

**Randolph Township Schools
Randolph High School
World Language II Honors Curriculum**

“The limits of my language means the limits of my world.”
-Ludwig Wittgenstein

World Language Department
Paula Paredes-Corbel, Supervisor

Curriculum Committee
Susan Elmore
Estela Flood
Joy Kelsch Coleman

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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

“The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives.” (New Jersey Student Learning Standards – World Languages, 2020)

The Randolph Department of World Languages believes that the acquisition of a second language is an indispensable attribute of an educated person. We offer a multifaceted, comprehensive language program. The goal of the World Language department is to develop students’ communicative skills with grammar and vocabulary being taught in context rather than in isolation. In order to enrich and broaden students’ communicative skills, instruction will not be limited to the written curriculum, but student needs and inquiry will be addressed on an ongoing basis. The curriculum encompasses interpersonal, interpretive, and presentational communication while emphasizing the interrelationship between the language and its respective culture. Moreover, multiple language acquisition enables the individual to reflect upon and gain insight into the student's own language and culture.

World Language II Honors is designed for those students who have demonstrated a superior aptitude and performance in the development of the major language skills in French or Spanish. World Language II Honors will progress at a brisk pace and will serve as a foundation for the Honors program for the coming year. Emphasis will be placed on the development of communicative proficiency through interpretive, interpersonal, and presentational activities. Grammar concepts will be taught in context through listening, speaking, reading, and writing activities in the target language. Frequent writing samples and use of authentic materials will be emphasized throughout the academic year.

World Language II Honors curriculum presents students with the opportunity to explore the topics of Travel, Food and Dining, Home and Daily Routines, Health, and Technology. Through this exploration, students will build upon their knowledge of the target language and become more culturally and linguistically proficient. The prerequisite for World Language II Honors is the successful completion of World Language I at the high school or Grade 8 Spanish or French at the middle school in conjunction with teacher recommendation.

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Curriculum Pacing Chart**

| SUGGESTED TIME ALLOTMENT | UNIT NUMBER | CONTENT - UNIT OF STUDY |
|-------------------------------------|--------------------|---------------------------------|
| 7 weeks | I | Travel |
| 8 weeks | II | Food and Dining |
| 8 weeks | III | Home and Family Routines |
| 7 weeks | IV | Health and Medical |
| 6 weeks | V | Technology |

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Unit I: Travel

| STANDARDS / GOALS: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences. Interpretive 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. Interpersonal | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|--|---|--|
| | Traveling yields a broader perspective of life and other cultures. | <ul style="list-style-type: none"> Why does traveling expand my horizons? |
| | One's life is enriched and enhanced by learning the culture and languages of other countries. | <ul style="list-style-type: none"> How will learning another language enhance my life? |
| | <u>KNOWLEDGE</u> Students will know: | <u>SKILLS</u> Students will be able to: |
| | Specific vocabulary is associated with identification cards such as vocabulary pertaining to age, address, nationality, gender, family, school. | Read and identify basic information from an authentic identification card from a target culture. Compare and contrast identity cards from target-language countries with the United States. Create a student identity card with their personal information. Write a short email about a trip or travel inquiry. |
| | Proper email etiquette for the target language culture can aid written communication. | |

