Pascack Valley Regional High School District

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

Course Name: CHINESE, FRENCH, ITALIAN & SPANISH V

Born On: August, 2016

Previous Revision: June, 2020 Current Revision: August 2023

Board Approval: 8/28/23

Course: Chinese, French, Italian, Spanish PVRHSD CURRICULUM MAP Grade Levels: 11, 12

Level V

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

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

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

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New Jersey Student Learning Standards (NJSLS) 7.1

Novice - Advanced 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 Students will be able to do... Intermediate Low **Interpretive Interpretive Interpersonal Presentational Speaking Presentational Writing** Reading Communication Listening I can write briefly about most I can participate in conversations on I can present information on I can understand I can understand a variety of familiar topics using familiar topics using a series of familiar topics and present increasingly complex increasingly complex texts simple sentences. I can speak with information in various time frames in a variety of situations simple sentences. messages, stories, greater fluency, including a wider using a series of simple sentences conversations, and based on familiar - I can interact in everyday situations variety of language, details, and with limited support. I can write presentations related vocabulary in a variety of and subjects of interest to me (e.g., time frames. with greater fluency, including a to a variety of familiar time frames. school, language, household, interests, wider variety of language and topics in a variety of work, social media, electronic - I can understand basic - I can talk about myself, family details than in Novice High writing. time frames. correspondence, travel situations) by members, friends, and characters in purposes, main ideas, asking and answering questions. readers or texts (e.g., sports, - I can write a series of simple sentences -I can understand basic characters, settings, and main personalities, interests, famous places, about myself, family members, friends, purposes and identify events in age-appropriate -I can use simple sentences to meet my and characters in readers or texts (e.g., activities). main ideas of messages media. basic needs in familiar situations (e.g. day-to-day activities, sports, (e.g., events, school, work, community, transportation) - I can present or narrate using a - I can interpret meaning descriptions, interests, likes/dislikes). announcements, variety of language about personal through knowledge of advertisements. experiences or about information structures, cognates, and - I can write using a variety of language voicemail) -I can negotiate meaning by asking and from cultural contexts. and details from cultural contexts (e.g., context (e.g., prefixes, word answering simple questions about levelwrite stories, summarize main events). -I can understand order, suffixes, root words). appropriate texts or readers. - I can identify, describe, compare, and messages or questions contrast people, locations, pictures, - I can write using a variety of language - I can make inferences and that require specific and cultural topics. about personal experiences in various draw conclusions from a actions or responses time frames (e.g., what I did or will do variety of written sources (e.g., deadlines, on the weekend, on vacation, in school). (e.g., readers, literature, voicemail directions,

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	 I can write about cultural topics mentioned in texts/literature. I can write to request information with limited support.* 	transportation announcements). -I can make inferences and draw conclusions based on messages.	electronic correspondence, articles, travel situations). - I can understand messages in which writers engage me about topics of personal interests in age-appropriate media.
*Support may include gestures, pictures, props, and word walls.			

Communicative Skills Students will be able to do						
	Intermediate Mid					
Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading		

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I can participate in conversations on familiar topics using connected sentences with ease. I can handle social interactions in everyday situations by asking and answering a variety of questions. I can say what I want to say about myself and my everyday life.

- I can start, maintain, and end a conversation on a variety of familiar topics.
- -I can use my language to handle tasks related to my personal needs.
- -I can use connected sentences to meet my needs in familiar situations (e.g. school, work, community, transportation)
- -I can negotiate meaning by asking and answering questions about levelappropriate texts or readers.

I can make presentations on a wide variety of familiar topics using connected sentences. I can speak with greater fluency, including a wider variety of language, details, and time frames.

- I can talk about myself, family members, friends, and characters in readers or texts (e.g., sports, personalities, interests, famous places, activities).
- I can present or narrate using a variety of language about personal experiences or about information from cultural contexts.
- -I can make a presentation about common interests and issues and state my viewpoint.
- I can identify, describe, compare, and contrast people, locations, pictures, and cultural topics.

I can write on a wide variety of familiar topics using connected sentences. I can write about familiar topics and present information in various time frames using a connected sentences. I can write with greater fluency, including a wider variety of language and details than in Intermediate Low writing.

- I can write a series of connected sentences about myself, family members, friends, and characters in readers or texts (e.g., day-to-day activities, sports, descriptions, interests, likes/dislikes).
- I can write using a variety of language and details from cultural contexts (e.g., write stories, summarize main events).
- I can write using a variety of language about personal experiences in various time frames (e.g., what I did or will do on the weekend, on vacation, in school).
- I can write about cultural topics mentioned in texts/literature.
- I can write to request information.

I can understand increasingly complex messages, stories, conversations, and presentations related to a variety of familiar topics in a variety of time frames.

- -I can understand basic purposes and identify main ideas of messages (e.g., events, announcements, advertisements, voicemail)
- -I can understand messages or questions that require specific actions or responses (e.g., deadlines, voicemail directions, transportation announcements).
- -I can make inferences and draw conclusions based on messages.

I can understand increasingly complex texts in a variety of situations based on familiar vocabulary in a variety of time frames.

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- I can understand basic purposes, main ideas, characters, settings, and main events in age-appropriate media.
- I can interpret meaning through knowledge of structures, cognates, and context (e.g., prefixes, word order, suffixes, root words).
- I can make inferences and draw conclusions from a variety of written sources (e.g., readers, literature, electronic correspondence, articles, travel situations).
- I can understand messages in which writers engage me about topics of personal interests in age-appropriate media.

Sources: <u>ACTFL Performance Guidelines</u>, <u>NJ World Language Standards</u>, <u>NCSSFL-ACTFL Can-Do Statements and LinguaFolio® Self-Assessment Statements</u>

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

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21st Century Life and Career Skills

Intermediate 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 are able to articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Students use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade). Students communicate effectively in diverse multilingual environments. Students in the **intermediate range** are able to express their own thoughts, provide descriptions, and communicate about familiar topics using sentences and strings of sentences. They comprehend general concepts and messages about familiar and occasionally unfamiliar topics. They can ask questions on familiar topics.

