

**Randolph Township Schools
Randolph High School**

World Language IVA Curriculum
(American Sign Language, French & Spanish)

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

World Language Department
Paula Paredes-Corbel, Supervisor

Curriculum Committee
Regina Femminella
Estela Flood
Sybil Gonzalez

Curriculum Developed:
July 2018

Date of Board Approval:
September 4, 2018

**Randolph Township Schools
Department of World Languages
World Language IVA**

Table of Contents

<u>Section</u>	<u>Page(s)</u>
Mission & Affirmative Action Compliance Statements	2
Educational Goals – District	3
Introduction	4
Curriculum Pacing Chart	5
APPENDIX A (ACTFL Proficiency Guidelines)	26
APPENDIX B (NCSSFL-ACTFL Can Do Statements)	27
APPENDIX C (The Five C's – National Standards in WL)	34
APPENDIX D (Resources)	35

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 IVA

Introduction

“All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities” (New Jersey World Language Standards).

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 IVA 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. In French and Spanish, reading, writing, speaking, listening and vocabulary will be reinforced in context through interpretive, interpersonal and presentational activities. In American Sign Language, expressive and receptive skills and vocabulary will be reinforced in context through interpretive, interpersonal and presentational activities.

The World Language IVA 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. Students in World Language IVA will progress along at an intermediate-low to intermediate-mid proficiency level.

The pre-requisite for World Language IVA is the successful completion of World Language IIIA level and teacher recommendation.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
World Language IVA

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

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Language IVA
UNIT I: Personal Relationships

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Interpretive 7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3 Analyze 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.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>Interpersonal</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"> How are familial and societal relationships and interactions expressed in different societies?
	<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"> How does where and how someone lives impact personal relationships?
	<p style="text-align: center;">KNOWLEDGE</p>	<p style="text-align: center;">SKILLS</p>
	<p>Students will know:</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>Students will be able to:</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 or depict ideal companions and orally describe them to the class.</p>

<p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3 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.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>Presentation 7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</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>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>Read and demonstrate comprehension via class discussions of articles on happiness.</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 on what contributes to happiness.</p> <p>Write recipes for happiness.</p> <p>Dramatize student created skits giving advice on challenging relationships providing solutions to problems.</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.</p> <p>Create advice columns providing suggestions on how to deal with relationships and problems.</p> <p>Write alternative endings for plays, films or short stories.</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.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</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>Compare and contrast how cultural context affects social norms and how people interact in personal and formal settings.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Viewing video clips of individuals in different social settings and discussing the personality differences of characters. (<i>interpretive listening & interpersonal speaking</i>) • Reading and critiquing the differences and appropriateness of behaviors in a variety of situations. (<i>interpretive reading & interpersonal speaking</i>) • Creating a personal profile for a dating service and carrying out a simulated dating search and/or first date. (<i>presentational writing & speaking</i>). • Writing an advice column addressing a problem or personal dilemma. (<i>presentational writing</i>) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • 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 IVA
Unit I: Personal Relationships

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

		https://www.google.com/search?q=que+lastima+julieta+venegas&ie=utf-8&oe=utf-8&client=firefox-b-l-ab , song <i>Me voy</i> by Julieta Venegas http://www.sparkenthusiasm.com/el_libro_de_la_vida.html , short film, <i>El libro de la vida</i>
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Language IVA
UNIT II: Health and Well Being

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Interpretive 7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.	The society in which we live influences how we define a healthy lifestyle and how we balance work and personal life.	<ul style="list-style-type: none"> How does where I live affect the way I balance work and personal life?
	Mental and emotional health affects a person's physical health and overall well-being.	<ul style="list-style-type: none"> What influences my behaviors and decisions?
7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. 7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.	KNOWLEDGE	SKILLS
	Students will know: Everyday life creates stress that impacts our behaviors and overall health. Stress is a normal part of life but it is possible to manage stress. Managing stress effectively is an essential part of psychological and physical well-being. Everyone has different stress triggers and it is important to find solutions.	Students will be able to: Identify sources of stress in daily life. Analyze infographics about stressful daily routines and determine what causes stress. Examine different stressors and suggest possible solutions. Survey a target audience about stress related issues and present it to the class. Compare and contrast findings from survey with results from those of target language countries. Classify, compare and contrast healthy and unhealthy habits from their daily routines and how it impacts their body. Assess and reflect about stress related issues by writing an advice column on how to cope.