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| <p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p> <p>Presentational</p> <p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few</p> | <p>Specific vocabulary pertains to airports, transportation, hotels, and traveling.</p> <p>Popular travel destinations vary in target language countries.</p> | <p>Identify various means of transportation.</p> <p>Research information about lodging and travel options using online target language websites.</p> <p>Choose the most practical means of transportation for their needs.</p> <p>Comprehend and respond to some travel phrases verbally and in written forms.</p> <p>Reserve hotel accommodations in the target language. (Role play or have them do this for real online?)</p> <p>Verbally state how they arrived at a destination.</p> <p>Have a conversation with someone about their travel and vacation plans.</p> <p>Scan online resources to identify some geography and cultural highlights of target language countries.</p> <p>Have a conversation with classmates about their favorite and least favorite destinations and justify their choices.</p> |
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| <p>transition words.</p> <p>Technology Standards: 8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p> <p>8.1.2.F.1 Use geographic mapping tools to plan and solve problems.</p> | <p>A good strategy to use when listening to or reading a passage in another language is to listen/look for familiar words and cognates and extrapolate meaning from what is understood. It is not necessary to understand every word to understand the meaning of what is heard or read.</p> <p>Appropriate structures and time expressions (e.g. yesterday, last week) can help one express past actions and events.</p> <p>Climate change may affect travel plans and destinations.</p> <p>VOCABULARY: airports, transportation, identification card, driver's license, hotels, vacations and related activities</p> | <p>Interpret a travel brochure or travel website.</p> <p>Read and show understanding of a travel confirmation email.</p> <p>Read, analyze and discuss a text within the theme of travel.</p> <p>Create a digital or manual travel brochure and share it with classmates.</p> <p>Summarize and explain information to others about how and where target language speakers' vacation.</p> <p>Understand a conversation and/or a presentation about past events.</p> <p>List a series of events in the order in which they happened.</p> <p>Describe when, and where something took place.</p> <p>Recount and write about past vacations.</p> <p>Discuss how weather changes and climate change can impact travel plans.</p> |
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Reading an authentic article on an intended vacation and answering related questions. (*interpretive*)
- Role-playing a dialogue on the topic of travel or vacation. (*interpersonal*)
- Writing a journal entry or email home recounting student's first week in a target language country. (*presentational*)

KEY LEARNING EVENTS AND INSTRUCTION:

- Total Physical Response (TPR)
- Teaching Proficiency through Reading and Storytelling (TPRS)
- Peer conversations
- Authentic readings
- Listening activities
- Graphic organizers
- Using target language websites to research a topic
- Journal entries
- Email etiquette and terminology
- Student collaboration in online games
- Collaborative Google Map activities
- Movie Talks
- Picture talks

SUGGESTED TIME ALLOTMENT

7 Weeks

SUPPLEMENTAL UNIT RESOURCES

French Suggested Resources:

D'accord 1: Langue et Culture du Monde Francophone, VHL

D'accord 2: Langue et Culture du Monde Francophone, VHL

Spanish Suggested Resources:

Descubre 1: Lengua y cultura del mundo hispánico, VHL

Descubre 2: Lengua y cultura del mundo hispánico, VHL

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Unit II: Food and Dining

| STANDARDS / GOALS: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences. Interpretive 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|--|---|--|
| | Food is an essential part of life with each culture having its own distinct cuisine. | <ul style="list-style-type: none"> How do the foods of another country reflect its culture? |
| | Differences are what make us who we are. It is important for us to recognize these differences and be accepting of other countries' food choices and etiquette. | <ul style="list-style-type: none"> How do my food choices and food etiquette compare to those of a teenager in another culture? |
| | <u>KNOWLEDGE</u> Students will know: | SKILLS Students will be able to: |
| | Specific vocabulary pertains to food and dining. | Recognize the names of a variety of foods in the target language and classify them. Create a food shopping list. Use culturally appropriate expressions to order food in a store, market, or a restaurant. |

