to the next and over time	**French:** -Article & infographics regarding family structures, evolution & statistics -Films: La Faute à Fidel; Gao -Video: Un papa parfait; **Italian:** -Media, Articles & infographics Suggested Readers & Media: -Storia d'Amore, Eredità, e Casa sulla Scogliera - Il Postino -Un Medico in Famiglia **Spanish:** - News story via video about statistics of current families in México (types of families, roles, opting for 1-2 children vs. the larger families in the past)	-Teacher observations -"What if?" scenario using conditional structures -3-minute presentation using 3 sources and clear evidence -Peer feedback checklists -Self-assessment confidence scales -Cultural case study: analyze a challenge, its effects, and community responses -Progress conferences with the teacher **Summative Assessments:** -Presentations -Writing assignments -Conversations -Projects -Portfolios -Presentational writing: email, blog post, article, or short persuasive response -Presentational speaking: 2–3 minute recorded or live presentation -Interpretive reading and listening assessment with main idea, details, and basic cultural interpretation -Mini AP-style project: thesis, sources, cultural analysis, short presentation, and Q&A

				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:** Students submit an audio or video response rather than presenting live.

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT
COURSE NAME: *Level IV & Honors IV*

UNIT TITLE	Cultural & Intercultural Contexts: *Products, Perspectives & Practices*	Communicative Functions/Skills	Suggested Learning Activities	Standards
New Horizons **CONTENT STATEMENT:** This unit focuses on the causes and effects of immigration, and lived experiences of immigrants. **THEME:** Families & Communities, Contemporary Life, Global Contexts, Language & Culture	**May include but not limited to:** **CHINESE:** -Transcontinental Railroad; Chinese Exclusion Act -Fall of Qing Dynasty -First wave emigrants -Restaurants, dry cleaners **FRENCH:** -Causes of immigration in/from/to the Francophone world (*e.g. French migration to Canada, Vietnam War, decolonization of West and North Africa*) -Suggested contexts: *Ru* - Kim Thuy (film and novel) (Vietnam & Quebec) -*Les Intouchables* (immigration, socioeconomic class)	**Interpretive** -Identify the causes and effects of political, social, and environmental changes that influence im/migration from a variety of authentic sources. -Evaluate how cultural products, practices and perspectives from the target culture interact with the assimilated culture and reflect the experiences of immigrants and their communities. **Presentational** -Compare how immigration has shaped cultures, communities, and societies in the target culture(s). -Present and support my ideas about the impact of immigration, conflict, and political movements, while proposing or reflecting on possible solutions or alternative outcomes.	**Interpretive**: -Interpret and analyze song lyrics, infographics/ charts, articles, short stories, podcasts, videos and/or poems related to contemporary life and political & societal challenges **Presentational**: -Write a reaction to a contemporary event -Write a digital post related to contemporary life and global challenges - Write an argumentative essay about a societal issue **Interpersonal**: - Discuss and use social media or learning apps regarding charts/infographics/podcasts/ videos -Role play: Immigrants on	**Interpretive:** **Intermediate Low (CP)** 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 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. **Intermediate Mid (Honors)** 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.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

	ITALIAN: **Migration and Historical Emigration** -L'emigrazione italiana tra il XIX e il XX secolo -Ellis Island e l'esperienza degli immigrati italiani negli Stati Uniti -Le cause dell'emigrazione: povertà, lavoro e instabilità politica - L'immigrazione nella letteratura, nel cinema e nella musica italiana **Emigration & Immigration in Contemporary Italy** -L'immigrazione nell'Italia contemporanea -I rifugiati e le migrazioni nel Mar Mediterraneo -Lampedusa come porta d'ingresso in Europa -Fuga dei Cervelli **Identity and Italian communities abroad** -L'identità italiana e italo-americana -Radici italiane e le comunità italiane all'estero (the Little Italy centers of the US) -Le tradizioni e la cultura	**Interpersonal** -Discuss reasons people im/ migrate and the challenges they face when integrating into a new society. -Exchange opinions and/or debate the effects of immigration, conflict, and political movements on individuals and society. -Ask for and give advice about adapting to a new culture while expressing wishes, hopes, doubts, and possible outcomes. **Language Structures that Support Communication** **<u>Vocabulary related to:</u>** - immigration, migration, displacement, and integration/ assimilation - historical events, political movements, governments, conflict, war, and human rights - identity, culture, community, and belonging - causes and effects of immigration, adaptation, and social change - cultural products, practices, and perspectives in the target culture **<u>Structures:</u>** - conditional tense and "if" clauses	their first night in their new country- From where? Why? With whom? How? -Debate pros and cons of an event/situation -Exchange emails to resolve conflicts	language to deduce meaning of new and unfamiliar structures. **Interpersonal:** **Intermediate Low (CP)** 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.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. **Intermediate Mid (Honors)** 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 familiar topics, creating sentences and strings of sentences, and asking some follow-up Questions. 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. **Presentational:** **Intermediate Low (CP)** 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about

