

Pascack Valley Regional High School District

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

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

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



Born On: August, 2020
Revised: June 24, 2025
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 II & Honors Chinese, French, Italian and Spanish II** 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 II, Honors Chinese II will be required to read in Chinese characters. 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. Honors Level II students are expected to communicate at the Novice Mid/High level or beyond within the interpretive, interpersonal and presentational modes while Level II students are expected to communicate within the Novice Mid level. 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.**

[New Jersey Student Learning Standards \(NJSLS\) 7.1](#)

Novice Proficiency Levels

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.

Communicative Skills <i>Students will be able to do...</i>				
Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
Novice-Mid				
I can produce isolated words or phrases I memorized or acquired on familiar topics. <i>- I can greet and state my name, age, and where I live, and bid farewell.</i> <i>-I can point at objects and people and identify them.</i>	I can present information about myself, others, and familiar topics using a variety of acquired and/or memorized words, phrases, and expressions. <i>-I can talk about myself, family members, friends, and characters in leveled readers or texts (e.g., likes/dislikes, sports, description, interests, activities).</i> <i>-I can identify and describe people, locations, pictures, and cultural topics mentioned in leveled readers or texts.</i>	I can write about myself, others, and familiar topics using learned or acquired words, phrases, and simple sentences with support*. <i>-I can write about myself, family, friends, and characters in leveled readers or texts (e.g., likes/dislikes, sports, activities, interests).</i> <i>-I can write about some of my day-to-day and weekend activities.</i> <i>-I can write using limited vocabulary relevant to cultural topics (e.g., leveled readers or texts, holidays, places).</i>	I can understand familiar words and phrases in context in a variety of time frames. <i>- I can understand simple words or phrases when heard in context (e.g., stories, text, classroom instructions, songs).</i> <i>-I can understand simple phrases and questions related to self, others, familiar topics, and leveled readers and texts (e.g., greetings,</i>	I can understand words, phrases, and main ideas in simple text, leveled readers or authentic sources on familiar topics in a variety of time frames. <i>- I can understand meaning from cognates and context. -I -I can understand expressions of basic feelings (e.g. happy, sad, tired)</i> <i>- I can interpret basic dialogue on familiar topics (e.g., desires, commands, simple conversations).</i>

			introductions, basic feelings, descriptions).	-I can understand character introductions (e.g., family, likes/dislikes, people and place descriptions, relationships).
--	--	--	---	---

Novice-High				
Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
I can understand and communicate about a variety of familiar topics using simple phrases and sentences. - I can interact in everyday situations by asking and answering simple questions with support* (e.g., school, ordering food, email conversation, making purchases, social media). - I can exchange information based on a variety of sources by asking and answering simple questions with support* (e.g., pictures, simple directions, invitations, maps). -I can ask and answer simple questions with support about level-appropriate texts or readers including personal information (e.g., description, nationality, family, friends, school).	I can present information about myself, others, and familiar topics using a variety of acquired and/or memorized words, phrases, expressions, and simple sentences. - I can present information about myself, others, and familiar topics using a variety of acquired and/or memorized words, phrases, expressions, and simple sentences. -I can present or retell using a variety of language about personal experiences or about information from leveled readers or texts (e.g., what I did during the weekend, tell stories based on pictures or photographs). - I can identify and describe people, locations, pictures, and cultural topics mentioned in leveled readers or texts.	I can write about myself, others, and familiar topics using a variety of learned or acquired words, phrases, idioms, and simple sentences with support*. - I can write about myself, family members, friends, and characters in leveled readers or texts (e.g., descriptions, interests, likes/dislikes, sports, day-to-day activities). - I can present information from leveled readers or texts (write stories, list main events, summarize). - I can write using a variety of language about personal experiences (e.g., school, weekends, vacations). - I can write about cultural topics mentioned in leveled readers or texts. - I can write to request information with support*.	I can understand words, phrases, and simple sentences related to familiar topics in a variety of time frames. - I can understand simple statements, information, and questions based on familiar topics (e.g., stories, descriptions, photographs, infographics, artwork, maps). - I can understand main ideas and identify specific details of stories, conversations, and songs.	I can understand information on a variety of familiar topics based on both high-frequency and new vocabulary in a variety of time frames. - I can understand main ideas from a variety of written sources (e.g., leveled readers, electronic correspondence, social media, articles). - I can interpret meaning using cognates and context. - I can identify meanings of unfamiliar words using decoding skills (e.g., root words, prefixes, suffixes).
*Support may include gestures, pictures, props, and word walls.				