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| <p>messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p> <p>Interpersonal</p> <p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>Presentational</p> <p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> | <p>Dining experiences around the world are not all the same. There are cultural differences in etiquette, customs, and service.</p> <p>Culture is integral in what is considered appropriate table settings and etiquette.</p> <p>Eating habits and customs around the world differ. What we do in the United States is not the norm.</p> | <p>Discuss differences in restaurant behavior in other countries, e.g. tipping protocol and ordering food.</p> <p>Read a restaurant review and show comprehension of essential information.</p> <p>Write a restaurant review in the target language providing opinions and using specific details, and other forms of evidence.</p> <p>Identify items to set a table.</p> <p>Demonstrate how to set a table in the target culture.</p> <p>Discuss differences in proper table etiquette and manners among cultures.</p> <p>Read and interpret an authentic menu in the target language.</p> <p>Identify and describe several typical dishes from native speaking countries.</p> <p>Compare and contrast typical American food, meals and meal times with target language countries.</p> |
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| <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p> <p>7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p> <p>Technology Standards: 8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p> <p>8.1.2.F.1 Use geographic mapping tools to plan and solve problems.</p> | <p>Children pick up eating habits and customs from a very young age. How we learn to eat in our homes can have lasting effects on how we choose to eat as adults.</p> <p>Using a variety of vocabulary words, expressions, and pronouns in the target language can help avoid repetition.</p> <p>Strategies for interpretation can help one understand spoken and written forms in the target language.</p> | <p>Create a chart showing which foods are eaten the most and the least by surveying students in the class.</p> <p>State what they like or dislike.</p> <p>Discuss the importance or role of snacking in target cultures as compared to the United States.</p> <p>Incorporate more complex and less repetitive sentences to talk about people, places, and things.</p> <p>Identify the main idea of a reading passage.</p> <p>Comprehend the recommendations of a waiter in a recorded conversation.</p> <p>Read and follow an authentic recipe to prepare a typical dish of a target language country.</p> <p>Scan online resources in order to gather information on how different cultures celebrate holidays/special events.</p> |
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| | <p>Each country recognizes special occasions, religious and national holidays. These celebrations are often tied to our nationalistic, cultural and religious beliefs.</p> | <p>Compare and contrast family traditions in the target language culture to student's own using a graphic organizer.</p> |
| | <p>Shopping locally at markets helps the environment and reduces climate change.</p> | <p>Present and answer questions about a typical holiday/celebration related dish of a target language country.</p> |
| | <p>Eating with the seasons and buying locally helps to support the environment.</p> | <p>Identify the benefits of eating and shopping locally.</p> |
| | <p>VOCABULARY: meals, fruits, vegetables, meats, fish, beverages, specialty shops, dining locations, metric measurements, place settings, eating etiquette, holidays, traditional foods</p> | <p>Recognize the positive effects that eating seasonally has on the environment due to reduction in pollution.</p> |
| <p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Comparing authentic critiques of restaurants in the target language. (<i>interpretative</i>) • Having a conversation with a partner or a small group in relation to food. (<i>interpersonal</i>) • Writing a journal entry/email home detailing a family Sunday dinner or dining out experience. (<i>presentational</i>) | | |

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Unit II: Food and Dining

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| KEY LEARNING EVENTS AND INSTRUCTION: <ul style="list-style-type: none"> • Role-Playing • Total Physical Response (TPR) • Teaching Proficiency through Reading and Storytelling (TPRS) • Authentic readings • Listening activities • Research metric measurements • Research Food Pyramid • Paired communicative activities • Use of graphic organizers as a reading comprehension tool • Target language presentational skills • Student collaboration in online games • Scan target-language websites • Movie Talks • Picture Talks | |
| SUGGESTED TIME ALLOTMENT | 8 weeks |
| SUPPLEMENTAL UNIT RESOURCES | French Suggested Resources: <i>D'accord 1: Langue et Culture du Monde Francophone, VHL</i> <i>D'accord 2: Langue et Culture du Monde Francophone, VHL</i> Spanish Suggested Resources: <i>Descubre 1: Lengua y cultura del mundo hispánico, VHL</i> <i>Descubre 2: Lengua y cultura del mundo hispánico, VHL</i> |

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Unit III: Home and Daily Routines

| STANDARDS / GOALS: | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
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| <p>The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences.</p> <p>Interpretive</p> <p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> | <p>The design of lodging depends on many factors, including climate, socioeconomic level, geography and personal preferences.</p> | <ul style="list-style-type: none"> • How does location of where one lives determine what kinds of lodging one inhabits? |
| | <p>Daily routines vary from country to country depending on their location and culture.</p> | <ul style="list-style-type: none"> • How do geographical features and culture influence our daily routines? |
| | <p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p> | |
| | <p>Specific vocabulary pertains to daily routines, toiletries, and body parts.</p> | <p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p> <p>Recognize vocabulary pertaining to daily routines such as brushing teeth, taking a shower, etc.</p> <p>Chronologically organize a given set of daily routines.</p> <p>Choose pictures to match the daily routines heard in a conversation.</p> <p>Answer questions about their personal daily routine.</p> |

