

**Randolph Township Schools  
Randolph High School**

**World Language IV Honors Curriculum**  
(American Sign Language, Chinese, French & Spanish)

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

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**Randolph Township Schools  
Department of World Languages  
World Language IV Honors**

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## **Randolph Township Schools**

### **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.*

### **Randolph Township Schools 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

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **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

**Randolph Township Schools**  
**Department of World Languages**  
**World Language IV Honors**

**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 study 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 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 IV Honors is the fourth year of the honors-track program. It is designed for those students who continue to demonstrate an aptitude and performance in the development of the major language skills. World Language IV Honors will progress at a rapid pace. Emphasis will be placed on the development of communicative proficiency. Reading, writing, speaking, and listening in Chinese, French and Spanish as well as expressive (signing) and receptive (understanding) skills in American Sign Language will be reinforced in context through interpretive, interpersonal and presentational activities.

The World Language IV Honors curriculum presents students with the opportunity to explore the topics of Personal Relationships, Health and Well Being, Technology, Science and Progress as well as Work, Economy and Finance. Through this exploration, students will build upon their knowledge of the target language world and become more culturally and linguistically proficient. The World Language IV Honors curriculum is aligned to the NJ Student Learning Standards – World Languages. Students will progress along at an intermediate-low to intermediate-mid proficiency level.

The pre-requisite for World Language IV Honors is the successful completion of World Language III Honors and teacher recommendation.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**World Language IV Honors**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>9 weeks</b>	<b>I</b>	<b>Personal Relationships</b>
<b>10 weeks</b>	<b>II</b>	<b>Health and Well-Being</b>
<b>10 weeks</b>	<b>III</b>	<b>Technology, Science, and Progress</b>
<b>9 weeks</b>	<b>IV</b>	<b>Work, Economy, and Finance</b>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IV Honors**  
**UNIT I: Personal Relationships**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>NJSLS-World Languages</b>  <b>Interpretive</b>  7.1.IL.IPRET.1  Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</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.3  Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.IPRET.5  Compare and contrast some unique linguistic elements in English and the target language.</p> <p>7.1.IM.IPRET.1  Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p>7.1.IM.IPRET.2  With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.</p> <p>7.1.IM.IPRET.3  React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.</p>	<p>Cultures around the world develop social norms through which members of families and society define their interactions.</p>	<ul style="list-style-type: none"> <li>• How are familial and societal relationships and interactions expressed in different societies?</li> </ul>
	<p>All individuals define themselves in terms of their personal characteristics, preferences, opinions, feelings and emotional states. Expression of such personal definitions often have cultural roots.</p>	<ul style="list-style-type: none"> <li>• How does where and how someone lives impact personal relationships?</li> </ul>
	<p style="text-align: center;"><b>KNOWLEDGE</b></p>	
	<p><b>Students will know:</b></p> <p>Personal characteristics are used to describe physical and personality traits.</p> <p>Personality traits are essential to a happy life and to a successful relationship.</p>	
		<p><b>Students will be able to:</b></p> <p>Identify and discuss essential personality traits of parents, family members, siblings and friends.</p> <p>Poll classmates to compare and contrast personality traits with their peers.</p> <p>Distinguish the underlying components of happiness by exchanging information in small groups.</p> <p>Generate lists of personality traits essential to a happy life.</p> <p>Debate which personality traits are essential for compatible relationships with parents, family members, siblings, friends and classmates.</p> <p>Draw, sign or depict ideal companions and orally describe or sign them to the class.</p>

<p>7.1.IM.IPRET.4 Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.IPRET.5 Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.</p> <p>7.1.IM.IPRET.6 Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.IPRET.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.IPRET.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p><b>Interpersonal</b> 7.1.IL.IPERS.1 Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</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.IM.IPERS.1 Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.IPERS.2 Interact with others to meet personal needs in a variety of familiar situations, creating</p>	<p>Happiness can come from many different sources.</p> <p>Culture and society shape an individual's understanding or idea of what constitutes happiness.</p> <p>Giving advice and problem solving are a natural outgrowth of friendships.</p> <p>Being a member of a family or social group requires learning how to communicate and work with people who are both similar and different to ourselves.</p> <p>Hutongs play an important cultural role of the city of Beijing and in the lives of different generations who live together. (Chinese)</p>	<p>Read and demonstrate comprehension via class discussions of articles on happiness in francophone, Spanish-speaking, Chinese-speaking, or Deaf cultures.</p> <p>Survey classmates about key components of happiness and gather information to be analyzed in groups.</p> <p>Compare and contrast results of the class survey with data from other countries or Deaf culture on what contributes to happiness.</p> <p>Write/sign recipes for happiness.</p> <p>Dramatize student created skits giving advice on challenging relationships and providing solutions to problems.</p> <p>Comprehend native speakers/native signers discussing real-life relationship issues and respond to dialogues in which the participants address a conflict of interest or opinion.</p> <p>Discuss and evaluate how Deaf and hearing people must adjust to each others' worlds in order to communicate and work with each other. (ASL)</p> <p>Predict the nature of relationships that might develop in a short authentic video clip by only examining the title or watching a short excerpt. (Chinese, French, &amp; Spanish)</p> <p>Discuss how relationships (work, friends, family) are viewed in Chinese culture. (Chinese)</p> <p>Recognize the relationship between Hutong culture and its affiliation in a community. (Chinese)</p>
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<p>sentences and series of sentences, and asking follow-up questions.</p> <p>7.1.IM.IPERS.3 Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.</p> <p>7.1.IM.IPERS.4 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.IPERS.5 Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.</p> <p><b>Presentational</b> 7.1.IL.PRSNT.1 Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</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>7.1.IL.PRSNT.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.PRSNT.4 Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</p> <p>7.1.IM.PRSNT.1 From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.</p> <p>7.1.IM.PRSNT.2</p>	<p>Expressing preferences and opinions is a way to state and share their feelings.</p> <p>Regardless where you are on the happiness spectrum, each person has their own way of defining happiness.</p> <p>Love has many forms depending on the relationship of the people involved.</p> <p>All societies have norms of addressing people that are dependent on formal and informal settings as well as the status and age of the participants.</p>	<p>Watch video clips and analyze different points of view of the characters regarding relationships.</p> <p>Analyze characters' points of view pertaining to concepts of happiness.</p> <p>Read authentic texts where relationship advice is given and debate the value of the advice in small groups. (Chinese, French, &amp; Spanish)</p> <p>Create advice columns/videos providing suggestions on how to deal with relationships and problems.</p> <p>Write alternative endings for plays, films or short stories. (Chinese, French, &amp; Spanish)</p> <p>Engage in short conversations and reflect on how we express love (in our families, friendships, in relationships).</p> <p>Listen to songs from the target culture and complete cloze reading activities. (Chinese, French, &amp; Spanish)</p> <p>Compare and contrast how cultural context affects social norms and how people interact in personal and formal settings.</p>
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<p>Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.</p> <p>7.1.IM.PRSNT.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.PRSNT.4 Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</p> <p>7.1.IM.PRSNT.5 When expressing viewpoints, give reasons to support the claims.</p> <p>7.1.IM.PRSNT.6 Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.</p> <p><b>NJSLS – Technology</b> 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Viewing video clips of individuals in different social settings and discussing the personality differences of characters (<i>interpretive listening &amp; interpersonal speaking/ interpretive receptive &amp; interpersonal expressive &amp; receptive</i>)</li> <li>• Reading and critiquing the differences and appropriateness of behaviors in a variety of situations (Chinese, French, &amp; Spanish: <i>interpretive reading &amp; interpersonal speaking</i>)</li> <li>• Creating a personal profile/video for a dating service and carrying out a simulated dating search and/or first date. (<i>presentational writing &amp; speaking/ presentational expressive</i>)</li> <li>• Writing an advice column addressing a problem or personal dilemma (Chinese, French, &amp; Spanish: <i>presentational writing</i>)</li> <li>• Creating a signed advice video addressing a problem or personal dilemma (ASL: <i>presentational expressive</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p>		

- Total Physical Response (TPR)
- Teaching Proficiency through Reading and Storytelling (TPRS)
- Virtual Conversations
- Role Playing
- Authentic readings
- Group work
- Class discussions
- Debates
- Self and peer assessment activities
- Circling question technique
- Creation of identification card
- Authentic readings
- Listening activities

