

**Randolph Township Schools  
Randolph High School**

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

*“If we spoke a different language, we would perceive a somewhat different world”*  
-Ludwig Wittgenstein

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

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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 IIIH**

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

The World Language IIIH curriculum is designed for those students who continue to demonstrate an aptitude and performance in the development of the major language skills. Emphasis will be placed on the development of communicative proficiency through interpretive, interpersonal and presentational activities. Vocabulary and grammar concepts will be taught in context through listening, speaking, reading and writing activities in Chinese, French and Spanish as well as through expressive (signing) and receptive (understanding) skills in American Sign Language.

The World Language IIIH curriculum presents students with the opportunity to explore the topics of Travel, Nature & Environment, City Life, Workplace and Careers as well as the Arts. Through this exploration, students will build upon their knowledge of the target language and become more culturally and linguistically proficient. Students in World Language IIIH are at the Intermediate-Low proficiency levels in American Sign Language, Chinese, French and/or Spanish. American Sign Language, the language of the deaf, is not a spoken or written language. Students of ASL show understanding of videos and teacher signing as opposed to Chinese, French, and Spanish where students show understanding of spoken and written text. American Sign Language is presented with minimal to no voice.

The prerequisite for World Language IIIH is the successful completion of World Language III along with teacher recommendation.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**World Language IIIH**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>4 weeks</b>	<b>I</b>	<b>Summer Vacation Activities</b>
<b>8 weeks</b>	<b>II</b>	<b>City Life</b>
<b>8 weeks</b>	<b>III</b>	<b>Nature &amp; Environment</b>
<b>8 weeks</b>	<b>IV</b>	<b>Workplace &amp; Careers</b>
<b>8 weeks</b>	<b>V</b>	<b>The Arts</b>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIIH**  
**UNIT I: Summer Vacation**

<b>STANDARDS / GOALS:</b> The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<b>Interpretive</b> 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.  7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.  7.1.IL.A.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.  7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.  7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.  7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.  <b>Interpersonal</b> 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.  7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate	Cultures around the world place different amounts of value on vacations. Vacationing relieves stress, makes people happy, and contributes to a healthier life.	<ul style="list-style-type: none"> <li>Why might it be important for people to take time off from work and school to take a vacation?</li> </ul>
	Not all people are able to travel on vacation. When and where people travel for vacation varies and is contingent on many factors including geography, culture, values, and economics.	<ul style="list-style-type: none"> <li>How does where I live and how I live impact my vacation travel?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<b>Students will know:</b>  Vocabulary pertaining to travel and vacation, names of countries, and vacation destinations.      Appropriate structures to express past events.      Vocabulary related to sports. (Chinese)   Vocabulary related to leisure activities. (Chinese)	<b>Students will be able to:</b>  Listen to a story about a summer vacation and be able to answer circling questions about the story they hear. (French, Spanish, Chinese)  Read a short story or watch a signed story about a trip and answer comprehension questions.  Ask classmates about what they did over the summer.  Explain what they did the first and last time they took a trip.  Read a short story about sports and answer questions. (Chinese)  Describe favorite sports and leisure activities to classmates. (Chinese)

<p>classroom and cultural activities.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p><b>Presentation</b></p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> <p><b>Technology Standards:</b></p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p>	<p>Basic information about lodging, hotels, accommodations and leisure activities.</p> <p>Vocabulary related to transition words.</p> <p>Vocabulary related to expressions of time, i.e. last week, this past summer, two years ago.</p> <p>Vocabulary related to states and provinces. (ASL)</p> <p>Appropriate structures needed to ask and answer open-ended questions.</p>	<p>Describe their summer vacation experiences to a few classmates in small groups.</p> <p>Hold a conversation with someone about a past vacation and discuss where they stayed and what they did.</p> <p>Write a postcard to a friend describing a vacation and what they did during that time. (French, Spanish, Chinese)</p> <p>Listen to a radio advertisement of a travel agency and identify information about vacation options presented in the ad. (French, Spanish)</p> <p>Sequence a series of images relating to a vacation in chronological order and create a story to match those events.</p> <p>Answer questions about the places, states, provinces or countries that they have visited. (ASL)</p> <p>Write a postcard or a social media post about their current vacation.</p> <p>Poll their classmates to find out how long each vacation lasted, how many students left home, left the state and left the country.</p> <p>Create a chart showing the places visited and duration of vacations.</p> <p>Compare and contrast their class data with the typical vacation taken by Americans as well as people from the target culture.</p> <p>Surmise what the differences in the data on vacations say about the different cultures being looked at.</p>
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	<p>A strategy when making predictions about text content is to scan for familiar words and infer from images.</p> <p>Vocabulary related to common vacation items, i.e. suitcase, ticket, passport.</p> <p>An outline can serve to separate topics, map ideas and provide a framework for presenting data in writing.</p> <p>Using previous knowledge about a familiar topic will help to better understand a reading selection, a listening, or a signed passage.</p> <p><b>Vocabulary:</b> Travel arrangements, past vacations with family, vacation activities, sports and leisure activities (Chinese), past tense indicators</p>	<p>Interpret title, subtitles, and images in a travel brochure to create lists of information students predict they may find in the text. (French, Spanish)</p> <p>Observe an infographic about items needed for vacationing and determine which items they would bring on a vacation.</p> <p>Design a brochure for an organized vacation using a destination where students would like to travel in the target culture. (French, Spanish, Chinese)</p> <p>Create a video brochure for a destination and explain the itinerary, cost, and activities planned for the trip. (ASL)</p> <p>Read or watch authentic descriptions of vacation destinations in target language and complete online or teacher made activities based on readings.</p> <p>Read, listen to or view an authentic text/video and show understanding of the main idea.</p> <p>Narrate a story about a past vacation. (ASL)</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Listening to an authentic audio and/or visual media and summarizing the content. (<i>interpretive listening</i>)</li> <li>• Design a travel brochure with organized visits and activities, including dates, times and descriptions. (<i>presentational writing</i>)</li> <li>• Creating and recording a dialogue aligned to a vacation experience. (<i>interpersonal</i>)</li> <li>• Performing a skit of a student-prepared dialogue involving a travel experience. (<i>presentational speaking &amp; writing</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Teaching Proficiency through Reading and Storytelling (TPRS)</li> <li>• Total Physical Response (TPR)</li> <li>• Circling question technique</li> </ul>		

- Authentic readings
- Listening activities
- Research popular vacation destinations in a target language country
- Group-work
- Class discussions
- Presentations
- Self-assessment/peer assessment

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIIH**  
**UNIT I: Summer Vacation**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	<b>Unit I: Summer Vacations</b> <ul style="list-style-type: none"> <li>• Travel arrangements</li> <li>• Destinations</li> <li>• Travel Activities</li> <li>• Accommodations</li> </ul>	<b>French Resources:</b> <a href="https://m3a.vhlcentral.com/instructor/contents/72?display_lesson=249&amp;start_unit=6&amp;toc_location=75590">https://m3a.vhlcentral.com/instructor/contents/72?display_lesson=249&amp;start_unit=6&amp;toc_location=75590</a>  <a href="https://m3a.vhlcentral.com/instructor/contents/72?display_lesson=250&amp;start_unit=6&amp;toc_location=75775">https://m3a.vhlcentral.com/instructor/contents/72?display_lesson=250&amp;start_unit=6&amp;toc_location=75775</a>  <a href="https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=258&amp;start_unit=2&amp;toc_location=75876">https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=258&amp;start_unit=2&amp;toc_location=75876</a> (reading & activities)  <a href="https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=260&amp;start_unit=3&amp;toc_location=75913">https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=260&amp;start_unit=3&amp;toc_location=75913</a> (reading & activities)  <a href="http://www.1jour1actu.com/insolite/elea-te-souhaite-un-bel-ete-92425/">http://www.1jour1actu.com/insolite/elea-te-souhaite-un-bel-ete-92425/</a> <a href="http://www.1jour1actu.com/france/le_prix_des_grandes_vacances/">http://www.1jour1actu.com/france/le_prix_des_grandes_vacances/</a> (Lecture)  <a href="http://www.1jour1actu.com/france/tu_pars_ou_tu_reviens_/">http://www.1jour1actu.com/france/tu_pars_ou_tu_reviens_/</a> (Lecture)  <a href="http://www.1jour1actu.com/planete/la-voiture-de-l2019avenir-sera-ecolo/">http://www.1jour1actu.com/planete/la-voiture-de-l2019avenir-sera-ecolo/</a> (Lecture)  <a href="https://www.youtube.com/watch?v=8LNK2o9GFvg">https://www.youtube.com/watch?v=8LNK2o9GFvg</a> (Excursion en montagne)  <a href="https://www.youtube.com/watch?v=8fRu7GTVpng">https://www.youtube.com/watch?v=8fRu7GTVpng</a> (Les vacances au soleil)  <a href="http://www.1jour1actu.com/insolite/train-futur/">http://www.1jour1actu.com/insolite/train-futur/</a> (Lecture: Train mégarapide)  <a href="http://www.1jour1actu.com/insolite/bientot-un-avion-transparent-visite-guidee-du-%C2%AB-concept-plane-%C2%BB/">http://www.1jour1actu.com/insolite/bientot-un-avion-transparent-visite-guidee-du-%C2%AB-concept-plane-%C2%BB/</a> (Lecture: L'avion du future)

		<p><b>Spanish Resources:</b></p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7116?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7116?popup=1</a> (Vocabulary Tutorial: Travel)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7117?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7117?popup=1</a> (Vocabulary Tutorial: Hotels)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/23086?popup=1">https://m3a.vhlcentral.com/sections/0/activities/23086?popup=1</a> (Descubre2-Vocabulary Tutorial: Cars)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7321?popup=1">https://m3a.vhlcentral.com/sections/0/activities/7321?popup=1</a> (Descubre2-Listening practice: En la gasolinera)</p> <p><a href="http://www.dmv.org/international-driver-permits.php">http://www.dmv.org/international-driver-permits.php</a> (International Driver's permit)</p> <p><a href="http://www.autoeurope.com/roadsigns/">http://www.autoeurope.com/roadsigns/</a> (European Road Signs-II)</p> <p><a href="http://www.renfe.com/index.html">http://www.renfe.com/index.html</a> (RENFE: Train Travel in Spain Website)</p> <p><a href="http://www.elhuevodechocolate.com/parques/parque1.htm">http://www.elhuevodechocolate.com/parques/parque1.htm</a> (Parks with themes in Spanish Speaking countries)</p> <p><a href="http://www.vistaprint.es/gallery/IBIATAIBAAAAAA=/folletos/agencias-de-viajes.aspx?couponAutoload=1&amp;GP=8%2f2%2f2016+12%3a49%3a39+PM&amp;GPS=4029387285&amp;GNF=0">http://www.vistaprint.es/gallery/IBIATAIBAAAAAA=/folletos/agencias-de-viajes.aspx?couponAutoload=1&amp;GP=8%2f2%2f2016+12%3a49%3a39+PM&amp;GPS=4029387285&amp;GNF=0</a> (Travel Brochure Design/ Spanish)</p> <p><a href="http://eduteach.es/videos/episodios-espanol/11-tiempo-vacaciones.html">http://eduteach.es/videos/episodios-espanol/11-tiempo-vacaciones.html</a></p> <p><a href="https://www.pinterest.com/pin/456833955942170736/">https://www.pinterest.com/pin/456833955942170736/</a> (video)</p> <p><a href="https://www.youtube.com/watch?v=MIGIEZHSJco">https://www.youtube.com/watch?v=MIGIEZHSJco</a> (Costa Rica, Vida Pura)</p> <p><a href="https://www.youtube.com/watch?v=a-WoS1ok7wI">https://www.youtube.com/watch?v=a-WoS1ok7wI</a> (dialogo agente de viajes)</p> <p><a href="http://www.todoele.net/actividades/Actividad_maint.asp?Actividad_id=113">http://www.todoele.net/actividades/Actividad_maint.asp?Actividad_id=113</a> (El camino de Santiago)</p> <p><a href="http://www.todoele.net/actividades/Actividad_maint.asp?Actividad_id=544">http://www.todoele.net/actividades/Actividad_maint.asp?Actividad_id=544</a> (¿Has estado alguna vez en Perú?)</p>
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		<p><a href="http://www.todoele.net/actividades/Actividad_maint.asp?Actividad_id=372">http://www.todoele.net/actividades/Actividad_maint.asp?Actividad_id=372</a> (¿Nos vamos de viaje?)</p> <p><b>American Sign Language Resource:</b>  <a href="http://allears.net/pl/asl.htm">http://allears.net/pl/asl.htm</a> (vacation)</p> <p><a href="https://www.pinterest.com/pin/486599934719926484/">https://www.pinterest.com/pin/486599934719926484/</a> (ASL Nook Disney in ASL)</p> <p><a href="http://www.enchantedlearning.com/alphabet/spellingquestions/vacation.shtml">www.enchantedlearning.com/alphabet/spellingquestions/vacation.shtml</a> (Vacation vocabulary)</p> <p><a href="https://www.cruiseshipcenters.com/en-US/RogerWilkins/local-promotions/9076-Deaf-Video-in-ASL">https://www.cruiseshipcenters.com/en-US/RogerWilkins/local-promotions/9076-Deaf-Video-in-ASL</a> (Cruise Ship video)</p> <p><a href="https://www.pinterest.com/StoriesAndSigns/asl-vacation-fun/">https://www.pinterest.com/StoriesAndSigns/asl-vacation-fun/</a> (39 best images about ASL Vacation Fun on Pinterest)</p> <p><a href="http://www.mydeafcruise.com/deaf-cruise-videos/">http://www.mydeafcruise.com/deaf-cruise-videos/</a> (Deaf cruise videos)</p> <p><a href="http://myfreebingocards.com">myfreebingocards.com</a></p> <p><b>Chinese Resources:</b>  <a href="https://www.rocketlanguages.com/chinese/phrases/chinese-travel-phrases">https://www.rocketlanguages.com/chinese/phrases/chinese-travel-phrases</a> (travel-related sentences and pronunciation)</p> <p><a href="https://www.thoughtco.com/mandarin-travel-vocabulary-2279603">https://www.thoughtco.com/mandarin-travel-vocabulary-2279603</a> (vocabulary and pronunciation)</p> <p><a href="http://www.chinese-ilab.com/games/elementary/4%20travel/travel%20match/index.html">http://www.chinese-ilab.com/games/elementary/4%20travel/travel%20match/index.html</a> (online activities-travelling)</p> <p><a href="http://www.chinese-ilab.com/games/elementary/3%20hotels/hotelspin%20game/index.html">http://www.chinese-ilab.com/games/elementary/3%20hotels/hotelspin%20game/index.html</a> (online activities-accommodations)</p> <p><a href="https://www.youtube.com/watch?v=7Pnp2LARO3E">https://www.youtube.com/watch?v=7Pnp2LARO3E</a> (conversations about checking in hotel)</p>
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		<p><a href="https://www.youtube.com/watch?v=mDHIAY1h-3M">https://www.youtube.com/watch?v=mDHIAY1h-3M</a> (a short video clip about sport, leisure activity, asking direction)</p> <p><a href="https://www.hanbridgemandarin.com/article/daily-chinese-learning-tips/chinese-vocabulary-about-sports/">https://www.hanbridgemandarin.com/article/daily-chinese-learning-tips/chinese-vocabulary-about-sports/</a> (vocabulary related to sports)</p> <p><a href="https://www.chinesestep.com/chinese-words-mandarin-chinese-vocabulary/sports/">https://www.chinesestep.com/chinese-words-mandarin-chinese-vocabulary/sports/</a> (vocabulary related to sports with pinyin, characters and pronunciation)</p> <p><a href="https://www.youtube.com/watch?v=VVJIQdZiZY8">https://www.youtube.com/watch?v=VVJIQdZiZY8</a> (travel ads in the target culture)</p> <p><a href="https://www.youtube.com/watch?v=rGLH5JiKTOs">https://www.youtube.com/watch?v=rGLH5JiKTOs</a> (travel blog)</p> <p><a href="https://www.rocketlanguages.com/chinese/vocabulary/chinese-hotel-words">https://www.rocketlanguages.com/chinese/vocabulary/chinese-hotel-words</a> (vocabulary related to checking in a hotel)</p> <p><a href="https://community.travelchinaguide.com/learn-chinese/lesson.asp?id=17">https://community.travelchinaguide.com/learn-chinese/lesson.asp?id=17</a> (sentences used to checking in a hotel, pronunciation)</p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIIH**  
**UNIT II: City Life**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently.</p>	<p>Traditions and habits influence our daily lives.</p>	<ul style="list-style-type: none"> <li>How does where we live impact how we live?</li> </ul>
<p><b>Interpretive</b>  7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p>	<p>The structure of a city and the facilities available to its citizens are a reflection of the cultural norms of that society.</p>	<ul style="list-style-type: none"> <li>How do cities reflect the values of the citizens?</li> </ul>
<p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p>	<p style="text-align: center;"><b>KNOWLEDGE</b></p> <p><b>Students will know:</b></p> <p>Vocabulary pertaining to cities, directions, post office, banking, city landmarks, and specific shops.</p> <p>Vocabulary related to means of transportation.</p> <p>Not all cities and town have the same services and facilities available to their citizens.</p> <p>Vocabulary pertaining to locations, i.e. next to, in front of, to the left of.</p> <p>Structures needed to give commands and directions.</p> <p>Vocabulary related to descriptions.</p> <p>Functional phrases for giving directions.</p>	<p style="text-align: center;"><b>SKILLS</b></p> <p><b>Students will be able to:</b></p> <p>Recognize vocabulary pertaining to cities and daily life.</p> <p>Ask and answer questions about how they go to and from school and other places in town.</p> <p>Compare and contrast typical city centers in other cultures with the U.S.</p> <p>Give directions on how to get around the city to other students.</p> <p>Ask for directions to a specific place.</p> <p>Describe the type of residence, city, or neighborhood they or others live in.</p> <p>Understand and follow directions in order to get from one place to another on a map (i.e. Google maps) or in a building.</p>
<p>7.1.IL.A.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.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p>		
<p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p>		
<p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p>		
<p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p>		
<p><b>Interpersonal</b>  7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p>		



	<p>Vocabulary pertaining to different leisure and everyday activities, e.g. swim, eat out.</p> <p>Vocabulary pertaining to likes and dislikes.</p> <p>Descriptive adjectives about the centers of cities and towns.</p> <p>The narrator has a specific point of view in written text.</p> <p>The characteristic structures of Chinese stories in written text are more abstract than typical English texts. (Chinese)</p> <p><b>Vocabulary:</b> around town, business transactions, business establishments, small shops, banking and post office, giving directions, cities</p>	<p>Listen to or watch a description of a city/town and fill in the missing pieces on a drawing and/or a map.</p> <p>Listen to or watch a signed description and identify in which place in the city a given action takes place.</p> <p>Compare and contrast the city layout of US cities to those in the target culture.</p> <p>Create a short group conversation occurring in a bank, post office, or office of tourism requiring an exchange of information or directions.</p> <p>Read and interpret authentic material pertaining to a city from a target language country. (French, Spanish, Chinese)</p> <p>View video clips of open-air markets in other cultures and discuss similarities and differences with classmates between US and target country.</p> <p>Describe landscapes around town and have a partner identify the place.</p> <p>Read a poem in the target language about a city and identify the characters, voice, and supporting details. Site passages from poem to support ideas. (ASL, French, Spanish)</p> <p>Read stories in the target language about city life and identify exposition, rising action, climax, falling action and resolution. (Chinese)</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Deciphering landmarks and identifying specific locations on an authentic map from a target language city. (*interpretive reading*)
- Watch a short video about a city from the target language and respond to multiple-choice questions on what they have seen. (*interpretive listening*)
- Discussing the plans for shopping, a night out, or traveling. (*interpersonal*)
- Creating a presentation of where to go and what to do during a vacation using a map of a city and indicating landmarks or other touristic places to visit. (*presentational speaking*)