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| <p>Interpersonal</p> <p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>Presentational</p> <p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> | <p>Specific structures which are unlike English are needed in order to describe daily actions completed by oneself such as going to bed, brushing your teeth, etc.</p> <p>Not all homes around the world look the same. The structure and layout of homes changes depending on many factors including but not limited to socioeconomics, preferences, and location.</p> | <p>Listen to a recorded conversation of the daily routine of a native language speaker and list the activities.</p> <p>Explain their typical daily routines including times and share with a partner.</p> <p>Label rooms in a house.</p> <p>Name common household objects (i.e. furniture and appliances)</p> <p>Listen to a description and identify in which room a given action takes place.</p> <p>Identify different opinions on housing options in an informal conversation.</p> <p>Create a drawing of a floor plan of their ideal home and answer questions about it from their classmates.</p> <p>Discuss various housing options based on information found online using target language websites.</p> <p>Read authentic articles and identify similarities and differences between homes in target language countries and the U.S.</p> |
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Unit III: Home and Daily Routines

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| <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p> <p>Technology Standards:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p> | <p>Household chores and errands are not the same for children all around the world. How much children participate in household chores depends on many factors including societal norms, socio-economic status, and familial expectations.</p> <p>Various expressions are used to communicate polite requests.</p> | <p>Identify some household chores.</p> <p>Make a list of their weekly chores.</p> <p>Survey their classmates to gather information on their household tasks.</p> <p>Discuss who is responsible for daily household chores in their home.</p> <p>Compare the data on household chores from their class with data from other countries.</p> <p>Talk about chores and other things they like and dislikes using various expressions.</p> <p>Follow orders given to them.</p> <p>Generate commands they would give for designated situations.</p> <p>Politely request someone older, an authority figure or a stranger to do something.</p> <p>Tell someone their own age or younger to do a task.</p> |
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Unit III: Home and Daily Routines

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| | <p>An essay is a written composition where you express a specific idea and then support it with facts, statements, explanations, and a conclusion.</p> <p>Reading comprehension techniques can help to better understand written text. A good strategy to use when reading a passage is to look for familiar words and cognates and extrapolate meaning from what is understood. It is not necessary to understand every word in order to understand the general meaning of the passage.</p> <p>Listening comprehension techniques can help better understand spoken language.</p> | <p>Write a digital or manual essay with a clear introduction, body paragraphs, and a conclusion on the theme of home and daily routines.</p> <p>Predict the content of a text from its title.</p> <p>Analyze the main parts of a sentence to better understand a reading selection.</p> <p>Explain the content of an email exchange between target language speakers.</p> <p>Determine specific details about an audio recording.</p> |
| | <p>VOCABULARY: parts of the house, appliances, chores, body parts, toiletries</p> | |
| <p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Drawing a house and selecting chores completed in various rooms based on oral descriptions. (<i>interpretive</i>) • Discussing plans for their ideal home or lodging with a partner. (<i>interpersonal</i>) • Writing a journal entry/email home describing the host family home and daily routines/chores. (<i>presentational</i>) | | |

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Unit III: Home and Daily Routines

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| KEY LEARNING EVENTS AND INSTRUCTION: | |
| <ul style="list-style-type: none"> • Role-Playing • Total Physical Response (TPR) • Teaching Proficiency through Reading and Storytelling (TPRS) • Authentic readings • Listening activities • Use of metric measurements • Research housing options in target countries • Reading comprehension review activities, e.g. “The Fish Bowl” • Student collaboration in online games • Scan target-language websites • Movie Talks • Picture Talks | |
| SUGGESTED TIME ALLOTMENT | 8 weeks |
| SUPPLEMENTAL UNIT RESOURCES | <p>French Suggested Resources: <i>D'accord 1: Langue et Culture du Monde Francophone, VHL</i> <i>D'accord 2: Langue et Culture du Monde Francophone, VHL</i></p> <p>Spanish Suggested Resources: <i>Descubre 1: Lengua y cultura del mundo hispánico, VHL</i> <i>Descubre 2: Lengua y cultura del mundo hispánico, VHL</i></p> |