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IV Honors**  
**Unit I: Personal Relationships**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
9 Weeks	<p><b>Unit I: Personal Relationships</b></p> <ul style="list-style-type: none"> <li>• Personality Traits</li> <li>• States of Emotion</li> <li>• Feelings</li> <li>• Fellowship</li> </ul> <p><b>Proficiency levels noted in appendix B – “Can Do Statements”.</b></p>	<p><b>Suggested French Resources:</b>  <i>D'accord: Langue et Culture du Monde Francophone</i>, textbook  VHL Supersite <i>D'accord</i>, <a href="http://www.vhlcentral.com">www.vhlcentral.com</a>  <a href="https://www.1jour1actu.com/culture/internet-vie-privee-29-01-13/">https://www.1jour1actu.com/culture/internet-vie-privee-29-01-13/</a>, article  <a href="http://www.btoblog.com/infographie-a-quelle-personnalite-ressemblez-vous/">http://www.btoblog.com/infographie-a-quelle-personnalite-ressemblez-vous/</a>, infographic  <a href="https://medium.com/chloe-leb/le-partenaire-id%C3%A9al-nest-pas-un-mythe-notre-d%C3%A9finition-l-est-f345eb8551c1">https://medium.com/chloe-leb/le-partenaire-id%C3%A9al-nest-pas-un-mythe-notre-d%C3%A9finition-l-est-f345eb8551c1</a>, article  <a href="https://www.evolution-101.com/relations-entre-parents-et-adolescents/">https://www.evolution-101.com/relations-entre-parents-et-adolescents/</a>, article  <a href="https://www.1jour1actu.com/info-animee/pourquoi-dit-on-que-le-chien-est-le-meilleur-ami-de-lhomme/">https://www.1jour1actu.com/info-animee/pourquoi-dit-on-que-le-chien-est-le-meilleur-ami-de-lhomme/</a>, video</p> <p><b>Suggested Spanish Resources:</b>  <i>Enfoques</i>, textbook  VHL Supersite <i>Enfoques</i>, <a href="http://www.vhlcentral.com">www.vhlcentral.com</a>  <i>Encuentros Maravillosos</i>, Abby Kanter, Pearson Education Inc  <i>Di algo</i>, Luis Deltell (video) - Enfoques  <a href="https://m3a.vhlcentral.com/sections/0/activities/49119?popup=1">https://m3a.vhlcentral.com/sections/0/activities/49119?popup=1</a>  <i>Las cuatro formulas científicas de la felicidad</i>, article, Revistas  <a href="https://m3a.vhlcentral.com/sections/0/activities/12946?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12946?popup=1</a>  <i>No hay que complicar la felicidad</i>, Marco Denevi – Revistas  <a href="https://m3a.vhlcentral.com/sections/0/activities/12793?popup=1">https://m3a.vhlcentral.com/sections/0/activities/12793?popup=1</a>, audio  <a href="https://www.youtube.com/watch?v=RzJ3QjBsqM0">https://www.youtube.com/watch?v=RzJ3QjBsqM0</a>, song <i>Amar y Querer</i> by José José  <a href="https://es.slideshare.net/TNS_Mexico/infografia-dia-del-amor-y-la-amistad-en-mxicotns-y-lightspeed">https://es.slideshare.net/TNS_Mexico/infografia-dia-del-amor-y-la-amistad-en-mxicotns-y-lightspeed</a> (<i>Infografía Los mexicanos y el día del amor y la amistad</i>)</p>

		<p><a href="https://www.google.com/search?q=que+lastima+julieta+venegas&amp;ie=utf-8&amp;oe=utf-8&amp;client=firefox-b-l-ab">https://www.google.com/search?q=que+lastima+julieta+venegas&amp;ie=utf-8&amp;oe=utf-8&amp;client=firefox-b-l-ab</a> ,song Me voy by Julieta Venegas</p> <p><a href="http://www.sparkenthusiasm.com/el_libro_de_la_vida.html">http://www.sparkenthusiasm.com/el_libro_de_la_vida.html</a> , short film, <i>El libro de la vida</i></p> <p><b>Suggested ASL Resources:</b></p> <p><a href="https://www.nbcnews.com/think/opinion/hearing-world-must-stop-forcing-deaf-culture-assimilate-ncna812461">https://www.nbcnews.com/think/opinion/hearing-world-must-stop-forcing-deaf-culture-assimilate-ncna812461</a> (Deaf Culture and handicaps)</p> <p><a href="http://www.deafcounseling.com/deaf-hearing-relationships-happily-ever-after/">http://www.deafcounseling.com/deaf-hearing-relationships-happily-ever-after/</a> (Deaf counseling center)</p> <p><a href="https://www.signingsavvy.com/blog?category=0&amp;author=11&amp;start=5">https://www.signingsavvy.com/blog?category=0&amp;author=11&amp;start=5</a> (Signing Savvy Blog)</p> <p><a href="https://www.huffingtonpost.com/entry/deaf-lipreading-rachel-kolb-video_us_5671ac41e4b0648fe301d613">https://www.huffingtonpost.com/entry/deaf-lipreading-rachel-kolb-video_us_5671ac41e4b0648fe301d613</a> (video and article on lip Reading)</p> <p><b>Suggested Chinese Resources:</b></p> <p><a href="https://www.youtube.com/watch?v=uWPuDtrja1E">https://www.youtube.com/watch?v=uWPuDtrja1E</a> (video of vocabulary regarding personality traits)</p> <p><a href="https://www.rocketlanguages.com/chinese/lessons/emotions-in-chinese">https://www.rocketlanguages.com/chinese/lessons/emotions-in-chinese</a> (audio, vocabulary, examples of sentences regarding emotion)</p> <p><a href="http://www.learnchineseeveryday.com/2012/05/19/vocabulary-emotions-情感/">http://www.learnchineseeveryday.com/2012/05/19/vocabulary-emotions-情感/</a> (audio, pinyin and characters regarding emotion)</p> <p><a href="https://nihaohello.blogspot.com/2015/10/chinese-vocabulary-for-emotionsfeelings.html">https://nihaohello.blogspot.com/2015/10/chinese-vocabulary-for-emotionsfeelings.html</a> (vocabulary regarding feelings and emotion)</p> <p><a href="https://www.youtube.com/watch?v=jdec6etzHfA&amp;list=PLZ27m2K2W5n59Jy770iZcvQmR895quchg&amp;index=2">https://www.youtube.com/watch?v=jdec6etzHfA&amp;list=PLZ27m2K2W5n59Jy770iZcvQmR895quchg&amp;index=2</a> (Video of a short story about friendship)</p> <p><a href="https://www.youtube.com/watch?v=a055jPu6ZOo">https://www.youtube.com/watch?v=a055jPu6ZOo</a> (hutong culture)</p> <p><a href="https://www.youtube.com/watch?v=kbhMtil7A1Q">https://www.youtube.com/watch?v=kbhMtil7A1Q</a> (hutong culture)</p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IV Honors**  
**UNIT II: Health and Well-Being**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>NJSLS-World Languages</b>  <b>Interpretive</b>  7.1.IL.IPRET.1  Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</p>	<p>The society in which we live influences how we define a healthy lifestyle and how we balance work and personal life.</p>	<ul style="list-style-type: none"> <li>• How does where I live affect the way I balance work and personal life?</li> </ul>
	<p>Mental and emotional health affects a person's physical health and overall well-being.</p>	<ul style="list-style-type: none"> <li>• What influences my behaviors and decisions?</li> </ul>
<p>7.1.IL.IPRET.2  React to a series of oral and written instructions connected to daily life.</p>	<p style="text-align: center;"><b>KNOWLEDGE</b></p>	<p style="text-align: center;"><b>SKILLS</b></p>
<p>7.1.IL.IPRET.5  Compare and contrast some unique linguistic elements in English and the target language.</p> <p>7.1.IL.IPRET.6  Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.</p> <p>7.1.IM.IPRET.1  Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p>7.1.IM.IPRET.2  With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.</p> <p>7.1.IM.IPRET.3  React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.</p>		<p><b>Students will be able to:</b></p> <p>Identify sources of stress in daily life.</p> <p>Analyze infographics about stressful daily routines and determine what causes stress.</p> <p>Examine different stressors and suggest possible solutions.</p> <p>Survey a target audience about stress related issues and present it to the class.</p> <p>Compare and contrast findings from survey with results from those of target language countries or the Deaf community.</p> <p>Classify, compare and contrast healthy and unhealthy habits from their daily routines and how it impacts their body.</p>