Interpretive Mode of Communication Performance Expectations:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. **Intermediate Mid learners** understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

- 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.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 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.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

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- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

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Intercultural Statements

-Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights 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: Immigration, history, visual and performing arts, literature, climate, subject area content, population.*

-Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies. *Possible Topics: Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures, 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. Speakers and writers gain confidence and competence as they progress along the proficiency continuum. **Intermediate Mid learners** speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

- 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.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

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- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Intercultural Statements

- -Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights 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: Immigration, climate change, population, visual and performing arts, literature.*
- -Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies. *Possible Topics: The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.*

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. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

- 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

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• 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.
- 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.

Intercultural Statements

-Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights 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: Immigration, climate change, population, visual and performing arts, literature.*

-Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies. *Possible Topics: The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of the effects of climate change in the target language areas of the world and in the students' own region of the world, population trends in the target culture(s) and in the students' own region of the world, reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.*

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:

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

Informational Literacy:

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

Media Literacy:

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

Technology Literacy:

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

Flexibility and Adaptability:

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

Initiative and Self-Direction:

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

Social and Cross-Cultural Skills:

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

Productivity and Accountability:

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

Leadership and Responsibility:

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

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

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.

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- 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.

Digital Resources & Technology:

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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, ZooBurst,

Online Speaking/Recording Tools: Voicethread, clear.msu, Audacity, Vocaroo, Aviary, Voki, Chatterpix

Backchanneling: Polleverywhere, Padlet

Video Tools: YouTube, TubeChop, educanon, blubbr.tv, edpuzzle,

QR Codes: **QR Code Generator**

Game-based Response Tools: Kahoot!, Socrative, Quizizz

Word clouds: <u>Tagxedo</u>, <u>Wordle</u>, Mentimeter

Interpersonal Communicative Tools: DiLL Language Lab, <u>Skype</u>, <u>Google Hangouts</u>, <u>Twitter</u>, Learning Management Systems such as <u>Edmodo</u>, <u>Schoology</u>, Canvas, Blackboard, FlipGrid, etc.

E-Portfolios: <u>Google Drive</u>, <u>Pinterest</u>, <u>LiveBinder</u>

Self-Assessment Tools: <u>Can-Do Descriptors</u>, <u>Linguafolio</u>

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 Interpretive 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.

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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 Integrated Performance Assessment Google Folder

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

drawings/illustrations, use of music,

create poems/songs, write opinion

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student work during independent work

time

*Appropriate accommodations, **Extension Activities Modifications for Classroom Modifications for Classroom** instructional adaptations, and/or Pair visual prompts with verbal Thematic topics for discussion and Multi-sensory approach modifications as determined by the presentations research: families & communities. IEP or 504 team Pair Visual Prompts with verbal science and technology, beauty and Ask students to restate information, presentation aesthetics, contemporary life, global **Modifications for Classroom** directions, and assignments. challenges, personal and public Pair visual prompts with verbal Provide repetition and practice Repetition and practice identities. presentations Restate Directions (verbal or written) Model skills / techniques to be Ask students to restate information. mastered. Use of technological devices to gain directions, and assignments. Model skills / techniques to be access to online resources in order to mastered Extended time to complete class work Repetition and practice research and explore current events and cultural practices. Provide summary of text or study Provide copy of class notes Model skills / techniques to be guides mastered. Use advanced supplementary / reading Preferential seating to be mutually Native Language Translation (peer, materials determined by the student and teacher Extended time to complete class work online assistive technology, translation device, bilingual dictionary) Students may request to use a Use of authentic resources to promote a computer to complete assignments. Provide copy of class notes deeper understanding of culture. Use graphic organizers Establish expectations for correct Preferential seating to be mutually Provide opportunities for open-ended, Highlight key vocabulary spelling on assignments. determined by the student and teacher self-directed activities Extended time for assignment completion as needed Communication outside the language Students may request to use a classroom for travel, study, work, Extra textbooks for home. computer to complete assignments. Assess comprehension through and/or interviews with community demonstration such as gestures, Students may request books on tape / members. Establish expectations for correct CD / digital media, as available and drawing and retelling. spelling on assignments. appropriate. Modified tests (orally) Provide opportunities to develop depth Extra textbooks for home. Assign a peer helper in the class setting and breadth of knowledge in the subject Use anecdotal records or portfolio work area (examples: create Students may request books on CD / as a form of assessment Provide oral reminders and check

digital media, as available and

appropriate.

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Modifications for Assessments

letters, create videos/stories/comic Assign a peer helper in the class setting Assist student with long and short term Modifications for planning of assignments strips, etc.) Homework/Assignments Provide oral reminders and check Conduct research and provide student work during independent work **Modified Assignments** Encourage student to proofread presentations on a variety of cultural assignments and tests time Native Language Translation (peer, topics. Assist student with long and short term Provide regular parent/ school online assistive technology, translation planning of assignments communication device, bilingual dictionary) Design surveys to generate and analyze data to be used in discussion. Encourage student to proofread Teachers will check/sign student Extended time for assignment assignments and tests agenda daily Debate topics of interest / cultural completion as needed importance. Provide regular parent/ school Student requires use of other assistive Highlight key vocabulary communication technology device Authentic listening and reading sources that provide data and support for Use graphic organizers Teachers will check/sign student **Modifications for Homework and** speaking and writing prompts. **Assignments** agenda daily Extended time to complete Exploration of art and/or artists to Student requires use of other assistive assignments. understand society and history. technology device Students require more complex Modifications for Homework and assignments to be broken up and Implement RAFT Activities as they Assignments pertain to the types / modes of explained in smaller units, with work to Extended time to complete communication (role, audience, format, be submitted in phases. assignments. topic). Students require more complex Provide the student with clearly stated assignments to be broken up and (written) expectations and grading **Anchor Activities** explained in smaller units, with work to criteria for assignments. Use of Higher Level Questioning be submitted in phases. Implement RAFT activities as they Techniques Provide the student with clearly stated pertain to the types / modes of Provide assessments at a higher level of (written) expectations and grading communication (role, audience, format, thinking criteria for assignments. topic).