<p>Interpersonal 7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3 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.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>Presentational 7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3</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>Medicines come in various forms and there are several ways to obtain assistance for treatment.</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>Research methods of achieving healthy physical fitness and create brochures or other presentations to share the findings.</p> <p>Answer comprehension questions pertaining to authentic texts, videos and 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.</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.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<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.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</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>Discuss and demonstrate an understanding of short readings in small groups.</p> <p>Research and debate the benefits or disadvantages of natural or alternative medicines.</p> <p>Research and compare and contrast the healthcare system in the United States with those of other countries.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Creating a poster or other presentation about health and healthy well-being and orally presenting it to the class (<i>presentational writing and speaking</i>) • Understanding an audio excerpt about people's diet and fitness. (<i>interpretive listening</i>) • Reading a text on stress and answering comprehension questions (<i>interpretive reading</i>) • Roleplaying a situation where they ask and answer questions about how to cope with a stressful life. (<i>interpersonal speaking</i>) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Total Physical Response (TPR) • Teaching Proficiency through Reading and Storytelling (TPRS) • Circling question technique • Authentic readings • Listening activities • Research popular leisure activities in a target language country • Group-work • Class discussions • Presentations • Self-assessment/peer assessment • Video clip presentations 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Language IVA
Unit II: Health and Well Being

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
10 Weeks	<p>Unit II: Health and Well Being</p> <ul style="list-style-type: none"> • Daily routines • Stress reduction • Healthy diet • Illnesses and injuries • Self esteem <p>Proficiency levels noted in appendix B – “Can Do Statements”.</p>	<p>Suggested French Resources: <i>D'accord: Langue et Culture du Monde Francophone</i>, textbook VHL Supersite <i>D'accord</i>, www.vhlcentral.com https://www.1jour1actu.com/info-animee/est-ce-que-le-soleil-cest-bon-pour-la-sante/, video https://www.1jour1actu.com/france/170867/, article https://www.1jour1actu.com/science/170467/, article https://www.1jour1actu.com/france/bien-etre-des-enfants/, article http://sante.lefigaro.fr/article/canicule-7-signes-qui-montrent-que-votre-corps-souffre-de-la-chaaleur/, article http://sante.lefigaro.fr/article/pigure-de-meduse-uriner-dessus-est-il-vraiment-conseille-/, article http://sante.lefigaro.fr/article/apres-une-fish-pedicure-une-femme-a-perdu-des-ongles-de-pied/, article http://sante.lefigaro.fr/article/-il-faut-preparer-sa-peau-au-bronzage-10-idees-recues-sur-le-soleil/, article and video https://www.1jour1actu.com/info-animee/est-ce-que-le-moustique-tigre-est-dangereux/, video https://www.1jour1actu.com/info-animee/a-quoi-ca-sert-de-se-brosser-les-dents/, video https://www.1jour1actu.com/info-animee/pourquoi-y-a-t-il-de-plus-en-plus-de-gens-obeses-dans-le-monde/, video https://www.1jour1actu.com/info-animee/cest-quoi-la-rougeole/, video</p> <p>Suggested Spanish Resources: <i>Enfoques</i>, textbook <i>Realidades 3</i>, textbook</p>

		<p>VHL Supersite <i>Enfoques</i>, www.vhlcentral.com https://m3a.vhlcentral.com/sections/0/activities/49092?popup=1 (Actividad de audio) https://m3a.vhlcentral.com/sections/0/activities/49114?popup=1 (Actividad de audio) https://m3a.vhlcentral.com/sections/0/activities/49013?popup=1 (Fotonovela “¿Dulces? No, gracias”) https://www.youtube.com/watch?v=XQ4zOlfZUD0 (Videoclip: 7 hábitos para una vida saludable) https://www.youtube.com/watch?v=Rv8QRF1eJkg (Videoclip: 5 tips para reducir el estrés, ansiedad y relajarte) https://m3a.vhlcentral.com/sections/0/activities/49041?popup=1 (Reading: De abuelos y chamanes) https://m3a.vhlcentral.com/sections/0/activities/49051?popup=1 (Flashcultural- Las Farmacias) https://m3a.vhlcentral.com/sections/0/activities/48984 (Reading: El yoga) Reading, <i>El fútbol es Peligroso</i></p>
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Language IVA
UNIT III: Technology, Science and Progress