<p>7.1.IM.IPRET.5 Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.</p> <p>7.1.IM.IPRET.6 Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.IPRET.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.IPRET.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.IPRET.9 Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.</p> <p><b>Interpersonal</b> 7.1.IL.IPERS.1 Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</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.3 Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</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>Everyone has different stress triggers and it is important to find solutions.</p> <p>Accessing and evaluating health information, products and services will improve a person's ability to make healthy decisions and one's quality of life.</p> <p>Stress is different for every individual and it is necessary to find healthy, positive ways to reduce its effects on one's overall well-being.</p> <p>Recognizing risk factors and applying risk reducing strategies can prevent health consequences.</p>	<p>Assess and reflect about stress related issues by writing an advice column on how to cope. (Chinese, French &amp; Spanish)</p> <p>Identify, comprehend and apply vocabulary and useful expressions related to diet and exercise.</p> <p>Recognize healthy and unhealthy eating, sleeping and exercise habits.</p> <p>Exchange information on personal eating habits and reflect on who how diet choices influence behaviors, moods and/or energy levels on a daily basis.</p> <p>Read and interpret slogans about health, medicine and illnesses. (Chinese, French, &amp; Spanish)</p> <p>Research methods of achieving healthy physical fitness and create brochures/videos to share the findings.</p> <p>Answer comprehension questions pertaining to authentic texts, videos or audio files.</p> <p>Provide advice on how to confront a health concern, i.e. losing weight, an illness, depression.</p> <p>Demonstrate how modern life contributes to high levels of stress.</p> <p>Make a list of things that produce and reduce stress.</p> <p>Comprehend authentic materials presented in videos, readings or advertisements and identify tips on how to address stress and anxiety.</p> <p>Create graphic organizers that compares and contrasts sources of stress. (French &amp; Spanish)</p>
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<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>7.1.IM.IPERS.1 Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.IPERS.2 Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.</p> <p>7.1.IM.IPERS.3 Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.</p> <p>7.1.IM.IPERS.4 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.IPERS.5 Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.</p> <p>7.1.IM.IPERS 6 Exchange information from a variety of resources with classmates about global issues, including climate change.</p> <p><b>Presentational</b> 7.1.IL.PRSNT.1 Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</p> <p>7.1.IL.PRSNT.2</p>	<p>Medicines come in various forms and there are several ways to obtain assistance for treatment.</p> <p>The value we place on traditional and alternative medicine and how we take care of ourselves is representative of our culture.</p> <p>Healthcare systems differ due to many factors such as the economy, geography, and values of the citizens of a country.</p> <p>Climate change influences human health in different ways.</p>	<p>Interview parents or other adults about stress when in school and compare it to their own experience.</p> <p>Identify and apply vocabulary and expressions related to short readings about alternative medicine and practices. (Chinese, French, &amp; Spanish)</p> <p>Discuss and demonstrate an understanding of short readings in small groups. (Chinese, French, &amp; Spanish)</p> <p>Demonstrate understanding of short signed videos on the subject of medicine. (ASL)</p> <p>Research and debate the benefits or disadvantages of natural or alternative medicines. (French, Spanish, &amp; ASL)</p> <p>Discuss the importance of traditional Chinese medicine in Chinese culture. (Chinese)</p> <p>Research famous people and legends of traditional Chinese medicine in history, i.e. Shizhen Li was a great Chinese medical scientist in the Ming Dynasty. (Chinese)</p> <p>Read and interpret texts dealing with alternative medical practices and identify the main ideas. (French &amp; Spanish)</p> <p>Research and compare and contrast the healthcare system in the United States with those of other countries. (French &amp; Spanish)</p> <p>Analyze information from a variety of sources and debate the merits of public versus private healthcare. (French &amp; Spanish)</p> <p>Research health effects brought on by climate change.</p>
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<p>Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p> <p>7.1.IL.PRSNT.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.PRSNT.4 Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</p> <p>7.1.IL.PRSNT.5 Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.</p> <p>7.1.IM.PRSNT.1 From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.</p> <p>7.1.IM.PRSNT.2 Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.</p> <p>7.1.IM.PRSNT.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.PRSNT.4 Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</p> <p>7.1.IM.PRSNT.5 When expressing viewpoints, give reasons to support the claims.</p> <p>7.1.IM.PRSNT.6 Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.</p>		<p>Discuss strategies of how to improve human health while addressing climate change.</p>
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<p>7.1.IM.PRSNT.7 Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.</p> <p><b>NJSLS – Technology</b> 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Creating a poster or other presentation (video) about health and healthy well-being and presenting it to the class orally or by signing (<i>presentational writing and speaking/ presentational expressive</i>)</li> <li>• Understanding an audio excerpt or signed video about people's diet and fitness (<i>interpretive listening/interpretive receptive</i>)</li> <li>• Reading a text on stress and answering comprehension questions (Chinese, French, &amp; Spanish: <i>interpretive reading</i>)</li> <li>• Roleplaying a situation where they ask and answer questions about how to cope with a stressful life (<i>interpersonal speaking/interpersonal expressive &amp; receptive</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Total Physical Response (TPR)</li> <li>• Teaching Proficiency through Reading and Storytelling (TPRS)</li> <li>• Circling question technique</li> <li>• Authentic readings</li> <li>• Listening activities</li> <li>• Research popular leisure activities in a target language country</li> <li>• Group-work</li> <li>• Class discussions</li> <li>• Presentations</li> <li>• Self-assessment/peer assessment</li> <li>• Video clip presentations</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IV Honors**  
**Unit II: Health and Well Being**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
10 Weeks	<p><b>Unit II: Health and Well Being</b></p> <ul style="list-style-type: none"> <li>• Daily routines</li> <li>• Stress reduction</li> <li>• Healthy diet</li> <li>• Illnesses and injuries</li> <li>• Self esteem</li> </ul> <p><b>Proficiency levels noted in appendix B – “Can Do Statements”.</b></p>	<p><b>Suggested French Resources:</b>  <i>D'accord: Langue et Culture du Monde Francophone</i>, textbook  VHL Supersite <i>D'accord</i>, <a href="http://www.vhlcentral.com">www.vhlcentral.com</a>  <a href="https://www.1jourlactu.com/info-animee/est-ce-que-le-soleil-cest-bon-pour-la-sante/">https://www.1jourlactu.com/info-animee/est-ce-que-le-soleil-cest-bon-pour-la-sante/</a>, video  <a href="https://www.1jourlactu.com/france/170867/">https://www.1jourlactu.com/france/170867/</a>, article  <a href="https://www.1jourlactu.com/science/170467/">https://www.1jourlactu.com/science/170467/</a>, article  <a href="https://www.1jourlactu.com/france/bien-etre-des-enfants/">https://www.1jourlactu.com/france/bien-etre-des-enfants/</a>, article  <a href="http://sante.lefigaro.fr/article/canicule-7-signes-qui-montrent-que-votre-corps-souffre-de-la-chaaleur/">http://sante.lefigaro.fr/article/canicule-7-signes-qui-montrent-que-votre-corps-souffre-de-la-chaaleur/</a>, article  <a href="http://sante.lefigaro.fr/article/piquire-de-meduse-uriner-dessus-est-il-vraiment-conseille/">http://sante.lefigaro.fr/article/piquire-de-meduse-uriner-dessus-est-il-vraiment-conseille/</a>, article  <a href="http://sante.lefigaro.fr/article/apres-une-fish-pedicure-une-femme-a-perdu-des-ongles-de-pied/">http://sante.lefigaro.fr/article/apres-une-fish-pedicure-une-femme-a-perdu-des-ongles-de-pied/</a>, article  <a href="http://sante.lefigaro.fr/article/-il-faut-preparer-sa-peau-au-bronzage-10-idees-recues-sur-le-soleil/">http://sante.lefigaro.fr/article/-il-faut-preparer-sa-peau-au-bronzage-10-idees-recues-sur-le-soleil/</a>, article and video  <a href="https://www.1jourlactu.com/info-animee/est-ce-que-le-moustique-tigre-est-dangereux/">https://www.1jourlactu.com/info-animee/est-ce-que-le-moustique-tigre-est-dangereux/</a>, video  <a href="https://www.1jourlactu.com/info-animee/a-quoi-ca-sert-de-se-brosser-les-dents/">https://www.1jourlactu.com/info-animee/a-quoi-ca-sert-de-se-brosser-les-dents/</a>, video  <a href="https://www.1jourlactu.com/info-animee/pourquoi-y-a-t-il-de-plus-en-plus-de-gens-obeses-dans-le-monde/">https://www.1jourlactu.com/info-animee/pourquoi-y-a-t-il-de-plus-en-plus-de-gens-obeses-dans-le-monde/</a>, video  <a href="https://www.1jourlactu.com/info-animee/cest-quoi-la-rougeole/">https://www.1jourlactu.com/info-animee/cest-quoi-la-rougeole/</a>, video</p> <p><b>Suggested Spanish Resources:</b>  <i>Enfoques</i>, textbook  <i>Realidades 3</i>, textbook</p>