Implement RAFT activities as they

pertain to the types / modes of

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communication (role, audience, format, topic).	Extended time on classroom tests and quizzes.
Modifications for Assessments Extended time on classroom tests and quizzes.	Students may take/complete tests in an alternate setting as needed.
Students may take/complete tests in an	Restate, reread, and clarify directions/questions
alternate setting as needed. Restate, reread, and clarify directions/questions	Distribute study guide for classroom tests.
Distribute study guide for classroom tests.	Establish procedures for accommodations / modifications for assessments.
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 V Communicative Functions

(with increased accuracy)

-Initiate and maintain a conversation about a familiar topic

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- -Express sentiments and emotions (preferences, admiration, regret, disapproval, etc.)
- -Express and defend choices, opinions, and platforms
- -Inquire about or expressing knowledge
- -React to offers, requests, suggestions, invitations, situations, events
- -Describing an experience
- -Asking for / giving information
- -Asking for / giving advice
- -Inquiring about or expressing wishes/desires

Level V Course Contexts:

Level V Suggested Pacing Guide	Essential Questions:	Target Questions:	Communicative Functions:	Course Proficiency Goals:
What Hides Behind Words? Sept-Nov, *eight weeks 229 minutes per week	-How do the meanings of words change in different contexts? -How do languages evolve to reflect changes in the target culture? -What is the impact of the target culture on literary works and media? -How does the media reflect one's point-of-view? -How does language in music and media influence different cultures?	-What types of literary products and media exist and speak to us? -How do media and publicity impact our lives? -What are some popular idiomatic expressions?	-Analyze, discuss and critique literary products and media -Describe the impact of an advertisement -Compare and contrast media -Ask for/Give opinions -Ask for/Offer details -Analyze and discuss meanings of various idioms -Express thoughts and ideas through the proper use of idiomatic expressions	Level V: Interpretive: Intermediate Mid Interpersonal: Intermediate Mid Presentational:Intermediate Mid
Time Travelers	-What past events contributed to	-What are historically defining events?	-Analyze and discuss historical events	Level V:

Nov-Jan, eight weeks* 229 minutes per week	significant changes in the target culture? -What past events of the target culture made a global impact?	-What social and political decisions, choices or actions led to these events? -What are/were the ramifications? Are they visible today? -How did these events change the culture (national identity, symbols, language, culture, people)? -What role has propaganda and media played in these events/outcomes?	-Support & defend a side of a debate -Retell the events which impacted history -Discuss the repercussions -Discuss outcomes (historical or fictional) -Compare/Contrast the "Before & After	Interpretive: Intermediate Mid Interpersonal: Intermediate Mid Presentational:Intermediate Mid
Lights, Camera, Action! Feb-April, eight weeks* 229 minutes per week	-What role does cinema play in the target culture? -How has cinema developed and changed over time? -How do movies mirror/not mirror the target culture?	-What different genres exist in cinema? -What was the filmmaker's goal? -Why was the movie made? -How do/did people react to the movie? -How is cinema different today? -How accurately do movies portray an event/time period? -How does a plot change from print to screen? -How does a target culture's classic piece evolve?	-Discuss and analyze genres of film -Discuss and analyze the filmmaker's intentions -Analyze the plot and the message behind it -Critique and react to the film -Ask for / Give opinions about films -Compare/Contrast films in the past to today -Describe changes from print to screen -Compare/Contrast an historical record and its cinematic reproduction	Level V: Interpretive: Intermediate Mid Interpersonal: Intermediate Mid Presentational:Intermediate Mid
Change is GoodCarpe Diem! April-May, eight weeks* 229 minutes per week	-How will my life change after high school? -How do our interests and personality play a role in our choices? -How do our life stages compare to the experiences of young adults in the target culture? -How do we define independence?	-What do I plan to do after I graduate? -How can I prepare for my future independence? -What are "rites of passage" into adulthood in the target culture? -What are my future goals and aspirations?	-Discuss future plan -Ask for/Give advice for life after high school -Compare/Contrast adolescent transitions into adulthood -Describe "rites of passage" into adulthood -Distinguish the differences between informal & formal communication -Express hopes, wishes, doubts, and fears for the future	Level V: Interpretive: Intermediate Mid Interpersonal: Intermediate Mid Presentational:Intermediate Mid

Supplemental Literature (Google Resource Folders, Shared District Readers)

Chinese: Magic Ark, Emma, Great Expectations 1 & 2, Lady in the Painting

French: Le Fantôme de l'opéra, excerpts from Jacques Prévert (poems, songs, film), Albert Camus

Grade Levels: 11, 12 PVRHSD CURRICULUM MAP

Italian: Selected poems/songs from the Renaissance to today

Spanish: Vida o muerte en el Cusco, Don Quixote

<u>Level V</u> Proficiency Goals:

Interpretive: Intermediate Mid Interpersonal: Intermediate Mid

Presentational: Intermediate Mid

Assessments:

70% Evidence of Learning (all modes of communication), 15% Integrated Performance Assessment, 15% Daily Preparation & Responsibilities

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT						
COURSE NAME: Level V						
тнеме:	Proficiency Targets	Communicative Functions	Suggested Learning			
Influences of Beauty &	Interpretive:		Activities	New Jersey Student Learning		
Art Factors that Impact the Quality of Life CONTEXT: What Hides Behind Words?	Interpretive: Intermediate Mid Interpersonal: Intermediate Mid Presentational: Intermediate Mid	-Analyze, discuss and critique literary products and media -Describe the impact of an advertisement -Compare and contrast media -Ask for/Give opinions -Ask for/Offer details -Analyze and discuss meanings of various idioms -Express thoughts and ideas through the proper use of idiomatic expressions	Activities Interpretive: -Read and interpret authentic text messages/tweets -Read and analyze various genres of literature and media- poetry, song lyrics, etcRead and analyze legends and their role within the target culture -Watch music videos with incorporated lyrics to examine the message behind them -Read and understand idioms -View and interpret digital media advertisements -Compare marketing techniques for a given product in the US vs. the target culture	Standards (NJSLS) 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		
		intomatic expressions	Interpersonal: -Think Pair Share about various genres of literature and media -	participate in home and global communities.		