	tramandate dagli immigrati italiani **Integration and Cultural Exchange** -L'integrazione, l'assimilazione e il multiculturalismo -Le sfide linguistiche e culturali dell'immigrazione -L'immigrazione nella letteratura, nel cinema e nella musica italiana **Human Rights, Solidarity and Belonging** -I diritti umani, l'accoglienza e la solidarietà -Il contributo degli immigrati alla società italiana -Il senso di appartenenza, identità e cittadinanza **SPANISH:** - Historical events that lead to change (e.g. *Spanish Civil War, Cuban revolution, current events, Puerto Rican immigration in the 50s, Bracero program*)	- present subjunctive with impersonal expressions - comparisons and contrast expressions - pluperfect (past perfect) - perfect conditional to reflect on what one could have done, would have done or should have done in a given situation -remote past/passé simple (for recognition)		areas of interest when creating oral and written presentations that are shared with a target language audience. 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions. **Intermediate Mid (Honors)** 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.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

Essential Question(s):	Target Questions	21st Century Themes and Skills and Interdisciplinary Connections:	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments
-Why do people im/migrate? -How do environmental, political, and societal changes affect populations? -How does immigration and integration change a society?	-How do historical and current conflicts affect a society? - Which reasons or events cause people to leave their homeland? -How does immigration influence the products, practices, and perspectives in the host country? -How do immigrants assimilate and integrate in a new society?	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 Social Studies: Past and present trends in immigration, how environmental, political and societal changes affect immigration Human Geography: Analyze the reasons behind leaving and immigrating to a new country Music: Cultural products of a target culture- impact on different cultures Art: How street art communicates & represents perspectives of a society Culinary Arts: Immigration's influence on cuisine	**Chinese:** -*Peach Blossom Legend* -Graphics, data, images, documentaries concerning Chinese American immigration Character List **French:** -Podcast on immigration to Canada from France -*Salima* (refugee immigration to Quebec) -*Ru* - Kim Thuy (film and novel) (Vietnam & Quebec) -*Les Intouchables* (immigration, socioeconomic class) **Italian:** -Media, Articles & Infographics -Suggested Readers & Media: -PBS: Italian Emigration Series -Non Soltanto un Baule -Documentary: Sacco e Vanzetti	**Formative Assessments:** -Comprehension checks -Class discussions -Interpersonal activities -Journaling/Written responses -Quizzes -Self-assessments -Teacher observations -"What if?" scenario using conditional structures -3-minute presentation using 3 sources and clear evidence -Peer feedback checklists -Self-assessment confidence scales -Cultural case study: analyze a challenge, its effects, and community responses -Progress conferences with the teacher **Summative Assessments:** -Presentations -Writing assignments -Conversations -Projects -Portfolios -Presentational writing: email, blog post, article, or short persuasive response

			Nuovomondo (Golden Door) Terraferma Fuocoammare (documentary on Lampedusa and migration) Cristo si è fermato a Eboli **Spanish:** - Article and video about what happened in *Guernica* leading to family displacement from Spain to other countries - Videos about Esmeralda's story - Puerto Rico immigration in the 50s (*Casi una mujer* y *Cuando era puertorriqueña*) - **Suggested readers:** *La hija del sastre* (España), *Libertad* (Cuba), *Casa dividida* (Cuba), *Casi una mujer* (Puerto Rico), *La guerra sucia* (Argentina)	-Presentational speaking: 2–3 minute recorded or live presentation -Interpretive reading and listening assessment with main idea, details, and basic cultural interpretation -Mini AP-style project: thesis, sources, cultural analysis, short presentation, and Q&A **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.

