

Born on date: June 2015

Curriculum Update: July 2017

Board Approval: 9/25/17

N.J.A.C. 6A: 8-3.1 Curriculum and instruction

(a) District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSL and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented.

District boards of education shall be responsible for developing for all students with disabilities educational programs aligned with the NJSL with appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating **content, process, products, and learning environment**.

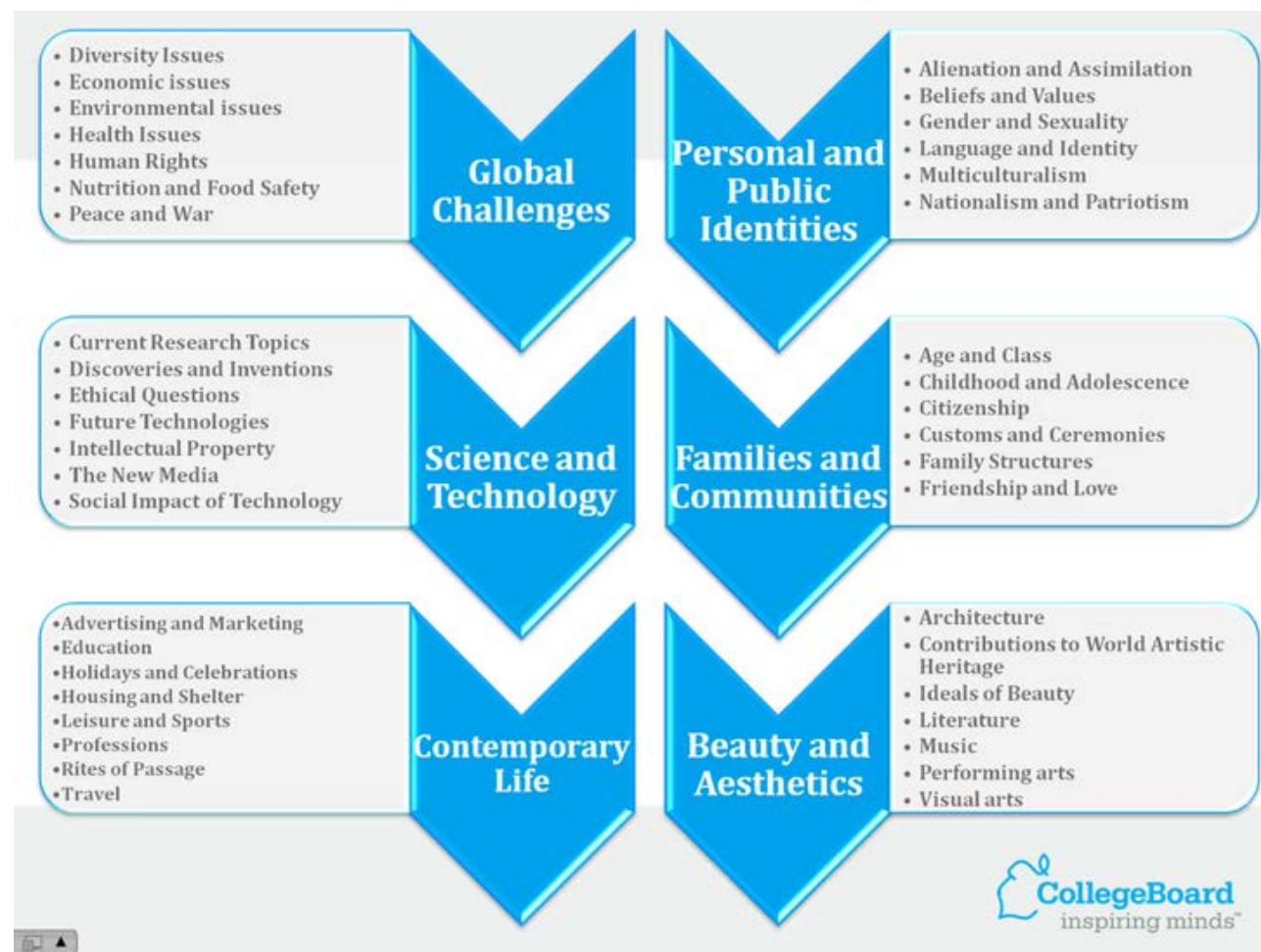
District boards of education shall be responsible for developing for ELLs English language assistance programs that are aligned to the NJSL and the English language development standards.