PVRHSD CURRICULUM MAP

Grade Levels: 11, 12

			poetry, song lyrics, etc.	
			-Engage in an email/text exchange about an original literary piece-	
			poetry, rap song, etc. defending a	
			point of view.	
			-Current event/news interview	
			Presentational:	
			-Compose an original literary piece- poetry, rap song, etc.	
			-Create a storyboard/digital story	
			-Create an inspirational quote in	
			target language and produce it in a tangible format (bumper sticker,	
			mug, mousepad, WL week poster!,	
			etc.) *can use Artsonia	
			-Digital poster on cultural comparison of marketing	
			techniques in the US vs. the target	
			culture	
			-Create a persuasive advertisement -Illustrate idioms with a poster or	
			meme	
			-Summarize or report a current	
Essential Question(s):	Target Questions	21st Century Themes and	Authentic Resources	Integrated Performance
-How do the meanings of	-What types of literary	1	Authentic Resources	
words change in different	products and media exist	Skills and Interdisciplinary		<u>Assessments</u>
contexts?	and speak to us?	Connections:		
contexts:	ana speak to as:	English & History: Analyzing	Pinterest Resource	<u>Grading Rubrics</u>
How do law average avolve	-How do media and	different genres of literature (past &	<u>Board</u>	
-How do languages evolve		current)		
to reflect changes in the				
tanget aultume?	publicity impact our lives?	Music: Analyzina different genres of		
target culture?		Music: Analyzing different genres of music & impact of lvrics	Google Docs	
	-What are some popular	Music: Analyzing different genres of music & impact of lyrics	Google Docs Resource/Links	
-What is the impact of the			Resource/Links	
-What is the impact of the target culture on literary	-What are some popular idiomatic expressions?	music & impact of lyrics Art: Illustrations of idiomatic expressions, use of imagery, impact	Resource/Links <u>ChineseResourceA</u>	
-What is the impact of the	-What are some popular idiomatic expressions? Suggested Vocabulary	music & impact of lyrics Art: Illustrations of idiomatic	Resource/Links <u>ChineseResourceA</u> <u>B</u> <u>C</u>	
-What is the impact of the target culture on literary works and media?	-What are some popular idiomatic expressions? Suggested Vocabulary List	music & impact of lyrics Art: Illustrations of idiomatic expressions, use of imagery, impact of images in advertisements	Resource/Links <u>ChineseResourceA</u> <u>B C</u> <u>French Resources</u>	
-What is the impact of the target culture on literary works and media? -How does the media	-What are some popular idiomatic expressions? Suggested Vocabulary	music & impact of lyrics Art: Illustrations of idiomatic expressions, use of imagery, impact of images in advertisements Video Production: Analyzing	Resource/Links ChineseResourceA BC French Resources Italian Resources	
-What is the impact of the target culture on literary works and media?	-What are some popular idiomatic expressions? Suggested Vocabulary List	music & impact of lyrics Art: Illustrations of idiomatic expressions, use of imagery, impact of images in advertisements Video Production: Analyzing different forms of digital media,	Resource/Links <u>ChineseResourceA</u> <u>B C</u> <u>French Resources</u>	
-What is the impact of the target culture on literary works and media? -How does the media reflect one's point-of-view?	-What are some popular idiomatic expressions? Suggested Vocabulary List *additional	music & impact of lyrics Art: Illustrations of idiomatic expressions, use of imagery, impact of images in advertisements Video Production: Analyzing	Resource/Links ChineseResourceA BC French Resources Italian Resources	
-What is the impact of the target culture on literary works and media? -How does the media reflect one's point-of-view? -How does language in	-What are some popular idiomatic expressions? Suggested Vocabulary List *additional vocabulary as per	music & impact of lyrics Art: Illustrations of idiomatic expressions, use of imagery, impact of images in advertisements Video Production: Analyzing different forms of digital media, creation of digital media	Resource/Links ChineseResourceA BC French Resources Italian Resources	
-What is the impact of the target culture on literary works and media? -How does the media reflect one's point-of-view?	-What are some popular idiomatic expressions? Suggested Vocabulary List *additional vocabulary as per	music & impact of lyrics Art: Illustrations of idiomatic expressions, use of imagery, impact of images in advertisements Video Production: Analyzing different forms of digital media,	Resource/Links ChineseResourceA BC French Resources Italian Resources	

Course: Chinese, French, Italian, Spanish PVRHSD CURRICULUM MAP Grade Levels: 11, 12 Level V

Advertising: What images/themes/ messages are conveyed, and by/for whom?	
Literature/Media: What do we read and why? How is the target culture reflected in the best-seller list?	
Raining Cats and Dogs: What idioms are appropriate in what situations? How are idioms an expression of the target culture?	

$\underline{Differentiation, Accommodations\,\&\,Modifications}:$

Gifted and Talented	Multilingual Learners	Students with Disabilities	Students at Risk of School Failure
Extension Activities	Modifications for Classroom	*Appropriate accommodations,	Modifications for Classroom
Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities.	Multi-sensory approach Pair Visual Prompts with verbal presentation Provide repetition and practice	instructional adaptations, and/or modifications as determined by the IEP or 504 team Modifications for Classroom Pair visual prompts with verbal presentations	Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice
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	Restate Directions (verbal or written) Model skills / techniques to be mastered Provide summary of text or study guides	Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work	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