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT **COURSE NAME:** *Level IV & Honors IV*				
UNIT TITLE	**Cultural & Intercultural Contexts:** *Products, Perspectives & Practices*	**Communicative Functions/Skills**	**Suggested Learning Activities**	**Standards**
Historical and Contemporary Challenges **CONTENT STATEMENT:** This unit focuses on the impact of environmental, political, and societal challenges on people's lives, communities, and quality of life, as well as how the consequences of these changes have affected each of the different countries. **THEME:** Contemporary Life, Science & Technology, Global Contexts, Language & Culture	**May include but not limited to:** **CHINESE:** -Chinatowns; -Chinese Exclusion Act; **FRENCH:** -Impact of climate change on Francophone countries and how the UN sustainable goals support local reaction and initiatives **ITALIAN:** **Environmental, Political, and Social Challenges in Italy:** -Qualità della vita nelle città italiane (Nord vs Sud) -Responsabilità civica e partecipazione nella società italiana **Climate Change and Sustainability in Italy** -Geografia: clima nord vs. sud; cambiamenti climatici e	**Interpretive** - Understand & infer authentic text & media about environmental and social issues. - Identify perspectives on the responsibilities of global citizens. - Interpret information from news reports, websites, infographics, and public service announcements. - Comprehend environmental and social challenges and how they have shaped the identity of each of the countries. ***Presentational*** - Summarize information from multiple authentic sources based on environmental & social issues. -Explain how being a responsible global citizen affects quality of life.	***Interpretive***: -Interpret and analyze song lyrics related to contemporary life and global challenges -Read and interpret infographics/charts related to contemporary life and environmental challenges -Listen to audio texts/ video clips related to environmental and social challenges -Read and interpret media & authentic texts related to contemporary life and environmental challenges ***Presentational***: -Create a public service announcement about an environmental or social challenge -Write a digital post related to contemporary life and global challenges -Read and authentic text	**Interpretive:** **Intermediate Low (CP)** 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community. 7.1.IL.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). **Intermediate Mid (Honors)** 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.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change. 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.

	la consequenza sull'agricultura e i prodotti Inquinamento dell'aria nelle grandi città italiane (Milano, Roma, Torino) -Energia rinnovabile in Italia (sole, vento, geotermia)-"Rifiuti zero" e iniziative di riciclo nelle regioni italiane **Global Citizenship and Communication in Italy** -Opinioni, confronti e raccomandazioni su problemi sociali -Cause ed effetti delle sfide ambientali e sociali in Italia -Proposte e soluzioni per una società più sostenibile e inclusiva **Organized Crime and Justice in Italy** -La mafia in Italia (Cosa Nostra, 'Ndrangheta, Camorra, Sacra Corona Unita) -Legalità, giustizia e lotta alla criminalità organizzata -Impatto sociale ed economico della criminalità organizzata (Terra dei Fuochi, I Sequestri, Falconi, e Borsellino,etc.)	- Write a comparison of social & environmental issues of both cultures - Explain how the cultural products and perspectives shape the cultural identity **Interpersonal** - Discuss environmental and social problems and propose possible solutions. - Exchange opinions and compare environmental and societal challenges of the target country & our own. -Discuss how advancement in technology can improve & support communities - Express agreement and disagreement when discussing current issues with supporting evidence & examples. ***Language Structures that Support Communication*** **<u>Vocabulary related to:</u>** -Environmental Challenges -Natural Resources and Sustainability	then use the information to support your presentation ***Interpersonal***: -Online discussions using Canvas or other technology -Think Pair Share, paired, group conversations expressing opinions on environmental and social challenges with supporting evidence -Debate environmental issues & solutions -Role play a conversation on advancement in technology or environmental sustainability	**Interpersonal:** **Intermediate Low (CP)** 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.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions. **Intermediate Mid (Honors)** 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change. **Presentational:** **Intermediate Low (CP)** 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