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Interpretive 7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3 Analyze 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.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p>	<p>Technology has permitted humans to accomplish many things that were previously considered impossible.</p>	<ul style="list-style-type: none"> How does technology impact our daily life?
	<p>Developments in science and technology have improved living conditions, facilitated private and public lives and allowed for the exploration of more sophisticated technology.</p>	<ul style="list-style-type: none"> What factors have driven innovation and discovery in the fields of science and technology?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know:</p> <p>New words have been added to our language because of technological progress.</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>Technology has affected users in unintended manners in areas such as social interactions, concentration and productivity.</p>	<p>Students will be able to:</p> <p>Identify, comprehend and apply vocabulary related to technology, the universe and science.</p> <p>Engage in short 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>Participate in discussions about rapid changes in computer technology and how it affects daily life.</p> <p>Ask and respond to factual and interpretive questions about articles on technological advances.</p>

<p>Interpersonal</p> <p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3 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.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>Presentational</p> <p>7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3</p>	<p>Technological advancements affect people's lives and transform societies.</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>Debate the question of addiction as it pertains to the use of technology.</p> <p>Debate pros and cons of how cell phone usage has changed lives.</p> <p>Use context clues to identify the meaning of unfamiliar words and understand the general meaning of a passage.</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.</p> <p>Identify problems and suggest solutions based on the reading of authentic articles on current issues regarding our environment.</p> <p>Create a public service announcement providing advice on how to reduce our global footprint and conserve natural resources.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<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.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Presenting information, opinions, and ideas on technological innovations. (<i>presentational speaking/writing</i>) • Listening to an authentic audio and/or visual media and summarizing the content. (<i>interpretive listening</i>) • Roleplaying a short dialogue addressing technological advancements and innovations. (<i>interpersonal speaking</i>) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Total Physical Response (TPR) • Teaching Proficiency through Reading and Storytelling (TPRS) • Authentic readings • Listening activities • Research popular leisure activities in a target language country • Group-work • Class discussions • Presentations • Self-assessment/peer assessment • Video clip presentations 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Language IVA
Unit III: Technology, Science and Progress

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
10 Weeks	<p>Unit III: Technology, Science and Progress</p> <ul style="list-style-type: none"> • Access to technology • Effects of technology on the individual and society • Technological innovations <p>Proficiency levels noted in appendix B – “Can Do Statements”.</p>	<p>Suggested French Resources: <i>D’accord: Langue et Culture du Monde Francophone</i>, textbook VHL Supersite <i>D’accord</i>, www.vhlcentral.com https://www.1jour1actu.com/info-animee/est-ce-que-le-soleil-cest-bon-pour-la-sante/, video https://www.1jour1actu.com/france/170867/, article https://www.1jour1actu.com/science/170467/, article https://www.1jour1actu.com/france/bien-etre-des-enfants/, article http://sante.lefigaro.fr/article/canicule-7-signes-qui-montrent-que-votre-corps-souffre-de-la-chaaleur/, article http://sante.lefigaro.fr/article/pigure-de-meduse-uriner-dessus-est-il-vraiment-conseille/, article http://sante.lefigaro.fr/article/apres-une-fish-pedicure-une-femme-a-perdu-des-ongles-de-pied/, article http://sante.lefigaro.fr/article/-il-faut-preparer-sa-peau-au-bronzage-10-idees-recues-sur-le-soleil/, article and video https://www.1jour1actu.com/insolite/thierry-crouzet-malade-et-gueri-dinternet-58514/, article https://www.1jour1actu.com/culture/fabriquer-des-jeux-video-cest-tout-un-art-29076/, video https://www.1jour1actu.com/monde/le-sms-a-25-ans-90696/, article https://www.1jour1actu.com/france/on-a-teste-le-bus-du-futur-19789/, article https://www.1jour1actu.com/insolite/des-robots-geants-font-leurs-premiers-pas-26470/, article https://www.1jour1actu.com/science/les-objets-du-futur-bien-plus-que-des-gadgets-68368/, article</p>