Sources: [ACTFL Performance Guidelines](#) , [NJ World Language Standards](#), [NCSSFL-ACTFL Can-Do Statements](#) and [LinguaFolio® Self-Assessment Statements](#)

21st Century Life and Career Skills

Novice Range: *Interpretive, Interpersonal and Presentational Modes*

Communication:

*Students as effective communicators use languages to engage in meaningful conversation to understand and interpret spoken language and written text, and to present information, concepts, and ideas. Students in the **novice range** are able to comprehend and use short memorized phrases and sentences.*

<i>Proficiency Targets</i>	<i>Interpretive</i>	<i>Presentational</i>	<i>Interpersonal</i>
Level II	Novice High	Novice Mid/High	Novice Mid/High
Level II Honors	Novice High/Intermediate Low	Novice High	Novice High

Interpretive Mode of Communication

Performance Expectations:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Intercultural Statements

-Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.

Possible Topics: Communities, animals and their habitats, technology, geography, climate, fine and performing arts.

-Learners recognize and identify a few typical practices of the target culture. *Possible Topics: Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.*

Interpersonal Mode of Communication

Performance Expectations:

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Intercultural Statements

-Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.

Possible Topics: Communities, animals and their habitats, technology, geography, climate, fine and performing arts.

-Learners recognize and identify a few typical practices of the target culture. *Possible Topics: Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.*

Presentational Mode of Communication

Performance Expectations:

*Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Novice High learners** present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.*

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

Intercultural Statements

-Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.

Possible Topics: Communities, animals and their habitats, technology, geography, climate, fine and performing arts.

-Learners recognize and identify a few typical practices of the target culture. *Possible Topics: Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.*

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 life-long 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.

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](#), [Storybird](#)

Online Speaking/Recording Tools: [Audacity](#), [Vocaroo](#), [Voki](#), DiLL Language Lab

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

Video Tools: [YouTube](#), [PlayPosit](#), [edpuzzle](#),

QR Codes: [QR Code Generator](#), Canva

Game-based Response Tools: [Kahoot!](#), [Socrative](#), Quizizz, Quizlet, GimKit, Blooket

Word clouds: [Tagxedo](#), [Wordle](#), Mentimeter

Interpersonal Communicative Tools: DiLL Language Lab, [Google](#) Meet, Learning Management Systems such as Canvas

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

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

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-Mid Level: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.

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.

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.

Intermediate-High Level: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

Advanced-Low Level: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

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	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 demonstration such as gestures, drawing and retelling.	<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.	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.

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. 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	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	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 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,	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 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,
---	--	--	--

		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.	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:

Factors That Impact Quality of Life

Influences of Beauty & Art

Families in Different Societies

The Influence of Language and Culture on Identity

How Science and Technology Affect Our Lives

Environmental, Political & Societal Challenges

Level II Communicative Functions	<i>Additional Communicative Functions (Honors II)</i>
----------------------------------	---

-Identify similarities and differences -Narrate personal experiences -Inquire about or express opinions, suggesting ideas -Express interest or disinterest - Ask for / Exchange information -Participate and maintain a conversation	-Discuss and analyze information -Elaborate with supporting details & depth -React to offers, requests, suggestions, invitations -Express preferences, admiration, regret, disapproval
---	---

Level I Course Pacing Guide:

Level II Suggested Pacing Guide	Essential Questions:	Target Questions:	Communicative Functions:	Course Proficiency Goals:
Exploring Our Interests Sept.-Nov, eight weeks* 209 minutes per week	-How does where I live influence who I am and what I do? -How do our interests reflect our personalities? -How do teenagers interact with, participate in & contribute to their communities?	- What do I like to do? - What do my friends and family like to do? - What do we do in our free time? - What obligations and responsibilities do we have? - How do we contribute to our community? - Where do we practice what we like? - With what frequency do I go out with friends & family?	-Discuss family, friends, hobbies, and sports -Discuss pop culture -Express preferences related to personal interests -Describe leisure activities according to location and seasons -Offering, accepting, and declining invitations -Ask for / express opinions	<u>Level II:</u> Interpretive: Novice Mid/High Interpersonal: Novice Mid Presentational: Novice Mid <u>Level II Honors:</u> Interpretive: Novice High/Int. Low Interpersonal: Novice High Presentational: Novice High