PVRHSD CURRICULUM MAP

Grade Levels: 11, 12

Assignments

Native Language Translation (peer, Students may request to use a online assistive technology, translation Provide copy of class notes computer to complete assignments. Use of authentic resources to promote a deeper understanding of culture. device, bilingual dictionary) Establish expectations for correct Preferential seating to be mutually determined by the student and teacher Provide opportunities for open-ended, spelling on assignments. Use graphic organizers self-directed activities Highlight key vocabulary Communication outside the language Students may request to use a Extended time for assignment Extra textbooks for home. computer to complete assignments. classroom for travel, study, work, completion as needed and/or interviews with community Students may request books on tape / Establish expectations for correct members. Assess comprehension through CD / digital media, as available and spelling on assignments. demonstration such as gestures, appropriate. drawing and retelling. Extra textbooks for home. Provide opportunities to develop depth Assign a peer helper in the class setting and breadth of knowledge in the subject Modified tests (orally) Students may request books on CD / area (examples: create Provide oral reminders and check digital media, as available and drawings/illustrations, use of music, Use anecdotal records or portfolio work student work during independent work appropriate. create poems/songs, write opinion as a form of assessment letters, create videos/stories/comic Assign a peer helper in the class setting Assist student with long and short term strips, etc.) Modifications for Provide oral reminders and check Homework/Assignments planning of assignments Conduct research and provide student work during independent work presentations on a variety of cultural **Modified Assignments** Encourage student to proofread time assignments and tests topics. Assist student with long and short term Native Language Translation (peer, Provide regular parent/ school Design surveys to generate and analyze online assistive technology, translation planning of assignments communication data to be used in discussion. device, bilingual dictionary) Encourage student to proofread Teachers will check/sign student assignments and tests Debate topics of interest / cultural Extended time for assignment agenda daily importance. completion as needed Provide regular parent/ school Student requires use of other assistive Authentic listening and reading sources communication Highlight key vocabulary technology device that provide data and support for Teachers will check/sign student speaking and writing prompts. Use graphic organizers **Modifications for Homework and** agenda daily

PVRHSD CURRICULUM MAP

Grade Levels: 11, 12

Exploration of art and/or artists to Student requires use of other assistive Extended time to complete understand society and history. technology device assignments. Students require more complex Modifications for Homework and Implement RAFT Activities as they **Assignments** assignments to be broken up and pertain to the types / modes of Extended time to complete explained in smaller units, with work to communication (role, audience, format, be submitted in phases. assignments. topic). Provide the student with clearly stated **Anchor Activities** Students require more complex (written) expectations and grading assignments to be broken up and criteria for assignments. Use of Higher Level Questioning explained in smaller units, with work to Techniques Implement RAFT activities as they be submitted in phases. pertain to the types / modes of Provide assessments at a higher level of Provide the student with clearly stated communication (role, audience, format, thinking (written) expectations and grading topic). criteria for assignments. **Modifications for Assessments** Implement RAFT activities as they Extended time on classroom tests and pertain to the types / modes of quizzes. communication (role, audience, format, topic). Students may take/complete tests in an **Modifications for Assessments** alternate setting as needed. Extended time on classroom tests and Restate, reread, and clarify quizzes. directions/questions Distribute study guide for classroom Students may take/complete tests in an alternate setting as needed. Restate, reread, and clarify Establish procedures for directions/questions accommodations / modifications for assessments.

PVRHSD CURRICULUM MAP

Grade Levels: 11, 12

Distribu	te study guide for classroom	
tests.		
	h procedures for nodations / modifications for nents.	

PASCACK VALLEY REGION COURSE NAME: Level V	ONAL HIGH SCHOOL DIST	TRICT		
THEME: Environmental, Political	Proficiency Targets Interpretive:	Communicative Functions -Analyze and discuss historical	Suggested Learning Activities	
& Societal Challenges CONTEXT:	Intermediate Mid Interpersonal:	events -Support & defend a side of a debate	Interpretive: -Read and interpret historical documents/timelines/charts/ graphs -Read and interpret political	New Jersey Student Learning Standards (NJSLS)
Time Travelers	Intermediate Mid Presentational: Intermediate Mid	-Retell the events which impacted history -Discuss the repercussions -Discuss outcomes (historical or fictional) -Compare/Contrast the "Before & After"	read and interpret political propaganda posters/cartoons -View and analyze maps, past and present -Listen to audio files -View and interpret documentaries/travel clips -Compare events then, later and now, there and hereCompare past and present vintage posters/visuals Interpersonal: -Role play an interview with a historical figure -Debate between historical figures -Have a time period party where the guests from a specific time period role play Presentational: -Create a digital poster related to a past event -"Magic Tree House" report from	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.

PVRHSD CURRICULUM MAP

Grade Levels: 11, 12

			time travel/historical event	
			(where, when, who, what, why,	
			how) -Design and present a	
			monument/memorial for a	
			significant past event	
			-Create a" wax museum" figure	
			describing the historical figure/time period	
			-Create propaganda poster/cartoon	
			for a given historical period	
			-Create a "Throw-Back-Thursday"	
			(#TBT) post using a given historical image	
Essential Question(s):	Target Questions	21st Century Themes and	Authentic Resources	Integrated Performance
-What past events	-What are historically	Skills and Interdisciplinary		<u>Assessments</u>
contributed to significant	defining events?	Connections:		
changes in the target			Pinterest Resource	<u>Grading Rubrics</u>
culture?	-What social and political	Social Studies: Exploring historical	Board	
	decisions, choices or	events of a target culture, geography,		
-What past events of the	actions led to these	cultural artifacts	Google Docs	
target culture made a	events?		Resource/Links	
global impact?		Video production: <i>Create a video</i>	· · · · · · · · · · · · · · · · · · ·	
	-What are/were the	documentary of a time travel	<u>ChineseResourceA</u>	
	ramifications? Are they	experience (where, when, who, what, why, how)	<u>B</u> <u>C</u>	
	visible today?	wily, now)	French Resources	
	_	Art: Creating posters/political	Italian Resources	
	-How did these events	cartoons	Spanish Resources	
	change the culture			
	(national identity,	Music: Anthems and chants that		
	symbols, language,	describe major historical phases and		
	culture, people)?	events		
	-What role has	Suggested Cultural &		
	propaganda and media	Intercultural Contexts:		
	played in these			
	events/outcomes?	*Products, Perspectives & Practices* *Investigate & Interact*		
	Suggested Vocabulary	What happened and why?: What are		
	<u>List</u>	some key events/historical periods that		
		marked the history and development of		

Course: Chinese, French, Italian, Spanish
Level V

PVRHSD CURRICULUM MAP

*additional vocabulary as per teacher discretion	the target culture? Who are some of the historical/political figures that contributed to shaping the target culture?	
	The Legacy of History: How are different eras/civilizations seen and represented in the target culture today (dialects, architecture, cuisine, traditions, folklore, etc.)?	
	Social Transitions: What current events impact the target culture? What are the lasting effects?	