		<p>VHL Supersite <i>Enfoques</i>, <a href="http://www.vhlcentral.com">www.vhlcentral.com</a>  <a href="https://m3a.vhlcentral.com/sections/0/activities/49092?popup=1">https://m3a.vhlcentral.com/sections/0/activities/49092?popup=1</a>  (Actividad de audio)  <a href="https://m3a.vhlcentral.com/sections/0/activities/49114?popup=1">https://m3a.vhlcentral.com/sections/0/activities/49114?popup=1</a>  (Actividad de audio)  <a href="https://m3a.vhlcentral.com/sections/0/activities/49013?popup=1">https://m3a.vhlcentral.com/sections/0/activities/49013?popup=1</a>  (Fotonovela “¿Dulces? No, gracias”)  <a href="https://www.youtube.com/watch?v=XQ4zOlfZUD0">https://www.youtube.com/watch?v=XQ4zOlfZUD0</a> (Videoclip: 7 hábitos para una vida saludable)  <a href="https://www.youtube.com/watch?v=Rv8QRF1eJkg">https://www.youtube.com/watch?v=Rv8QRF1eJkg</a> (Videoclip: 5 tips para reducir el estrés, ansiedad y relajarte)  <a href="https://m3a.vhlcentral.com/sections/0/activities/49041?popup=1">https://m3a.vhlcentral.com/sections/0/activities/49041?popup=1</a>  (Reading: De abuelos y chamanes)  <a href="https://m3a.vhlcentral.com/sections/0/activities/49051?popup=1">https://m3a.vhlcentral.com/sections/0/activities/49051?popup=1</a>  (Flashcultural- Las Farmacias)  <a href="https://m3a.vhlcentral.com/sections/0/activities/48984">https://m3a.vhlcentral.com/sections/0/activities/48984</a> (Reading: El yoga)  Reading, <i>El fútbol es Peligroso</i></p> <p><b>Suggested Chinese Resources:</b>  <a href="https://www.youtube.com/watch?v=tx-auu4p2OU">https://www.youtube.com/watch?v=tx-auu4p2OU</a>  (video about healthy eating habits for breakfast)  <a href="https://www.youtube.com/watch?v=OouShYTvrKQ">https://www.youtube.com/watch?v=OouShYTvrKQ</a>  (video about how to keep healthy)  <a href="https://www.youtube.com/watch?v=orqiQ8AKxvI">https://www.youtube.com/watch?v=orqiQ8AKxvI</a>  (video about sports)  <a href="https://www.hanbridgemandarin.com/article/daily-chinese-learning-tips/chinese-food-vocabulary">https://www.hanbridgemandarin.com/article/daily-chinese-learning-tips/chinese-food-vocabulary</a>  (vocabulary about food)  <a href="https://www.rocketlanguages.com/chinese/lessons/health-in-chinese">https://www.rocketlanguages.com/chinese/lessons/health-in-chinese</a>  (audio and examples of sentences regarding health)  <a href="https://www.chinese4class101.com/chinese-vocabulary-lists/health-concerns/">https://www.chinese4class101.com/chinese-vocabulary-lists/health-concerns/</a> (audio and vocabulary regarding health concerns)  <a href="https://www.hanbridgemandarin.com/article/daily-chinese-learning-tips/hospital-and-medical-chinese-vocabulary/">https://www.hanbridgemandarin.com/article/daily-chinese-learning-tips/hospital-and-medical-chinese-vocabulary/</a> (vocabulary about going to see a doctor)  <a href="https://www.youtube.com/watch?v=P-exwBo5f5E">https://www.youtube.com/watch?v=P-exwBo5f5E</a> (story of Shizhen Li)</p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IV Honors**  
**UNIT III: Technology, Science and Progress**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>NJSLS-World Languages</b>  <b>Interpretive</b>  7.1.IL.IPRET.1  Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</p> <p>7.1.IL.IPRET.3  Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.IPRET.5  Compare and contrast some unique linguistic elements in English and the target language.</p> <p>7.1.IL.IPRET.6  Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.</p> <p>7.1.IM.IPRET.1  Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p>7.1.IM.IPRET.2  With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.</p> <p>7.1.IM.IPRET.5  Use target language to paraphrase what is heard, viewed, or read in oral or written</p>	Technology has permitted humans to accomplish many things that were previously considered impossible.	<ul style="list-style-type: none"> <li>How does technology impact our daily life?</li> </ul>
	Developments in science and technology have improved living conditions, facilitated private and public lives and allowed for the exploration of more sophisticated technology.	<ul style="list-style-type: none"> <li>What factors have driven innovation and discovery in the fields of science and technology?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>Technological progress has led to the introduction of new vocabulary words to languages around the world.</p> <p>Technology has a wide-ranging impact on culture and society.</p> <p>Different factors have driven new developments and innovations in science and technology.</p> <p>Progress is measured by cultural interpretation. What is considered progress in one culture is not necessarily valued in another.</p>	<p><b>Students will be able to:</b></p> <p>Identify, comprehend and apply vocabulary related to technology, the universe and science.</p> <p>Engage in small conversations on how social media has impacted their lives.</p> <p>Compare and contrast new advances in technology and its impact on society.</p> <p>Exchange personal stories about purchasing technological equipment and realizing how fast it becomes outdated.</p> <p>Examine the rapid growth of technology and what can be done to keep up with changes.</p> <p>Compare and contrast access to and attitudes about the use of high-tech advancements in the United States with other countries. (Chinese, French, &amp; Spanish)</p>