	Technology, Mobility, and Everyday Life in Italy -Il sistema dei trasporti in Italia (treni regionali, alta velocità, autobus urbani) -La tecnologia nella vita quotidiana e nella scuola italiana - Innovazione e sviluppo delle comunità locali **SPANISH:** **-** Impact of natural disasters (e.g. *huracán María en PR 2017, terremotos en México 1985 y 2017, terremotos en Venezuela junio 2026*) - Technology for community development (e.g. *telemedicine, 3D printing, fog catcher-for fresh water*) - Climate change (e.g. *heat waves in Spain leading to the wine industry suffering*) - Environmentally-friendly lifestyle (e.g. *wildlife in Costa Rica, restrictive laws on cutting trees, advances on reducing pollution, initiatives*)	-Science and Technology -Quality of Life -Transportation and Commuting -Community and Society -Global Problems -Causes, Effects, and Solutions -Civic Responsibility -Discussing Opinions and Recommendations **<u>Structures:</u>** Present Tense & Descriptions Past Events Future Plans & Solutions Advice & Recommendations Opinions & Reactions Comparisons Cause & Effect Hypothetical Situations Pronouns & Impersonal Expressions Connectors and Organization		**Intermediate Mid (Honors)** 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Essential Question(s):	Target Questions	21st Century Themes and Skills and Interdisciplinary Connections:	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments
-What is a global citizen and his/her responsibilities? -How can we consciously change our "environment" for the better? -In which ways can we make our society better and safer?	-What endangers public safety? -How can we contribute to a safe society? -What are ways to go "green"? -How does the target culture promote and maintain safe living? -How do aspects of the target culture affect safety? -How do choices of transportation affect daily lives and/or environment?	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately Science: Analyze & discuss environmental concerns and propose solutions, understanding our daily environmental footprint and how to be responsible consumers, everyday decisions & their impact on the environment and society Social Studies: Compare and contrast "unsafe" aspects of the local and target culture's societies as well as ways to prevent crime and safeguard the community	**Chinese:** -*Country of the Blind* -Graphics, data, images, documentaries concerning Chinese American immigration Character List **French:** - Video on solutions to food waste - Article on causes & effects of natural disasters & climactic immigration heatwaves in Europe, food waste in France, natural disasters & climactic immigration in the Caribbean; renewable/green energy projects, "The Green Wall" tree planting in Africa; "Zéro déchet" lifestyle **Italian:** Media, Articles, Infographics, Film clips, Documentaries & trials, **Spanish:** - Articles and videos about technological	**Formative Assessments:** -Comprehension checks -Class discussions -Interpersonal activities -Journaling/Written responses -Quizzes -Self-assessments -Teacher observations -"What if?" scenario using conditional structures -3-minute presentation using 3 sources and clear evidence -Peer feedback checklists -Self-assessment confidence scales -Cultural case study: analyze a challenge, its effects, and community responses -Progress conferences with the teacher **Summative Assessments:** -Presentations -Writing assignments -Conversations -Projects -Portfolios -Integrated performance assessments (IPAs) using

			improvements in communities. - Podcast about huracán María and its effects in the impoverished areas with solutions (*paneles solares*).	authentic resources and cultural content -Presentational writing: email, blog post, article, or short persuasive response -Presentational speaking: 2–3 minute recorded or live presentation -Interpretive reading and listening assessment with main idea, details, and basic cultural interpretation -Mini AP-style project: thesis, sources, cultural analysis, short presentation, and Q&A **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.