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Unit IV: Health and Medical

| STANDARDS / GOALS: <p>The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences. The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently.</p> <p>Interpretive 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</p> <p>Interpersonal</p> | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|---|---|--|
| | Maintaining one's health is important to leading a productive, healthy lifestyle. | <ul style="list-style-type: none"> Why is maintaining one's health important? |
| | Every individual makes choices which affect their health, such as food choices, activity, medical visits, etc. Each culture has its own approach to health. | <ul style="list-style-type: none"> How does my culture influence my decisions and values? |
| | <u>KNOWLEDGE</u> Students will know: | <u>SKILLS</u> Students will be able to: |
| | <p>Specific vocabulary pertains to body, health, and medical terms.</p> <p>Specific vocabulary pertains to common ailments and diseases.</p> | <p>Name and label parts of the body.</p> <p>Demonstrate comprehension of body part vocabulary through drawing what they hear.</p> <p>Identify and report a patient's symptoms in a recorded conversation with his doctor.</p> <p>Express verbally various illnesses and symptoms.</p> <p>Hold a conversation with a partner about an illness, a medical condition, and/or an accident.</p> |

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| <p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p> <p>7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>Presentational</p> <p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> | <p>The United States and target language countries have different approaches to health care.</p> <p>Appropriate structures and time indicators are necessary to express both completed and on-going actions in the past.</p> <p>The choices we make in our lifestyle, including what we eat can have an impact on our health.</p> <p>Using previous knowledge about a familiar topic will help them to better understand a reading selection or a listening passage.</p> | <p>Read about and identify similarities and differences in the approach to health care in target-language countries and the United States.</p> <p>Discuss and summarize current events related to a health issue.</p> <p>Narrate some physical and emotional states from their past.</p> <p>Talk about an old illness.</p> <p>Recall and report information about an incident or event that occurred.</p> <p>Write a digital or manual narrative about a childhood illness.</p> <p>Compare and contrast healthy and unhealthy food choices.</p> <p>Express suggestions for a healthier lifestyle depending on health issue.</p> <p>Understand the main topics in a written and/or oral interview concerning health related issues.</p> |
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| <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p> <p>7.1.IL.PRSNT.2 Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p> <p>Technology Standards: 8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p> | <p>There are distinct differences between the role of pharmacies in the US compared to those in target-language countries.</p> <p>VOCABULARY: health and medical terms, body parts, symptoms and ailments, accidents and emergencies</p> | <p>Read/view culturally authentic materials on pharmacies and identify similarities and differences between the US and target-language culture.</p> |
| <p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Listening to an authentic audio and/or visual media and summarizing the content. (<i>interpretive</i>) • Creating and recording a dialogue aligned to a health scenario. (<i>interpersonal</i>) • Performing a student-prepared doctor-patient skit. (<i>presentational</i>) • Creating a public service announcement about leading a healthy lifestyle. (<i>presentational</i>) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Role-Playing • Total Physical Response (TPR) • Teaching Proficiency through Reading and Storytelling (TPRS) | | |

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- Authentic readings
- Listening activities
- Research the healthcare system in a target language country
- Student collaboration in online games
- Scan target-language websites
- Presentational skills
- Movie Talks
- Picture Talks

| | |
|------------------------------------|--|
| SUGGESTED TIME ALLOTMENT | 7 weeks |
| SUPPLEMENTAL UNIT RESOURCES | <p>French Suggested Resources: <i>D'accord 1: Langue et Culture du Monde Francophone</i>, VHL <i>D'accord 2: Langue et Culture du Monde Francophone</i>, VHL</p> <p>Spanish Suggested Resources: <i>Descubre 1: Lengua y cultura del mundo hispánico</i>, VHL <i>Descubre 2: Lengua y cultura del mundo hispánico</i>, VHL</p> |