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Role-Playing
- Teaching Proficiency through Reading and Storytelling (TPRS)
- Total Physical Response (TPR)
- Authentic readings
- Listening activities
- Research cities in target language
- Group-work
- Class discussions
- Presentations
- Self-assessment/peer assessment

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIIH**  
**UNIT II: City Life**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 Weeks	<b>Unit II: City Life</b> <ul style="list-style-type: none"> <li>• Around Town/Landmarks</li> <li>• Typical Shops</li> <li>• Services around town</li> <li>• Transportation</li> <li>• Park and Recreation</li> </ul>	<b>French Resources:</b> <a href="https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=261&amp;start_unit=5&amp;toc_location=73523">https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=261&amp;start_unit=5&amp;toc_location=73523</a>  <a href="https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=262&amp;start_unit=5&amp;toc_location=75922">https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=262&amp;start_unit=5&amp;toc_location=75922</a>  <a href="https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=88&amp;start_unit=5&amp;toc_location=48853">https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=88&amp;start_unit=5&amp;toc_location=48853</a>  <a href="http://www.1jour1actu.com/france/treve-hivernale/">http://www.1jour1actu.com/france/treve-hivernale/</a>  <a href="http://www.1jour1actu.com/info-animee/qui-sont-les-roms/">http://www.1jour1actu.com/info-animee/qui-sont-les-roms/</a>  <a href="http://www.1jour1actu.com/france/pourquoi-les-enfants-roms-ne-vont-ils-pas-tous-a-lecole/">http://www.1jour1actu.com/france/pourquoi-les-enfants-roms-ne-vont-ils-pas-tous-a-lecole/</a>  <a href="http://www.1jour1actu.com/france/quelles-solutions-pour-les-roms-en-france/">http://www.1jour1actu.com/france/quelles-solutions-pour-les-roms-en-france/</a>  <a href="http://www.1jour1actu.com/culture/demain-soir-fete-la-musique-47130/">http://www.1jour1actu.com/culture/demain-soir-fete-la-musique-47130/</a>  <a href="http://www.1jour1actu.com/france/precarite-deux-millions-d'enfants-pauvres-en-france/">http://www.1jour1actu.com/france/precarite-deux-millions-d'enfants-pauvres-en-france/</a> <a href="http://www.1jour1actu.com/france/les_hlm_du_futur_/">http://www.1jour1actu.com/france/les_hlm_du_futur_/</a>  <a href="http://www.1jour1actu.com/info-animee/cest-quoi-etre-sdf/">http://www.1jour1actu.com/info-animee/cest-quoi-etre-sdf/</a>  <a href="https://www.youtube.com/watch?v=cK6VWzO3GzM">https://www.youtube.com/watch?v=cK6VWzO3GzM</a> (Lyon Vlog)

		<p><b>Spanish Resources:</b></p> <p><a href="http://www.barcelonaturisme.com/wv3/es/"><u>http://www.barcelonaturisme.com/wv3/es/</u></a></p> <p><a href="http://www.barcelonaturisme.com/wv3/es/page/3/informacion-util-sobre-barcelona.html"><u>http://www.barcelonaturisme.com/wv3/es/page/3/informacion-util-sobre-barcelona.html</u></a></p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7370?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/7370?popup=1</u></a> (Grammar presentation: Familiar commands)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/15371?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/15371?popup=1</u></a> (Tutorial: Familiar commands)</p> <p><a href="http://www.senorjordan.com/03-affirmative-tu-commands/"><u>http://www.senorjordan.com/03-affirmative-tu-commands/</u></a> (Señor Jordan: Video affirmative-tú-commands)</p> <p><a href="http://www.senorjordan.com/03-affirmative-tu-commands-irregulars/"><u>http://www.senorjordan.com/03-affirmative-tu-commands-irregulars/</u></a> (Señor Jordan: Video Irregular affirmative-tú-commands )</p> <p><a href="http://www.senorjordan.com/03-negative-tu-commands/"><u>http://www.senorjordan.com/03-negative-tu-commands/</u></a> (Señor Jordan: Video Negative -tú-commands )</p> <p><a href="https://www.fcbarcelona.com/"><u>https://www.fcbarcelona.com/</u></a></p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/11283?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/11283?popup=1</u></a> (Map of Peru)</p> <p><a href="https://m3a.vhlcentral.com/sections/0/activities/7465?popup=1"><u>https://m3a.vhlcentral.com/sections/0/activities/7465?popup=1</u></a> (Panorama: Argentina - El tango)</p> <p><a href="http://www.senorjordan.com/03-usted-commands/"><u>http://www.senorjordan.com/03-usted-commands/</u></a> (Señor Jordan: Video -usted-commands)</p> <p><a href="http://www.senorjordan.com/03-ustedes-commands/"><u>http://www.senorjordan.com/03-ustedes-commands/</u></a> (Señor Jordan: Video -ustedes-commands)</p> <p><a href="http://www.todoele.net/actividades/Actividad_maint.asp?Actividad_id=710"><u>http://www.todoele.net/actividades/Actividad_maint.asp?Actividad_id=710</u></a> (¡A reciclar!)</p> <p><a href="http://www.todoele.net/actividades/Actividad_maint.asp?ActividadesPage=2&amp;"><u>http://www.todoele.net/actividades/Actividad_maint.asp?ActividadesPage=2&amp;</u></a></p>
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		<p><u><a href="#">Actividad_id=197</a></u> (Amazonía)</p> <p><u><a href="http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=medio+ambiente&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=630">http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=medio+ambiente&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=630</a></u> (Sostenibilidad y medio ambiente)</p> <p><u><a href="http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=medio+ambiente&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=589">http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=medio+ambiente&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=589</a></u> (Para qué sirve un oso)</p> <p><u><a href="http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=naturaleza&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=166">http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=naturaleza&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=166</a></u> (El cambio climático)</p> <p><b>American Sign Language Resources:</b></p> <p><u><a href="https://www.youtube.com/watch?v=UPshNBmY_74">https://www.youtube.com/watch?v=UPshNBmY_74</a></u> (Deaf city)</p> <p><u><a href="https://www.youtube.com/watch?v=UCotgGSjxEk">https://www.youtube.com/watch?v=UCotgGSjxEk</a></u> (Gallaudet university, city of American Sign Language and Deaf culture)</p> <p><u><a href="https://www.youtube.com/watch?v=2wUQUwnxxtE">https://www.youtube.com/watch?v=2wUQUwnxxtE</a></u> (Major Cities in US and Canada in ASL)</p> <p><u><a href="https://www.youtube.com/watch?v=G_6XIp2ouMs">https://www.youtube.com/watch?v=G_6XIp2ouMs</a></u> (50 States and Capital cities in ASL)</p> <p><u><a href="https://www.youtube.com/watch?v=otUJzNtRPhw&amp;t=4s">https://www.youtube.com/watch?v=otUJzNtRPhw&amp;t=4s</a></u> (The Most Emotional Surprise of the Year)</p> <p><u><a href="https://www.youtube.com/watch?v=dB5Gpysj-Jg">https://www.youtube.com/watch?v=dB5Gpysj-Jg</a></u> (Deaf Driving in the City)</p> <p><u><a href="https://www.youtube.com/watch?v=rAAHoxCv5JU">https://www.youtube.com/watch?v=rAAHoxCv5JU</a></u> (Deaf City 2017 by WOU ASL Club)</p> <p><u><a href="https://www.youtube.com/watch?v=-OMLiKMMwRk">https://www.youtube.com/watch?v=-OMLiKMMwRk</a></u> (RAW: Vancouver businessman opens city's first deaf restaurant)</p> <p><u><a href="https://www.youtube.com/watch?v=KRghElaNtZ4">https://www.youtube.com/watch?v=KRghElaNtZ4</a></u> (Deaf City)</p> <p><u><a href="https://joelbarish.com/video/quebec-deaf-history-in-quebec-city-english-">https://joelbarish.com/video/quebec-deaf-history-in-quebec-city-english-</a></u></p>
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		<p><u>subtitles/ (Quebec: Deaf History in Québec City)</u></p> <p><b>Chinese Resources:</b></p> <p><u><a href="http://www.bbc.co.uk/languages/chinese/real_chinese/directions/">http://www.bbc.co.uk/languages/chinese/real_chinese/directions/</a></u> (asking for direction)</p> <p><u><a href="http://www.bbc.co.uk/languages/chinese/real_chinese/transport/activity.shtml#top">http://www.bbc.co.uk/languages/chinese/real_chinese/transport/activity.shtml#top</a></u> (online activity-transportation)</p> <p><u><a href="https://www.youtube.com/watch?v=Y-TseEKSArA&amp;list=PLVLI2O8ZpxGkiVkVOS8aWtbybKxhe3kO9">https://www.youtube.com/watch?v=Y-TseEKSArA&amp;list=PLVLI2O8ZpxGkiVkVOS8aWtbybKxhe3kO9</a></u> (song-transportation)</p> <p><u><a href="https://www.youtube.com/watch?v=pw1fMGWGb-8">https://www.youtube.com/watch?v=pw1fMGWGb-8</a></u> (asking direction)</p> <p><u><a href="https://www.youtube.com/watch?v=eYg4dCpkjg8">https://www.youtube.com/watch?v=eYg4dCpkjg8</a></u> (major cities in China)</p> <p><u><a href="https://www.rocketlanguages.com/chinese/vocabulary/shopping-in-chinese">https://www.rocketlanguages.com/chinese/vocabulary/shopping-in-chinese</a></u> (vocabulary and phrases related to shopping)</p> <p><u><a href="https://www.youtube.com/watch?v=Sn2DuSW360s">https://www.youtube.com/watch?v=Sn2DuSW360s</a></u> (shops)</p> <p><u><a href="https://www.youtube.com/watch?v=b3-v_QekswE&amp;list=PLJXGZx1aGH5hOa1QEMFLDHGiXt2baGR1">https://www.youtube.com/watch?v=b3-v_QekswE&amp;list=PLJXGZx1aGH5hOa1QEMFLDHGiXt2baGR1</a></u> (travel to Beijing)</p> <p><u><a href="https://www.youtube.com/watch?v=MObkIsrpDEU">https://www.youtube.com/watch?v=MObkIsrpDEU</a></u> (Chinese geography-songs of names of cities in China)</p> <p><u><a href="https://www.youtube.com/watch?v=imhmBI3HdCk">https://www.youtube.com/watch?v=imhmBI3HdCk</a></u> (song of commands)</p> <p><u><a href="https://resources.allsetlearning.com/chinese/grammar/Giving_commands">https://resources.allsetlearning.com/chinese/grammar/Giving_commands</a></u> (vocabulary/sentences related to giving commands)</p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIIH**  
**UNIT III: Nature and the Environment**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently.</p> <p><b>Interpretive</b>  7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p><b>Interpersonal</b>  7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.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.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p>	<p>Environmental issues impact us all worldwide. We may not be able to control what others do but we can control our own actions and have an environmentally friendly attitude. Individual and local efforts can collectively produce a positive impact on the environment.</p>	<ul style="list-style-type: none"> <li>Why should I be disturbed by growing environmental concerns?</li> </ul>
	<p>The effects of human behavior on ecosystems have complex and long-term consequences for the planet.</p>	<ul style="list-style-type: none"> <li>How do human activities impact wildlife and different environments?</li> </ul>
	<p>Lifestyle, cultural values and government issues influence perception of environmental issues and conservation.</p>	<ul style="list-style-type: none"> <li>How do different cultures approach environmental issues and conservation?</li> </ul>
	<p style="text-align: center;"><b>KNOWLEDGE</b></p>	
	<p><b>Students will know:</b></p> <p>Vocabulary pertaining to nature, pollution, the environment, and conservation.</p> <p>Appropriate structures to express necessity, wants, and personal opinions.</p>	
	<p><b>Students will be able to:</b></p> <p>Recognize vocabulary pertaining to the environment and environmental issues.</p> <p>Poll classmates to ascertain which environmental issues they believe are the most pressing and share that information with the class.</p> <p>Express opinions about environmental issues.</p> <p>Create a list of ten environmental resolutions, e.g. <i>It is essential that we recycle.</i></p> <p>Work collaboratively to choose, read and discuss an article about an environmental issue. (French,</p>	



	<p>A good strategy to understand a reading in the target language is to look for previously learned vocabulary and cognates, use context clues and visuals or graphics to help infer meaning.</p> <p><b>Vocabulary:</b> Ecology and the environment, pollution, ecological movements (ASL, French, Spanish), recycling and conservation, environmental concerns, natural resources, impersonal expressions</p>	<p>Scan an infographic about the environment and have a conversation in small groups about the content. Read and interpret authentic material, i.e. an article for schoolchildren on the environment. (French, Spanish, Chinese)</p> <p>Read a fable related to the environment, take notes on important details, and retell the fable in their own words. (French, Spanish, Chinese)</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Reading about geographical features or national parks in the target language and responding to open-ended questions on the article. (<i>interpretive reading</i>)</li> <li>• Conducting a class debate about environmental issues. (<i>interpersonal</i>)</li> <li>• Writing a letter or an article about an ecological concern. (<i>presentational writing</i>)</li> <li>• Creating a presentation on an environmental issue or concern they are passionate about. (<i>presentational speaking</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Role-Playing</li> <li>• Teaching Proficiency through Reading and Storytelling (TPRS)</li> <li>• Authentic readings</li> <li>• Group discussion to express opinions on current ecological issues</li> <li>• Listening activities</li> <li>• Research current environmental issues</li> <li>• Group-work</li> <li>• Class discussions</li> <li>• Presentations</li> <li>• Self-assessment/peer assessment</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIIH**  
**UNIT III: Nature and the Environment**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 Weeks	<b>Unit III: Nature &amp; Environment</b> <ul style="list-style-type: none"> <li>• Environmental Issues</li> <li>• Ecology</li> <li>• Nature</li> <li>• Conservation</li> <li>• Expressing opinions &amp; concerns</li> </ul>	<b>French Resources:</b> <a href="https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=219&amp;start_unit=4&amp;toc_location=75900">https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=219&amp;start_unit=4&amp;toc_location=75900</a>  <a href="http://www.1jour1actu.com/planete/quiz-deviens-incollable-sur-la-reduction-des-dechets/">http://www.1jour1actu.com/planete/quiz-deviens-incollable-sur-la-reduction-des-dechets/</a>  <a href="http://www.1jour1actu.com/info-animee/lannee-2016-en-video-la-fin-des-sacs-plastique/">http://www.1jour1actu.com/info-animee/lannee-2016-en-video-la-fin-des-sacs-plastique/</a> (animation harm of plastic bags)  <a href="http://www.1jour1actu.com/planete/des-sacs-plastique-bons-pour-la-planete/">http://www.1jour1actu.com/planete/des-sacs-plastique-bons-pour-la-planete/</a> (Article plastic pollution)  <a href="http://www.1jour1actu.com/info-animee/cest-quoi-une-espece-menacee/">http://www.1jour1actu.com/info-animee/cest-quoi-une-espece-menacee/</a>  <a href="http://www.1jour1actu.com/info-animee/pourquoi-faut-il-protger-les-oceans/">http://www.1jour1actu.com/info-animee/pourquoi-faut-il-protger-les-oceans/</a>  <a href="http://www.1jour1actu.com/info-animee/12-solutions-pour-le-climat/">http://www.1jour1actu.com/info-animee/12-solutions-pour-le-climat/</a>  <a href="http://www.1jour1actu.com/france/stop-aux-dechets/">http://www.1jour1actu.com/france/stop-aux-dechets/</a> (pollution)  <a href="http://www.1jour1actu.com/info-animee/reduction-des-dechets/">http://www.1jour1actu.com/info-animee/reduction-des-dechets/</a>  <a href="http://www.1jour1actu.com/monde/les_ocans_en_danger/">http://www.1jour1actu.com/monde/les_ocans_en_danger/</a> (article oceans)  <a href="http://www.1jour1actu.com/planete/un-apiculteur-se-mobilise-pour-sauver-les-abeilles-56412/">http://www.1jour1actu.com/planete/un-apiculteur-se-mobilise-pour-sauver-les-abeilles-56412/</a>