		<p> https://www.1jour1actu.com/science/science-factor-le-concours-qui-met-les-filles-au-premier-plan-59850/, article et video https://www.1jour1actu.com/insolite/google-invente-la-prise-de-sang-sans-piqure-53288/, article https://www.1jour1actu.com/info-animee/comment-ca-marche-une-imprimante-3d/, video https://www.1jour1actu.com/info-animee/comment-vit-on-dans-une-station-spatiale/, video https://www.1jour1actu.com/info-animee/qui-a-invente-le-velo/, video </p> <p> Suggested Spanish Resources: VHL Supersite <i>Enfoques</i>, www.vhlcentral.com <i>Abriendo paso: Temas y lecturas</i>, textbook <i>Revistas: Ahora y El Sol</i> <i>Enfoques</i> textbook: <i>Lectura Ese bobo del movil</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>
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

RANDOLPH TOWNSHIP SCHOOL DISTRICT
World Language IVA
UNIT IV: Work, Economy and Finance

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Interpretive 7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3 Analyze 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.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p>	<p>All societies provide avenues by which individuals participate productively in society, pursue careers and sustain themselves economically.</p>	<ul style="list-style-type: none"> • How do individuals prepare for employment roles in the community?
	<p>Professions and job markets are impacted by the needs of society.</p>	<ul style="list-style-type: none"> • What challenges impact our contemporary life?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know:</p> <p>Examining personal interests can help individuals determine career options.</p> <p>Further education is often necessary to obtain 21st Century skills needed in a modern society.</p>	<p>Students will be able to:</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.</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>Interpersonal 7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3 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.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>Presentational 7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3</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>Compare and contrast resumes and job interviews with the target culture.</p> <p>Create personal resumes and write job applications.</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.</p> <p>Develop plans on how to become an entrepreneur.</p> <p>Create dialogues between business owners and employees about execution of a project or between employers and clients.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<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.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Researching and presenting career opportunities that relate to their own personal decisions and goals. (<i>presentational speaking/writing</i>) • Identifying leadership skills from a short reading about a motivational leader and write a reflection about the influence of this individual. (<i>interpretive reading</i>) • Roleplaying a scenario of a family affected by a parent's unemployment. (<i>interpersonal speaking</i>) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Total Physical Response (TPR) • Teaching Proficiency through Reading and Storytelling (TPRS) • Authentic readings • Listening activities 		

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

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
9 Weeks	<p>Unit IV: Work, Economy and Finance</p> <ul style="list-style-type: none"> Careers and Higher Education Career planning Job Readiness <p>Proficiency levels noted in appendix B – “Can Do Statements”.</p>	<p>Suggested French Resources: <i>D'accord: Langue et Culture du Monde Francophone</i>, textbook VHL Supersite <i>D'accord</i>, www.vhlcentral.com https://www.1jour1actu.com/france/1650 heures de travail chaque anne/, article http://sante.lefigaro.fr/actualite/2013/11/01/21469-quelles-qualites-pour-faire-bon-chef, article http://www.lefigaro.fr/international/2018/05/18/01003-20180518ARTFIG00329-ces-tetes-couronnees-qui-ont-renonce-a-leur-profession.php, article http://madame.lefigaro.fr/business/la-chance-un-atout-qui-se-travaille-competence-cv-formation-040518-148529, article https://www.vistaprint.fr/hub/infographie-profil-entrepreneur-personnalite?couponAutoload=1&GP=08%2f20%2f2018+18%3a50%3a34&GPS=5146189764&GNF=0, article https://www.1jour1actu.com/info-animee/cest-quoi-les-conges-payes/, video https://www.1jour1actu.com/info-animee/pourquoi-y-a-t-il-plusieurs-bacs/, video https://www.1jour1actu.com/info-animee/travail-des-enfants/, video https://www.1jour1actu.com/info-animee/comment-fait-on-un-dessin-anime-2/, video https://www.1jour1actu.com/info-animee/cest-quoi-le-metier-de-cheminot/, video</p> <p>Suggested Spanish Resources: VHL Supersite <i>Enfoques & Descubre</i>, www.vhlcentral.com <i>Abriendo paso: Temas y lecturas</i>, textbook</p>