Food is Life <i>Nov-Jan, eight weeks* 209 minutes per week</i>	<i>-How do people here and in the target culture describe a healthy diet?</i> <i>-How does food bring people together?</i> <i>-How does food promote wellness?</i>	<i>What is a healthy meal?</i> <i>Why is food important in our life?</i> <i>What do we need to prepare our food?</i> <i>When, where, and how do we buy our food?</i> <i>Where do we eat?</i> <i>How often do we go out to eat?</i> <i>How do our food habits affect our environment?</i>	<i>-Discuss healthy lifestyle habits</i> <i>-Identify healthy food choices</i> <i>-Discuss daily life habits</i> <i>-Identifying similarities and differences in meal taking</i> <i>-Compare/Contrast cultural eating habits</i> <i>-Express preferences</i> <i>-Give advice on healthy choices</i>	<u>Level II:</u> Interpretive: Novice Mid/High Interpersonal: Novice Mid Presentational: Novice Mid <u>Level II Honors:</u> Interpretive: Novice High/Int. Low Interpersonal: Novice High Presentational: Novice High
Life Here, Life There <i>Feb-April, eight weeks* 209 minutes per week</i>	<i>-How do I live and they live in the target culture(s)?</i> <i>-What makes a community unique?</i> <i>-How does the target culture shape habits of daily life?</i>	<i>Which places are vital to a community?</i> <i>At what time do we go to certain places? Why?</i> <i>Which traditions make our community different from others?</i> <i>Which festivals & events are important to a community?</i>	<i>-Identify places within a city/town</i> <i>-Asking for / exchanging information in order to navigate a city/town</i> <i>-Compare and contrast community events, traditions, festivals, holidays and habits.</i> <i>-Ask for / express opinions about our communities</i> <i>-Discussing perceptions and stereotypes</i>	<u>Level II:</u> Interpretive: Novice High Interpersonal: Novice Mid/High Presentational: Novice Mi/High <u>Level II Honors:</u> Interpretive: Intermediate Low Interpersonal: Novice High/Int. Low Presentational: Novice High/ Int. Low
Traveling the World <i>April-June, *eight weeks 209 minutes per week</i>	<i>-How do I travel?</i> <i>-What can/must I do when I am visiting a new country/city?</i>	<i>How do we travel?</i> <i>To where do we travel?</i> <i>How do we plan our vacations?</i> <i>How much does a vacation cost?</i> <i>What do we do when we travel?</i> <i>What do we need for our trip?</i> <i>What do we do while on vacation?</i>	<i>-Plan a trip</i> <i>-Identify the preparations necessary for a trip</i> <i>-Inquire about / Suggest a trip</i> <i>-Compare prices</i> <i>-Make reservations</i> <i>-Discuss a trip</i> <i>-Give advice/suggestions</i>	<u>Level II:</u> Interpretive: Novice High Interpersonal: Novice Mid/High Presentational: Novice Mi/High <u>Level II Honors:</u> Interpretive: Intermediate Low Interpersonal: Novice High/Int. Low Presentational: Novice High/ Int. Low

Supplemental Literature ([Google Resource Folders](#))

Chinese: *Zhou's restaurant, Tom is Awkward, Rich People Poor People*

French: *Le voyage de sa vie, Un été pas comme les autres, Brandon Brown à la Conquête de Québec*

Italian: *Povera Anna, Canzone per Cinque, Brandon Brown dice la verità*

Spanish: *Nueva escuela, nuevos amigos, Tumba, Felipe Alou, Los ojos de Carmen, Arroz con cosas, Esperanza, El Viaje de Su Vida, Bianca Nieves y los siete Toritos*

Level II Proficiency Goals:

Interpretive: *Novice High* Interpersonal: *Novice Mid/High* Presentational: *Novice Mid/High*

Honors Level II Proficiency Goals:

Interpretive: *Novice High/Int. Low* Interpersonal: *Novice High* Presentational: *Novice High/Int. Low*

*Chinese Proficiency Targets: Level I: Novice Low, Level II: Novice Mid, Level III: Novice High, Level IV:

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Chinese, French, Italian & Spanish II & Honors II</i>				
UNIT THEMES: Factors that Impact Quality of Life The Influence of Language and Culture on Identity CONTEXT: <i>Exploring Our Interests</i>	Proficiency Targets Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Mid	Communicative Functions <i>-Discuss family, friends, hobbies, and sports</i> <i>-Discuss pop culture</i> <i>-Express preferences related to personal interests</i> <i>-Describe leisure activities according to location and seasons</i> <i>-Offering, accepting, and declining invitations</i> <i>-Ask for / express opinions</i>	Suggested Learning Activities <i>Interpretive:</i> -Create a drawing based on oral description or a reading. -Read ads. of activities & events in target country -TPR for interests and activities - Read target language children's stories /poems related to pop culture - View short video clips, including movie trailers -MovieTalk -Listen to a podcast about target pop culture and/or interests -Read a short story -Listen to authentic audio clips featuring native speakers discussing their interests -Browse websites of current popular magazines/newspapers in a target language. -Read articles in student magazines <i>Interpersonal:</i> -Role play -Participate in an online discussion -Create a dialogue to accept/decline an invitation -Create a text message between partners -Posting invites for different leisure events via social media -Interview one another about their interests <i>Presentational:</i> -Student research task of leisure activity or event in target culture -Create a weekly agenda -Create a class story. -Guess the pastime object based on personal description -Create a multimedia presentation with images, sounds and /or music -Use interview from interpersonal to create a presentation -Students reflect about their preferences in oral or written form -Venn diagram comparing topics of unit	NJSLS Standards Interpretive 7.1.NH.IPRET.1 7.1.NH.IPRET.6 7.1.NH.IPRET.7 Interpersonal 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 Presentational 7.1.NH.PRSNT.2 7.1.NH.PRSNT.5

			-Other graphic organizers using vocab related to the topic	
Essential Question(s): <i>-How does where I live influence who I am and what I do?</i> <i>-How do our interests reflect our personalities?</i> <i>-How do teenagers interact with, participate in & contribute to their communities?</i>	Target Questions <i>-What do I like to do?</i> <i>-What do my friends and family like to do?</i> <i>-What do we do in our free time?</i> <i>-What obligations and responsibilities do we have?</i> <i>-How do we contribute to our community?</i> <i>-Where do we practice what we like?</i> <i>-With what frequency do I go out with friends & family?</i> <u>Suggested Vocabulary List</u> *additional vocabulary as per teacher discretion	21st Century Themes and Skills and Interdisciplinary Connections: 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.IML.9 <i>Art: Visiting museums in target culture, Exploring specific art to support discussion of communities, hobbies, past times.</i> <i>Geography: The impact of geography on our social activities</i> <i>Science: Weather patterns & impact on activities</i> <i>Physical Education: The impact of one's daily life & routine, physical, social & emotional wellness</i> <i>Social Studies: How one lives & daily obligations in different cultures</i> <i>Music, Art: Connections to a teenager's personal interests</i> Suggested Cultural & Intercultural Contexts: *Products, Perspectives & Practices* *Investigate & Interact* <i>In the Chinese, French, Italian & Spanish cultures:</i>	Core Instructional and Supplemental Materials Google Arts & Culture This is School France Humane Society Pinterest Resource Board Chinese II French II Italian II Spanish II Google Docs Resource/Links Chinese II French II Italian II Spanish II	Performance Benchmarks/ Assessments Formative -Comprehension checks -Class discussions -Interpersonal activities -Journaling/Written responses -Quizzes -Self-assessments Summative -Presentations -Writing assignments -Conversations -Projects -Portfolios -Presentational speaking -Interpretive reading and listening assessment with main idea, details, and basic cultural interpretation Benchmark: Integrated Performance Assessment (IPA): A standards-based performance assessment consisting of three interconnected tasks that mirror real-world communication. Students