		<p><a href="http://www.ljourlactu.com/planete/pic-de-pollution-il-faut-changer-dair-72304/">http://www.ljourlactu.com/planete/pic-de-pollution-il-faut-changer-dair-72304/</a> (article pollution)</p> <p><a href="http://www.ljourlactu.com/planete/cop-22-31843/">http://www.ljourlactu.com/planete/cop-22-31843/</a> (Cop21 &amp; Cop22)</p> <p><a href="https://www.scribd.com/document/87474664/Dix-Gestes-pour-sauver-la-Planete">https://www.scribd.com/document/87474664/Dix-Gestes-pour-sauver-la-Planete</a> (infographique)</p> <p><b>Spanish Resources:</b></p> <p><a href="http://chile.travel/que-hacer/naturaleza/ecoturismo/">http://chile.travel/que-hacer/naturaleza/ecoturismo/</a></p> <p><a href="https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=87&amp;start_unit=4&amp;toc_location=508">https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=87&amp;start_unit=4&amp;toc_location=508</a></p> <p><a href="https://www.youtube.com/watch?v=pH1CKLcqtU">https://www.youtube.com/watch?v=pH1CKLcqtU</a> (you tube-clip)</p> <p><a href="https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=87&amp;start_unit=4&amp;toc_location=50813">https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=87&amp;start_unit=4&amp;toc_location=50813</a></p> <p><a href="http://www.conozcacostarica.com/parques/parquesnacionales.htm">http://www.conozcacostarica.com/parques/parquesnacionales.htm</a> (natural parks in Costa Rica)</p> <p><a href="https://www.youtube.com/watch?v=zghzU619B38">https://www.youtube.com/watch?v=zghzU619B38</a> (Latinoamérica salvaje)</p> <p><a href="https://www.youtube.com/watch?v=myTVoqCCk4k">https://www.youtube.com/watch?v=myTVoqCCk4k</a></p> <p><a href="http://www.todoele.net/actividades/Actividad_maint.asp?ActividadesPage=5&amp;Actividad_id=656">http://www.todoele.net/actividades/Actividad_maint.asp?ActividadesPage=5&amp;Actividad_id=656</a> (de tapas por Triana)</p> <p><a href="http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=imperativo&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=622">http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=imperativo&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=622</a> (el español latinoamericano: Buenos Aires)</p> <p><a href="http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=imperativo&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=364">http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=imperativo&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=364</a> (la publicidad turística)</p> <p><a href="http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=imperativo&amp;ActividadesPage=2&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=407">http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=imperativo&amp;ActividadesPage=2&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=407</a> (pedir y dar direcciones)</p>
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		<p><a href="http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=imperativo&amp;ActividadesPage=2&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=629">http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=imperativo&amp;ActividadesPage=2&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=629</a> (solo se vive una vez)</p> <p><a href="http://quijotesancho.com/cultura/arte-literatura/">http://quijotesancho.com/cultura/arte-literatura/</a> (arte &amp; literatura)</p> <p><b>ASL Resources:</b></p> <p><a href="https://www.youtube.com/watch?v=wXjLZumGoQk">https://www.youtube.com/watch?v=wXjLZumGoQk</a> (save Earth)</p> <p><a href="https://www.youtube.com/watch?v=kPYCPANfVfc">https://www.youtube.com/watch?v=kPYCPANfVfc</a> (nature signs)</p> <p><a href="https://www.youtube.com/watch?v=diWPsb35QsY">https://www.youtube.com/watch?v=diWPsb35QsY</a> (Three caterpillars)</p> <p><a href="https://www.youtube.com/watch?v=ON-HP8Db18A">https://www.youtube.com/watch?v=ON-HP8Db18A</a> (weather report)</p> <p><a href="https://www.youtube.com/watch?v=IVG46IVPeyo">https://www.youtube.com/watch?v=IVG46IVPeyo</a> (weather report)</p> <p><a href="https://www.youtube.com/watch?v=kz_0k0PkoU">https://www.youtube.com/watch?v=kz_0k0PkoU</a> (water cycle)</p> <p><b>Chinese Resources:</b></p> <p><a href="https://www.youtube.com/watch?v=5vTq7nAlrm4">https://www.youtube.com/watch?v=5vTq7nAlrm4</a> (video about importance of reforestation, tree-planting day)</p> <p><a href="https://www.youtube.com/watch?v=hmKsJfQwLjA">https://www.youtube.com/watch?v=hmKsJfQwLjA</a> (video about protection of animals and importance of reforestation)</p> <p><a href="https://www.chineseclass101.com/chinese-vocabulary-lists/green-vocabulary-for-earth-day/">https://www.chineseclass101.com/chinese-vocabulary-lists/green-vocabulary-for-earth-day/</a> (Vocabulary related to environment with pinyin, characters, and pronunciation)</p> <p><a href="https://www.50languages.com/vocab/learn/en/zh/9/">https://www.50languages.com/vocab/learn/en/zh/9/</a> (Vocabulary related to environment with pictures, pinyin, characters, and pronunciation)</p> <p><a href="https://quizlet.com/87467525/mandarin-environment-vocabulary-character-recognition-flash-cards/">https://quizlet.com/87467525/mandarin-environment-vocabulary-character-recognition-flash-cards/</a> (Flashcards related to vocabulary of environment)</p>
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		<a href="http://www.dtdmap.com/china/zhongguoquantu/2494.html"><u>http://www.dtdmap.com/china/zhongguoquantu/2494.html</u></a> <i>(Map of distribution of sand storms in China)</i>  <a href="https://3g.dlxz.net/rili/rilibiao/art253371.aspx"><u>https://3g.dlxz.net/rili/rilibiao/art253371.aspx</u></a> <i>(Season of sand storms in China)</i>  <a href="http://www.progressingeography.com/article/2018/1007-6301/1007-6301-37-4-495/img_5.png.html"><u>http://www.progressingeography.com/article/2018/1007-6301/1007-6301-37-4-495/img_5.png.html</u></a> <i>(map of distribution of flood in China)</i>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIIH**  
**UNIT IV: Workplace and Careers**

<b>STANDARDS / GOALS:</b> The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently.  <b>Interpretive</b> 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.  7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.  7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.  7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.  7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.  7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.  <b>Interpersonal</b> 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.  7.1.IL.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.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The society in which we are raised influences how we balance work and life.	<ul style="list-style-type: none"> <li>How does where I live affect the way I see my work or career?</li> </ul>
	The world economy influences many aspects of our social, cultural, and professional lives.	<ul style="list-style-type: none"> <li>How does the economy of the target country impact professional opportunities and our everyday lives?</li> </ul>
	KNOWLEDGE	SKILLS
	<b>Students will know:</b>  Vocabulary pertaining to professions, curriculum vitae (cv), employment and education.  A strategy to help understand the target language is to look for the similarities between that language and English. (French, Spanish, Chinese)        A strategy to help understand American Sign Language is to look for familiar shapes or movements within signs and to watch for body language and facial expressions.        Appropriate structures to express future events.	<b>Students will be able to:</b>  Identify, describe, and discuss various careers and professions.  Listen to or watch someone describing what he or she does for a living and identify his or her job or profession.  Read a series of descriptions and match them with their corresponding profession. (French, Spanish, Chinese)  Recognize a description of a job signed to them and sign the matching vocabulary. (ASL)  Sign a description of a particular job and what an employee needs to do for that job. (ASL)  Poll their classmates to gather information on their future career goals.

<p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p><b>Presentational</b></p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> <p>7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p> <p><b>Technology Standards:</b></p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p>	<p>Basic rules of etiquette for workplaces in target language countries are different around the world.</p> <p>Not all countries offer the same benefits to their workers. What is considered normal practice and a basic right in one country might seem like a luxury in another.</p> <p>Basic information about the economic system in the United States and target language countries.</p> <p>Labor movement, workers' rights and benefits as they pertain to target cultures.</p>	<p>Discuss future career information from the class poll and determine which careers are the most popular in the class and why.</p> <p>Compare and contrast the information gathered from the class poll with current statistics for current and future professions in the United States and abroad.</p> <p>Role-play different professionals while asking and answering questions of each other to determine which profession each is. (French, Spanish, Chinese)</p> <p>Write a classified ad describing a job opening and requirements. (French, Spanish, Chinese)</p> <p>Hold a conversation with someone about an after-school job opportunity.</p> <p>Recognize good etiquette/manners with other employees and administration staff in target language countries or situations.</p> <p>Write a personal curriculum vitae and present it to classmates.</p> <p>Simulate a job interview.</p> <p>Have a class discussion on benefits associated with working in the United States.</p> <p>Debate minimum wage in US versus target culture.</p> <p>Discuss the rights of a Deaf employee. (ASL)</p> <p>Read a short article or examine an infographic about benefits associated with working in a target language country. (French, Spanish, Chinese)</p>
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	<p>Basic structures needed to express necessity, personal opinion, will and emotion.</p> <p>It is helpful to use background knowledge and listen/watch for specific information in order to understand the main idea of a video.</p> <p><b>Vocabulary:</b> Workplace, professions, job interviews, phone calls, text messages, discussing one's work, labor unions and worker rights, terms for discussing one's future</p>	<p>Create a chart showing the similarities and differences in the benefit systems in the United States and a target language country based on written documents and infographics.</p> <p>Read and discuss an article on workers' rights, equality, and representation in the target language. (French, Spanish)</p> <p>Express their opinion about different careers and the pros and cons of these professions.</p> <p>Watch an authentic video on jobs in a target language country or in the Deaf community and show understanding of the main idea.</p> <p>Compose an email for a job opening. (French, Spanish, Chinese)</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Listening to an authentic audio and/or visual media and summarizing the content. (<i>interpretive listening</i>)</li> <li>• Identify and discussing a possible future career in a small group. (<i>interpersonal</i>)</li> <li>• Creating and recording a student-prepared interview skit. (<i>presentational speaking &amp; writing</i>)</li> <li>• Writing a resume in the format used in the target culture. (<i>presentational writing</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Role-playing</li> <li>• Teaching Proficiency through Reading and Storytelling (TPRS)</li> <li>• Total Physical Response (TPR)</li> <li>• Authentic readings</li> <li>• Listening activities</li> <li>• Group-work</li> <li>• Class discussions</li> <li>• Presentations</li> <li>• Self-assessment/peer assessment</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIIH**  
**UNIT IV: Workplace and Careers**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 Weeks	<b>Unit II: Workplace and Careers</b> <ul style="list-style-type: none"> <li>• Careers and Professions</li> <li>• Future goals and plans</li> <li>• Opinions on career paths</li> <li>• Workers' Rights</li> </ul>	<b>French Resources:</b> <a href="https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=263&amp;start_unit=6&amp;toc_location=75913">https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=263&amp;start_unit=6&amp;toc_location=75913</a>  <a href="https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=264&amp;start_unit=6&amp;toc_location=75961">https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=264&amp;start_unit=6&amp;toc_location=75961</a>  <a href="http://www.1jourlactu.com/info-animee/peut-on-travailler-quand-on-est-handicape/">http://www.1jourlactu.com/info-animee/peut-on-travailler-quand-on-est-handicape/</a> (article)  <a href="http://www.1jourlactu.com/planete/mon-metier-soigneur-de-reptiles-93720/">http://www.1jourlactu.com/planete/mon-metier-soigneur-de-reptiles-93720/</a> (article)  <a href="http://www.1jourlactu.com/planete/mon-metier-soigneur-de-reptiles-93720/">http://www.1jourlactu.com/planete/mon-metier-soigneur-de-reptiles-93720/</a> (article)  <a href="http://www.1jourlactu.com/info-animee/travail-des-enfants/">http://www.1jourlactu.com/info-animee/travail-des-enfants/</a> (video)  <a href="http://www.1jourlactu.com/info-animee/pourquoi-y-a-t-il-une-fete-du-travail/">http://www.1jourlactu.com/info-animee/pourquoi-y-a-t-il-une-fete-du-travail/</a> (video)  <a href="http://www.1jourlactu.com/info-animee/pourquoi-existe-t-il-un-salaire-minimum/">http://www.1jourlactu.com/info-animee/pourquoi-existe-t-il-un-salaire-minimum/</a> (video)  <a href="http://www.1jourlactu.com/info-animee/est-ce-que-youtubeur-cest-un-metier/">http://www.1jourlactu.com/info-animee/est-ce-que-youtubeur-cest-un-metier/</a> (video debate)  <a href="http://www.1jourlactu.com/info-animee/peut-on-travailler-quand-on-est-handicape/">http://www.1jourlactu.com/info-animee/peut-on-travailler-quand-on-est-handicape/</a>

		<p><a href="https://www.youtube.com/channel/UCIV-NTLRUBzAY404qiQ1OYw">https://www.youtube.com/channel/UCIV-NTLRUBzAY404qiQ1OYw</a> (pole emploi videos)</p> <p><a href="http://www.pole-emploi.fr/accueil/">http://www.pole-emploi.fr/accueil/</a> (pole emploi)</p> <p><a href="http://www.1jour1actu.com/info-animee/conges-payes/">http://www.1jour1actu.com/info-animee/conges-payes/</a> (article)</p> <p><b>Spanish Resources:</b></p> <p><a href="https://m3a.vhlcentral.com/instructor/contents/56?display_lesson=78&amp;st_art_unit=4&amp;toc_location=48848">https://m3a.vhlcentral.com/instructor/contents/56?display_lesson=78&amp;st_art_unit=4&amp;toc_location=48848</a></p> <p><a href="https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=90&amp;st_art_unit=7&amp;toc_location=50388">https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=90&amp;st_art_unit=7&amp;toc_location=50388</a></p> <p><a href="https://www.google.com/search?site=&amp;source=hp&amp;q=infografia+in+spanish&amp;oq=infografia+in+spanish">https://www.google.com/search?site=&amp;source=hp&amp;q=infografia+in+spanish&amp;oq=infografia+in+spanish</a></p> <p><a href="https://www.oficinaempleo.com/">https://www.oficinaempleo.com/</a> (employment office)</p> <p><a href="https://www.youtube.com/watch?v=26MhFFPlS9c">https://www.youtube.com/watch?v=26MhFFPlS9c</a> (Carrera de infografia)</p> <p><a href="http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=imperativo&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=233">http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=imperativo&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=233</a> (Jóvenes emprendedores)</p> <p><a href="http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=imperativo&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=344">http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=imperativo&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=344</a> (La internacionalización)</p> <p><a href="http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=arte&amp;ActividadesPage=2&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=573">http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=arte&amp;ActividadesPage=2&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=573</a> (Doble check y El Whatssap)</p> <p><a href="http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=arte&amp;ActividadesPage=2&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=530">http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=arte&amp;ActividadesPage=2&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=530</a> (Comercio justo)</p> <p><b>American Sign Language Resources:</b></p>
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		<p><a href="https://www.youtube.com/watch?v=-jfRyJH7OMI">https://www.youtube.com/watch?v=-jfRyJH7OMI</a></p> <p><a href="https://www.youtube.com/watch?v=IysLbpVcuhU">https://www.youtube.com/watch?v=IysLbpVcuhU</a> (Deaf people DO have interesting jobs!)</p> <p><a href="https://www.youtube.com/watch?v=8_8QdX4qCJ4">https://www.youtube.com/watch?v=8_8QdX4qCJ4</a> (Deaf People Do Have Interesting Jobs - part 2)</p> <p><a href="https://www.youtube.com/watch?v=t7eGV-VY4II">https://www.youtube.com/watch?v=t7eGV-VY4II</a> (Deaf People DO Have Interesting Jobs in Darwin)</p> <p><a href="https://www.youtube.com/watch?v=TYEaeIfcehg">https://www.youtube.com/watch?v=TYEaeIfcehg</a> (Jobs   ASL)</p> <p><b>Chinese Resources:</b></p> <p><a href="https://www.youtube.com/watch?v=CYUxLbGLv9k&amp;list=PL5kvQVvhkStAcZs9uPepDGTd02ZeHv3w3&amp;index=4">https://www.youtube.com/watch?v=CYUxLbGLv9k&amp;list=PL5kvQVvhkStAcZs9uPepDGTd02ZeHv3w3&amp;index=4</a> (a short video-job interview)</p> <p><a href="https://www.youtube.com/watch?v=s65PvGqWYAg&amp;list=PL5kvQVvhkStAcZs9uPepDGTd02ZeHv3w3&amp;index=5">https://www.youtube.com/watch?v=s65PvGqWYAg&amp;list=PL5kvQVvhkStAcZs9uPepDGTd02ZeHv3w3&amp;index=5</a> (a short video-job interview)</p> <p><a href="https://www.youtube.com/watch?v=6bUaJ12GWWU&amp;list=PL5kvQVvhkStAcZs9uPepDGTd02ZeHv3w3&amp;index=6">https://www.youtube.com/watch?v=6bUaJ12GWWU&amp;list=PL5kvQVvhkStAcZs9uPepDGTd02ZeHv3w3&amp;index=6</a> (a short video-job interview)</p> <p><a href="https://www.youtube.com/watch?v=BA1j21d6ikk">https://www.youtube.com/watch?v=BA1j21d6ikk</a> (listening part: a short story of job interview in pinyin and characters version)</p> <p><a href="https://bendigomandarin.weebly.com/resume-samples.html">https://bendigomandarin.weebly.com/resume-samples.html</a> (Reading-resume samples in Chinese)</p> <p><a href="https://www.chineseclass101.com/chinese-vocabulary-lists/jobs/">https://www.chineseclass101.com/chinese-vocabulary-lists/jobs/</a> (vocabulary related to jobs with sentences, pinyin, characters, pronunciation)</p> <p><a href="http://www.cnjob.com">http://www.cnjob.com</a> (authentic Chinese website for job openings in China)</p> <p><a href="https://qd.58.com/job.shtml">https://qd.58.com/job.shtml</a> (authentic Chinese website for job openings in China)</p> <p><a href="https://www.youtube.com/watch?v=IkvnWuz9_mk">https://www.youtube.com/watch?v=IkvnWuz9_mk</a></p>
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		<i>(video about how to introduce yourself in a very formal company meeting)</i>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIIH**  
**UNIT V: The Arts**

<b>STANDARDS / GOALS:</b> The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Art can reflect many aspects of a society including cultural norms, values, and belief systems.	<ul style="list-style-type: none"> <li>How does art reflect and affect culture?</li> </ul>
<b>Interpretive</b> 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.	The definition or meaning of art depends on the point of view of the audience.	<ul style="list-style-type: none"> <li>What is art?</li> </ul>
7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.	<b>KNOWLEDGE</b>	<b>SKILLS</b>
7.1.IL.A.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.  7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.  7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.  7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.  7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.  <b>Interpersonal</b> 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.	<b>Students will know:</b>  Vocabulary pertaining to art, films, literature, and music.  The Deaf world is full of different forms of art, just like the hearing world, these include theater, music, art, dance, etc.  Music and dance in the Deaf world depend on the feeling of vibration from the music.  Vocabulary pertaining to colors, textures, size, and other adjectives.  Appropriate structures to express personal opinions and preferences.  Appropriate structures to make comparisons.  Appropriate structures to express likes and dislikes and to ask questions.	<b>Students will be able to:</b>  Recognize vocabulary pertaining to the arts.  Listen to/watch signed descriptions of different works of art and identify the work based on the description.  Identify different works of art by reading a description. (French, Spanish, Chinese)  Describe works of art and discuss preferences with fellow classmates.  Compare and contrast various art forms and styles with appropriate vocabulary.  Interview a fellow classmate and discuss art and media preferences.