		<i>Revistas: Ahora y El Sol</i> <i>Realidades 3, textbook</i> <i>Reading, Cesar Chávez</i>
--	--	--------------------------------------------------------------------------------------------------

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 21st Century Language Learning and organized in the checklist into the following categories:

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

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

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

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

NCSSFL-ACTFL Global Can-Do Benchmarks

Interpersonal Communication:

- Intermediate-Low: I can participate in conversations on a number of familiar topics using simple sentences.
I can handle short social interactions in everyday situations by asking and answering simple questions.
- Intermediate-Mid: I can participate in conversations on familiar topics using sentences and series of sentences.
I can handle short social interactions in everyday situations by asking and answering a variety of questions.
I can usually say what I want to say about myself and my everyday life.
- Intermediate-High: I can participate with ease and confidence in conversations on familiar topics.
I can usually talk about events and experiences in various time frames.
I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

Presentation Speaking:

- Intermediate-Low: I can present information on most familiar topics using a series of simple sentences.
- Intermediate -Mid: I can write on a wide variety of familiar topics using connected sentences.
- Intermediate -High: I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched.
I can make presentations on some events and experiences in various time frames.

Presentation Writing:

- Intermediate-Low: I can write briefly about most familiar topics and present information using a series of simple sentences.
- Intermediate -Mid: I can write on a wide variety of familiar topics using connected sentences.
- Intermediate -High: I can write on topics related to school, work, and community in a generally organized way.
I can write some simple paragraphs about events and experiences in various time frames.

Interpretive Listening:

- Intermediate-Low: I can understand the main idea in short, simple messages and presentations on familiar topics.
I can understand the main of simple conversations that I overhear.
- Intermediate -Mid: I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
I can understand the main idea in conversations that I overhear.
- Intermediate -High: I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed.
I can sometimes follow what I hear about events and experiences in a various time frames.

Interpretive Reading:

- Intermediate-Low: I can understand the main idea of short and simple texts when the topic is familiar.
- Intermediate -Mid: I can understand the main idea of texts related to everyday life and personal interests of studies.
- Intermediate -High: I can easily understand the main idea of texts related to everyday life, personal interests, and studies.
I can sometimes follow stories and descriptions about events and experiences in various time frames.

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

Can Do statements for unit 1: Personal Relationships

Can Do Statement	I'm not there yet. 1	I can do this with help. 2	I can do this with some help. 3	I can do most of the task with little help. 4	I can do this independently. 5
1. I can generate lists of personality traits essential to a happy life.					
2. I can draw an ideal companion and orally describe him or her.					
3. I can listen to and get the main idea when native speakers discuss relationship issues.					
4. I can read and show comprehension on articles about happiness.					
5. I can write a recipe for happiness and present it to my classmates.					
6. I can debate in small groups, the value of advice given to resolve a conflict.					
7. I can write short alternative endings for plays, film clips or short stories.					
8. I can predict outcomes to a problem-solving scenario based a picture or a prompt.					
9. I can role play guided scenarios involving resolving relationship challenges.					
10. I can listen to songs from the target culture and complete a cloze reading activity.					
11. I can have short conversations with my classmates about relationships.					

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

Can Do Statement	I'm not there yet. 1	I can do this with help. 2	I can do this with some help. 3	I can do most of the task with little help. 4	I can do this independently. 5
1. I can identify sources of stress in daily life.					
2. I can analyze an infographic about stressful daily routines and determine causes of stress.					
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 using guided questions.					
6. I can answer questions based on authentic readings about health and well-being.					
7. I can provide advice to someone who is confronting a health challenge.					
8. I can understand a radio show program about people's diet and fitness.					
9. I can make a list of factors that produce and reduce stress.					
10. I can read and interpret an infographic on alternative medicine practices.					
11. I can listen to and show comprehension of a native speaker discussing stressors.					