		<i>Friendship and Spending time together</i> <i>The Role of Community service and clubs</i> The World Cup <i>What is the World Cup? Why is soccer so important in many countries around the world?</i>		demonstrate proficiency through. The IPA is aligned to the unit's essential questions, learning targets, and proficiency expectations. <u>Grading Rubrics</u>
--	--	---	--	---

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Chinese, French, Italian & Spanish II & Honors II</i>				
UNIT THEMES: Factors that Impact the Quality of Life Environmental Political and Societal Challenges CONTEXT: <i>Food is Life</i>	Proficiency Targets Interpretive: Novice Mid/High Interpersonal: Novice Mid Presentational: Novice Mid	Communicative Functions <i>-Identify healthy food choices</i> <i>-Give advice on healthy choices</i> <i>-Discuss daily life habits related to food</i> <i>-Compare/Contrast cultural meal taking / eating habits</i> <i>-Express preferences related to foods and beverages</i> <i>-Give and follow directions to prepare a recipe</i> <i>-Ordering food</i> <i>-Ask for / express opinions</i>	Suggested Learning Activities <i>Interpretive:</i> -Reading comprehension activity based on target country's nutrition guide -View video clips on cultural themes -Watch a video clip from a cooking show for native speakers and answer comprehension questions. -Read authentic ads, recipes and nutritional guidelines from target countries. -View food pyramid for target country -Read school lunch menu -Listen to conversations related to school lunches <i>Interpersonal:</i> -Show U.S. "My Plate" guide. In a class discussion ask the following: What is included in a balanced diet? -Discuss a traditional/an ideal meal with a partner (use plate from presentational activity) -Compare and contrast school lunches in the target culture with lunches served in our district -Role play: ordering food <i>Presentational:</i> -Create a digital presentation to explain why they made that choice. -Create a traditional/an ideal meal on a paper plate according to the target culture	NJSLS Standards Interpretive 7.1.NH.IPRET.2 7.1.NH.IPRET.6 7.1.NH.IPRET.7 Interpersonal 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.6 Presentational 7.1.NH.PRSNT.2 7.1.NH.PRSNT.5

			-Plan a meal and create a grocery list of items to purchase and their location -Create a shopping list for your ideal meal -Plan a meal based on the leftovers we have -Create a mini-poster / infographic -Create a commercial -Create a circular for a store	
Essential Question(s): <i>-How do people here and in the target culture describe a healthy diet?</i> <i>-How does food bring people together?</i> <i>-How does food promote wellness?</i>	Target Questions <i>-What is a healthy meal?</i> <i>-Why is food important in our life?</i> <i>-What do we need to prepare our food?</i> <i>-When, where, and how do we buy our food?</i> <i>-Where do we eat?</i> <i>-How often do we go out to eat?</i> <i>-How do our food habits affect our environment?</i> <u>Suggested Vocabulary:</u>	21st Century Themes and Skills and Interdisciplinary Connections: 9.4.12.CI.3 9.4.12.CT.1 9.4.12.IML.1 <i>Art: Visiting museums in target culture, Exploring specific art to support discussion of food & meal taking</i> <i>Geography: The impact of geography and the production of food</i> <i>Science: Weather patterns & impact on agriculture</i> <i>Physical Education: The impact of food and nutritional health</i> <i>Social Studies: The role of artisan food from an economic standpoint</i>	Core Instructional and Supplemental Materials Google Arts & Culture This is School Les energivOres (French) ChooseMyPlate Global Goals: Zero Hunger Pinterest Resource Board Chinese II French II Italian II Spanish II Google Docs Resource/Links Chinese II French II Italian II Spanish II	Performance Benchmarks/ Assessments Formative -Comprehension checks -Class discussions -Interpersonal activities -Journaling/Written responses -Quizzes -Self-assessments Summative -Presentations -Writing assignments -Conversations -Projects -Portfolios -Presentational speaking -Interpretive reading and listening assessment with main idea, details, and basic cultural interpretation