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Unit V: Technology

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| <p>STANDARDS / GOALS: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences. The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently.</p> <p>Interpretive 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally</p> | <p>ENDURING UNDERSTANDINGS</p> | | <p>ESSENTIAL QUESTIONS</p> |
| | <p>The ever-changing technology of the modern world is continuously impacting our personal and professional lifestyles.</p> | | <ul style="list-style-type: none"> What are the positive and negative aspects of technology to modern society? |
| | <p>Future technological advances will impact all global communities.</p> | | <ul style="list-style-type: none"> How will future technology change the daily lives of human beings? |
| | <p><u>KNOWLEDGE</u> Students will know:</p> | | <p><u>SKILLS</u> Students will be able to:</p> |
| | <p>Technology is ever-changing and human beings need to adapt to these changes in order to find their place in a technologically evolving world.</p> <p>Although technology is evolving around the world, it is not necessarily happening at the same rate everywhere.</p> | | <p>Identify vocabulary related to technology and electronics.</p> <p>Identify different technological devices.</p> <p>Indicate reasons for their use of technology and the internet and justify their answers.</p> <p>Have a discussion with a partner about which forms of technology they like/prefer or dislike and why.</p> <p>Compare and contrast the evolution of technological change in target language countries with the United States.</p> |

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Unit V: Technology

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| <p>authentic materials on global issues, including climate change.</p> <p>Interpersonal</p> <p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p> <p>7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>Presentational</p> <p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> | <p>Finding resources in authentic materials to support a main idea helps to express oneself on a given topic.</p> <p>Phone/social media etiquette is not necessarily the same everywhere.</p> <p>Using words borrowed from English, another familiar language, or cognates can help to better understand a reading in the target language.</p> | <p>Research various forms of technology using authentic target language sites.</p> <p>Discuss the advantages and disadvantages of some forms of technology or social media.</p> <p>Discuss how technology has changed people's lives in different areas of the world.</p> <p>Identify some details about text messaging in the target language.</p> <p>Use their cellphone to communicate in the target language in an appropriate manner.</p> <p>Scan authentic target language messages or social media posts and show understanding of the message.</p> <p>Read and understand authentic cultural materials related to technology.</p> <p>Watch short videos related to technology and discuss in small groups.</p> |
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Unit V: Technology

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| <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p> <p>7.1.IL.PRSNT.2 Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p> <p>Technology Standards:</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p> | <p>The vehicle people choose to drive speaks to their values including but not limited to aesthetics, socio-economic status, and environmental concerns.</p> | <p>Discuss and identify the similarities and differences in the choice of vehicle used in the US compared to target language countries.</p> <p>Analyze why people in target language countries might choose differently than Americans when purchasing a vehicle.</p> |
| | <p>VOCABULARY: technological terms, computers, cellphones and related vocabulary</p> | |
| <p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Understanding an audio recording on technology and responding to questions. (<i>interpretive</i>) • Debating the pros and cons of technology and recording the conversation. (<i>interpersonal</i>) • Preparing a commercial for a new device/form of technology. (<i>presentational</i>) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Role-Playing • Total Physical Response (TPR) | | |

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Unit V: Technology

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|---|--|
| <ul style="list-style-type: none"> • Teaching Proficiency through Reading and Storytelling (TPRS) • Authentic Readings • Listening activities • Online research • Comparing and contrasting using graphic organizers • Written and verbal presentational skills • Student collaboration in online games • Scan target-language websites • Movie Talks • Picture Talks | |
| SUGGESTED TIME ALLOTMENT | 6 weeks |
| SUPPLEMENTAL UNIT RESOURCES | <p>French Suggested Resources: <i>D'accord 2: Langue et Culture du Monde Francophone</i>, VHL</p> <p>Spanish Suggested Resources: <i>Descubre 2: Lengua y cultura del mundo hispánico</i>, VHL</p> |

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APPENDIX A

ACTFL Proficiency Guidelines 2012 – Novice Level Learners

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. They are an instrument for the evaluation of functional language ability.

SPEAKING:

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

WRITING:

Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

LISTENING:

At the Novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning. Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

READING:

At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized. Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning. Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.