<p>7.1.IL.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.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p><b>Presentational</b></p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> <p><b>Technology Standards:</b></p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p>	<p>Structure for commands and vocabulary pertaining to ordinal numbers.</p> <p>Functional phrases for talking about a performance.</p> <p>Art can reflect cultural movements and current events.</p>	<p>Give and follow a series of directions related to an art project.</p> <p>Collaborate in groups of three to create a work of art (i.e. drawing, music, poem, story) and present it to the class using expressions of personal opinion and preference.</p> <p>Interpret a museum guide, a concert advertisement, a film review, and explain to a small group. (French, Spanish, Chinese)</p> <p>Create weekend plans with classmate to view different forms of art. (music, museum, theatre, film etc.)</p> <p>Read and interpret an authentic text dealing with a particular work of art and identify the main idea. (French, Spanish, Chinese)</p> <p>Recognize important artists from the target cultures.</p> <p>Match some major works of art with the artists.</p> <p>Survey classmates about the ways in which art influences their everyday life.</p> <p>Read a series of film reviews and match them up with the movie posters. (French, Spanish, Chinese)</p> <p>Watch a signed series of film reviews and match them up with the movie posters. (ASL)</p> <p>Discuss how films are rated and awarded in target cultures i.e. Oscars, César, Los Premios Ariel, The Golden Rooster Awards, Hundred Flowers Awards. (French, Spanish, Chinese)</p>
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<p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p>	<p>In order to hold a conversation in the target language, it is necessary to use both speaking and listening skills for French, Spanish and Chinese and it is necessary to use receptive and expressive skills in American Sign Language.</p> <p>A good strategy to use when listening to a passage in another language is to listen for familiar words and cognates and extrapolate meaning from what is understood. It is not necessary to understand every word in order to understand the general meaning of what is being said.</p> <p>A good strategy to use when listening to a passage in Chinese is to listen for familiar words and look for artistic concepts in the context. (Chinese)</p> <p>Signs pertaining to storytelling. (ASL)</p> <p>Characteristics of poetic devices.</p> <p>The National Theater of the Deaf is largely responsible for transforming the lives of many by revealing the talents of deaf people.</p>	<p>Compare and contrast different styles of dance in different regions of target language countries. (French, Spanish, Chinese)</p> <p>Listen to a song from the target culture and be able to discuss what the artist is trying to say. (French, Spanish, Chinese)</p> <p>Listen to a song from the target culture and complete a cloze reading activity. (French, Spanish, Chinese)</p> <p>Watch a signed nursery rhyme and draw a picture to show understanding of the story. (ASL)</p> <p>Watch a children's story in ASL and retell the story to the class. (ASL)</p> <p>Narrate a story from a literature book. (i.e. children's book) (ASL)</p> <p>Watch a signed play performance from Deaf American theaters and discuss in small groups. (ASL)</p> <p>Create a skit of their choosing to create their own signed theater performance. (ASL)</p> <p>Read poem and recognize stylistic devices within such as metaphors, repetition, and parallelism.</p> <p>Scan an infographic about an art form and answer questions about the content.</p> <p>Read about the National Theater of the Deaf and create a signed video as a reflection piece on what they have learned.</p>
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	<b>Vocabulary:</b> Theatre and performing arts, cinema, fine arts, artists and museums, expressions of doubt, disbelief, and uncertainty, feelings and opinions	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Listening to and identifying descriptions of works of art. (<i>interpretive listening</i>)</li> <li>• Reading about fine arts in the target culture. (<i>interpretive reading</i>)</li> <li>• Conversing with a partner about weekend plans to visit various art venues. (<i>interpersonal</i>)</li> <li>• Preparing and presenting a demonstration about an artist from the target culture. (<i>presentational</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Role-playing</li> <li>• Teaching Proficiency through Reading and Storytelling (TPRS)</li> <li>• Total Physical Response (TPR)</li> <li>• Authentic readings</li> <li>• Listening activities</li> <li>• Research fine arts in target language</li> <li>• Research individual artists</li> <li>• Group-work</li> <li>• Class discussions</li> <li>• Presentations</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**World Language IIIH**  
**UNIT V: The Arts**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 Weeks	<b>Unit V: The Arts</b> <ul style="list-style-type: none"> <li>• Theatre and performing arts</li> <li>• Fine Arts</li> <li>• Expressions of opinion and comparisons</li> <li>• Arts in the target culture</li> </ul>	<b>French Resources:</b> <a href="https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=267&amp;start_unit=8&amp;toc_location=75976">https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=267&amp;start_unit=8&amp;toc_location=75976</a>  <a href="https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=268&amp;start_unit=8&amp;toc_location=76035">https://m3a.vhlcentral.com/instructor/contents/73?display_lesson=268&amp;start_unit=8&amp;toc_location=76035</a>  <a href="http://www.ljournalactu.com/info-animee/cest-qui-picasso/">http://www.ljournalactu.com/info-animee/cest-qui-picasso/</a> (video)  <a href="http://www.ljournalactu.com/culture/fij-comedienne-86589/">http://www.ljournalactu.com/culture/fij-comedienne-86589/</a> (article)  <a href="http://www.ljournalactu.com/culture/vive-les-comedies-musicales-99698/">http://www.ljournalactu.com/culture/vive-les-comedies-musicales-99698/</a> (article)  <a href="http://www.ljournalactu.com/culture/jai-ete-juree-pour-le-festival-de-la-bd-89914/">http://www.ljournalactu.com/culture/jai-ete-juree-pour-le-festival-de-la-bd-89914/</a> (article)  <a href="http://www.ljournalactu.com/info-animee/depuis-combien-de-temps-les-hommes-font-de-la-musique/">http://www.ljournalactu.com/info-animee/depuis-combien-de-temps-les-hommes-font-de-la-musique/</a> (video)  <a href="http://www.ljournalactu.com/info-animee/cest-quoi-une-comedie-musicale/">http://www.ljournalactu.com/info-animee/cest-quoi-une-comedie-musicale/</a> (video)  <a href="http://www.ljournalactu.com/info-animee/a-quoi-ca-sert-la-poesie/">http://www.ljournalactu.com/info-animee/a-quoi-ca-sert-la-poesie/</a> (video)  <a href="http://www.ljournalactu.com/info-animee/cest-quoi-la-difference-entre-les-cesars-et-les-oscars/">http://www.ljournalactu.com/info-animee/cest-quoi-la-difference-entre-les-cesars-et-les-oscars/</a> (video)

		<p><a href="http://www.ljourlactu.com/info-animee/comment-fait-on-un-dessin-anime-2/">http://www.ljourlactu.com/info-animee/comment-fait-on-un-dessin-anime-2/</a> (video)</p> <p><a href="http://www.ljourlactu.com/info-animee/ca-sert-a-quoi-la-palme-dor/">http://www.ljourlactu.com/info-animee/ca-sert-a-quoi-la-palme-dor/</a> (video)</p> <p><a href="http://www.ljourlactu.com/info-animee/qui-a-invente-le-cinema/">http://www.ljourlactu.com/info-animee/qui-a-invente-le-cinema/</a> (video)</p> <p><b>Spanish Resources:</b></p> <p><a href="https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=91&amp;start_unit=8&amp;toc_location=50925">https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=91&amp;start_unit=8&amp;toc_location=50925</a> (Panorama chapter 8 Descubre)</p> <p><a href="https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=91&amp;start_unit=8&amp;toc_location=50912">https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=91&amp;start_unit=8&amp;toc_location=50912</a> (chapter 8 vhl central)</p> <p><a href="https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=91&amp;start_unit=8&amp;toc_location=50914">https://m3a.vhlcentral.com/instructor/contents/57?display_lesson=91&amp;start_unit=8&amp;toc_location=50914</a> (fotonovela)</p> <p><a href="https://www.youtube.com/watch?v=CZPTf4Igbew">https://www.youtube.com/watch?v=CZPTf4Igbew</a> (video Picasso)</p> <p><a href="https://www.youtube.com/watch?v=MJ7eiE8ulOA">https://www.youtube.com/watch?v=MJ7eiE8ulOA</a> (video Diego Rivera)</p> <p><a href="http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=arte&amp;ActividadesPage=2&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=418">http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=arte&amp;ActividadesPage=2&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=418</a> (descripción de un cuadro)</p> <p><a href="http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=arte&amp;ActividadesPage=2&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=131">http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=arte&amp;ActividadesPage=2&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=131</a> (describimos con Seurat)</p> <p><a href="http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=arte&amp;ActividadesPage=2&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=341">http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=arte&amp;ActividadesPage=2&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=341</a> (el cine)</p> <p><a href="http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=arte&amp;ActividadesPage=3&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=145">http://www.todoele.net/actividades/Actividad_maint.asp?s_keyword=arte&amp;ActividadesPage=3&amp;s_gramatica=&amp;s_funciones=&amp;s_cultura=&amp;Actividad_id=145</a> (el Guernica)</p> <p><a href="https://www.youtube.com/watch?feature=endscreen&amp;NR=1&amp;v=UBfNLU68Pw0">https://www.youtube.com/watch?feature=endscreen&amp;NR=1&amp;v=UBfNLU68Pw0</a> (Popol Vuh)</p>
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		<p><b>American Sign Language Resources:</b>  <a href="http://ntd.org/">http://ntd.org/</a> (National Theatre of the Deaf)  <a href="https://www.verywell.com/deaf-culture-deaf-theatre-1048592">https://www.verywell.com/deaf-culture-deaf-theatre-1048592</a> (History of Theatre in the Deaf Community)  <a href="http://www.rit.edu/ntid/deaftheatre/">http://www.rit.edu/ntid/deaftheatre/</a> (Deaf theatre of the Deaf)  <a href="https://www.newyorkdeaftheatre.org/">https://www.newyorkdeaftheatre.org/</a> (New York Deaf Theatre)  <a href="http://www.deafwest.org/">http://www.deafwest.org/</a> (Deaf West Theater)  <a href="http://1001booksinasl.blogspot.com/">http://1001booksinasl.blogspot.com/</a>  <a href="https://www.youtube.com/user/1001booksinASL">https://www.youtube.com/user/1001booksinASL</a> (1001 Books in ASL)  <a href="http://www.deafread.com/blogger/892">http://www.deafread.com/blogger/892</a> (Deaf Read Blogs and Vlogs)  <a href="https://www.youtube.com/watch?v=g-8QYknt00Y&amp;list=PLQpOIWBpp2ywUVP-8pPpMQwUj_8kx3kvs">https://www.youtube.com/watch?v=g-8QYknt00Y&amp;list=PLQpOIWBpp2ywUVP-8pPpMQwUj_8kx3kvs</a> (nursery rhymes)</p> <p><b>Chinese Resources:</b>  <a href="https://www.youtube.com/watch?v=s3P47XF9DxA">https://www.youtube.com/watch?v=s3P47XF9DxA</a>  (Video about traditional Chinese dance)  <a href="https://www.youtube.com/watch?v=7bj7JjLzBfM">https://www.youtube.com/watch?v=7bj7JjLzBfM</a>  (Video about traditional Chinese dance)  <a href="https://www.youtube.com/watch?v=Qrac03Z2Vfw">https://www.youtube.com/watch?v=Qrac03Z2Vfw</a>  (Traditional Chinese musical instruments: pipa)  <a href="https://www.youtube.com/watch?v=xSLAM5dUsJo">https://www.youtube.com/watch?v=xSLAM5dUsJo</a>  (Traditional Chinese musical instruments: guzheng)  <a href="https://www.youtube.com/watch?v=I9VlsswKh30">https://www.youtube.com/watch?v=I9VlsswKh30</a>  (Traditional Chinese musical instruments: Chinese bamboo flute and guzheng)  <a href="https://www.youtube.com/watch?v=0MXru7cxnw4">https://www.youtube.com/watch?v=0MXru7cxnw4</a> (video about</p>
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		<p><i>traditional Chinese umbrella dance)</i></p> <p><u><a href="https://www.youtube.com/watch?v=TWc2_raZrfk">https://www.youtube.com/watch?v=TWc2_raZrfk</a></u>  <i>(Video about traditional Chinese fan dance)</i></p> <p><u><a href="https://www.youtube.com/watch?v=zQ4v8KS1AE">https://www.youtube.com/watch?v= zQ4v8KS1AE</a></u>  <i>(Chinese poem/song-Spring Moring)</i></p> <p><u><a href="https://www.youtube.com/watch?v=mz4dMF7OKU4">https://www.youtube.com/watch?v=mz4dMF7OKU4</a></u>  <i>(Chinese poems)</i></p> <p><u><a href="http://www.haoshici.com/Menghaoran29.html">http://www.haoshici.com/Menghaoran29.html</a></u> <i>(website for authentic Chinese poems in pinyin and characters)</i></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.

#### **INTERMEDIATE 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.

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

#### **INTERMEDIATE 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.

Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombination's of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

## **INTERMEDIATE 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.

At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.

## **INTERMEDIATE 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.

At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

The full ACTFL Proficiency Guidelines document can be found at: <https://www.languagetesting.com/wp/wp-content/uploads/2013/07/ACTFL-Proficiency-Guidelines-2012.pdf>

## **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.

### **Presentational Speaking:**

Intermediate-Low: I can present information on most familiar topics using a series of simple sentences

Intermediate-Mid: I can make presentations on a wide variety of familiar topics using connected sentences.

### **Presentational 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.

### **Interpretive Listening:**

Intermediate-Low: I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea 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.

### **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 or studies.

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

## Unit 1 Can Do Statements:

Can Do Statements	I'm not there <i>yet</i> .	I can do this with some help.	I can do this independently!
I can listen to a story about a summer vacation and answer questions about the story.			
I can read a short story about a trip and answer comprehension questions.			
I can ask classmates about what they did over the summer.			
I can describe my summer vacation experiences to a few classmates.			
I can explain what I did the first and last time I took a trip.			
I can describe my favorite sports. (Chinese)			
I can arrange sentences in correct order to create a complete paragraph related to leisure activities. (Chinese)			
I can have a conversation with someone about a vacation and tell them where I stayed and what I did.			
I can sequence a series of images relating to a vacation in chronological order and create a story to match those events.			
I can write a postcard or a social media post about my vacation.			
I can answer questions about places, states and countries I have visited.			
I can ask my classmates about their vacations to find out how long each vacation lasted, how many of them left home, left the state and left the country.			
I can create a chart showing the places my class visited and the duration of vacations.			
I can look at an infographic and talk about what items I would need to take on a vacation.			
I can read authentic descriptions of vacation destinations in target language and complete online or teacher made activities based on readings.			
I can compare and contrast the class data with the typical vacation taken by Americans as well as people from the target culture.			
I can deduce what the differences in data on vacations say about the different cultures we are looking at.			
I can read, listen to or view an authentic text/video and show understanding of the main idea.			
I can listen to a radio advertisement and identify information about vacation options presented.			
I can interpret title, subtitles, and images in a travel brochure and predict what I may find in the text.			
I can sign a video about a travel destination including an itinerary, cost and activities.			
I can narrate a story about a past vacation.			
I can...			
I can...			
I can...			
I can...			

**Unit 2 Can Do Statements:**

Can Do Statements	I'm not there <i>yet</i> .	I can do this with some help.	I can do this independently!
I can recognize vocabulary pertaining to cities and daily life.			
I can ask and answer questions about how I go to and from school and other places in town.			
I can compare and contrast typical city centers in other cultures with the U.S.			
I can give directions on how to get around the city to other students.			
I can ask for directions to a specific place.			
I can understand and follow directions in order to get from one place to another.			
I can talk about where I am planning to go and when.			
I can have a short conversation about where I am going, asking and giving directions to my partners.			
I can understand where to go shopping for different products in another culture.			
I can compare and contrast shopping habits in the U.S. with those of target cultures.			
I can locate my final destination on a metro map by listening to and understanding directions.			
I can read and understand a metro map and give directions to a final destination.			
I can listen to a description of a city/town and fill in the missing pieces on a map.			
I can listen to a description and identify in which place in the city a given action takes place.			
I can create a short group conversation occurring in a bank, post office, or office of tourism requiring an exchange of information or directions.			
I can read and interpret authentic material in the target language.			
I can view video clips of open-air markets in other cultures and discuss similarities and differences with classmates between US and target country.			
I can describe landscapes around town and have my partner identify the place.			
I can scan infographic and answer questions about content.			
I can compare and contrast the city layout of US cities to those in the target culture.			
I can read a poem in the target language and identify the characters, voice and supporting details. (ASL, French, Spanish)			
I can read stories in the target language and identify 5 stages of a story. (Chinese)			
I can...			
I can...			

**Unit 3 Can Do Statements:**

<b>Can Do Statements</b>	<b>I'm not there <i>yet</i>.</b>	<b>I can do this with some help.</b>	<b>I can do this independently!</b>
I can recognize vocabulary pertaining to the environment and environmental issues.			
I can ask my classmates which environmental issues they believe are the most pressing and share that information with the class.			
I can express my opinion about some environmental issues.			
I can work collaboratively to choose, read and discuss an article about an environmental issue.			
I can prepare and present information about an article on an environmental issue to the class.			
I can ask questions about a topic my classmates have presented. (ASL, French, Spanish)			
I can answer questions posed by classmates about my presentation. (ASL, French, Spanish)			
I can write an article, letter or blog post about an ecological concern.			
I can create a vlog post about an ecological concern or environmental issue.			
I can explain what ecotourism is in simple terms.			
I can locate places on a map of the world that cater to ecotourism.			
I can describe activities and hobbies involving nature.			
I can express opinions about environmental issues.			
I can describe ecological movements in a target culture. (ASL, French, Spanish)			
I can scan an infographic about the environment and have a conversation in small groups about the content.			
I can read and interpret authentic material, like an article on the environment.			
I can create a list of ten environmental resolutions.			
I can exchange letters with classmates and respond to questions on their writing.			
I can debate the importance of protecting the environment.			
I can...			

**Unit 4 Can Do Statements:**

<b>Can Do Statements</b>	<b>I'm not there <i>yet</i>.</b>	<b>I can do this with some help.</b>	<b>I can do this independently!</b>
I can identify, describe and discuss various careers and professions.			
I can listen to or watch someone describing what he or she does for a living and identify his or her job or profession.			
I can read a series of descriptions and match them with their corresponding profession.			
I can recognize a description of a job signed to me and sign the matching vocabulary word.			
I can sign a description of a particular job and what an employee needs to do for that job.			
I can ask my classmates about their future career goals.			
I can have a conversation about future career information from the class poll.			
I can determine which careers are the most popular in my class and discuss why with classmates.			
I can hold a conversation with someone about an after-school job opportunity.			
I can listen to job interviews and identify the professions based on the aural descriptions.			
I can perform a skit of a job interview.			
I can write a classified ad describing a job opening and requirements.			
I can recognize good etiquette and manners associated with working with others.			
I can discuss the benefits associated with working in the United States.			
I can read a short article or examine an infographic about benefits associated with working in a target language country.			
I can discuss an article I read with a partner.			
I can discuss the rights of a Deaf employee.			
I can create a chart showing the similarities and differences in the benefit systems in the United States and a target language country based on written documents.			
I can express my opinion about different careers and the pros and cons of these professions.			
I can watch an authentic video on jobs in a target language country and show understanding of the main idea.			
I can role-play a profession and answer my classmates questions.			
I can write a personal curriculum vitae and present it.			
I can discuss minimum wage in US and the target culture.			
I can...			
I can...			



**Unit 5 Can Do Statements:**

<b>Can Do Statements</b>	<b>I'm not there <i>yet</i>.</b>	<b>I can do this with some help.</b>	<b>I can do this independently!</b>
I can recognize vocabulary pertaining to the arts.			
I can listen to descriptions of different works of art and identify the work based on the description.			
I can identify different works of art by reading a description.			
I can describe works of art and discuss preferences with my classmates.			
I can interview a fellow classmate and discuss art and media preferences.			
I can compare and contrast various art forms and styles with appropriate vocabulary.			
I can give and follow a series of directions related to an art project.			
I can interpret a museum guide, a concert advertisement, a film review and explain it to someone else.			
I can create a work of art and present it to the class.			
I can create weekend plans with classmate to view different forms of art. (Music, museum, theatre, film etc.)			
I can read and interpret an authentic text dealing with a particular work of art and identify the main idea.			
I can recognize important artist from the target culture.			
I can match some major works of art with the artists.			
I can survey classmates about the ways in which art influences their everyday life.			
I can read a series of film reviews and match them up with the movie posters.			
I can watch a signed series of film reviews and match them up with the movie posters.			
I can listen to a song from the target culture and discuss what the artist is trying to say.			
I can listen to a song from the target culture and complete a cloze reading activity.			
I can watch a signed nursery rhyme and illustrate the story.			
I can watch a children's story signed and retell the story in ASL to the class.			
I can narrate a story in sign from a literature book.			
I can scan an infographic about an art form and answer questions about the content.			
I can discuss how films are rated and awarded in the target culture.			
I can discuss forms of dance in the target culture.			
I can read a poem and recognize some stylistic devices in it.			
I can create a reflection video about the National Theater of the Deaf.			
I can...			
I can...			
I can...			