	<i>*additional vocabulary as per teacher discretion</i>	Suggested Cultural & Intercultural Contexts: *Products, Perspectives & Practices* *Investigate & Interact* <i>In the Chinese, French, Italian & Spanish cultures:</i> <i>The role of artisan food from an economic standpoint</i> <i>The food pyramid of the target culture in comparison to the United States food pyramid</i> <i>The well known traditional foods</i> <i>Mealtime customs and habits</i>		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. <u>Grading Rubrics</u>
--	--	--	--	---

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Chinese, French, Italian & Spanish II & Honors II</i>				
UNIT THEMES: Factors that Impact the Quality of Life The Influence of Language and Culture on Identity Influences of Beauty and Art CONTEXT: <i>Life here, Life there</i>	Proficiency Targets Interpretive: Novice Mid/High Interpersonal: Novice Mid/High Presentational: Novice Mid/High	Communicative Functions <i>-Identify places within a city/town</i> <i>-Asking for / exchanging information in order to navigate a city/town</i> <i>-Compare and contrast community events, traditions, festivals, holidays and habits.</i> <i>-Ask for / express opinions about our communities</i> <i>-Discussing perceptions and stereotypes</i>	Suggested Learning Activities <i>Interpretive:</i> -View and interpret documents and ads pertaining to locations and events in a community - Read texts (fiction/non-fiction) about life within the target culture -Engage in a virtual community tour, identify places of interest -Identify key information in an infographic (places in a community) -Video clips related to cultural themes, customs, traditions within a community -Listen to a podcast about a community event -Watch a video/movie of a community in the target language and identify key places and topics <i>Interpersonal:</i> -Ask for/share information about different community traditions or celebrations -Role play a scene at a location in the community (ask for/exchange information) -Discuss with a partner about places and/or events that make a community unique -Suggest places and events to attend in a community <i>Presentational:</i> -Create an advertisement (poster/ commercial) for a business -Create a PSA about sustainable travel	NJSLS Standards Interpretive 7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.6 Interpersonal 7.1.NH.IPERS.2 7.1.NH.IPERS.4 Presentational 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3

			-Student research project on famous locations of cities -Venn diagram comparing cultural themes, cities, festivals, customs, and habits of daily life -Other graphic organizers using vocab related to the topic	
Essential Question(s): -What makes a community unique? -How does the target culture shape habits of daily life? -How do I live and they live in the target culture(s)?	Target Questions -Which places are vital to a community? -At what time do we go to certain places? Why? -Which traditions make our community different from others? -Which festivals & events are important to a community? <u>Suggested Vocabulary</u> *additional vocabulary as per teacher discretion	21st Century Themes and Skills and Interdisciplinary Connections: 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.3 9.4.12.GCA.1 History, Art & Architecture: <i>Visiting sites, museums, monuments in target culture; Exploring art to support discussion of community customs</i> {Human} Economics: <i>Discuss habits, behaviors and how they shape a community</i> Science: <i>Sustainable economies and minimizing the carbon footprint</i> History: <i>What historical events contributed to the evolution of contemporary communities?</i> <u>Suggested Cultural & Intercultural Contexts:</u> *Products, Perspectives & Practices* *Investigate & Interact*	Core Instructional and Supplemental Materials <u>Google Arts & Culture</u> <u>This is School</u> <u>Google Earth/Maps</u> <u>Global Goals: Sustainable Cities & Communities</u> Pinterest Resource Board <u>Chinese II</u> <u>French II</u> <u>Italian II</u> <u>Spanish II</u> Google Docs Resource/Links <u>Chinese II</u> <u>French II</u> <u>Italian II</u> <u>Spanish II</u>	Performance Benchmarks/ Assessments Formative -Comprehension checks -Class discussions -Interpersonal activities -Journaling/Written responses -Quizzes -Self-assessments Summative -Presentations -Writing assignments -Conversations -Projects -Portfolios -Presentational speaking -Interpretive reading and listening assessment with main idea, details, and basic cultural interpretation

		<i>In the Chinese, French, Italian & Spanish cultures:</i> <i>Sustainability: Circular economies and how communities are reducing their carbon footprints (For ex: Zero Waste Homes)</i> <i>Celebrations and festivals – what decorations are used & traditions take place during these times</i>		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. <u>Grading Rubrics</u>
--	--	--	--	---