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NCSSFL-ACTFL PROFICIENCY BENCHMARKS

| | NOVICE Proficiency Benchmark | INTERMEDIATE Proficiency Benchmark | ADVANCED Proficiency Benchmark |
|------------------------------------|---|---|---|
| COMMUNICATION | | | |
| INTERPRETIVE | <i>I can</i> identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. | <i>I can</i> understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. | <i>I can</i> understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed. |
| INTERPERSONAL | <i>I can</i> communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. | <i>I can</i> participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. | <i>I can</i> maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions. |
| PRESENTATIONAL | <i>I can</i> present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. | <i>I can</i> communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language. | <i>I can</i> deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language. |
| INTERCULTURAL COMMUNICATION | | | |
| INVESTIGATE | In my own and other cultures, <i>I can</i> identify products and practices to help me understand perspectives. | In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives. | In my own and other cultures <i>I can</i> explain some diversity among products and practices and how it relates to perspectives. |
| INTERACT | <i>I can</i> interact at a survival level in some familiar everyday contexts. | <i>I can</i> interact at a functional level in some familiar contexts. | <i>I can</i> interact at a competent level in familiar and some unfamiliar contexts. |

[NCSSFL-ACTFL Can-Do Statements | ACTFL](#)

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**APPENDIX B
NCSSFL-ACTFL CAN DO STATEMENTS
Progress Indicators for Language Learners**

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. These modes of communication are defined in the National Standards for 21st Century Language Learning and organized in the checklist into the following categories:

- Interpersonal (Person-to-Person) Communication
- Presentational Speaking (Spoken Production)
- Presentational Writing (Written Production)
- Interpretive Listening
- Interpretive Reading

Ultimately, the goal for all language learners is to develop a functional use of another language for one’s personal contexts and purposes. The Can-Do Statements serve two purposes to advance this goal: for programs, the statements provide learning targets for curriculum and unit design, serving as progress indicators; for language learners, the statements provide a way to chart their progress through incremental steps. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

The more learners are engaged in their own learning process, the more intrinsically motivated they become. Research shows that the ability of language learners to set goals is linked to increased student motivation, language achievement, and growth in proficiency.

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NCSSFL-ACTFL Global Can-Do Benchmarks

Interpersonal Communication:

Novice-Low: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

Novice-Mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

Novice-High: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

Presentational Speaking:

Novice-Low: I can present information about myself and some other very familiar topics using single words or memorized phrases.

Novice-Mid: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.

Novice-High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.

Presentational Writing:

Novice-Low: I can copy some familiar words, characters, or phrases.

Novice-Mid: I can write lists and memorized phrases on familiar topics.

Novice-High: I can write short messages and notes on familiar topics related to everyday life.

Interpretive Listening:

Novice-Low: I can recognize a few memorized words and phrases when I hear them spoken.

Novice-Mid: I can recognize some familiar words and phrases when I hear them spoken.

Novice-High: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.

Interpretive Reading:

Novice-Low: I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

Novice-Mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.

Novice-High: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.

The full Can-Do Statements document can be found at: <http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

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| Can Do Statements: Unit 1 - Travel | I'm not there <i>yet</i>. | I can do this with some help. | I can do this independently! |
|---|----------------------------------|--------------------------------------|-------------------------------------|
| I can communicate with someone about my travel and vacation plans. | | | |
| I can reserve hotel accommodations. | | | |
| I can comprehend travel phrases verbally and in written forms. | | | |
| I can interpret a travel brochure. | | | |
| I can read and understand a travel confirmation email. | | | |
| I can write an email about myself. | | | |
| I can choose the most practical means of transportation for my needs. | | | |
| I can summarize and explain information I have read on vacation destinations of target-language speakers. | | | |
| I can talk about some geography and cultural highlights of the target language countries. | | | |
| I can recount and write about some past events. | | | |
| I can describe how, when, and where something happened. | | | |
| I can narrate a story from my past. | | | |
| I can create a written narrative about past travel experiences. | | | |
| I can understand a conversation and/or a presentation about past events. | | | |
| I can read, analyze and discuss a text. | | | |

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| Can Do Statements: Unit 2 – Food and Dining | I'm not there <i>yet</i>. | I can do this with some help. | I can do this independently! |
|---|----------------------------------|--------------------------------------|-------------------------------------|
| I can recognize the names of a variety of foods in the target language and classify them. | | | |
| I can create a food shopping list. | | | |
| I can use culturally appropriate expressions to order food in a store, market, or a restaurant. | | | |
| I can talk about typical dishes from native speaking countries. | | | |
| I can read and understand a menu in the target language. | | | |
| I can understand a waiter's recommendations. | | | |
| I can understand the foods ordered by different people. | | | |
| I can compare and contrast typical American foods with foods of the target language countries. | | | |
| I can compare and contrast typical meals and times from the US with target language countries. | | | |
| I can create a chart showing which foods are eaten the most and the least by surveying my classmates. | | | |
| I can write a restaurant review. | | | |
| I can state what I like or dislike in a restaurant. | | | |
| I can identify the main idea of a reading. | | | |
| I can read and follow a recipe. | | | |