**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

*D'accord 2: Langue et Culture du Monde Francophone*, Vista Higher Learning, ISBN 978-1605763620

*Descubre 1: Lengua y cultura del mundo hispánico*, Vista Higher Learning, ISBN 978-1618571984

*Descubre 2: Lengua y cultura del mundo hispánico*, Vista Higher Learning, ISBN 978-1618571991

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

*Integrated Chinese 1 (4<sup>th</sup> edition)*, Cheng & Tsui, Textbook, ISBN: 9781622911356

*Integrated Chinese 1 (4<sup>th</sup> edition)*, Cheng & Tsui, Workbook, ISBN: 9781622911363

*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: <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/>

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:

Google.es search “Infografía”

Pixar “short films”

[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.poll Everywhere.com](http://www.poll Everywhere.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/>

#### 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)

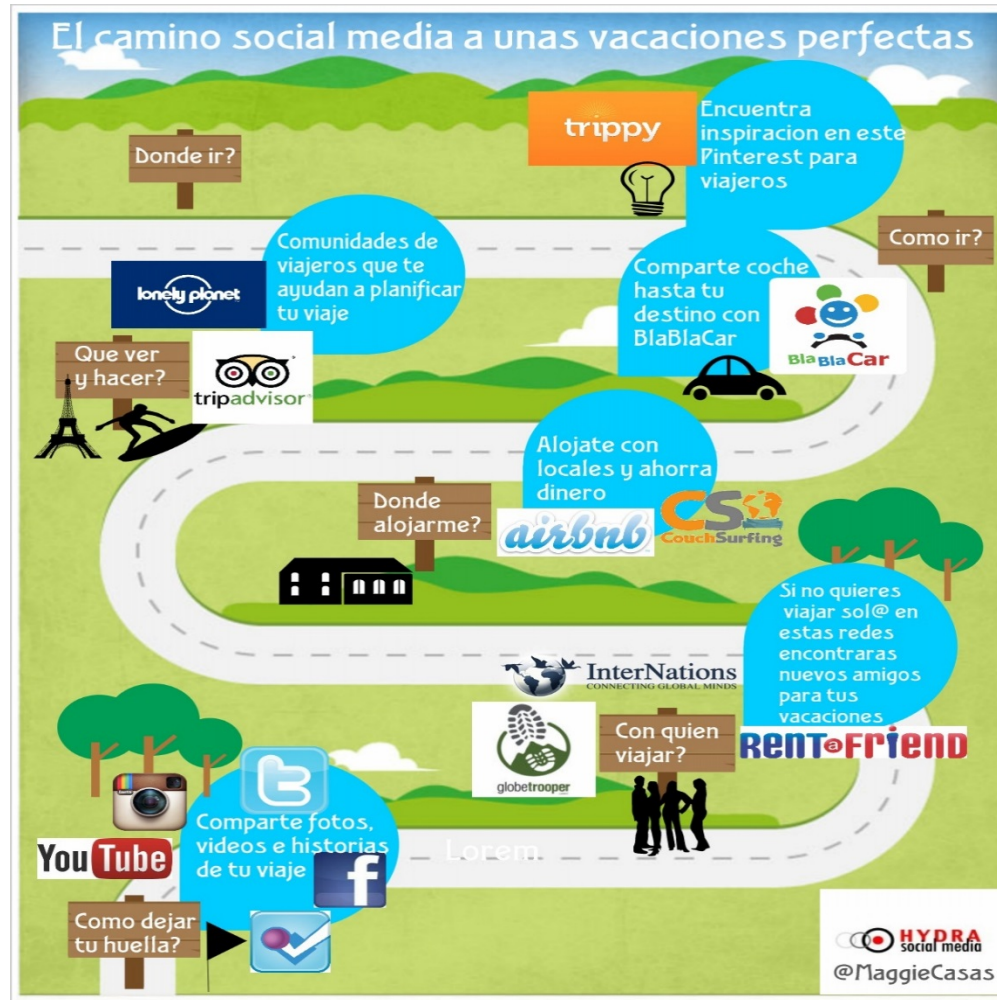
### Spanish Resources:

<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)

### Chinese Resources:

<https://www.yoyochinese.com/chinese-learning-tools/Mandarin-Chinese-pronunciation-lesson/pinyin-chart-table> (pinyin table chart with pronunciation)  
<http://www.standardmandarin.com/chinese-phrases> (Chinese phrases, tools, pinyin chart)<sup>[1][SEP]</sup>  
<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)<sup>[1][SEP]</sup>  
<https://www.creativechinese.com> (resources, culture, activities)<sup>[1][SEP]</sup>  
<http://www.digitaldialects.com/iPad/Chinese.htm> (activities for digital devices such as tablets/ipad)<sup>[1][SEP]</sup>  
<http://mandarin.sdcoe.net/cd3.html> (resources for Chinese teachers)<sup>[1][SEP]</sup>  
<http://kidschinesepodcast.com/lessons/> (resources for Chinese teachers)  
<http://www.bbc.co.uk/languages/chinese/> (resources for vocabulary, songs and activities)<sup>[1][SEP]</sup>  
<http://www.chinese-ilab.com/games/> (resources/online activities for vocabulary)<sup>[1][SEP]</sup>  
<http://www.standardmandarin.com/Chinese-Phrases/Greetings> (resources for vocabulary, pronunciation and useful sentences)  
<http://www.trainchinese.com/v2/index.php?rAp=0> (online dictionary)<sup>[1][SEP]</sup>  
<https://dictionary.writtenchinese.com> (online dictionary)

## UNIT I: Summer Vacation

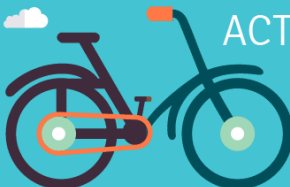


# VIAJAR

Y SUS BENEFICIOS PARA LA SALUD



AL ESTAR MÁS RELAJADO,  
MEJORA LA CALIDAD  
**DEL SUEÑO**  
Y DESCANSO NOCTURNO



AUMENTA LA  
**ACTIVIDAD FÍSICA,**  
YA SEA  
PASEANDO,  
CAMINANDO,  
NADANDO...



DISMINUYE EL NIVEL DE  
**STRESS**



LA EXPOSICIÓN **AL SOL**  
(EN HORARIOS PERMITIDOS  
Y CON FOTOPROTECCIÓN)  
FAVORECE LA SÍNTESIS  
DE VITAMINA D



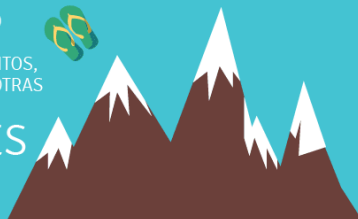
ES MÁS FÁCIL  
ENCONTRAR  
**TIEMPO**  
PARA HACER  
LO QUE TE GUSTA

SI VAS AL MAR, LOS BAÑOS CON  
**AGUA DE MAR,**  
MEJORAN LA  
TONICIDAD DE LOS  
MÚSCULOS Y LAS SALES  
Y MINERALES SON  
BENEFICIOSAS  
PARA LA PIEL



SE EJERCITA EL CEREBRO  
CON LA INCORPORACIÓN  
DE NUEVOS CONOCIMIENTOS,  
CON EL CONTACTO CON OTRAS  
REALIDADES Y CON

**DIFERENTES  
ENTORNOS**



OSPE

# el PERFECTO NIÑO VIAJERO



## LO QUE NO DEBERÍA FALTAR EN SU MALETA

Viajar con niños no te da permiso para guardar toda tu casa contigo, por ello resume y elige las cosas que menos espacio ocupen que te faciliten tu estancia y sobre todo la de tu pequeño.

-----VALENCIAFLATS-----



# Les Français et les vacances d'été



56%

des français vont partir en vacances cet été en dehors de leur domicile



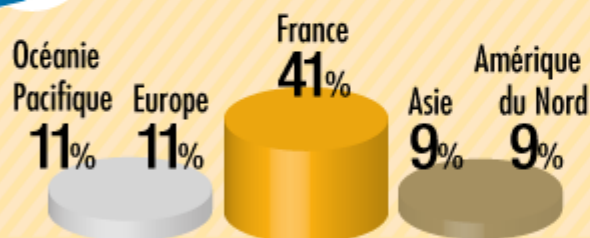
BUDGET MOYEN DÉCLARÉ PAR PERSONNE pour les vacances d'été 2014

27,7% 34,9% 15,9%

250 à 499 €, de 500 à 999 €, de 1.000 à 1.499 €.



La France : destination préférée des Français



88%

des voyageurs français estiment être influencés dans leur choix d'hébergement par les avis des internautes



500 000

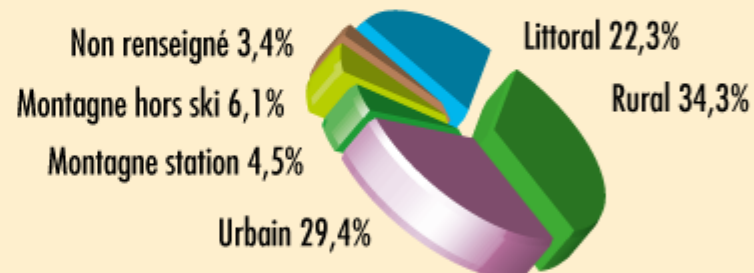
français ont fait une croisière à bord d'un paquebot en 2013



70%

des voyages en France Métropolitaine se font dans un hébergement non marchand

LES DESTINATIONS des Français en 2012



Sources : Coach Omnium - Ifop pour hotels.com - Tripadvisor - direction générale de la compétitivité, de l'industrie et des services DGIS 2013 - Francoscopie - Édition 2013 et ministère de l'Artisanat du Commerce et du Tourisme - CLIA

## LES VILLES LES PLUS ROMANTIQUES



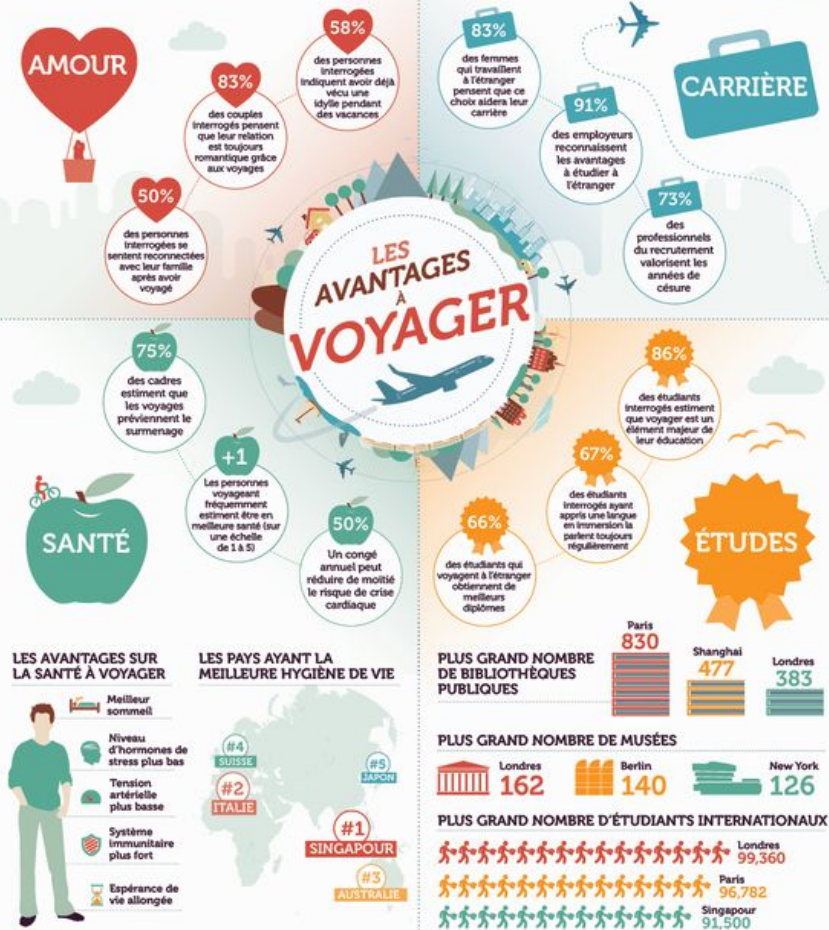
## LES NATIONS LES PLUS ROMANTIQUES



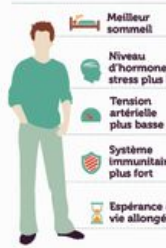
## TOP DES EMPLOIS POUR LES PERSONNES AIMANT LES VOYAGES



## EN QUOI LES VOYAGES PEUVENT AIDER VOTRE CARRIÈRE ?



## LES AVANTAGES SUR LA SANTÉ À VOYAGER



## LES PAYS AYANT LA MEILLEURE HYGIÈNE DE VIE



## PLUS GRAND NOMBRE DE BIBLIOTHÈQUES PUBLIQUES



## PLUS GRAND NOMBRE DE MUSÉES



## PLUS GRAND NOMBRE D'ÉTUDIANTS INTERNATIONAUX



**KAPLAN** INTERNATIONAL COLLEGES

Your English learning journey starts here.  
Pour plus d'infographies: <http://kaplan.do/infographics>

Sources:  
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TripAdvisor



(Retrieved from <http://so.5tu.cn/tupian/guilinlvyouguanggaotupian.html>)

来自百图汇 www.5tu.cn

# 换个视角 看桂林

直升飞机游阳朔遇龙河、十里画廊  
【鲜花满屋—大榕树—聚龙潭—遇龙河—十里画廊—月亮山—鲜花满屋】，  
圆您这辈子的蓝天梦、飞行梦；体验不一的桂林山水。

榕、杉湖景区—银河大瀑布 桃花江—李宗仁公馆—鲁家村—木龙湖·东盟园—象山传奇—直升机遇龙河—侗家山寨—南溪山。

**住宿：**  
**全程五星，阳朔一晚四星**

## 1350元

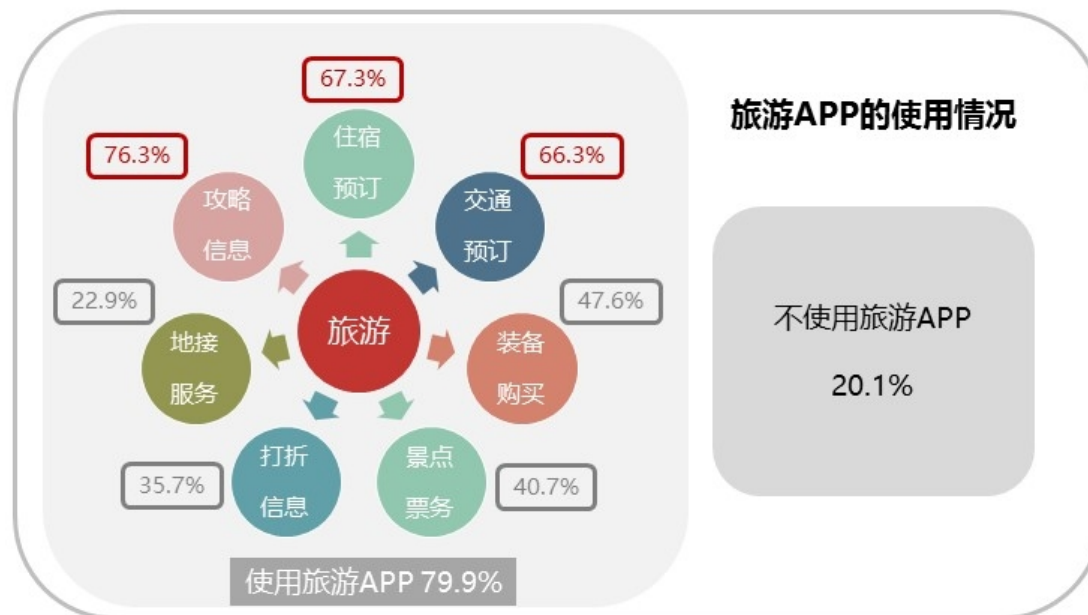
日期：3月17、24、31





## 21 近八成旅游用户使用旅游APP安排旅程

- 旅游APP已覆盖到旅程安排的各个环节，为游客提供多元化的服务，近八成游客使用旅游APP安排自己的旅程。
- 在攻略信息查询、住宿和交通预订三个旅程环节，旅游APP使用最多。



数据来源：企鹅智酷调研

制图：企鹅智酷

**AERI** 安卓生态研究院  
企鹅智酷&腾讯应用宝  
Android Ecosystem Research Institute

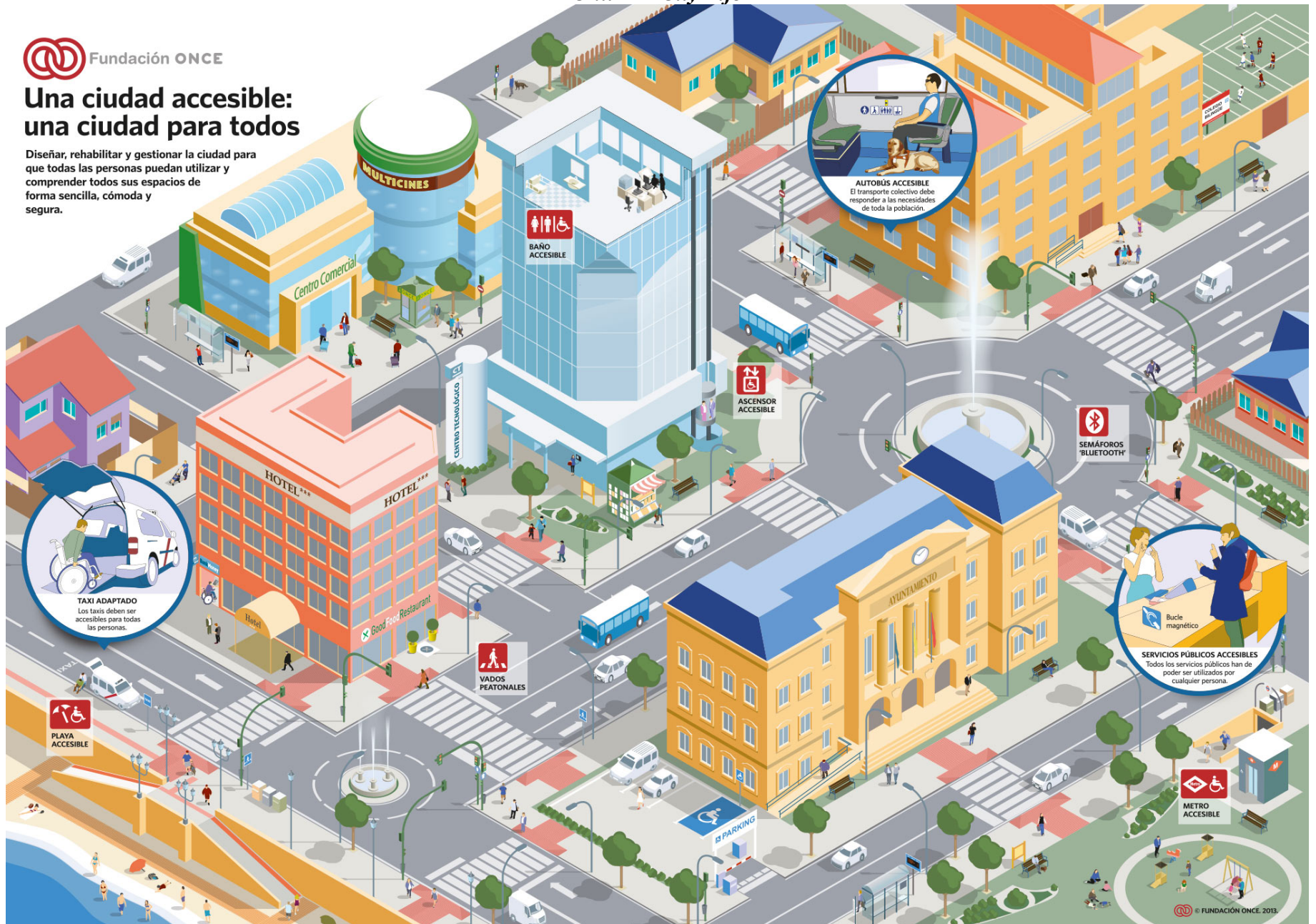
(Retrieved from [http://www.ce.cn/cysc/tech/gd2012/201608/18/t20160818\\_15013822.shtml](http://www.ce.cn/cysc/tech/gd2012/201608/18/t20160818_15013822.shtml))



Fundación ONCE

## Una ciudad accesible: una ciudad para todos

Diseñar, rehabilitar y gestionar la ciudad para que todas las personas puedan utilizar y comprender todos sus espacios de forma sencilla, cómoda y segura.