<p>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.IPERS.6 Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</p> <p>7.1.IM.IPERS.1 Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.IPERS.2 Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.</p> <p>7.1.IM.IPERS.3 Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.</p> <p>7.1.IM.IPERS.4 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.IPERS.5 Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.</p> <p>7.1.IM.IPERS 6 Exchange information from a variety of resources with classmates about global issues, including climate change.</p> <p><b>Presentation</b> 7.1.IL.PRSNT.1 Combine and recombine learned language to express personal ideas about areas of interest</p>	<p>Zhongguancun, a technology hub in China, plays an important role in Chinese culture. (Chinese)</p> <p>The creation and use of new technology and products affects our environment.</p> <p>Technology has negatively affected the environment by compromising human health and natural ecosystems depleting natural resources.</p> <p>Human beings can have a great influence on the environment by the choices they make.</p>	<p>Narrate personal experiences related to feeling inadequate, misinformed, or not up to date with latest trends in technology.</p> <p>Identify negative effects of technology in both target language countries and the United States.</p> <p>Discuss technology hubs in China and how they have impacted people's lives.</p> <p>Debate the impact of technological advances on climate change.</p> <p>Identify problems and suggest solutions based on the reading of authentic articles on current issues regarding our environment. (Chinese, French, &amp; Spanish)</p> <p>Research and report on issues of environmental concern including: toxic waste, excessive power consumption, increases in travel and pollution, deforestation and animal extinction.</p> <p>Create public service announcements providing advice on how to reduce our global footprint and conserve natural resources.</p>
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<p>when creating oral and written presentations that are shared with a target language audience.</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>7.1.IL.PRSNT.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.PRSNT.4 Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</p> <p>7.1.IL.PRSNT.5 Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.</p> <p>7.1.IM.PRSNT.1 From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.</p> <p>7.1.IM.PRSNT.2 Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.</p> <p>7.1.IM.PRSNT.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.PRSNT.4 Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</p> <p>7.1.IM.PRSNT.5 When expressing viewpoints, give reasons to support the claims.</p>		
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<p>7.1.IM.PRSNT.6 Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.</p> <p>7.1.IM.PRSNT.7 Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.</p> <p><b>NJSLS – Technology</b> 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Presenting information, opinions, and ideas on technological innovations (<i>presentational speaking &amp; writing / presentational expressive</i>)</li> <li>• Listening to an authentic audio and/or watching a video and summarizing the content (<i>interpretive listening / interpretive expressive</i>)</li> <li>• Roleplaying a short dialogue addressing technological advancements and innovations (<i>interpersonal speaking / interpersonal expressive &amp; receptive</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Total Physical Response (TPR)</li> <li>• Teaching Proficiency through Reading and Storytelling (TPRS)</li> <li>• Authentic readings</li> <li>• Listening activities</li> <li>• Research popular leisure activities in a target language country</li> <li>• Group-work</li> <li>• Class discussions</li> <li>• Presentations</li> <li>• Self-assessment/peer assessment</li> <li>• Video clip presentations</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IV Honors**  
**Unit III: Technology, Science and Progress**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
10 Weeks	<p><b>Unit III: Technology, Science and Progress</b></p> <ul style="list-style-type: none"> <li>• Access to technology</li> <li>• Effects of technology on the individual and society</li> <li>• Technological innovations</li> </ul> <p><b>Proficiency levels noted in appendix B – “Can Do Statements”.</b></p>	<p><b>Suggested French Resources :</b>  <i>D'accord : Langue et Culture du Monde Francophone</i>, textbook  VHL Supersite <i>D'accord</i>, <a href="http://www.vhlcentral.com">www.vhlcentral.com</a>  <a href="https://www.ljournalactu.com/info-animee/est-ce-que-le-soleil-cest-bon-pour-la-sante/">https://www.ljournalactu.com/info-animee/est-ce-que-le-soleil-cest-bon-pour-la-sante/</a>, video  <a href="https://www.ljournalactu.com/France/170867/">https://www.ljournalactu.com/France/170867/</a>, article  <a href="https://www.ljournalactu.com/science/170467/">https://www.ljournalactu.com/science/170467/</a>, article  <a href="https://www.ljournalactu.com/France/bien-etre-des-enfants/">https://www.ljournalactu.com/France/bien-etre-des-enfants/</a>, article  <a href="http://sante.lefigaro.fr/article/canicule-7-signes-qui-montrent-que-votre-corps-souffre-de-la-chaaleur/">http://sante.lefigaro.fr/article/canicule-7-signes-qui-montrent-que-votre-corps-souffre-de-la-chaaleur/</a>, article  <a href="http://sante.lefigaro.fr/article/piqure-de-meduse-uriner-dessus-est-il-vraiment-conseille/">http://sante.lefigaro.fr/article/piqure-de-meduse-uriner-dessus-est-il-vraiment-conseille/</a>, article  <a href="http://sante.lefigaro.fr/article/apres-une-fish-pedicure-une-femme-a-perdu-des-ongles-de-pied/">http://sante.lefigaro.fr/article/apres-une-fish-pedicure-une-femme-a-perdu-des-ongles-de-pied/</a>, article  <a href="http://sante.lefigaro.fr/article/-il-faut-preparer-sa-peau-au-bronzage-10-idees-recues-sur-le-soleil/">http://sante.lefigaro.fr/article/-il-faut-preparer-sa-peau-au-bronzage-10-idees-recues-sur-le-soleil/</a>, article and video  <a href="https://www.ljournalactu.com/insolite/thierry-crouzet-malade-et-gueri-dinternet-58514/">https://www.ljournalactu.com/insolite/thierry-crouzet-malade-et-gueri-dinternet-58514/</a>, article  <a href="https://www.ljournalactu.com/culture/fabriquer-des-jeux-video-cest-tout-un-art-29076/">https://www.ljournalactu.com/culture/fabriquer-des-jeux-video-cest-tout-un-art-29076/</a>, video  <a href="https://www.ljournalactu.com/monde/le-sms-a-25-ans-90696/">https://www.ljournalactu.com/monde/le-sms-a-25-ans-90696/</a>, article  <a href="https://www.ljournalactu.com/France/on-a-teste-le-bus-du-futur-19789/">https://www.ljournalactu.com/France/on-a-teste-le-bus-du-futur-19789/</a>, article  <a href="https://www.ljournalactu.com/insolite/des-robots-geants-font-leurs-premiers-pas-26470/">https://www.ljournalactu.com/insolite/des-robots-geants-font-leurs-premiers-pas-26470/</a>, article  <a href="https://www.ljournalactu.com/science/les-objets-du-futur-bien-plus-que-des-gadgets-68368/">https://www.ljournalactu.com/science/les-objets-du-futur-bien-plus-que-des-gadgets-68368/</a>, article</p>

		<p><a href="https://www.ljournalactu.com/science/science-factor-le-concours-qui-met-les-filles-au-premier-plan-59850/">https://www.ljournalactu.com/science/science-factor-le-concours-qui-met-les-filles-au-premier-plan-59850/</a>, article et video</p> <p><a href="https://www.ljournalactu.com/insolite/google-invente-la-prise-de-sang-sans-piqure-53288/">https://www.ljournalactu.com/insolite/google-invente-la-prise-de-sang-sans-piqure-53288/</a>, article</p> <p><a href="https://www.ljournalactu.com/info-animee/comment-ca-marche-une-imprimante-3d/">https://www.ljournalactu.com/info-animee/comment-ca-marche-une-imprimante-3d/</a>, video</p> <p><a href="https://www.ljournalactu.com/info-animee/comment-vit-on-dans-une-station-spatiale/">https://www.ljournalactu.com/info-animee/comment-vit-on-dans-une-station-spatiale/</a>, video</p> <p><a href="https://www.ljournalactu.com/info-animee/qui-a-invente-le-velo/">https://www.ljournalactu.com/info-animee/qui-a-invente-le-velo/</a>, video</p> <p><b>Suggested Spanish Resources:</b>  VHL Supersite Enfoques, <a href="http://www.vhlcentral.com">www.vhlcentral.com</a>  <i>Abriendo paso: Temas y lecturas</i>, textbook  <i>Revistas: Ahora y El Sol</i>  <i>Enfoques</i> textbook: <i>Lectura Ese bobo del 26óvil</i>  <i>Revista</i> textbook: <i>Lectura Blogosfera</i>  <i>Enfoques</i> textbook, pg 252, <i>Lectura Tierra de animadores</i> (Argentina)  <i>Enfoques</i> textbook, pg 255, <i>Lectura Inventos argentinos</i></p> <p><b>Suggested ASL Resources:</b>  <a href="https://www.telegraph.co.uk/culture/9526045/Why-not-all-deaf-people-want-to-be-cured.html">https://www.telegraph.co.uk/culture/9526045/Why-not-all-deaf-people-want-to-be-cured.html</a> (cochlear implants)</p> <p><b>Suggested Chinese Resources:</b>  <a href="https://www.chineseclass101.com/chinese-vocabulary-lists/technology/">https://www.chineseclass101.com/chinese-vocabulary-lists/technology/</a> (vocabulary regarding technology)  <a href="https://www.hanbridgemandarin.com/article/daily-chinese-learning-tips/chinese-vocabulary-for-computers-and-internet/">https://www.hanbridgemandarin.com/article/daily-chinese-learning-tips/chinese-vocabulary-for-computers-and-internet/</a>  (vocabulary regarding computers and internet )  <a href="https://www.rocketlanguages.com/chinese/vocabulary/computers-and-phones-in-chinese">https://www.rocketlanguages.com/chinese/vocabulary/computers-and-phones-in-chinese</a> (vocabulary and audio about computers and phones)  <a href="https://www.youtube.com/watch?v=VDswezsc2wI">https://www.youtube.com/watch?v=VDswezsc2wI</a>  (video: vocabulary and sentences about technology)  <a href="https://www.youtube.com/watch?v=YqoWYmJ9JA">https://www.youtube.com/watch?v=YqoWYmJ9JA</a>  (video about introduction to vocabulary regarding internet and technology)</p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IV Honors**  
**UNIT IV: Work, Economy and Finance**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>NJSLS-World Languages</b>  <b>Interpretive</b>  <b>7.1.IL.IPRET.1</b>  Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</p> <p><b>7.1.IL.IPRET.2</b>  React to a series of oral and written instructions connected to daily life.</p> <p><b>7.1.IL.IPRET.3</b>  Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p><b>7.1.IL.IPRET.5</b>  Compare and contrast some unique linguistic elements in English and the target language.</p> <p><b>7.1.IL.IPRET.6</b>  Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.</p> <p><b>7.1.IM.IPRET.1</b>  Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p><b>7.1.IM.IPRET.2</b>  With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.</p>	All societies provide avenues by which individuals participate productively in society, pursue careers and sustain themselves economically.	<ul style="list-style-type: none"> <li>How do individuals prepare for employment roles in the community?</li> </ul>
	Professions and job markets are impacted by the needs of society.	<ul style="list-style-type: none"> <li>What challenges impact our contemporary life?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>Examining personal interests can help individuals determine career options.</p> <p>Further education is often necessary to obtain 21<sup>st</sup> Century skills needed in a modern society.</p>	<p><b>Students will be able to:</b></p> <p>Comprehend descriptions of a variety of professions.</p> <p>Identify personal interests, weaknesses and strengths when choosing and planning a career.</p> <p>Identify career goals and develop a plan and time table for achieving them.</p> <p>Read, listen to or view authentic texts/videos and show understanding about essential skills needed in the work force.</p> <p>Demonstrate an understanding of written or verbal job advertisements or descriptions. (Chinese, French, &amp; Spanish)</p> <p>Compare and contrast the relationship between career earning potential and personal earning goals.</p> <p>Outline educational and/or training requirements for ideal jobs.</p>