District boards of education shall provide the time and resources to develop, review, and enhance interdisciplinary connections, supportive curricula, and instructional tools for helping students acquire required knowledge and skills. The tools include, but are not limited to:

- i. A pacing guide;
- ii. A list of core instructional materials, including various levels of texts at each grade level;
- iii. Benchmark assessments; and
- iv. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.

Content Area Unit Name	World Language 9-12: This curricular addendum provides educators with clarifications, connections, resources, and adaptations to meet the needs of varied learners, 9-12. The New Jersey Student Learning Standards provide educators with identification of required content, skills, values and dispositions essential to build curricula. This document is an extension to the current curriculum and NJSLS, ensuring dynamic, rigorous, and diverse instructional approaches distinct to world language are enacted in the Hillsdale Schools.
Interdisciplinary Connections <i>(including WIDA standards if applicable)</i>	<p>The world language curriculum intentionally integrates content across disciplines and is designed to make natural connections to students' global learning in other disciplines, interests, and community.</p> <p>Where do the connections between other disciplines occur?</p> <ul style="list-style-type: none">● History● Mathematics● Architectural● Music● Science● English Language Arts / Literature● Economics● Health● Arts / Fine Arts <p>Use the world language common themes as a framework to design interdisciplinary connections,</p>

including global challenges, science and technology, families and communities, contemporary life, beauty and aesthetics, personal and public identities (as identified by College Board).



Examples of Interdisciplinary Tasks:

Novice:

- Students read several authentic menus and identify which would be appropriate for different people based on likes/dislikes and special dietary needs.
- Students team with another class in a target language country to identify and compare endangered species in both countries, and collaborate to produce a multimedia informational presentation for their peers using basic information in the target language.
- Students develop a survey to investigate the eating habits of the class, interview students, analyze the data in terms of good nutritional habits, synthesize it into a graph, and create a document to share the results with others.
- Using a word cloud generator, present students with a graphic visualization of a text (poem, song, rhyme, fable) and have them predict (whole class, groups or pairs) the main theme, idea or key concepts.
- Students research activities of various United Nations theme days (for example, World Food Day, World AIDS Day) on websites from the United Nations and target language countries. Each student (or student team) selects a participating country and develops a digital poster of its activities related to the celebration.

Intermediate:

- Students prepare an electronic info brief in the target language that provides information about daily life in the United States to prepare for a visit from an e-pal from the target language country.
- During career week at school, students research job ads in the target language on Internet databases (or in print media) to locate jobs in which they are interested. They choose one each and prepare themselves for

an interview by writing a resumé and cover letter and submitting it to classmates. Students conduct interviews in an open-panel format.

-Students choose a global topic and throughout the semester use their free reading time as well as time outside of the classroom to find authentic resources in the target language in order to advance their understanding about the topic. Students summarize their learning at the end of the year by sharing it with their classmates in an online space such a blog, wiki, etc.

- Using the Internet, students participate in a "walking tour" of a city in a target language country. Students "shop" for clothing on the website of a department store, using the "currency" of the target language country, and explain to their classmates the items they bought and why they bought them. Students "visit" art museums in the country of their target language culture and give a guided tour of the art works to "tourists" (their classmates).

Advanced:

-In small groups, students design a product and develop a marketing campaign for this product to sell it to consumers in a target country. Students present their marketing campaigns to students in the target language country via target language media outlets.

-Students work in groups of 3-4 to prepare a live news broadcast using websites from various news sites. Students will use information on local, regional, and world news from a target language website to produce a news broadcast.

-Students listen to online programming of the news from the target language country related to a current U.S. event and analyze how the target culture perspectives influence how that event is covered.

-Students write and post book reviews to a target language website after reading a book in the target language.