## Monuments de Paris



### La Tour Eiffel

Imaginée par  
**Gustave EIFFEL**  
La construction  
de cette tour en  
métal dura 2 ans.  
Elle se termina  
en 1889.



### Notre Dame de Paris



C'est la cathédrale de Paris.  
**Victor HUGO** a  
écrit un roman  
sur ce monu-  
ment.



Walt Disney a créé le dessin ani-  
mé « le Bossu de Notre Dame »



Une gargouille



### L'Arc de Triomphe

L'empereur français **Napoléon Bonaparte** ordonna sa cons-  
truction pour se souvenir des  
victoires de l'armée française.



## Monuments de Paris



### L'Arche de la Défense

C'est un « Arc de Triomphe moderne »  
construit en 1986.

C'est un ancien palais royal devenu un  
des musées les plus célèbres dans le  
monde.

La Pyramide a été ajoutée en 1989 . Elle  
a été fabriquée avec 700 losanges de  
verre.

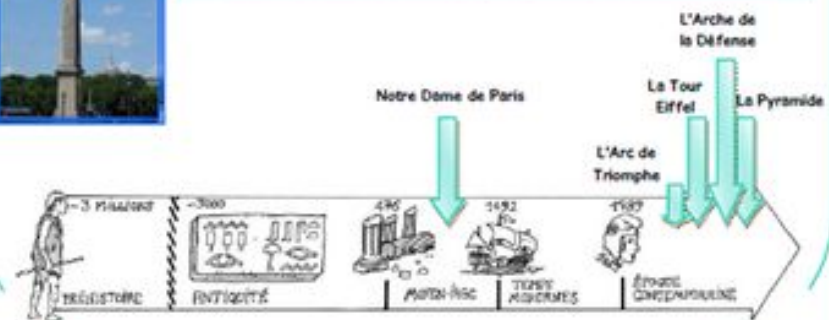
### Le musée du Louvre



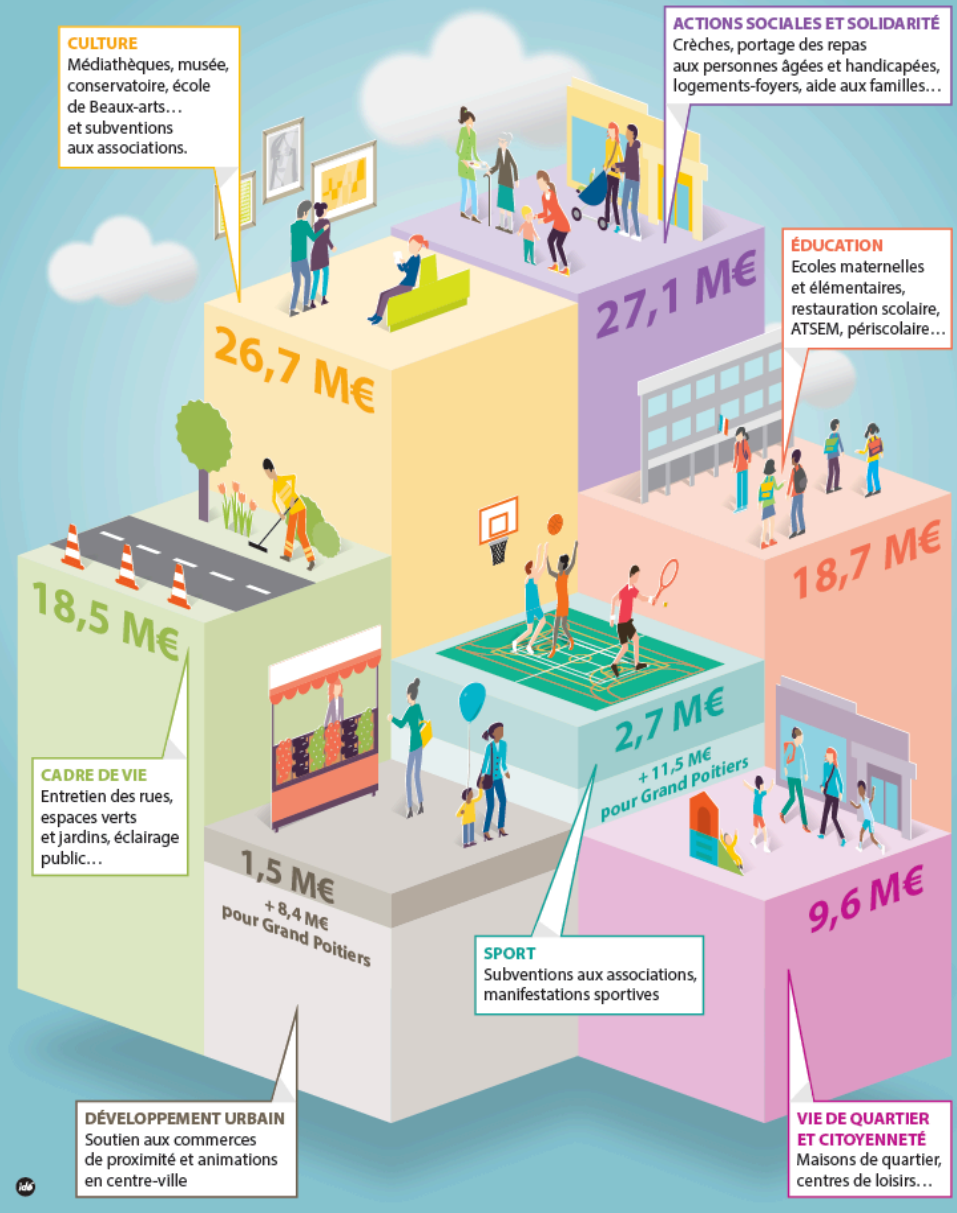
### L'obélisque



C'est « un rayon de soleil figé » qu'un roi égyptien donna à  
la France en 1830.



## BUDGET 2014 : LES PRINCIPALES DÉPENSES DE LA VILLE



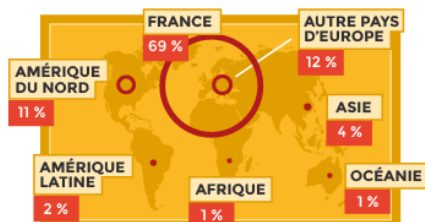


# Ville & Numérique

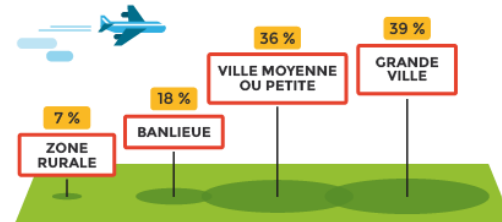
COMMENT LES ÉTUDIANTS FRANÇAIS VOIENT LEUR VIE DANS LA VILLE DE DEMAIN.

## OÙ VEULENT-ILS VIVRE ?

La majorité souhaite rester en France.

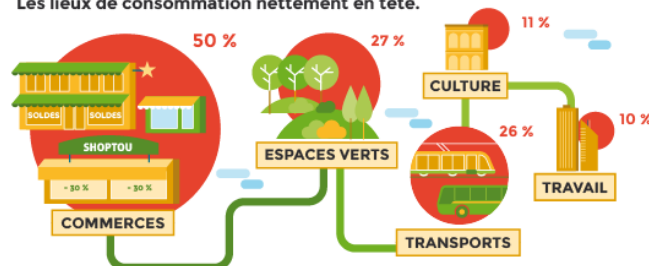


Plus d'un tiers souhaite vivre dans une ville moyenne.



## QU'ATTENDENT-ILS DE LEUR VILLE ? \*

Les lieux de consommation nettement en tête.



**59 %** souhaitent la présence d'entreprises spécialisées dans le numérique.

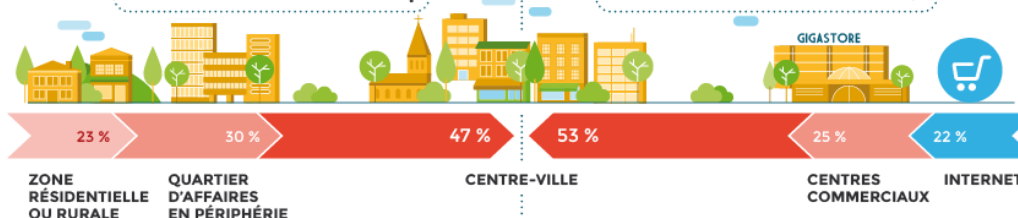


**47 %** souhaitent que leur ville soit active sur les réseaux sociaux.

## UN RETOUR VERS LE CENTRE-VILLE

### OÙ VEULENT-ILS TRAVAILLER ?

### OÙ VEULENT-ILS CONSOMMER ?



## QUELLE IMPORTANCE AURA LE NUMÉRIQUE ?

Pour eux, le numérique impactera avant tout :

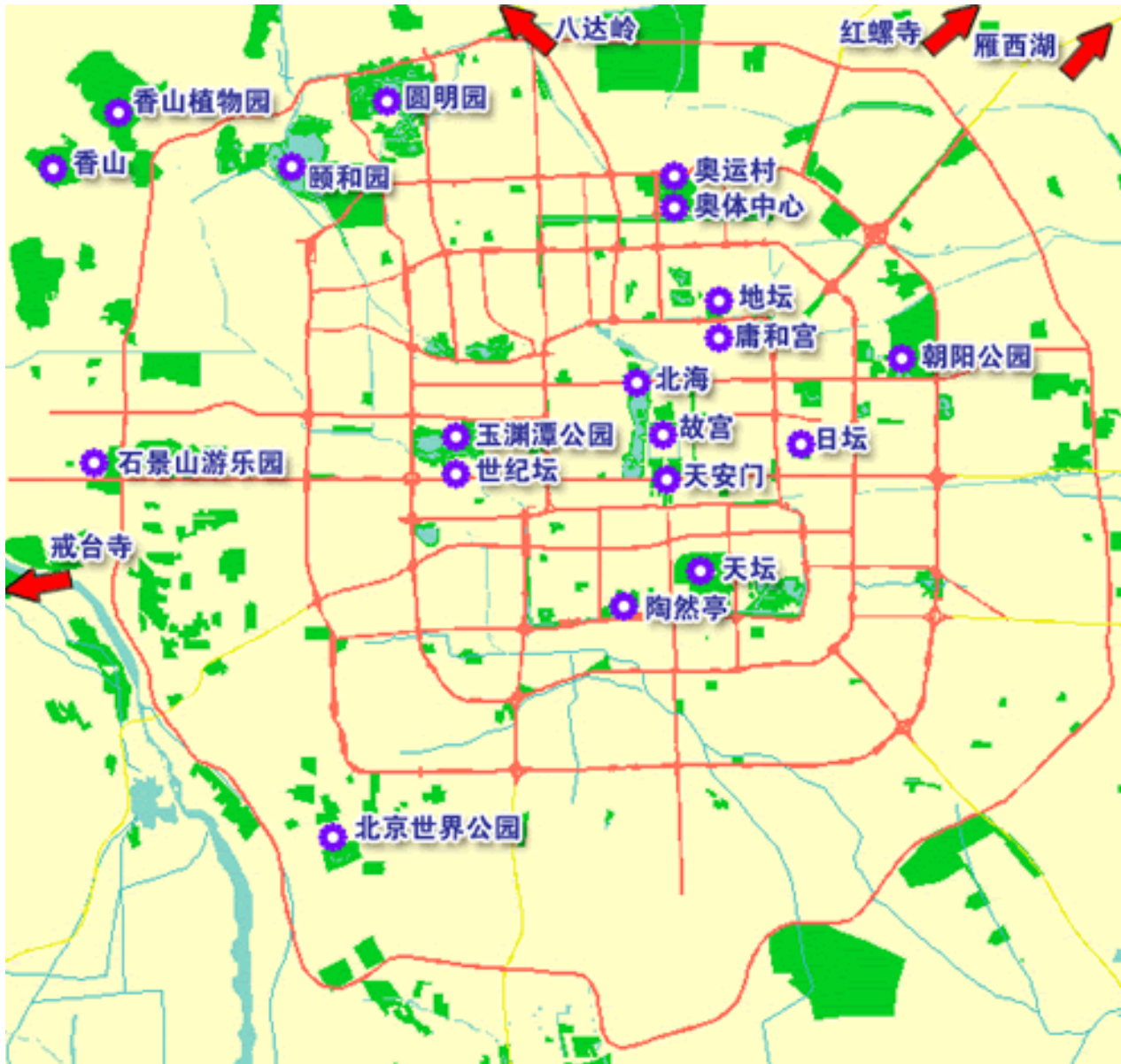


Mais ils ont des réserves vis-à-vis du numérique :



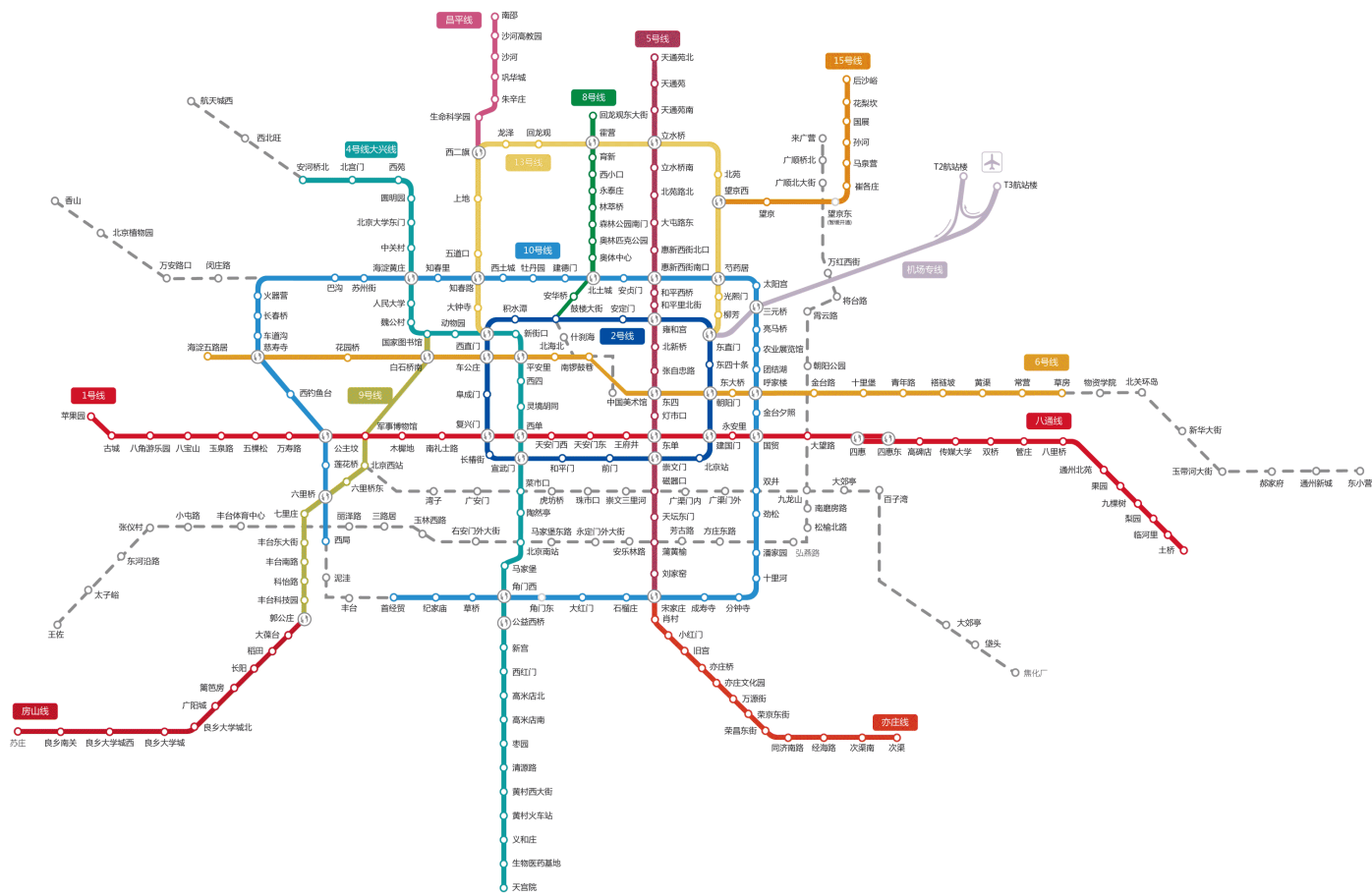
\* Plusieurs réponses possibles, total supérieur à 100 %. Enquête réalisée en ligne du 9 au 22 juillet 2015 par Harris interactive avec la Chaire Immobilier et Développement Durable de l'ESSEC, dirigée par le professeur Ingrid Nappi-Choulet, auprès d'un échantillon représentatif de 1000 étudiants français.

Map of tourist attractions in Beijing



(Retrieved from <http://www.onegreen.net/maps/HTML/51489.html>)

Beijing subway map



(Retrieved from [http://www.onegreen.net/maps/List/List\\_1208\\_5.html](http://www.onegreen.net/maps/List/List_1208_5.html))

# 10 GESTES POUR SAUVER LA PLANÈTE

## 1 Le Réfrigérateur : un énergivore !

Sais-tu qu'un réfrigérateur mal dégivré, **consomme 30 % d'énergie en plus** !  
**Rappelle-le à tes parents** !  
Ils économiseront aussi sur leur facture !

Aussi, pense bien à ce que tu veux avant d'ouvrir cet énergivore ! Après chaque ouverture, il lui faut **15 minutes** pour retrouver sa température initiale !



## 6 Le confort : OUI ! Trop de chauffage : Non !

Essaie d'avoir une température de **19°C** dans ta chambre et **pas un degré de plus**, ainsi toute la famille pourra **économiser 7 % d'énergie** !  
**Rappelle-le à tes parents**, ils économiseront aussi sur leur facture !

En hiver, pense à une bonne grosse couette.



## 2 Vive les ampoules "basse conso" !



Elles consomment jusqu'à **5 fois moins d'énergie** et durent jusqu'à **8 fois plus longtemps** que les ampoules classiques...  
Compte combien il y en a chez toi ! Tes parents ont-ils pensé à remplacer leurs ampoules traditionnelles par des ampoules à économie d'énergie ?

## 3 Eteins la lumière !

N'oublie pas d'éteindre la lumière en sortant de la chambre... et des autres pièces ! **Profites-en aussi pour ouvrir tes rideaux au lieu d'allumer la lumière**. La lumière naturelle est gratuite et plus saine !



## 4 Economise l'eau !



Ferme le robinet pendant que tu te savones les mains ou que tu te brosses les dents ! Tu peux économiser jusqu'à **10 000 litres d'eau** par an !  
**Pense aussi à prendre une douche rapide plutôt qu'un bain** !

## 5 Trie tes déchets !

Demande à tes parents de bien séparer les déchets pour permettre le recyclage : d'une part le verre, d'autre part les plastiques, cartons et emballages en métal puis tout le reste dans une autre poubelle.

Grâce à ce tri, qu'on appelle le tri sélectif, tu faciliteras le recyclage et participeras à la préservation de notre planète !



## 7 Halte au gaspillage du papier !

Pense à utiliser tes feuilles de papier des deux côtés quand tu écris ou dessines... et n'utilise l'imprimante de tes parents que si c'est vraiment nécessaire ! Et pour être encore plus écolo, demande à tes parents d'acheter des cahiers en papier recyclé !