<p>7.1.IM.IPRET.3 React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.</p> <p>7.1.IM.IPRET.4 Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.IPRET.5 Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.</p> <p>7.1.IM.IPRET.6 Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.IPRET.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.IPRET.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.IPRET.9 Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.</p> <p><b>Interpersonal</b> 7.1.IL.IPERS.1 Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</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>The employment process including curriculum vitae and interviews varies from culture to culture.</p> <p>There are expectations of behavior and conformity to social norms that exist in the workplace.</p> <p>Good leaders have an exciting vision for themselves.</p> <p>Being an entrepreneur demands a clear vision and survival skills that can be learned.</p> <p>Unemployment affects individuals and their families financially as well as their health and social life status.</p> <p>Climate change affects economy, work, and where people choose to live.</p> <p>Immigration effects on employment, income, and productivity vary by occupation, job, industry, and country.</p>	<p>Compare and contrast resumes and job interviews with the target culture. (Chinese, French, &amp; Spanish)</p> <p>Create personal resumes and write job applications. (Chinese, French, &amp; Spanish)</p> <p>Explain the factors that influence job candidates' employability.</p> <p>Identify effective interview strategies when applying for employment.</p> <p>Dramatize student-created skits of job interviews.</p> <p>Search and identify important skills needed to become an entrepreneur. (Chinese, French, &amp; Spanish)</p> <p>Develop plans on how to become an entrepreneur. (Chinese, French, &amp; Spanish)</p> <p>Create dialogues between business owners and employees about execution of a project or between employers and clients.</p> <p>Synthesize information related to unemployment from authentic resources.</p> <p>Discuss possible solutions for unemployment situations.</p> <p>Discuss the impact of climate change on the economy, jobs and where people choose to live.</p> <p>Search and analyze how immigration impacts employment. (Chinese, French, &amp; Spanish)</p>
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<p>7.1.IL.IPERS.3 Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</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>7.1.IL.IPERS.6 Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</p> <p>7.1.IM.IPERS.1 Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.IPERS.2 Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.</p> <p>7.1.IM.IPERS.3 Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.</p> <p>7.1.IM.IPERS.4 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.IPERS.5</p>	<p>Every country regulates immigration in its own way.</p> <p>People emigrate for many different reasons.</p> <p>Countries provide various ways for immigrants with valuable skills to be part of their society.</p> <p>Social movements have demonstrated that by joining together to support a cause, individuals can advance equality and justice.</p>	<p>Compare and contrast immigration laws of the United States with other countries. (Chinese, French &amp; Spanish)</p> <p>Summarize the main ideas from authentic materials on immigration and economy. (French &amp; Spanish)</p> <p>Debate aspects of the immigrant experience in the United States with the experience of immigrants to other countries. (Chinese, French, &amp; Spanish)</p> <p>Discuss leaders who have worked as activists for workers' civil rights or for the civil rights of the Deaf community.</p> <p>Analyze the political movements that advocated civil rights to gain equality.</p> <p>Search and present a possible solution for current inequalities in the work force.</p>
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<p>Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.</p> <p>7.1.IM.IPERS 6 Exchange information from a variety of resources with classmates about global issues, including climate change.</p> <p><b>Presentational</b> 7.1.IL.PRSNT.1 Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</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>7.1.IL.PRSNT.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.PRSNT.4 Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</p> <p>7.1.IL.PRSNT.5 Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.</p> <p>7.1.IM.PRSNT.1 From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.</p> <p>7.1.IM.PRSNT.2 Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.</p> <p>7.1.IM.PRSNT.3</p>		
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<p>Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.PRSNT.4 Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</p> <p>7.1.IM.PRSNT.5 When expressing viewpoints, give reasons to support the claims.</p> <p>7.1.IM.PRSNT.6 Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.</p> <p>7.1.IM.PRSNT.7 Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.</p> <p><b>NJSLS – Technology</b> 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p><b>Career Ready Practices:</b> CRP12. Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>Researching and presenting career opportunities that relate to their own personal decisions and goals (<i>presentational speaking/writing</i>)</li> </ul>		



- Identifying leadership skills from a short reading about a motivational leader and write a reflection about the influence of this individual (French & Spanish: *interpretive reading*)
- Read about a civil-rights leader in the Deaf community and prepare a signed presentation to share with the class (ASL: *presentational expressive*)
- Roleplaying a scenario interviewing an activist while discussing possible solutions in today's workplace (*interpersonal speaking*)
- Researching and presenting a student-generated map with eco-friendly cities people choose when seeking employment (Chinese: *interpretative reading and presentational writing/speaking*)

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Total Physical Response (TPR)
- Teaching Proficiency through Reading and Storytelling (TPRS)
- Authentic readings
- Listening activities

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IV Honors**  
**Unit IV: Work, Economy and Finance**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
9 Weeks	<p><b>Unit IV: Work, Economy and Finance</b></p> <ul style="list-style-type: none"> <li>• Careers and Higher Education</li> <li>• Career planning</li> <li>• Job Readiness</li> <li>• Unemployment</li> <li>• Immigration</li> <li>• Civil rights</li> </ul> <p><b>Proficiency levels noted in appendix B – “Can Do Statements”.</b></p>	<p><b>Suggested French Resources :</b>  <i>D'accord : Langue et Culture du Monde Francophone</i>, textbook  VHL Supersite <i>D'accord</i>, <a href="http://www.vhlcentral.com">www.vhlcentral.com</a>  <a href="https://www.ljournactu.com/France/1650_heures_de_travail_chaque_anne/">https://www.ljournactu.com/France/1650_heures_de_travail_chaque_anne/</a>, article  <a href="http://sante.lefigaro.fr/actualite/2013/11/01/21469-quelles-qualites-pour-faire-bon-chef">http://sante.lefigaro.fr/actualite/2013/11/01/21469-quelles-qualites-pour-faire-bon-chef</a>, article  <a href="http://www.lefigaro.fr/international/2018/05/18/01003-20180518ARTFIG00329-ces-tetes-couronnees-qui-ont-renonce-a-leur-profession.php">http://www.lefigaro.fr/international/2018/05/18/01003-20180518ARTFIG00329-ces-tetes-couronnees-qui-ont-renonce-a-leur-profession.php</a>, article  <a href="http://madame.lefigaro.fr/business/la-chance-un-atout-qui-se-travaille-competence-cv-formation-040518-148529">http://madame.lefigaro.fr/business/la-chance-un-atout-qui-se-travaille-competence-cv-formation-040518-148529</a>, article  <a href="https://www.ljournactu.com/info-animee/cest-quoi-les-conges-payes/">https://www.ljournactu.com/info-animee/cest-quoi-les-conges-payes/</a>, video  <a href="https://www.ljournactu.com/info-animee/pourquoi-y-a-t-il-plusieurs-bacs/">https://www.ljournactu.com/info-animee/pourquoi-y-a-t-il-plusieurs-bacs/</a>, video  <a href="https://www.ljournactu.com/info-animee/travail-des-enfants/">https://www.ljournactu.com/info-animee/travail-des-enfants/</a>, video  <a href="https://www.ljournactu.com/info-animee/comment-fait-on-un-dessin-anime-2/">https://www.ljournactu.com/info-animee/comment-fait-on-un-dessin-anime-2/</a>, video  <a href="https://www.ljournactu.com/info-animee/cest-quoi-le-metier-de-cheminot/">https://www.ljournactu.com/info-animee/cest-quoi-le-metier-de-cheminot/</a>, video</p> <p><b>Suggested Spanish Resources:</b>  VHL Supersite <i>Enfoques &amp; Descubre</i>, <a href="http://www.vhlcentral.com">www.vhlcentral.com</a>  <i>Abriendo paso: Temas y lecturas</i>, textbook  <i>Revistas: Ahora y El Sol</i>  <i>Realidades 3</i>, textbook  Reading, <i>Cesar Chávez</i></p>

		<p><b>Suggested Chinese Resources:</b></p> <p><a href="https://www.youtube.com/watch?v=xguwPYGiDso">https://www.youtube.com/watch?v=xguwPYGiDso</a>  (video: dialogues about jobs)</p> <p><a href="https://www.youtube.com/watch?v=3K0ZuwwdNco">https://www.youtube.com/watch?v=3K0ZuwwdNco</a>  (video: a story about looking for a job in Chinese)</p> <p><a href="https://www.youtube.com/watch?v=BA1j21d6ikk">https://www.youtube.com/watch?v=BA1j21d6ikk</a>  (Video: a story about job interview in Chinese)</p> <p><a href="https://www.mandarinchineseschool.com/index.php/resources/vocabulary/159-learn-chinese-words-related-to-work">https://www.mandarinchineseschool.com/index.php/resources/vocabulary/159-learn-chinese-words-related-to-work</a>  (vocabulary and sentences about work)</p> <p><a href="https://www.hanbridgemandarin.com/article/business-chinese-learning-tips/chinese-office-vocabulary/">https://www.hanbridgemandarin.com/article/business-chinese-learning-tips/chinese-office-vocabulary/</a>  (audio, vocabulary, phrases, sentences about work)</p>
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## **APPENDIX A**

### **ACTFL Proficiency Guidelines 2012 – Intermediate 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:**

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

#### **WRITING:**

Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.