Grade Levels: 11, 12

Differentiation, Accommodations & Modifications:

Gifted and Talented	Multilingual Learners	Students with Disabilities	Students at Risk of School Failure
Extension Activities	Modifications for Classroom	*Appropriate accommodations,	Modifications for Classroom
		instructional adaptations, and/or	Pair visual prompts with verbal
Thematic topics for discussion and	Multi-sensory approach	modifications as determined by the	presentations
research: families & communities, science and technology, beauty and aesthetics, contemporary life, global	Pair Visual Prompts with verbal presentation	IEP or 504 team Modifications for Classroom	Ask students to restate information, directions, and assignments.
challenges, personal and public identities.	Provide repetition and practice	Pair visual prompts with verbal presentations	Repetition and practice
Use of technological devices to gain	Restate Directions (verbal or written) Model skills / techniques to be	Ask students to restate information, directions, and assignments.	Model skills / techniques to be mastered.
access to online resources in order to research and explore current events	mastered	Repetition and practice	Extended time to complete class work
and cultural practices.	Provide summary of text or study guides	Model skills / techniques to be	Provide copy of class notes
Use advanced supplementary / reading		mastered.	Preferential seating to be mutually
materials	Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)	Extended time to complete class work	determined by the student and teacher

PVRHSD CURRICULUM MAP

Grade Levels: 11, 12

Use graphic organizers Students may request to use a Provide copy of class notes computer to complete assignments. Use of authentic resources to promote a Highlight key vocabulary deeper understanding of culture. Establish expectations for correct Preferential seating to be mutually Extended time for assignment determined by the student and teacher Provide opportunities for open-ended, spelling on assignments. completion as needed self-directed activities Assess comprehension through Communication outside the language Students may request to use a demonstration such as gestures, Extra textbooks for home. computer to complete assignments. classroom for travel, study, work, drawing and retelling. and/or interviews with community Students may request books on tape / Establish expectations for correct members. Modified tests (orally) CD / digital media, as available and spelling on assignments. appropriate. Use anecdotal records or portfolio work Extra textbooks for home. Provide opportunities to develop depth as a form of assessment Assign a peer helper in the class setting and breadth of knowledge in the subject Students may request books on CD / area (examples: create **Modifications for** Provide oral reminders and check digital media, as available and drawings/illustrations, use of music, student work during independent work Homework/Assignments appropriate. create poems/songs, write opinion letters, create videos/stories/comic **Modified Assignments** Assign a peer helper in the class setting Assist student with long and short term strips, etc.) planning of assignments Native Language Translation (peer, Provide oral reminders and check Conduct research and provide student work during independent work online assistive technology, translation presentations on a variety of cultural Encourage student to proofread device, bilingual dictionary) time assignments and tests topics. Assist student with long and short term Extended time for assignment Provide regular parent/ school Design surveys to generate and analyze planning of assignments completion as needed communication data to be used in discussion. Encourage student to proofread Highlight key vocabulary Teachers will check/sign student assignments and tests Debate topics of interest / cultural agenda daily importance. Use graphic organizers Provide regular parent/ school Student requires use of other assistive Authentic listening and reading sources communication technology device that provide data and support for Teachers will check/sign student speaking and writing prompts. **Modifications for Homework and**

agenda daily

Assignments

PVRHSD CURRICULUM MAP

Grade Levels: 11, 12

Exploration of art and/or artists to Student requires use of other assistive Extended time to complete understand society and history. technology device assignments. Students require more complex Modifications for Homework and Implement RAFT Activities as they **Assignments** assignments to be broken up and pertain to the types / modes of Extended time to complete explained in smaller units, with work to communication (role, audience, format, be submitted in phases. assignments. topic). Provide the student with clearly stated **Anchor Activities** Students require more complex (written) expectations and grading assignments to be broken up and criteria for assignments. Use of Higher Level Questioning explained in smaller units, with work to Techniques Implement RAFT activities as they be submitted in phases. pertain to the types / modes of Provide assessments at a higher level of Provide the student with clearly stated communication (role, audience, format, thinking (written) expectations and grading topic). criteria for assignments. **Modifications for Assessments** Implement RAFT activities as they Extended time on classroom tests and pertain to the types / modes of quizzes. communication (role, audience, format, topic). Students may take/complete tests in an **Modifications for Assessments** alternate setting as needed. Extended time on classroom tests and Restate, reread, and clarify quizzes. directions/questions Distribute study guide for classroom Students may take/complete tests in an alternate setting as needed. Restate, reread, and clarify Establish procedures for directions/questions accommodations / modifications for assessments.

PVRHSD CURRICULUM MAP

Grade Levels: 11, 12

Distribute study guide for classroom	
tests.	
Establish procedures for accommodations / modifications for assessments.	

PASCACK VALLEY REGIO	NAL HIGH SCHOOL DIST	TRICT		
COURSE NAME: Level V				
THEMES:	Proficiency Targets	Communicative Functions	Suggested Learning	
Influences of Beauty &	Interpretive:	-Discuss and analyze genres	Activities	
Art	Intermediate Mid	of film	Interpretive:	New Jersey Student
Factors that Impact the		-Discuss and analyze the	-Read and interpret movie posters/reviews	Learning Standards
Quality of Life	Interpersonal:	filmmaker's intentions	-Visit websites for purchasing movie	(NJSLS)
	Intermediate Mid	-Analyze the plot and the message behind it	tickets -Understand and analyze movie trailers, movies	All students will be able to use a world language in addition to
CONTEXTS:	Presentational:	-Critique and react to the film	-Review infographics related to cinema/movie trends in the target	English to engage in meaningful conversation, to understand and
Lights, Camera, Action!	Intermediate Mid	-Ask for / Give opinions about	culture	interpret spoken and written
		films -Compare/Contrast films in the past to today -Describe changes from print to screen -Compare/Contrast an historical record and its cinematic reproduction	Interpersonal: -Role play as a talk show host with an actor/filmmaker -Compare & contrast different films -Survey classmates about preferred film genre, film -Discuss recent films with classmates -Role-play a scene/alternate ending/sequel -Write an email/text chat between characters Presentational: -Produce a movie/movie trailer/ storyboard -Write a movie review -Share a digital post with	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.