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| Can Do Statements: Unit 3 - Home and Daily Routines | I'm not there <i>yet</i> . | I can do this with some help. | I can do this independently! |
|---|----------------------------|-------------------------------|------------------------------|
| I can recognize vocabulary pertaining to daily routines such as brushing teeth, taking a shower, etc. | | | |
| I can match pictures to daily routines that I hear. | | | |
| I can organize daily routines chronologically. | | | |
| I can list my typical daily routines including times and share with a partner. | | | |
| I can listen to a native speaker and pick out the daily routines they talk about. | | | |
| I can label rooms in a house. | | | |
| I can listen to a description and identify in which room a given action takes place. | | | |
| I can draw my dream home and answer questions about it from my classmates. | | | |
| I can name common household objects (ie. furniture and appliances). | | | |
| I can identify some household chores. | | | |
| I can make a list of my weekly chores. | | | |
| I can survey my classmates about their household tasks. | | | |
| I can compare the data on household chores from my class with other countries. | | | |
| I can tell who is responsible for daily household chores in my house. | | | |
| I can talk about which chores I like and dislike. | | | |
| I can politely request someone to do a task. | | | |
| I can follow orders given to me. | | | |
| I can predict the content of a text from its title. | | | |
| I can analyze the main parts of a sentence to better understand a reading selection. | | | |

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| Can Do Statements: Unit 4 - Health and Medical | I'm not there <i>yet</i>. | I can do this with some help. | I can do this independently! |
|--|----------------------------------|--------------------------------------|-------------------------------------|
| I can label some parts of the body. | | | |
| I can understand commands given to play Simon Says. | | | |
| I can identify various illnesses and symptoms. | | | |
| I can hold a conversation with someone about an illness and/or an accident. | | | |
| I can choose the remedy to match an illness. | | | |
| I can talk about a medical condition or a sickness with a partner. | | | |
| I can act out a visit to a healthcare provider. | | | |
| I can read a document and pick out some similarities and differences in health in the United States and another country. | | | |
| I can state some healthy and unhealthy activities. | | | |
| I can talk about a visit to a doctor's office. | | | |
| I can tell a classmate about an old illness. | | | |
| I can write a simple story about a childhood illness. | | | |
| I can recall and report information about an incident or event that occurred. | | | |
| I can read or listen to a text and understand the main idea. | | | |
| I can identify a patient's symptoms in a recorded conversation with the doctor. | | | |
| I can write a public service announcement about a current health issue. | | | |

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| Can Do Statements: Unit 5 - Technology | I'm not there <i>yet</i>. | I can do this with some help. | I can do this independently! |
|--|----------------------------------|--------------------------------------|-------------------------------------|
| I can have a conversation about which forms of technology I can use. | | | |
| I can justify why I use technology and the internet. | | | |
| I can tell my partner which forms of technology I like or prefer and which I don't like and why. | | | |
| I can read and understand an online review on current technology. | | | |
| I can compare and contrast the requirements for a driver's license between the US and another country. | | | |
| I can debate the advantages and disadvantages of technology or social media. | | | |
| I can use my cellphone to communicate in an appropriate manner. | | | |
| I can explain some details about text messaging. | | | |
| I can understand an authentic social media post by a native speaker. | | | |
| I can write a social media post. | | | |
| I can compare and contrast vehicle choice among countries. | | | |
| I can discuss why people choose the car they drive. | | | |

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APPENDIX C

The 5 C's

Communication, Culture, Connections, Comparisons, Communities

World Languages Practices

The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

| Practice | Description |
|-------------|---|
| Communicate | Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. |
| Cultures | Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. |
| Connections | Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. |
| Comparisons | Develop insight into the nature of language and culture in order to interact with cultural competence. |
| Communities | Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. |