#### **LISTENING:**

At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions. Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues. Intermediate-level listeners understand speech that conveys basic information. This speech is simple, minimally connected, and contains high-frequency vocabulary. Intermediate-level listeners are most accurate in their comprehension when getting meaning from simple, straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts. Intermediate listeners require a controlled listening environment where they hear what they may expect to hear.

#### **READING:**

At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement. Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are not complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary. Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.

## **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 21<sup>st</sup> 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:

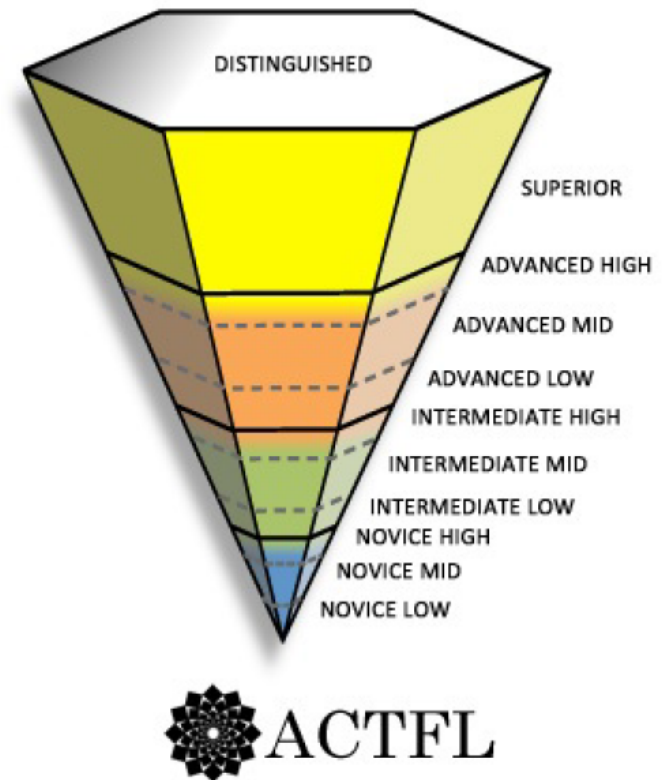
- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

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.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- *Novice Low*: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- *Novice Mid*: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- *Novice High*: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- *Intermediate Low*: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- *Intermediate Mid*: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- *Intermediate High*: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- *Advanced Low*: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Figure 1: ACTFL Proficiency Levels



**Can Do statements for unit 1: Personal Relationships**

<b>Can Do Statement</b>	<b>I'm not there <i>yet.</i></b>	<b>I can do this with help.</b>	<b>I can do this with some help.</b>	<b>I can do most of the task with little help.</b>	<b>I can do this independently.</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. I can compare and contrast personality traits of peers.					
2. I can debate which personality traits are essential for compatible relationships.					
3. I can comprehend native speakers/signers discussing real-life relationship issues.					
4. I can provide advice and make suggestions on how to deal with relationship challenges.					
5. I can analyze differing points of view of characters from a short authentic video clip.					
6. I can debate in small groups, the value of advice given to resolve a conflict.					
7. I can write alternative endings for plays, films or short stories. (French & Spanish)					
8. I can predict outcomes to a problem-solving scenario based on a picture, prompt or video.					
9. I can role play scenarios involving resolving relationship challenges.					
10. I can compare and contrast how cultural context affects social norms and how people interact in formal and informal settings. (Chinese, French, & Spanish)					
11. I can have a signed conversation with classmates about relationships. (ASL)					
12. I can sketch a simple Hutong plan and explain it to someone. (Chinese)					

**Can Do statements for unit 2: Health and Well Being**

<b>Can Do Statement</b>	<b>I'm not there yet.</b>  <b>1</b>	<b>I can do this with help.</b>  <b>2</b>	<b>I can do this with some help.</b>  <b>3</b>	<b>I can do most of the task with little help.</b>  <b>4</b>	<b>I can do this independently.</b>  <b>5</b>
1. I can analyze an infographic about stressful daily routines and identify causes of stress.					
2. I can examine different stressors and discuss possible solutions.					
3. I can survey a target audience about stress related issues and present finding to the class.					
4. I can compare and contrast healthy and unhealthy habits and explain the effects of such habits on the body.					
5. I can exchange information on personal eating habits and reflect on how diet influences behaviors and moods.					
6. I can understand a radio show program or other audio recording about people's diet and fitness. (Chinese, French, & Spanish)					
7. I can comprehend and respond to a t.v./radio advertisement about benefits of membership to a health center. (French & Spanish)					
8. I can read and interpret texts on alternative medicine practices. (French & Spanish)					
9. I can demonstrate understanding of short signed videos on the subject of medicine. (ASL)					
10. I can write an advice column or sign in a video on how to cope with stress-related issues.					
11. Compare and contrast the healthcare systems in the United States with target language countries. (French & Spanish)					
12. I can illustrate the roles of traditional Chinese medicine in Chinese culture. (Chinese)					
13. I can research and present about a famous person in Chinese medicine. (Chinese)					



**Can Do statements for unit 3: Technology, Science and Progress**

<b>Can Do Statement</b>	<b>I'm not there yet.</b>  <b>1</b>	<b>I can do this with help.</b>  <b>2</b>	<b>I can do this with some help.</b>  <b>3</b>	<b>I can do most of the task with little help.</b>  <b>4</b>	<b>I can do this independently.</b>  <b>5</b>
1. I can identify, comprehend and apply vocabulary related to technology.					
2. I can engage in conversations on how social media has impacted modern life.					
3. I can examine the rapid growth of technology and discuss what can be done to keep up with the changes.					
4. I can debate whether technological advancements will be able to replace human beings.					
5. I can participate in discussions about the rapid changes in computer technology and how it affects my daily life.					
6. Identify negative and positive effects of the use of technology.					
7. I can debate the benefits and drawbacks of technological advances in products like the Cochlear implant on Deaf culture. (ASL)					
8. I can read and demonstrate comprehension of authentic articles on current issues regarding our environment. (Chinese, French, & Spanish)					
9. I can identify environmental problems stemming from the use of technology and suggest solutions.					
10. I can compare and contrast access to and attitudes towards changing technology in the US and other countries. (Chinese, French, & Spanish)					
11. I can discuss how technological advances have improved accessibility of communication in the Deaf community, such as with the advent of video phones. (ASL)					
12. I can debate the pros and cons of how cell phone usage has changed lives.					
13. I can research authentic materials and report on issues of environmental concern.					
14. I can discuss technology hubs in China and why they are important in Chinese culture. (Chinese)					

**Can Do statements for unit 4: Work, Economy and Finance**

<b>Can Do Statement</b>	<b>I'm not there <i>yet.</i></b>	<b>I can do this with help.</b>	<b>I can do this with some help.</b>	<b>I can do most of the task with little help.</b>	<b>I can do this independently.</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. I can describe the responsibilities and skill set of a variety of professions.					
2. I can participate in dialogues discussing career interests and educational plans.					
3. I can write a personal resume. (Chinese, French, & Spanish)					
4. I can interview for a position in an area of interest.					
5. I can write a letter of application for a summer internship related to my career path. (Chinese, French, & Spanish)					
6. I can research and present information on unemployment in target language countries. (Chinese, French, & Spanish)					
7. I can explain factors that influence a job candidates employability.					
8. I can compare and contrast immigration laws in the United States with target language countries. ( Chinese, French & Spanish)					
9. I can comprehend and respond to authentic written materials on immigration and the economy. (French & Spanish)					
10. I can comprehend and interpret an article or infographic presenting data on employment situations in the U.S. and other countries. (French & Spanish)					
11. I can discuss the opportunities and challenges facing Deaf individuals when looking for employment. (ASL)					
12. I can research and present (orally or signing) on a political leader or movement focused on civil rights.					
13. I can illustrate economic impacts of climate change.					
14. I can find and briefly discuss eco-friendly cities chosen by people seeking employment opportunities in China. (Chinese)					

## 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.



## APPENDIX D (RESOURCES)

### Textbooks:

*D'accord 1: Langue et Culture du Monde Francophone*, Vista Higher Learning, ISBN 978-1618578662

*Descubre 3: Lengua y cultura del mundo hispánico*, Vista Higher Learning, ISBN 978-1618571984