PVRHSD CURRICULUM MAP

Grade Levels: 11, 12

-How does a target culture's classic piece evolve? Suggested Vocabulary List *additional vocabulary as per	-How accurately do movies portray an event/time period? -How does a plot change Suggested Cultural & Intercultural Contexts: *Products, Perspectives & Practices* *Investigate & Interact* Exploring Culture Through Cinema: What themes/events/messages are portrayed in cinema? What are their	Essential Question(s): -What role does cinema play in the target culture? -How has cinema developed and changed over time? -How do movies mirror/not mirror the target culture?	movies portray an event/time period? -How does a plot change from print to screen? -How does a target culture's classic piece evolve? Suggested Vocabulary List *additional	*Products, Perspectives & Practices*	thoughts/critiques about films -Silent film voice dubbing -Create a social media post as one film character of choice Authentic Resources FullTV (Argentina)	Integrated Performance Assessments Grading Rubrics
-How accurately do movies portray an event/time period? -How does a plot change Suggested Cultural & Intercultural Contexts: *Products, Perspectives & Practices* *Investigate & Interact* *Investigate & Interact* Exploring Culture Through Cinema: What themes/events/messages are portrayed in cinema? What are their	NAME AND ADDRESS OF THE PARTY O		-How is cinema different		ChineseResource A B C French Resources	
-How is cinema different today? -How accurately do movies portray an event/time period? -How does a plot change Literature: Analyze print to screen Suggested Cultural & Italian Resources Intercultural Contexts: *Products, Perspectives & Practices* *Investigate & Interact* Exploring Culture Through Cinema: What themes/events/messages are portrayed in cinema? What are their	-How is cinema different today? Literature: Analyze print to screen ChineseResource A B C French Resources	mirror/not mirror the	-How do/did people react	understanding filmmakers' perspectives, film critiques, origins	Google Docs	
-How do/did people react to the movie? -How is cinema different today? -How accurately do movies portray an event/time period? -How does a plot change -How do/did people react to the movie? -How is cinema different today? -How accurately do movies portray an event/time period? -How does a plot change -How does a plot change -How do/did people react to the movie; perspectives, film critiques, origins of film Google Docs Resource/Links ChineseResource A B C French Resources Italian Resources Spanish Resources Exploring Culture Through Cinema: What themes/events/messages are portrayed in cinema? What are their	mirror/not mirror the target culture? -How do/did people react to the movie? -How is cinema different to day? -How do/did people react to the movie? -How is cinema different to screen	developed and changed over time?	filmmaker's goal? -Why was the movie	History: Analyzing different films throughout history	French Cinema	<u>Grading Rubrics</u>
-What was the filmmaker's goal? -Why was the movie made? -Why was the movie made? -How do movies arget culture? -How is cinema different today? -How accurately do movies portray an event/time period? -How does a plot change -What was the films throughout history -Why was the movie made? Video Production: Creating films, understanding filmmakers' perspectives, film critiques, origins of film Francophone Movie Trailers French Cinema Francophone Movie Trailers French Cinema	-How has cinema developed and changed over time? -How do movies mirror/not mirror the target culture? -How do/did people react to the movie? -How is cinema different teday? -What was the films was the films throughout history -Why was the movie made? -Wideo Production: Creating films, understanding filmmakers' perspectives, film critiques, origins of film -How is cinema different teday? -How is cinema different teday? -Why was the movie made? -How do/did people react to the movie? -How is cinema different teday? -Why was the movie made? -How do/did people react to the movie? -How is cinema different teday? -Row is a local was be a films throughout history -Francophone Movie Trailers French Cinema -Francophone Movie Trailers Francophone Movie Trailers Franch Cinema	-What role does cinema	-What different genres	Skills and Interdisciplinary	FullTV (Argentina)	Performance
What role does cinema lay in the target culture? -What different genres exist in cinema? -What was the filmmaker's goal? -Why was the movie made? -Why was the movie made? -Why was the movie made? -Whow do movies airror/not mirror the arget culture? -How is cinema different today? -How accurately do movies portray an event/time period? -How does a plot change -What different genres exist in cinema? -What was the films throughout history -Why was the movie made? -Why was the movie made? Video Production: Creating films, understanding filmmakers' perspectives, film critiques, origins of film Literature: Analyze print to screen Suggested Cultural & Intercultural Contexts: *Products, Perspectives & Practices* *Investigate & Interact* *Intercultural Contexts: *Products, Perspectives & Practices* *Investigate & Interact* *Exploring Culture Through Cinema: What themes/events/messages are portrayed in cinema? What tare their	-What role does cinema play in the target culture? -How has cinema developed and changed over time? -Why was the movie mirror/not mirror the target culture? -How do //did people react to the movie? -How is cinema different to screen -What different genres exist in cinema? -What was the film story: -What was the film subricy: -Why was the movie made? -Why was the movie films throughout history -Why was the movie made? -How do/did people react to the movie? -How is cinema different to the movie? -How is cinema different to screen -What different genres exist in cinema? -What different genres and ifferent start in cinema? -What different genres exist in cinema? -What different genres and ifferent start in cinema? -What different genres exist in cinema? -What was the films throughout history -What was the films throughout history -Why was the movie made? -Why was the movie made? -How do //did people react to the movie? -How do //did people react to the movie? -How is cinema different to screen -How is cinema different to screen				-Silent film voice dubbing -Create a social media post as one film	

Grade Levels: 11, 12

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	Modifications for Classroom Multi-sensory approach Pair Visual Prompts with verbal presentation	*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team Modifications for Classroom Pair visual prompts with verbal	Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments.
identities.	Provide repetition and practice Restate Directions (verbal or written)	presentations Ask students to restate information,	Repetition and practice Model skills / techniques to be mastered.
Use of technological devices to gain access to online resources in order to research and explore current events and cultural practices.	Model skills / techniques to be mastered Provide summary of text or study	directions, and assignments. Repetition and practice Model skills / techniques to be	Extended time to complete class work Provide copy of class notes
Use advanced supplementary / reading materials	guides Native Language Translation (peer, online assistive technology, translation	mastered. Extended time to complete class work	Preferential seating to be mutually determined by the student and teacher
Use of authentic resources to promote a deeper understanding of culture.	device, bilingual dictionary) Use graphic organizers	Provide copy of class notes Preferential seating to be mutually	Students may request to use a computer to complete assignments. Establish expectations for correct
Provide opportunities for open-ended, self-directed activities Communication outside the language	Highlight key vocabulary Extended time for assignment completion as needed	determined by the student and teacher	spelling on assignments.
classroom for travel, study, work, and/or interviews with community members.	Assess comprehension through demonstration such as gestures, drawing and retelling. Modified tests (orally)	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.