## 8 Ils consomment... même en dormant !

La télévision, l'ordinateur, la box Internet... Tous ces appareils consomment énormément d'électricité même en veille ! Demande à tes parents de les éteindre quand vous ne les utilisez pas, et de ne pas laisser leurs chargeurs de téléphone portable dans la prise. Ils consomment de l'électricité même lorsqu'ils ne servent pas à charger le téléphone.



## 9 Pense aux transports en commun

Les voitures polluent beaucoup plus que les transports en commun ! En plus, dans les transports on peut lire, se reposer et... gagner du temps !  
En effet, les bus, les tram et les métros circulent fréquemment sur des voies qui leur sont réservées.



## 10 Défi à la Maison

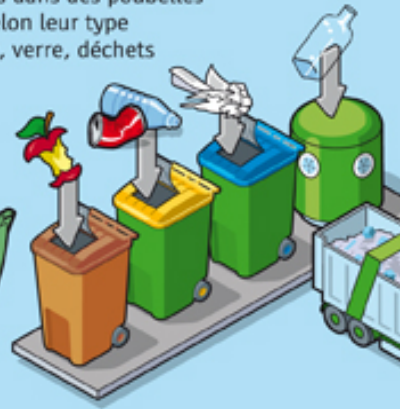
Applique tous ces conseils et sensibilise toute ta famille ! Tu pourras demander à tes parents de vérifier si leur facture a baissé, ils te remercieront de les avoir aidés à faire des économies !





# Tout savoir sur le recyclage

- 1 Pour être recyclés, les déchets et les papiers usagés doivent être placés dans des poubelles de couleurs différentes selon leur type (carton, papier, plastique, verre, déchets organiques...).



- 2 Un camion à benne les ramasse et les emporte vers un centre de tri des déchets.



- 3 Au centre de tri, ils sont triés à la main.



- 4 D'autres camions emportent ensuite les déchets vers leur lieu de traitement.



## Les déchets non recyclables



### L'incinération

Certains déchets sont brûlés dans des usines spéciales. L'énergie dégagée sert à produire de l'électricité et du chauffage.



### Les décharges

D'autres déchets ne peuvent pas être brûlés. Ils sont déposés dans des décharges.



### Le compost

En se décomposant, les déchets végétaux se transforment en un **engrais** naturel : le compost.

## Les matériaux recyclables

Ce sont des matériaux qui peuvent être utilisés pour fabriquer de nouveaux objets : le papier, le carton, le plastique, le métal, le verre. Ils servent à fabriquer des bouteilles, des habits, du papier, des vélos...



Dico

# LE PLASTIQUE EN MER

## UNE INVASION ALARMANTE



**88%** DE LA SURFACE DES OCÉANS EST POLLUÉE PAR LES MICRO-DÉBRIS  
**30%** DES DÉCHETS FLOTTENT DANS LE PACIFIQUE NORD

 **6 500 000**  
TONNES DE DÉTRITUS SONT DÉVERSÉES  
CHAQUE ANNÉE DANS LES OCÉANS

SOIT **18 000**  
TONNES PAR JOUR

L'ÉQUIVALENT DE **38** BALEINES



Après une longue érosion,  
les macrodéchets se transforment  
en fragments inférieurs à 5 mm

**80 %**  
DES DÉCHETS PLASTIQUES  
VIENNENT DES CONTINENTS



LES **20 %** RESTANTS  
SONT JETÉS  
PAR LES PROFESSIONNELS  
DE LA MER



**70%** Environ 70% des  
déchets en mer  
proviennent des sacs  
plastiques

Ces microplastiques sont confondus avec le plancton,  
ingérés par les poissons  
et intégrés dans la chaîne alimentaire.



UN SAC EST  
PRODUIT EN  
**1 seconde**



IL EST UTILISÉ  
DURANT  
**20 minutes**



IL POLLUERA  
PENDANT  
**450 années**

# C'est quoi, le gaspillage alimentaire ?

## Le gaspillage des aliments commence dès la récolte...

**LE PROBLÈME DE STOCKAGE**  
En Asie, par exemple, beaucoup de riz est perdu, car les récoltes ne sont pas assez protégées. Elles sont mangées par les insectes ou détruites par la pluie.



**LE PROBLÈME DE TRANSPORT**  
Dans les pays pauvres, des tonnes de mangues, de bananes ou d'oranges sont perdues avant d'arriver en Europe car le transport n'est pas bien organisé.



**AVANT LE PASSAGE EN VENTE**  
Une partie des aliments est perdue. Par exemple, les poissons sont découpés juste après avoir été pêchés. On garde les meilleurs morceaux pour faire des plats délicats. Le reste est jeté à la mer.



**AU MOMENT DE LA VENTE**  
Dans tous les pays, des tonnes de fruits et de légumes, trop petits ou déformés, sont jetés car les supermarchés veulent des produits sans défauts.



**APRÈS GACHIS**  
Il est difficile d'échapper à la mode des jolis dans les supermarchés. Par exemple, deux packs de beurre pour le gros d'un. Mais comme les produits frais ne passent pas, « les bonnes affaires » finissent souvent à la poubelle.



**AU MOMENT DE L'ACHAT**  
Les industriels imaginent de plus en plus d'aliments au format géant. Or, notre économie, lui, n'est pas géant et se finit rarement ces énormes portions.



Le gaspillage se poursuit jusqu'au stade de la consommation.

## 3 idées pour éviter le gâchis



**Néanmoins pas la tomate bricolée !**  
Tu peux manger des fruits et des légumes même s'ils ont quelques défauts. Ces défauts n'enlèvent rien à leur qualité et à leur goût.



**Mettez sur pied votre assiette !**  
Ne videz pas à la fois le plat ou le bol. Une assiette n'a pas besoin de débiter pour satisfaire ton estomac. Si tu as encore faim, fais le nécessaire.



**Stop au « croquer et jeter »**  
À la cantine, ne mange pas dans ton petit pain ou dans ta pomme, si tu sais que tu n'en mangeras qu'une bouchée. Tu peux ainsi éviter qu'ils ne soient jetés.

Le gaspillage alimentaire touche tous les pays, riches ou pauvres. On peut tous faire en sorte de le réduire et d'agir pour le bien de notre planète.

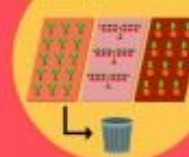


## Les conséquences pour la planète

**DE L'EAU PERDUE**  
En fait, avant, la production de nourriture gaspillée impliquait le gaspillage de trois fois l'eau du bon usage. C'est énorme car la ressource d'eau est limitée. Il faut donc économiser l'eau. Imagine toute l'eau qu'il a fallu pour faire pousser des aliments qui ne seront jamais mangés.



**DE LA TERRE GÂCHÉE**  
La terre n'est pas une ressource infinie. Elle est limitée. On ne peut pas continuer à la gaspiller. Cela veut dire que sur 10 tonnes récoltées dans le monde, 3 tonnes sont jetées à la poubelle sans être consommées.



**DE L'ÉNERGIE PERDUE**  
Pour produire les aliments qui sont jetés, il y a eu la consommation d'énergie. C'est la déperdition pour le produit à la poubelle. De plus, cette consommation d'énergie contribue à l'effet de serre, responsable du réchauffement de la planète. C'est un problème. On ne peut pas continuer à gaspiller l'énergie pour faire perdre la nourriture.



**Le dico**  
Les gaz à effet de serre, le plus connu est le dioxyde de carbone, émis par les machines, les voitures... Ces gaz sont responsables du réchauffement climatique. On ne peut pas continuer à gaspiller l'énergie pour faire perdre la nourriture.





## Degradación en el medio ambiente de los plásticos y bolsas de papel

### Botellas de Plástico

Tiempo de degradación **100 a 1000** años

Al estar compuestas por tereftalato de polietileno, un polímero de alta resistencia mecánica a la compresión y las caídas, los microorganismos demoran en atacarlas.

### Vasos descartables

Tiempo de degradación **1000** años

Estos objetos de polipropileno, tienen gran resistencia hasta contra solventes químicos. Quedan reducidos a moléculas sintéticas, que perduran a pesar de haber, aparentemente, desaparecido.

### Otros plásticos

Tiempo de degradación **100 a 300** años

Los corchos o las muñecas de plástico, los sorbetes, envases de yogurt, entre otros. No fueron creados para tener alta resistencia.

### BOLSAS DE PLÁSTICO

Tiempo de degradación **150 a 600** años

Es uno de los objetos más dañinos al medio ambiente y uno de los más abundantes. Son de polímeros no biodegradables.

### BOLSAS DE PAPEL

Tiempo de degradación **1** año

Los objetos de papel, que en su mayoría están compuestos por celulosa, que se desintegra con mayor facilidad.

Inclusive su tiempo de descomposición puede acortarse con las condiciones climáticas como fenómenos pluviales.

### OTROS AGENTES CONTAMINANTES

#### Chicle

Tiempo de degradación **5** años

#### Pilas y baterías

Tiempo de degradación **1000** años

#### Tecnopor

Tiempo de degradación **100** años

#### Colilla de cigarro

Tiempo de degradación **1 a 2** años

#### Latas de gaseosa o cerveza

Tiempo de degradación **10** años

#### Botellas de vidrio

Tiempo de degradación **4000** años

Fuente: Propia.

LA REPÚBLICA





# 10 ecoretos



Me bañé  
en 5 min.



Compartí auto  
o usé bici



Separé mis  
desechos



Usé pilas  
recargables



Usé termo  
para agua



Apagué mi  
computadora y  
la luz del cuarto



Desconecté  
los electrónicos  
sin usar



Reusé bolsa o  
canasta para  
el mandado



Cambié los focos  
incandescentes por  
focos ahorradores



Inspiré a otra  
persona a unirse a  
este compromiso



## En 1 año:

### AHORRAS LUZ Y AGUA



1345 kwh



54,750 lt

### REDUCES



255 kg  
basura

### SALVAS



1 árbol

# EFFECTOS DEL CAMBIO CLIMÁTICO



## AUMENTO DEL NIVEL DEL MAR

Cuando la temperatura de la superficie se calienta, se produce la fusión del hielo de los glaciares y aumenta la cantidad de agua que desemboca en los océanos de todo el mundo y pone en peligro a numerosas ciudades que se sitúan bajo el nivel del mar.



## TORMENTAS ASESINAS

Si la temperatura de los océanos se vuelve más cálida, las tormentas son más intensas. En los últimos 30 años, la gravedad y número de ciclones, huracanes y tormentas han aumentado y se han casi duplicado.



## SEQUÍA

Existe una gran escasez de agua que disminuye la producción mundial de alimentos.



## ESPECIES EN EXTINCIÓN

La desertificación, el aumento de las temperaturas de los océanos, así como la deforestación, ponen en peligro a varias especies, que pronto podrían extinguirse. El oso polar pasa a ser el primer ejemplo.



## ENFERMEDADES

Las temperaturas más cálidas, inundaciones y sequías, se combinan y crean las condiciones adecuadas para que las ratas, mosquitos, así como otras plagas que son portadoras de enfermedades prosperen.



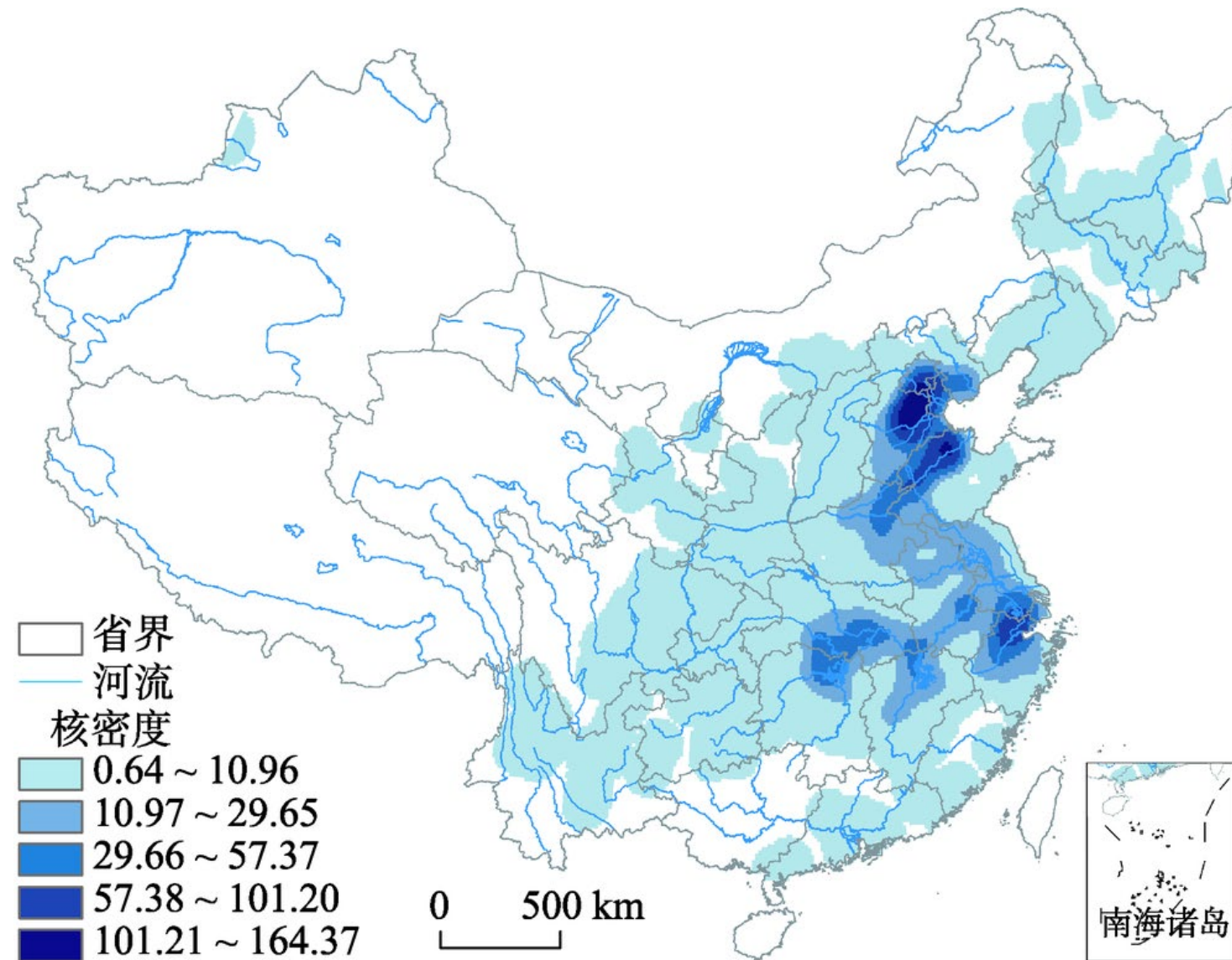
## DESTRUCCIÓN DE ECOSISTEMAS

Plantas y animales mueren o se trasladan a otros hábitats (no nativos), cuando los ecosistemas de los que dependen para sobrevivir (como los arrecifes de coral) se ven amenazados.

Fuente: WWF

Infografía: Catalina Canizales

Map of distribution of flood areas in China

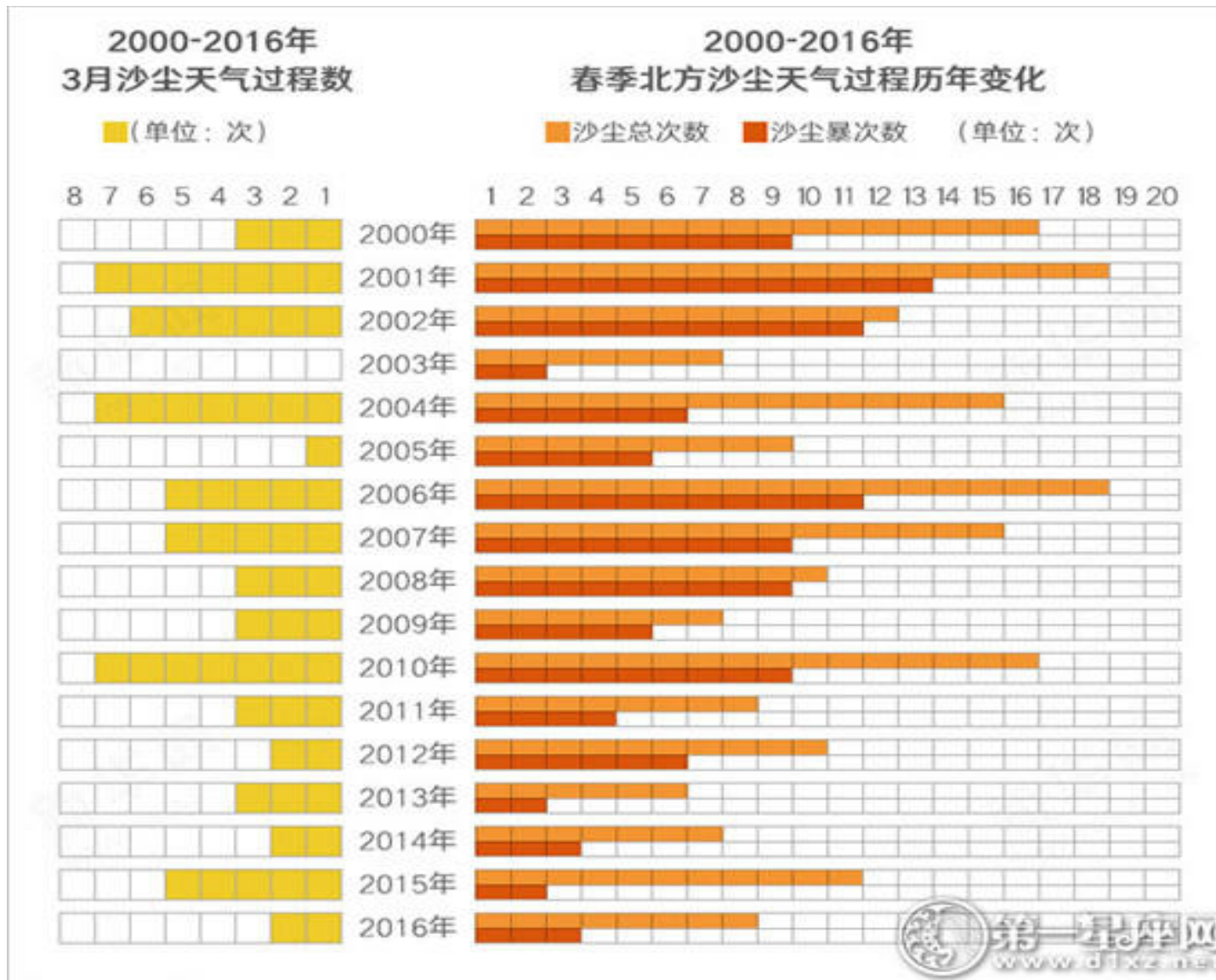


(Retrieved from [http://www.progressingeography.com/article/2018/1007-6301/1007-6301-37-4-495/img\\_5.png.html](http://www.progressingeography.com/article/2018/1007-6301/1007-6301-37-4-495/img_5.png.html))