	<p>-Students create a virtual or real museum on a topic of current interest or relevance to the target culture. - Students determine the theme, quantity, and nature of exhibits, plan for advertising and create or collect all necessary materials.</p>
Core Instructional Materials including digital tools	<p>Some of the instructional materials that teachers and students use in Pascack Valley Regional High School District's world language programs are:</p> <ul style="list-style-type: none">• Temas• Bien Dit• Realidades• Buen Viaje <p>To develop novice, intermediate and advanced language communicative proficiencies, culturally authentic resources can include online newspapers, magazines, blogs, wikis, podcasts, radio, videos, music, info graphics, government websites, etc. to provide current information on products, perspectives and practices of the target culture on local, national, and global problems/issues.</p> <p>Some suggested online resources include online flashcards, using Skype to speak with native speakers, digital recording tools for podcasting, and/or creating digital video presentations.</p> <p>Presentation/Digital Storytelling Tools: Google Slides, Prezi, Go Animate, Storybird, ToonDoo, ZooBurst,</p> <p>Online Speaking/Recording Tools: Voicethread, clear.msu, Audacity, Vocaroo, Aviary, Voki, Chatterpix</p> <p>Backchanneling: TodaysMeet, Polleverywhere, Padlet</p> <p>Video Tools: YouTube, TubeChop, educanon, blubbr.tv, edpuzzle,</p> <p>QR Codes: QR Code Generator</p> <p>Game-based Response Tools: Kahoot!, Socrative, Quizziz</p>

	<p>Word clouds: Tagxedo, Wordle, Menti</p> <p>Interpersonal Communicative Tools: Skype, Google Hangouts, Twitter, Learning Management Systems such as Edmodo, Schoology, Canvas, Blackboard, FlipGrid, etc.</p> <p>E-Portfolios: Google Drive, Pinterest, LiveBinder</p> <p>Self-Assessment Tools: Can-Do Descriptors, Linguafolio</p>
<p>21st Century Themes and Skills</p> <p>ACTFL 21st Century Skills Map</p>	<p style="text-align: center;">Adapted from Work by the Bergen County Curriculum Consortium</p> <p style="text-align: center;"><u>New Jersey World Languages 7.1</u></p> <p style="text-align: center;"><u>Novice - Advanced Proficiency Levels</u></p> <p>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.</p> <p style="text-align: center;"><u>21st Century Skills</u></p> <p>Novice Range (Interpretive, Interpersonal and Presentational Modes)</p> <p style="text-align: center;">Communication:</p> <p><i>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></p> <p>Intermediate Range (Interpretive, Interpersonal and Presentational Modes)</p> <p style="text-align: center;">Communication:</p> <p><i>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 multi-lingual 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</i></p>

comprehend general concepts and messages about familiar and occasionally unfamiliar topics. They can ask questions on familiar topics.

Advanced 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 multi-lingual environments. Students in the **advanced range** are able to narrate and describe using connected sentences and paragraphs in at least three time frames when discussing topics of personal, school, and community interest and can comprehend main ideas and significant details regarding a variety of topics.*

Novice, Intermediate and Advanced Ranges (Interpretive, Interpersonal and Presentational Modes)

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 Hillsdale 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.

	<p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global</p>
<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<p>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:</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative projects, blog, school web).</p> <p>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.</p> <p>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.</p> <p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.D.5: Understand appropriate uses for social media and the negative consequences of misuse.</p>

<p>Pacing Guide</p> <p>(Source: Ohio Department of Education: World Languages)</p>	<p><i>*See a description of units below for Chinese, French, Italian and Spanish sequences.</i></p>
<p>Assessments</p>	<p>The World Languages Standard are 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:</p>

	<p>Interpretive Listening</p> <p>Interpretive Reading</p> <p>Interpersonal (Person-to Person Communication)</p> <p>Presentational Speaking (Spoken Productions)</p> <p>Presentational Writing (Written Production)</p> <p>Novice-Mid Level: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Intermediate-High Level: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.</p>
--	---

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. Discrete grammar and vocabulary points are **not** assessed

Proficiency- Based Assessments are used for 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.