--

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT COURSE NAME: <i>Chinese, French, Italian & Spanish II & Honors II</i>				
UNIT THEME: Families in Different Societies How Science and Technology Affect Our Lives CONTEXTS: <i>Traveling the World</i>	Proficiency Targets Interpretive: Novice High Interpersonal: Novice High Presentational: Novice High	Communicative Functions <i>-Inquire about / make recommendations about a trip</i> <i>-Identify the preparations necessary for a trip</i> <i>-Plan a trip</i> <i>-Compare prices</i> <i>-Make reservations</i> <i>-Discuss a trip</i> <i>- Ask for / Give advice/suggestions</i> <i>-Ask for / express opinions</i> <i>-Talk about past / present / future events related to travel</i>	Suggested Learning Activities <i>Interpretive:</i> -Read/Listen to a description of preparations and check off what has been done versus what needs to be done -Read/Listen to a weather forecast to determine the items to pack -Read/Watch a series of travel advertisements and determine a vacation based on your interests -Browse internet sites for travel and compare prices for vacation destinations -View/Listen to a flight tracker <i>Interpersonal:</i> -Survey your classmates about preferences for vacation destinations -Discuss vacation plans with a partner -Role play reserving a hotel room -Role play interactions within the community <i>Presentational:</i> -Play the role of a travel agent and plan a trip based on the survey -Create a digital media presentation about a trip -Plan an itinerary for an upcoming trip -Create an advertisement/poster/brochure for destination -Create a commercial for a vacation destination -Create a presentation to persuade someone to go on a particular trip -Student research project to a unique destination in the country include unit related vocab.	NJSLS Standards Interpretive 7.1.NH.IPRET.2 7.1.NH.IPRET.3 Interpersonal 7.1.NH.IPERS.3 7.1.NH.IPERS.2 7.1.NH.IPERS.5 Presentational 7.1.NH.PRSNT.1 7.1.NH.PRSNT.5 7.1.NH.PRSNT.4
Essential Question(s): <i>-How do I travel?</i>	Target Questions <i>-How do we travel?</i>	21st Century Themes and Skills and Interdisciplinary Connections:	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments

<i>-What can/must I do when I am visiting a new country/city?</i>	<i>-To where do we travel?</i> <i>-What do we need for our trip?</i> <i>-What is our day to day experience while on vacation?</i> <i>-What are your expenses while vacationing?</i> <i>-How does our travel destination compare to our homes?</i> <u>Suggested Vocabulary:</u> <i>*additional vocabulary as per teacher discretion</i>	9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.4 9.4.12.IML.2 History: <i>Visiting past and places in between</i> Social Studies: <i>Navigate maps and follow directions</i> Financial Literacy: <i>Planning a trip we can afford, currency rates/ exchange</i> Geography: <i>Vacation destinations & modes of transportation: coastal, country, mountains, cities</i> Science: <i>How weather affects what we plan, how we pack, what we do.</i> Suggested Cultural & Intercultural Contexts: *Products, Perspectives & Practices* *Investigate & Interact* <i>In the Chinese, French, Italian & Spanish cultures:</i> <i>Must visit places in the country</i> <i>Customs & Traditions</i>	<u>Google Arts & Culture This is School Google Earth maps</u> Pinterest Resource Boards <u>Chinese II</u> <u>French II</u> <u>Italian II</u> <u>Spanish II</u> Google Docs Resource/Links <u>Chinese II</u> <u>French II</u> <u>Italian II</u> <u>Spanish II</u>	Formative -Comprehension checks -Class discussions -Interpersonal activities -Journaling/Written responses -Quizzes -Self-assessments Summative -Presentations -Writing assignments -Conversations -Projects -Portfolios -Presentational speaking -Interpretive reading and listening assessment with main idea, details, and basic cultural interpretation Benchmark: Integrated Performance Assessment (IPA): A standards-based performance assessment consisting of three
--	--	---	---	--

				interconnected tasks that mirror real-world communication. Students demonstrate proficiency through. The IPA is aligned to the unit's essential questions, learning targets, and proficiency expectations. <u>Grading Rubrics</u>
--	--	--	--	---