PVRHSD CURRICULUM MAP

Grade Levels: 11, 12

pertain to the types / modes of

Provide opportunities to develop depth Use anecdotal records or portfolio work Assign a peer helper in the class setting Extra textbooks for home. and breadth of knowledge in the subject as a form of assessment Students may request books on CD / Provide oral reminders and check area (examples: create **Modifications for** digital media, as available and student work during independent work drawings/illustrations, use of music, Homework/Assignments appropriate. time create poems/songs, write opinion letters, create videos/stories/comic **Modified Assignments** Assign a peer helper in the class setting Assist student with long and short term strips, etc.) planning of assignments Provide oral reminders and check Native Language Translation (peer, Conduct research and provide student work during independent work Encourage student to proofread online assistive technology, translation presentations on a variety of cultural assignments and tests device, bilingual dictionary) topics. Assist student with long and short term Provide regular parent/ school Extended time for assignment Design surveys to generate and analyze planning of assignments communication completion as needed data to be used in discussion. Encourage student to proofread Teachers will check/sign student Debate topics of interest / cultural Highlight key vocabulary assignments and tests agenda daily importance. Use graphic organizers Student requires use of other assistive Provide regular parent/ school Authentic listening and reading sources communication technology device that provide data and support for speaking and writing prompts. Teachers will check/sign student Modifications for Homework and agenda daily Assignments Exploration of art and/or artists to Extended time to complete understand society and history. Student requires use of other assistive assignments. technology device Students require more complex Implement RAFT Activities as they Modifications for Homework and assignments to be broken up and pertain to the types / modes of **Assignments** explained in smaller units, with work to communication (role, audience, format, Extended time to complete be submitted in phases. topic). assignments. Provide the student with clearly stated **Anchor Activities** (written) expectations and grading Students require more complex criteria for assignments. Use of Higher Level Questioning assignments to be broken up and Techniques Implement RAFT activities as they

Provide assessments at a higher level of

PVRHSD CURRICULUM MAP

explained in smaller units, with work to

Grade Levels: 11, 12

communication (role, audience, format,

be submitted in phases. topic). thinking Provide the student with clearly stated **Modifications for Assessments** (written) expectations and grading Extended time on classroom tests and criteria for assignments. quizzes. Implement RAFT activities as they pertain to the types / modes of Students may take/complete tests in an communication (role, audience, format, alternate setting as needed. topic). Restate, reread, and clarify **Modifications for Assessments** directions/questions Extended time on classroom tests and Distribute study guide for classroom quizzes. tests. Establish procedures for Students may take/complete tests in an accommodations / modifications for alternate setting as needed. assessments. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT

COURSE NAME: Level V

PVRHSD CURRICULUM MAP

Grade Levels: 11, 12

CONTEXTS:	Proficiency Targets	Communicative Functions	Suggested Learning	
Factors that Impact the	Interpretive:	-Discuss future plans	Activities	
Quality of Life	Intermediate Mid	-Ask for/Give advice for life	Interpretive:	
The Influence of		after high school	-Read and interpret infographics related to life after high school in the target culture	
Language and Culture on	Interpersonal:	-Compare/Contrast	Read and interpret infographics related to	
Identity	Intermediate Mid Presentational:	adolescent transitions into adulthood -Describe "rites of passage"	future professions -Listen to audio files/Watch short video clips related to contemporary life in target cultures	New Jersey Student Learning Standards (NJSLS)
тнеме:	Intermediate Mid	into adulthood	-Read articles about young adult life in the target culture	All students will be able to use
Change is good Carpe Diem!		-Distinguish the differences between informal & formal communication -Express hopes, wishes, doubts, and fears for the future	-View and analyze ads for real estate/careers Interpersonal: -Videochat with young adults in the target culture about future aspirations -Backchannel -Role play an interview for college/career -Survey classmates about future roommates -Role play in a formal job interview scenario -Reply to an email regarding a recent job opportunity -Predict a classmate's future endeavors, including university, work, etc. (utilize games like paper fortune tellers, MASH!) Presentational: -Students create a target culture yearbook/scrapbook as a keepsake for their future -Create a digital presentation about living independently (what is necessary, what to consider, where to live) -Write a digital post regarding various aspects of young adult life -Voice recording -Create a timeline/budget for the future (Self-sufficiency plan) -Create a resumé	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.
Essential Question(s):	Target Questions	21st Century Themes and	Authentic Resources	Integrated
-How will my life change	-What do I plan to do after I	Skills and		Performance
after high school?	graduate?	Interdisciplinary Connections:	<u>Pinterest Resource Board</u>	<u>Assessments</u>
-How do our interests and	-How can I prepare for my			Grading Rubrics
personality play a role in	future independence?		Google Docs	
our choices?			Resource/Links	

PVRHSD CURRICULUM MAP

Grade Levels: 11, 12

Financial Literacy: Balancing -What are "rites of passage" **ChineseResourceA** budget with future plans and life -How do our life stages into adulthood in the target $\mathbf{B}\mathbf{C}$ changes compare to the experiences culture? **French Resources** of young adults in the **Italian Resources** FACS: Considering responsibilities target culture? -What are my future goals **Spanish Resources** related to living on one's own and aspirations? -How do we define Technology: Professional & independence? personal social media profiles **Suggested Vocabulary** PE/Health: Healthy living, List mindfulness, stress management *additional vocabulary as per teacher **Suggested Cultural &** discretion **Intercultural Contexts:** *Products, Perspectives & Practices* *Investigate & Interact* **College:** What is required to get into college in the target culture? Does everyone go? What are other options? 20-something: What are roles, responsibilities, options in the target culture for young adults? What are job prospects and living conditions like in target culture?