Differentiation/Accommodations/Modifications

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

<p>culture.</p> <p>Provide opportunities for open-ended, self-directed activities</p> <p>Communication outside the language classroom for travel, study, work, and/or interviews with community members.</p> <p>Encourage the use of creativity /</p> <p>Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.)</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and</p>	<p>translation device, bilingual dictionary)</p> <p>Use graphic organizers</p> <p>Highlight key vocabulary</p> <p>Extended time for assignment completion as needed</p> <p>Assess comprehension through demonstration such as gestures, drawing and retelling.</p> <p>Modified tests (orally)</p> <p>Use anecdotal records or portfolio work as a form of assessment</p>	<p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p>	<p>teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>
--	--	---	--

<p>analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provides data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p>	<p>Modifications for Homework/Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments</p>	<p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments</p> <p>Extended time to complete assignments.</p>
--	--	--	---

Provide assessments at a higher level of thinking	<p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions</p>	<p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>
---	---	--

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

Pacing Guide

Level I, II, III, IV, V, Honors, AP Course Themes:

- Global Challenges
- Beauty and Aesthetics
- Families and Communities
- Personal and Public Identities
- Science and Technology
- Contemporary Life

<i>Proficiency Targets</i>	Interpretive	Presentational	Interpersonal
Level I	Novice Mid	Novice Mid	Novice Mid
Level II CP	Novice Mid/High	Novice Mid/High	Novice Mid/High
Level II Honors	Novice High/Int. Low	Novice High/Int. Low	Novice High

Level III CP	Novice High/Int. Low	Novice High/Int. Low	Novice High
Level III Honors	Intermediate Low	Intermediate Low	Intermediate Low
Level IV CP	Intermediate Low	Intermediate Low	Intermediate Low
Level IV Honors	Intermediate Mid	Intermediate Low/Mid	Intermediate Low/Mid
Level V	Intermediate Mid	Intermediate Low/Mid	Intermediate Low/Mid
AP Level	Intermediate High	Intermediate Mid	Intermediate Mid

<u>Level One</u>	Communicative Functions:	Essential Questions:	Proficiency Goals:
Self Perception	<ul style="list-style-type: none"> -Description of self and friends -Discuss personality traits about self and friends (+ and -) -Express preferences -Exchange information about self and friends -Identify similarities and differences between people 	What makes each of us unique? Who am I, in comparison to others? Who is he/she?	Interpretive: Novice Low Interpersonal: Novice Low/Mid Presentational: Novice Low/Mid
Our Families	<ul style="list-style-type: none"> -Description of family members -Discuss personality traits about family members (+ and -) -Express preferences -Exchange information about family members -Identify similarities and differences between family members 	What makes a (my) family unique? What defines a family? How are people's traditions similar and/or different?	Interpretive: Novice Low Interpersonal: Novice Low/Mid Presentational: Novice Low/Mid
Exploring Our World	<ul style="list-style-type: none"> -Description of months and seasons -Discuss the beauty of nature and various landscapes -Express preferences -Exchange information about birthdays and typical family celebrations -Identify similarities and differences between seasons and activities 	What is beauty in nature? How do seasons affect our daily lives? How do weather and climate impact nature, people and communities?	Interpretive: Novice Mid Interpersonal: Novice Low/Mid Presentational: Novice Low/Mid
Living and Learning	<ul style="list-style-type: none"> -Describe a teenager's life -Discuss emotions -Discuss personal interests related to hobbies, sports & activities -Discuss school life and schedule -Express needs and preferences 	How do we maintain a balanced lifestyle? How do we keep ourselves active? How does the teenage experience vary from culture to culture? What are our daily obligations? How do a teen's daily	Interpretive: Novice Mid Interpersonal: Novice Low/Mid Presentational: Novice Low/Mid