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT
COURSE NAME: *Level IV / IV Honors*

UNIT TITLE	Cultural & Intercultural Contexts: *Products, Perspectives & Practices*	Communicative Functions/Skills	Suggested Learning Activities	Standards
Art & Creativity **CONTENT STATEMENT:** This unit focuses on a variety of art forms by describing, comparing, and analyzing works of art within their historical and social contexts, discussing artists' messages, and expressing personal preferences. **THEMES:** Contemporary Life, Art & Creativity, Language & Culture	**May include but not limited to:** **CHINESE:** -Suzhou Gardens; -Cultural Revolution; -Taoist landscape paintings; -Art showcasing PRC's 3 genocides, organ harvesting **FRENCH:** -Artistic movements, Francophone artists, painting, sculpture, photography, street art; -Celebration of music (*La Fête de la musique*) -Suggested contexts: Monet in Giverny, sculpture of Rodin, museums in Paris, masks in West Africa **ITALIAN:** **Artistic Movements and Cultural Expression**	**Interpretive** -Understand the main ideas on the arts from texts & media -Understand, interpret, and analyze authentic texts, and media related to the arts **Presentational** -Discuss my preferences and opinions about artwork and artistic movements. - Explain or write why I enjoy a particular art or music style. - Investigate how a well-known artist's work reflects and influences the cultural identity, values, or experiences of a specific community. - Write a review of an artwork or song and support my opinion with specific reasons.	***Interpretive***: -View and analyze/interpret works of art and place in historical context -Listen to podcasts/Watch short video clips related to the arts and artistic movements -View and analyze infographics related to the arts -Read articles/ critiques/ reviews/ advertisements for upcoming cultural events related to the arts -Gallery Walk: In groups, interpret & analyze different works of art ***Presentational***: -Create a digital presentation about a period of art/famous artist -Create a work of art following a studied artistic movement and present the process behind how the artwork is created	**Interpretive:** **Intermediate Low (CP)** • 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. • 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. **Intermediate Mid (Honors)** • 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.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. **Interpersonal:** **Intermediate Low (CP)** • 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.5: Engage in short conversations about personal experiences or events and/or

	-Movimenti artistici e tradizioni culturali (il rinascimento) -Arte tradizionale e arte moderna in Italia -Evoluzione dell'arte nel tempo **Art, History, and Identity in Italy** -Il ruolo dell'arte nella storia e nell'identità italiana:(famiglie nobili-I medici) -Musei e patrimonio culturale (Roma, Firenze, Venezia) -L'arte come espressione della società e del periodo storico **Artists, Messages, and Social Commentary; Personal taste & Cultural Perspectives & Products:** -Il Ruolo dell'arte nella vita quotidiana (ricami, pizzi, tessuti, l'artigiano) -Il messaggio degli artisti nella società -L'arte come forma di espressione sociale e politica (Graffiti) -Arte e rappresentazione della cultura italiana contemporanea (i Madonnari, l'Infiorata)	**Interpersonal** -Exchange information about art, creativity, and cultural traditions. -Hold spontaneous conversations about artistic experiences and creative interests. -Compare artistic products and practices to explain cultural perspectives. -Discuss and debate the role of arts and creativity in society. ***Language Structures that Support Communication*** **<u>Vocabulary related to:</u>** - Types of Art - Artistic Elements & Meaning - Culture and Identity - Artists and Audiences - Places and Events for Art - Analyzing Texts and Media - Discussing Cultural Impact - Academic Discussion Phrases **<u>Structures:</u>** - The subjunctive mood - Conditional "if" clauses - Cohesive transitional devices (connectors)	-Record commentary critiquing works of art -Compare and contrast two works of art in writing (one from the target language community and one by an American artist, for example). ***Interpersonal***: -Think Pair Share expressing opinions on certain works of art -Role play an interview with an artist asking and answering key questions about a specific work of art or artistic movement -Compare and contrast definitions of beauty and how it is reflected in art across different cultures	topics studied in other content areas. **Intermediate Mid (Honors)** • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.5: Initiate, maintain, and maintain, and end a conversation using appropriate target language expressions and sentences. **Presentational:** **Intermediate Low (CP)** • 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts. **Intermediate Mid (Honors)** • 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

	Parks, Gardens, and Artistic Landscapes, & Villages -Parco dei Mostri di Bomarzo,Giardin, Giardino dei Tarocchi,Villa d'Este,Arte Sella; Faenza, Caltagirone, Sabbioneta, etc. **Architecture, World Heritage Sites in Italy & Cultural Heritage** -Siti UNESCO e patrimonio artistico italiano -Città d'arte e luoghi storici (Roma, Firenze, Venezia) -Conservazione e valorizzazione del patrimonio culturale **Commedia dell'Arte and Italian Theatrical Tradition** -La *Commedia dell'Arte* e le maschere tradizionali -Personaggi tipici e improvvisazione teatrale -Il teatro come espressione culturale e sociale in Italia -Teatro moderno	- Indirect speech		