*Realidades 4 : Zayas-Bazán Bacon García*, Pearson Education, Inc, ISBN 978-0-13-319968-0

*Encuentros Maravillosos*: Abby Kanter, Pearson Education Inc. ISBN 978-0-13-369374-4

*Integrated Chinese 2 (4<sup>th</sup> edition)*, Cheng & Tsui, Textbook, ISBN: 9781622911417

*Integrated Chinese 2 (4<sup>th</sup> edition)*, Cheng & Tsui, Workbook, ISBN: 9781622911431

### Teacher Resources:

Center for Language Education and Research: <http://clear.msu.edu/clear/>

Toni Theisen Wiki Page: <http://tonitheisen.wikispaces.com/>

NJ DOE model world language curriculum: <http://www.state.nj.us/education/modelcurriculum/>

NJ World Language Standards: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

Teacher Effectiveness for Language Learning: <http://www.tellproject.org/>

The International Journal of Foreign Language Teaching: <http://www.ijflt.org/index.php/home>

World Language Assessment: <http://wimedialab.org/worldlanguageassessment/Video.htm>

Foreign Language Educators of New Jersey: <http://flenj.org/>

American Council on the Teaching of World Languages: <https://www.actfl.org/>

American Association of Teachers of French: <https://www.frenchteachers.org/>

American Association of Teachers of Spanish and Portuguese: <http://www.aatsp.org/>

American Association of Teachers of Chinese: <http://clta-us.org>

[www.pinterest.com](http://www.pinterest.com)

[www.twitter.com](http://www.twitter.com)

[www.facebook.com](http://www.facebook.com)

### General Language Resources:

[http://www.westerwelle.net/conversion\\_table.htm](http://www.westerwelle.net/conversion_table.htm) (Measurement conversion)

<http://wes.org/gradeconversionguide/> (International Grade Conversion Guide For Higher Education)

[www.getkahoot.com](http://www.getkahoot.com)

<https://www.duolingo.com/>

<http://www.language-gym.com/#/>

<http://en.childrenslibrary.org/> (online books in many languages)

<http://www.thefrenchexperiment.com/stories/> (children's stories with audio)

<http://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola> (Edutopia)

<https://worldlangsources.wikispaces.com/WL+Tech+Tools/> (All WL Resources)

<http://www.livebinders.com/play/play?id=693296> (Spanish & World Languages Teaching Resources: A digital Library)

<http://www.miscositas.com> (Mis Cositas)  
<http://www.bbc.co.uk/languages/>  
<http://www.hello-world.com/>  
<http://www.uni.edu/becker/>  
[www.storybird.com](http://www.storybird.com)  
[www.k7.net](http://www.k7.net)  
[www.socrative.com](http://www.socrative.com)  
[www.polleverywhere.com](http://www.polleverywhere.com)  
[www.surveymonkey.com](http://www.surveymonkey.com)  
<https://plickers.com/>  
<https://www.zaption.com/>  
[www.wordreference.com](http://www.wordreference.com)  
<http://www.teachertube.com/>  
[www.tunein.com](http://www.tunein.com)  
<https://www.youtube.com/playlist?list=PLAA60F7F6F4451876>  
<https://toontastic.withgoogle.com/>

French Resources:

<http://www.childrensbooksforever.com/childrenpages/French.html> (children's books in PDF)  
<http://www.1jour1actu.com/> (French current events)  
<http://www.laits.utexas.edu/tex/>  
<http://www.francaisfacile.com/>  
<http://bescherelle.com/>  
<http://www.vatefaireconjuguer.com/>  
<http://avosplumes.org/>  
<https://quizlet.com/subject/french/>  
<http://www.bbc.co.uk/schools/gcsebitesize/french/> (listening activities)  
<http://fr.ver-taal.com/reportages.htm> (listening activities - commercials, newscasts)  
<http://www.tf1.fr/tf1/programmes-tv> (French TV)  
<http://www.20min.ch/ro/videotv/> (Swiss videos)  
<http://www.podcastfrancaisfacile.com/> (podcasts)  
<http://www.dailyfrenchpod.com/> (podcasts)  
<http://www.podcastfrancaisfacile.com/apprendre-le-francais/french-communication-dialogue-daily-life-listen-to-mp3.html>

Spanish Resources:

<http://www.vhlcentral.com> (VHL supersite)  
<http://www.childrensbooksforever.com/childrenpages/Spanish.html> (children's books in PDF)  
<http://www.aprenderespanol.org> (Video comic series/ Readings/ Grammar videos/ Vocabulary videos)  
<http://www.senorjordan.com/> (Sr. Jordan Videos – Available on Youtube)

<http://personal.colby.edu/~bknelson/SLC/index.html> (Barbara K. Nelson: Cultural Videos/ Readings/ Grammar)  
<http://www.celebratelanguages.com/esextra.html> (Videonovelas with activities)  
<http://www.elhuevodechocolate.com/index.html> ( Multitude of Resources: Authentic/ Reading/ Theatre)  
<https://srtanrodriguez.wordpress.com/2013/03/18/top-20-websites-spanish-teachers-should-know-about-and-use/> (Srta Rodriguez)  
<http://oflaslo.weebly.com/uploads/1/9/5/2/19527349/wl-spanishresources-weeb-combined3.docx> (WL Spanish resources)  
<http://misclaseslocas.blogspot.com/p/in-honor-of-my-100th-post-have-put.html> (100 Resources for the Spanish Teacher)  
<https://spanishplans.org/> (Recursos para profesores de español)  
<http://www.drlemon.com/Grammar/basics.html> (Dr. Lemon: Vocabulary/Grammar)  
<https://rockalingua.com/videos> (Music Based Spanish Learning)  
<http://www.gpb.org/salsa/term/episode> (Video lessons-Young Children)  
<http://www.lightspeedspanish.co.uk/> (Culture/ Videos/ Podcasts/ Activities)  
<https://quizlet.com/subject/spanish/>  
<http://www.bbc.co.uk/schools/gcsebitesize/spanish/> (listening activities)  
<http://www.thespanishexperiment.com/stories>  
<http://www.ver-taal.com/>  
[www.eduteach.es](http://www.eduteach.es) videos on sports and pastimes  
 Mary Glasgow Magazines AHORA  
[www.google.com.es](http://www.google.com.es) – search for movie, concert, and sports advertisements

#### ASL Resources:

Deaf Heritage, Gallaudet University Press, ISBN 978-1563685149  
[www.aslpro.com](http://www.aslpro.com)  
[www.lifeprint.com](http://www.lifeprint.com)  
[www.spreadthesign.com](http://www.spreadthesign.com)  
[www.schooltube.com](http://www.schooltube.com)  
[www.dawnsign.com](http://www.dawnsign.com)  
<https://www.signingsavvy.com/>  
<http://www.handspeak.com/>  
<http://theaslapp.com>  
<http://www.deaflibrary.org/asl.html>  
<https://nad.org/issues/american-sign-language>  
<http://commtechlab.msu.edu/sites/aslweb/browser.htm>  
<https://deafculture101.weebly.com/>

#### Chinese Resources:

<https://www.yoyochinese.com/chinese-learning-tools/Mandarin-Chinese-pronunciation-lesson/pinyin-chart-table> (pinyin table chart with pronunciation)  
<https://chinesepod.com> (dialogues, vocabulary, videos)  
<https://www.rocketlanguages.com/chinese/learn/learn-chinese-online> (vocabulary, phrases, pronunciation, audio)  
[http://mylanguages.org/chinese\\_adjectives.php](http://mylanguages.org/chinese_adjectives.php) (grammar, audio, phrases, vocabulary, numbers, pinyin)  
<http://www.hello-world.com/languages.php/?language=Mandarin&translate=English> (activities, songs, conversations, audio)

<https://www.brighthubeducation.com/chinese-lesson-plans/> (resources for Chinese teachers)  
<https://www.creativechinese.com> (resources, culture, activities)  
<http://www.digitaldialects.com/iPad/Chinese.htm> (activities for digital devices such as tablets/ipad)  
<http://mandarin.sdcoe.net/cd3.html> (resources for Chinese teachers)  
<http://www.bbc.co.uk/languages/chinese/> (resources for vocabulary, songs and activities)  
<http://www.chinese-ilab.com/games/> (resources/online activities for vocabulary)  
<http://www.trainchinese.com/v2/index.php?rAp=0> (online dictionary)  
<https://dictionary.writtenchinese.com> (online dictionary)  
<https://chinese.yabla.com/chinese-english-pinyin-dictionary.php> (online dictionary)  
<https://www.chinahighlights.com/festivals/mid-autumn-festival-poems.htm> (Chinese Mid-Autumn Festival Poems)