	<ul style="list-style-type: none"> -Exchange information about daily life -Identify similarities and differences between American culture and target culture 	<ul style="list-style-type: none"> obligations affect his/her life? 	
<u>Level Two</u> <u>Hrs Level Two</u>	Communicative Functions:	Essential Questions:	Proficiency Goals:
Exploring Our Interests	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> How does where I live influence who I am? How do our interests reflect our personalities? How do teenagers demonstrate their independence in a community? 	<ul style="list-style-type: none"> Interpretive: Novice High Interpersonal: Novice Mid/High Presentational: Novice Mid/High
A Balanced Lifestyle	<ul style="list-style-type: none"> -Discuss healthy lifestyle habits -Identify healthy food choices -Discuss daily life habits -Identifying similarities and differences in meal taking -Compare/Contrast cultural eating habits -Express preferences -Give advice on healthy choices 	<ul style="list-style-type: none"> How do people here and in the target culture describe a balanced lifestyle? How does where I live influence what I eat, who I am, and what I do? 	<ul style="list-style-type: none"> Interpretive: Novice High Interpersonal: Novice Mid/High Presentational: Novice Mid/High
Communities & Cultures	<ul style="list-style-type: none"> -Identify places within a city/town -Identify similarities and differences in modes of transportation -Asking for / exchanging information in order to navigate a city/town -Asking for / giving directions -Discuss the impact of transportation on a teenager's independence 	<ul style="list-style-type: none"> How do I navigate a community? What makes a community special? How does the target culture shape habits of daily life? 	<ul style="list-style-type: none"> Interpretive: Novice High Interpersonal: Novice Mid/High Presentational: Novice Mid/High
Traveling the World	<ul style="list-style-type: none"> -Plan a trip -Identify the preparations necessary for a trip -Inquire about / Suggest a trip -Compare prices -Make reservations -Discuss a trip -Give advice/suggestions 	<ul style="list-style-type: none"> How do I travel? What can/must I do when I am visiting a new country/city? 	<ul style="list-style-type: none"> Interpretive: Novice High Interpersonal: Novice Mid/High Presentational: Novice Mid/High

<u>Level Three</u> <u>Honors Three</u>	Communicative Functions:	Essential Questions:	Proficiency Goals:
Teens and Technologies	<ul style="list-style-type: none"> -Describe self and others -Express preferences (social media) -Offer invitations; accept or decline -Recount what people have done and/or are going to do -Exchanging information "virtually" -Compare/Contrast -Offering advice on social media safety 	<ul style="list-style-type: none"> -What impact does technology have on our lifestyles and privacy? -How does technology influence culture? -How does one use technology in their daily life? -How powerful is an image? 	Interpretive: Int. Low Interpersonal: Int. Low/Novice High Presentational: Int. Low/Novice High
Lifestyle and Wellness	<ul style="list-style-type: none"> -Discuss healthy lifestyle habits -Identify and give advice about healthy food choices -Discuss daily life habits including personal hygiene -Identifying similarities and differences in nutritional habits -Compare/Contrast cultural eating habits -Express how one is feeling physically and emotionally -Ask for and give advice on health-related topics 	<ul style="list-style-type: none"> -What is a healthy lifestyle and wellness? -How does one achieve health and wellness? -How does a community promote wellness? -How do world events influence our eating habits? 	Interpretive: Int. Low Interpersonal: Int. Low/Novice High Presentational: Int. Low/Novice High
More than just a language!	<ul style="list-style-type: none"> -Compare/Contrast -Describe the target culture with comparison to my own -Asking for and offering opinions -Offering advice 	<ul style="list-style-type: none"> -How does a culture reflect one's way of life? -How do art and fashion reflect history and culture? -How is a culture reflected in its products, arts, and/or music? -How does geography shape our culture? 	Interpretive: Int. Low Interpersonal: Int. Low/Novice High Presentational: Int. Low/Novice High
Stories of our Past, Dreams of our Future	<ul style="list-style-type: none"> -Recount the past -Describe how life used to be -Compare/Contrast life in the past to the present -Compare/Contrast present life to the future -Predict the future -Discuss future endeavors 	<ul style="list-style-type: none"> -How does our past define who we are? -How does our present shape our future? 	Interpretive: Int. Low Interpersonal: Int. Low/Novice High Presentational: Int. Low/Novice High
<u>Level Four</u> <u>Honors Four</u>	Communicative Functions:	Essential Questions:	Proficiency Goals:

Faces of Artistic Expressions	<ul style="list-style-type: none"> -Describe various art forms -Compare/contrast various art forms -Analyze artistic meaning and place in historical/social context -Relate past events -Express preferences 	<ul style="list-style-type: none"> -How does one express himself/herself through art? -How do various art forms reflect the target culture? -How do these artistic expressions compare/contrast to my own culture? 	Interpretive: Int. Mid Interpersonal: Int. Mid/Int. Low Presentational: Int. Mid/Int. Low
We are the World!	<ul style="list-style-type: none"> -Describe the meaning of a global citizen -Identify the responsibilities of a global citizen -Identify problems and discuss potential solutions -Ask for/Give advice to change the environment for the better -Ask for/Give advice to make society safer -Compare/contrast habits -Asking for/Provide help 	<ul style="list-style-type: none"> -What is a global citizen and his/her responsibilities? -How can we consciously change our "environment" for the better? -In which ways can we make our society better and safer? 	Interpretive: Int. Mid Interpersonal: Int. Mid/Int. Low Presentational: Int. Mid/Int. Low
New Beginnings	<ul style="list-style-type: none"> -Exchange information regarding political movements -Discuss the effects of immigration on society -Ask for/Give advice regarding the integration of new people into society -Describe the effects of social conflicts 	<ul style="list-style-type: none"> -How do politics affect the target culture? -How does immigration and integration change society? -What effects do conflict/war have on the target culture? -Does history repeat itself? 	Interpretive: Int. Mid Interpersonal: Int. Mid/Int. Low Presentational: Int. Mid/Int. Low
Peace, Love and Harmony	<ul style="list-style-type: none"> -Discuss familial/social roles and relationships -Discuss important elements/aspects of a relationship -Ask for/Give advice to maintain harmonious relationships -Express wishes, hopes, fears, doubts -Compare/contrast individual vs. societal expectations -Talking about the ideal friend, family member, roommate and/or significant other 	<ul style="list-style-type: none"> -How does one develop and cultivate relationships? -How is a harmonious relationship established? -How is harmony maintained? -What role does compromise have in relationships? 	Interpretive: Int. Mid Interpersonal: Int. Mid/Int. Low Presentational: Int. Mid/Int. Low
<u>Level Five</u>	Communicative Functions:	Essential Questions:	Proficiency Goals:
Change is good... Carpe Diem!	<ul style="list-style-type: none"> -Discuss future plans -Ask for/Give advice for life after high school -Compare/Contrast adolescent transitions into adulthood -Describe "rites of passage" into adulthood -Express hopes, wishes, doubts, and fears for the future 	<ul style="list-style-type: none"> -How will my life change after high school? -What will I experience after graduation? -What opportunities await me? -How do our emotions play a role in our choices? -How does it to compare to the experiences of young adults in the target culture? 	Interpretive: Int. High Interpersonal: Int. Mid/Int. High Presentational: Int. Mid/Int. High

Lights, Camera, Action!	<ul style="list-style-type: none"> -Discuss genres of film -Discuss the filmmaker's intent -Analyze the plot and the message behind it -React to the film -Ask for / Give opinions about films -Compare/Contrast films in the past to today -Describe the accuracy of a film -Describe changes from print to screen -Compare/Contrast the evolution of a piece into film 	<ul style="list-style-type: none"> -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? 	Interpretive: Int. High Interpersonal: Int. Mid/Int. High Presentational: Int. Mid/Int. High
What Hides Behind Words?	<ul style="list-style-type: none"> -Analyze and discuss literary products and media -Describe 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 	<ul style="list-style-type: none"> -How does the meaning of words change? -How can words have multiple meanings at the same time? -How do languages evolve to reflect changes in the target culture? -What is the impact of the target culture on literary works and media? -How does media reflect one's interests? -How does language in music and media influence our choices and way of life? 	Interpretive: Int. High Interpersonal: Int. Mid/Int. High Presentational: Int. Mid/Int. High
Time Travelers	<ul style="list-style-type: none"> - Analyze and discuss -Support a side of a debate -Retell events and discuss the repercussions -Discuss theoretical outcomes (historical or fictional) -Accurately use idioms -Compare/Contrast the "Before & After" 	<ul style="list-style-type: none"> -How does the past influence the present? -What past events contributed to great change in the target culture? -What past events of the target culture made an impact globally? -How do personal decisions and/or choices affect people? 	Interpretive: Int. High Interpersonal: Int. Mid/Int. High Presentational: Int. Mid/Int. High