	-Luoghi famosi dove Vedere uno spettacolo **Music and Cultural Expression in Italy** -Musica tradizionale e musica contemporanea italiana -Eventi Famosi: Festival musicali (es. Sanremo) e musica popolare -La musica come espressione di identità regionale e nazionale (la Pizzica, Tarantella) (cantanti regionali e gli omaggi ai loro territori esempio: Moda feat. Tazenda Cuore e Vento, Boomdabash: Mamo Salentino, Delia: Sicilia Bedda, etc.) **SPANISH:** - Artistic movements (e.g. *muralismo para la identidad mexicana, surrealismo de Dalí y la belleza, arte urbano vs. el grafiti para crear conciencia "to make a statement"*) - Role of women in art (e.g. *Guernica y Señoritas*			

	de Aviñón- cubismo de Picasso, autorretratos de Frida Kahlo) - Cultural Comparisons in art (e.g. "*Washington crossing the Delaware" (1851) by Emanuel Leutze (glorifying war) vs. "Guernica" (1937) by Pablo Picasso (suffering from war), "Cradling Wheat" by Thomas Hart Benton (American workers) vs. Mexican workers (Diego Rivera), Tamalada (1988) by Carmen Lomas Garza vs. Freedom from Want (1943) by Norman Rockwell)*			
Essential Question(s):	**Target Questions**	**21st Century Themes and Skills and Interdisciplinary Connections:**	**Core Instructional and Supplemental Materials**	**Performance Benchmarks/ Assessments**
-How does art reflect the history, culture, and values of a society? -How do artists communicate ideas, emotions, and messages through their work? -Why do people interpret and respond to works of art in different ways?	-What art forms do we appreciate and why? -What is the intention of the artist in the creation of the art form? -What is the message of the artistic expressions? -What emotions do the arts evoke?	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	**Chinese:** *-Lady in the Painting* *-Peach Blossom* -Images, documentaries concerning Chinese painting, dance Character List **French:**	**Formative Assessments:** -Comprehension checks -Class discussions -Interpersonal activities -Journaling/Written responses -Quizzes -Self-assessments -Teacher observations

--How does one express himself/herself through art? --How do various art forms reflect the target culture? --How do these artistic expressions compare/contrast to my own culture?	-How and why are the arts important in our lives? -How do we relate to the different art forms?	Art: Investigation of our own & target culture's expressions of art Fine Arts: Create, display and critique student artwork Music: Explore musical genres most appreciated by target culture youth Social Studies: Analyze historical influences on a culture's artistic expression, historical trends in works of art	- Reproductions of famous sculptures by Rodin - Video on Monet's art, garden, & house in Giverny -museums in Paris, -article about the tradition of masks in West Africa; poem by Senghor -documentary about street art in Francophone cities -Video of *Fête de la musique* - Video of Cannes Film Festival **Italian:** Articles, Media, Infographics, Art work, Virtual tours & research projects, field trips, documentary clips, art work recreation **Spanish:** - Gallery walk with artistic movements (how to interpret and make observations in groups) - Recreation of a famous work with interpretation - Video and articles about famous works (*Guernica, Las dos Fridas, La persistencia de la memoria*)	-"What if?" scenario using conditional structures -3-minute presentation using 3 sources and clear evidence -Peer feedback checklists -Self-assessment confidence scales -Cultural case study: analyze a challenge, its effects, and community responses -Progress conferences with the teacher **Summative Assessments:** -Presentations -Writing assignments -Conversations -Projects -Portfolios -Integrated performance assessments (IPAs) using authentic resources and cultural content -Presentational writing: email, blog post, article, or short persuasive response -Presentational speaking: 2–3 minute recorded or live presentation -Interpretive reading and listening assessment with main idea, details, and basic cultural interpretation

				-Mini AP-style project: thesis, sources, cultural analysis, short presentation, and Q&A **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.