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

Can Do Statement	I'm not there <i>yet.</i>	I can do this with help.	I can do this with some help.	I can do most of the task with little help.	I can do this independently.
	1	2	3	4	5
1. I can identify, comprehend and apply vocabulary related to technology.					
2. I can engage in short conversations on how social media has impacted my life.					
3. I can read and show understanding of articles on technology.					
4. I can participate in discussions about the rapid changes in computer technology and how it affects my daily life.					
5. I can identify negative and positive effects of the use of technology.					
6. I can read and demonstrate comprehension of authentic articles on current issues regarding our environment.					
7. I can listen to and show understanding of an audio recording on technology usage.					
8. I can compare and contrast access to and attitudes towards changing technology in the US and other countries.					
9. I can debate the pros and cons of how cell phone usage has changed lives.					
10. I can identify some environmental problems stemming from the use of technology.					
11. I can provide advice on how to conserve natural resources.					

Can Do statements for unit 4: Work, Economy & Finance

Can Do Statement	I'm not there yet. 1	I can do this with help. 2	I can do this with some help. 3	I can do most of the task with little help. 4	I can do this independently. 5
1. I can demonstrate comprehension when listening to descriptions of different professions.					
2. I can talk about personal interests, weaknesses and strengths when choosing a career path.					
3. I can demonstrate understanding of written job advertisements.					
4. I can participate in a short dialogue discussing career interests and educational plans.					
5. I can match resumes with their corresponding careers.					
6. I can write a personal resume.					
7. I can interview for a position in an area of interest.					
8. I can write a letter of application for a summer internship or job related to my career path.					
9. I can discuss the differences between job interviews in the United States and target language countries.					
10. I can create an oral presentation about my dream job.					
11. I can comprehend a conversation about jobs and careers.					
12. I can comprehend and interpret an infographic presenting data on employment situations in the U.S. and other countries.					

APPENDIX C
Standards for Foreign Language Learning in the 21st Century, 1999 &
Standards for Foreign Language Learning: Preparing for the 21st Century, 1996
National Standards in Foreign Language Education

The 5 C's

Communication, Culture, Connections, Comparisons, Communities

Standards-based world languages education and the New Jersey standards reflect the themes in the *Standards for Foreign Language Learning in the 21st Century* (1999), known as "The Five Cs." These standards describe the "what" (content) of world languages learning and form the core of standards-based instruction in the world languages classroom.

Communication

The communication standard stresses the use of language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, interpret oral and written messages, show cultural understanding when they communicate, and present oral and written information to various audiences for a variety of purposes.

Cultures

Cultural understanding is an important part of world languages education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. Students become better able to understand other people's points of view, ways of life, and contributions to the world.

Connections

World languages instruction must be connected with other subject areas. Content from other subject areas is integrated with world language instruction through lessons that are developed around common themes.

Comparisons

Students are encouraged to compare and contrast languages and cultures. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.

Communities

Extending learning experiences from the world language classroom to the home and multilingual and multicultural community emphasizes living in a global society. Activities may include: field trips, use of e-mail and the World Wide Web, clubs, exchange programs and cultural activities, school-to-work opportunities, and opportunities to hear speakers of other languages in the school and classroom.



<http://globalteachinglearning.com/standards/5cs.shtml>

APPENDIX D (RESOURCES)

Textbooks:

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

Descubre 1: 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

VHL Supersite: <https://www.vhlcentral.com/>

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: <http://www.state.nj.us/education/cccs/2014/wl/>

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/>

www.pinterest.com

www.twitter.com

www.facebook.com

General Language Resources:

http://www.westerwelle.net/conversion_table.htm (Measurement conversion)

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

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
www.k7.net
www.socrative.com
www.polleverywhere.com
www.surveymonkey.com
<https://plickers.com/>
<https://www.zaption.com/>
www.wordreference.com
<http://www.teachertube.com/>
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.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 videos on sports and pastimes
Mary Glasgow Magazines AHORA
www.google.com.es – search for movie, concert, and sports advertisements