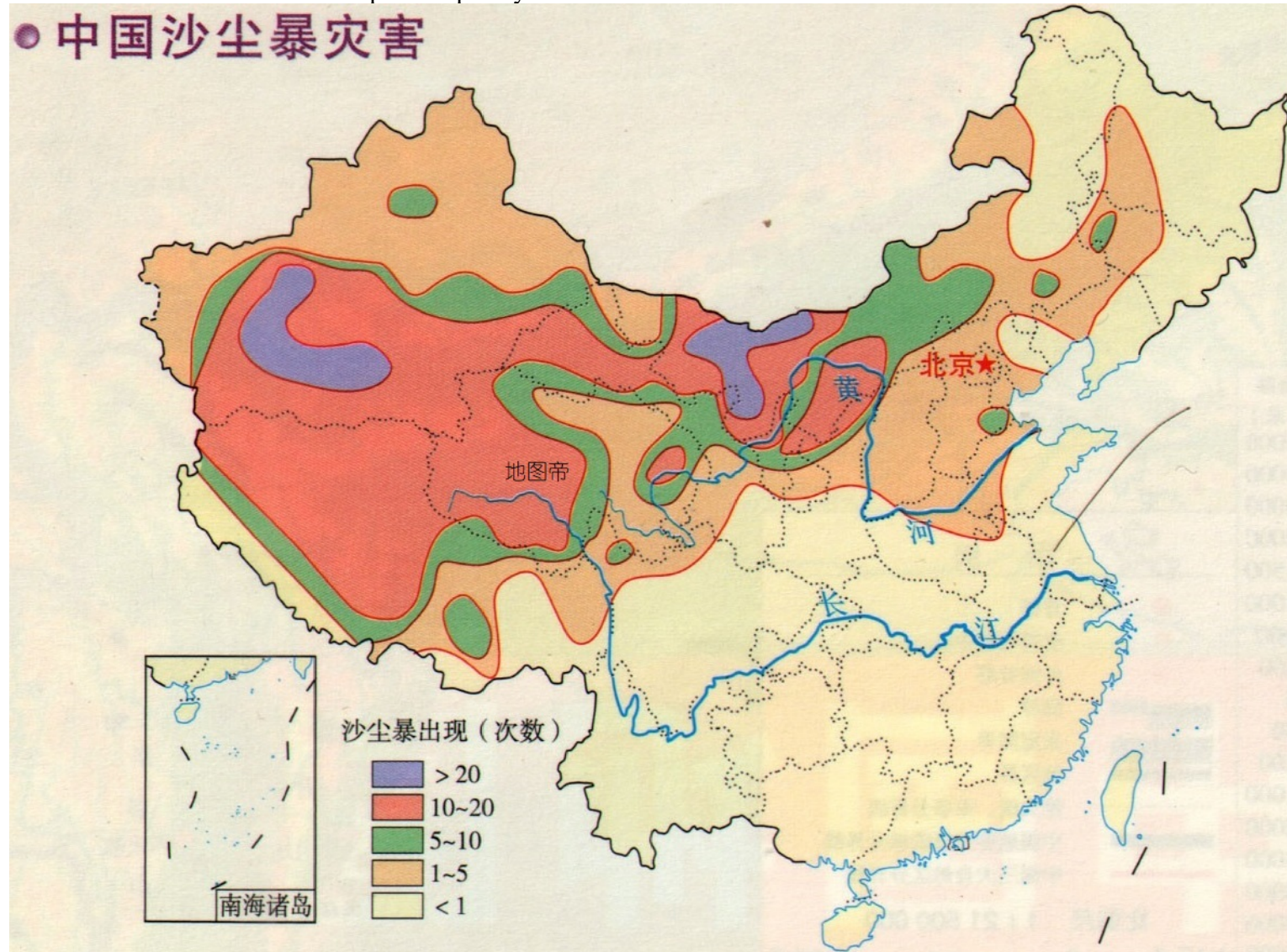


# Frequency of sand storms in March from year of 2000-2016

(Retrieved from <https://3g.d1xz.net/rili/rilibiao/art253371.aspx>)



Map of frequency of sand storm in different areas in China



(Retrieved from <http://www.dtdmap.com/china/zhongguoquantu/2494.html>)



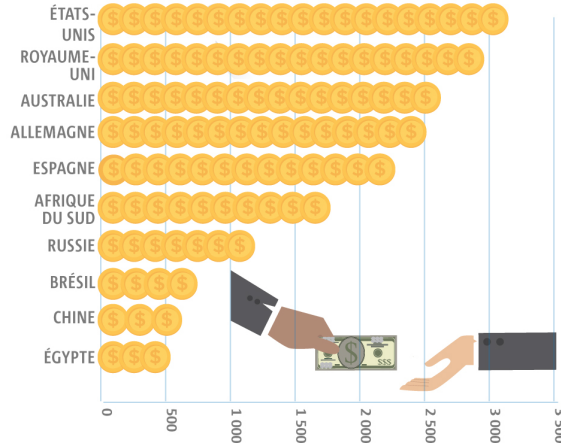
# LES HABITUDES DE TRAVAIL DANS LE MONDE

Bonne nouvelle : faire de longues heures supplémentaires n'est pas payant! Et ce n'est qu'une parcelle de sagesse parmi toutes les informations que recèle le tableau ci-après, issu de recherches de différents experts et de groupes de recherche.

## SALAIRE MENSUEL MOYEN EN \$US

(Parité de pouvoir) par paie (ILO, 2012)

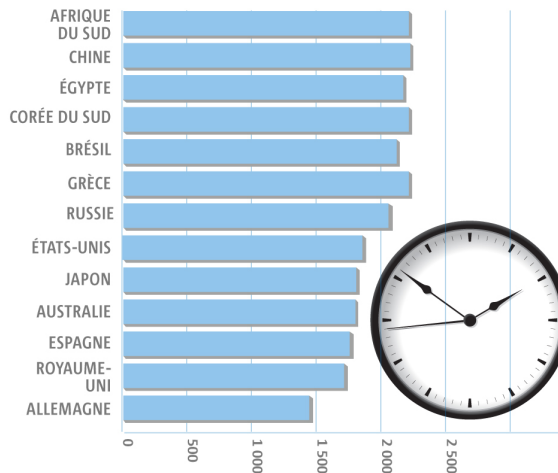
Les gens ne devraient pas vivre pour travailler, mais bien travailler pour obtenir un salaire qui leur permet de vivre. Dans certains pays, l'argent que les individus gagnent sert uniquement à répondre aux besoins de base, comme se nourrir et se vêtir. Ailleurs, l'argent permet aux travailleurs de profiter de la vie.



## NOMBRE D'HEURES TRAVAILLÉES PAR PERSONNE PAR AN

(2012)

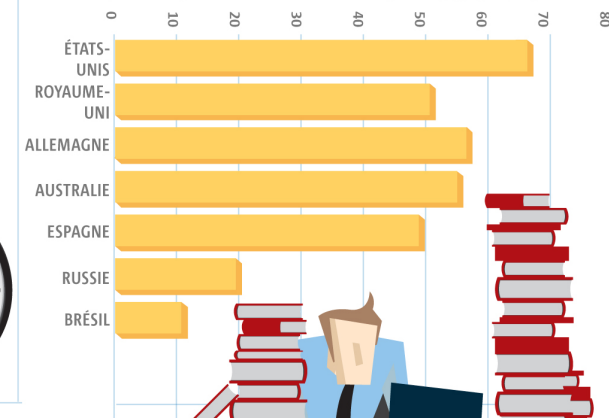
Ceux qui ont un emploi sont prêts à faire bien des heures pour le garder.



## PRODUCTIVITÉ AU TRAVAIL

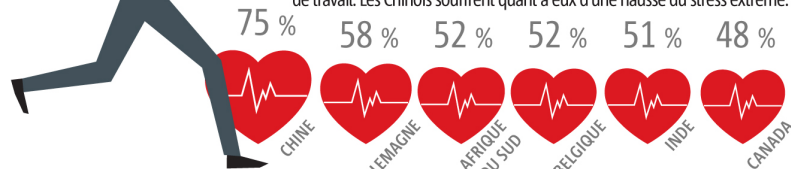
(PIB [Parité de pouvoir] par heure travaillée, 2012)

Faire de longues heures n'est pas nécessairement synonyme d'efficacité. Prenez l'Asie, qui est reconnue pour faire travailler ses habitants durant de longues heures. Le Japon est au 21<sup>e</sup> rang de la productivité (43,77 \$US PIB par heure), et la Corée du Sud est au 32<sup>e</sup> rang (32,31 \$US).

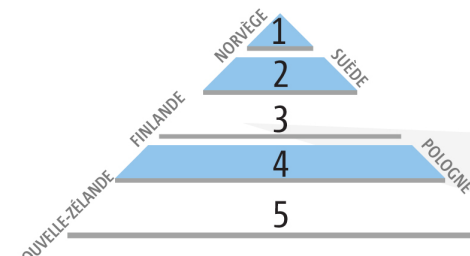


## L'AUGMENTATION DU STRESS AU TRAVAIL

Le travail devient de plus en plus stressant, et ce, même dans des pays comme l'Allemagne et la Belgique, qui sont reconnus pour offrir de bonnes conditions de travail. Les Chinois souffrent quant à eux d'une hausse du stress extrême.



## LES MEILLEURS PAYS POUR UNE TRAVAILLEUSE



SOURCES : EUROSTAT, OECD, FORBES, THE ECONOMIST, ILO, INDEX MUNDI, WIKIPEDIA, BANQUE MONDIALE, ZENDESK BENCHMARK, THE CONFERENCE BOARD, CHINA DAILY, NBC NEWS

GRAPHIQUE : MIA KORAB. TEXTE : DANIEL DENISIUK

# CÓMO FUNCIONA EL MUNDO: HÁBITOS LABORALES GLOBALES

Buenas noticias para todos: trabajar más horas en realidad no da más dinero, como se cree. En esta infografía por el Día del Trabajo podrás ver estadísticas laborales en todo el mundo y cuánto nos afectan.

## SUELDO PROMEDIO MENSUAL POR PERSONA

(Paridad del Poder Adquisitivo) por país (ILO, 2012)

Las personas no deberían vivir para trabajar, sino trabajar para ganar dinero y así poder vivir. En algunos países, el dinero solo alcanza para algunas necesidades básicas como comer o vestirse. En otros países, los trabajadores pueden disfrutar sus vidas.



## HORAS TRABAJADAS ANUALES POR PERSONA

(2012)

Aquellos que tienen trabajo están dispuestos a trabajar cuántas horas les pidan para poder seguir en su puesto.



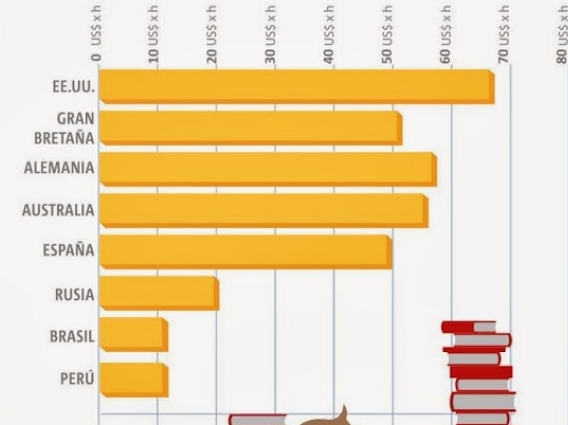
Si se trabaja 40 horas a la semana, contando un mes de vacaciones, se suman 1.920 horas anuales.



## PRODUCTIVIDAD LABORAL

(Por persona, por una hora, 2012)

Trabajar largas horas no significa eficiencia. Por ejemplo, Asia es conocido porque sus trabajadores suelen trabajar muchas horas, pero Japón figura en el puesto número 21 de productividad y Corea del Sur en el puesto 32.



## ESTRÉS EN EL TRABAJO

El trabajo se vuelve cada vez más estresante, incluso en países como Alemania y Bélgica, conocidos por sus buenas condiciones laborales. China tiene el mayor porcentaje de aumento de estrés en el mundo.



## MEJORES LUGARES PARA UNA MUJER TRABAJADORA



En Latinoamérica, el Perú ocupa el segundo puesto, después de Chile, para que una mujer empresaria pueda desarrollarse\*.



FUENTES: EUROSTAT, OECD, FORBES, THE ECONOMIST, ILO, INDEX MUNDI, WIKIPEDIA, BANCO MUNDIAL, ZENDESK BENCHMARK, THE CONFERENCE BOARD, CHINA DAILY, NBC, \*WEVENTURE SCOPE

GRÁFICO: MIA KORAB. TEXTO: DANIEL DENISIUK.





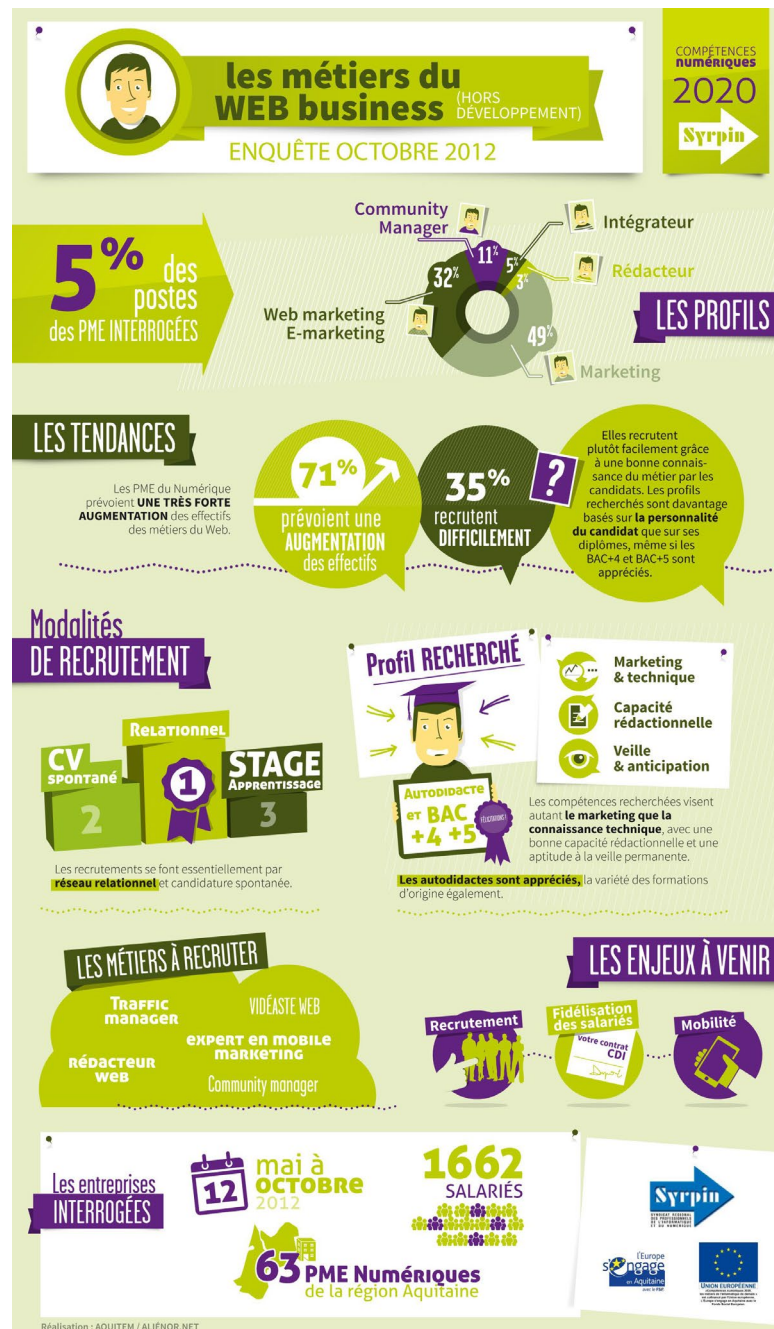
# 10 PROFESIONES MÁS SOLICITADAS Y MEJORES PAGADAS PARA EL 2018






Las estimaciones de sueldo son proyectadas en dólares americanos

Fuente: <http://www.codejobs.biz/es/blog/2012/11/11/cuales-seran-las-profesiones-mejor-pagadas-y-mas-solicitadas>





	"Anciens" (<1945)	Babyboomers (1945-1960)	Génération X (1961-1980)	Génération Y (1981-1995)	Génération Z (>1995)
Aspirations	Achat de résid. principale	Sécurité de l'emploi	Équilibre vie privée / prof.	Liberté et flexibilité	Sécurité & stabilité
Produit- symbole					Imprimantes 3D, nano-computing...
Attitude vis-à- vis de la technologie	Désengagé	Early-adopters	Migrants vers le numérique	Nés avec le numérique	Dépendants du numérique
Média de communication					
Préférence de communication	Face-à-face	Face-à-face Téléphone E-mail	SMS ou E-mail	Réseaux sociaux et SMS	Appels vidéos sur tablette ou smartphone
% de la population active	1%	34%	36%	29%	0%



# HOW TO IMPRESS IN AN INTERVIEW

with 10 easy tips



Preparation

Do as much research on both the company and the role before you enter the interview, once you're fully prepared, you have nothing to worry about.



Smart Dress

If you're the best person for the job, prove it and dress your best. Wear a full suit with a tie and smart shoes.



Be Early

If you turn up on time, great. If you turn up earlier than your set interview time, it shows the interviewer that you're super keen for the role.



Phone Off

Before you enter the interview, make sure your phone is switched off. It's looks really unprofessional if you get a text or phone call during.



Firm Handshake

A firm handshake shows that you're both confident and capable, but don't overdo it, the last thing you want to do is cause your interviewer an injury!



Smile

As soon as you meet your interviewer, give them a warm smile and give full eye contact. This way you'll make them feel comfortable with you.



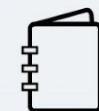
Body Language

Body language is essential during an interview. Sit up straight, not whilst they're talking and always keep eye contact. As soon as the interviewer recognises you aren't interested, it's difficult to win them back over.



Write Notes

During the interview, write plenty of notes that you think might be useful. This also shows the interviewer that you're fully focused on what they're saying.



Curriculum Vitae

Make sure your CV is up to date firstly, but also take a copy for yourself and the interviewer. Carry it in a professional looking case or cover, it shows pride in your work so far!



Ask Questions

It's essential that you ask questions at the end of the interview. Have at least 5 prepared, and any others that pop into your head at the end are also fine. Always keep the interviewer talking, the more questions you ask, the better it reflects on you.



PEOPLE ARE LIKE **JELLYBEANS**.  
EVERYONE HAS THEIR OWN **FLAVOR**.  
WHERE WILL **YOUR** FLAVOR LEAD YOU?



THE ADVOCATE

**IDEAL CAREER PATHS:**

- \*Human Rights Lawyer
- \*Arbitrator / Mediator
- \*HR/Recruiter
- \*Interpreter



THE DREAMER

**IDEAL CAREER PATHS:**

- \*Musician / Artist
- \*Writer
- \*Designer
- \*Chef



THE CARETAKER

**IDEAL CAREER PATHS:**

- \*Personal Trainer
- \*Life Coach
- \*Librarian
- \*Nurse



THE STRAIGHTSHOOTER

**IDEAL CAREER PATHS:**

- \*C-Level Executive
- \*Police Officer
- \*Management
- \*Military



THE SOCIALITE

**IDEAL CAREER PATHS:**

- \*Event Planner
- \*Flight Attendant
- \*Personal Trainer
- \*Actor



THE GO-GETTER

**IDEAL CAREER PATHS:**

- \*PR/Marketing
- \*Business Manager
- \*Sales
- \*CEO



THE HUMANITARIAN

**IDEAL CAREER PATHS:**

- \*Teacher/Education
- \*Health Services
- \*Social Services
- \*HR/Recruiter



THE IDEALIST

**IDEAL CAREER PATHS:**

- \*Anthropologist
- \*Psychologist
- \*Risk Manager
- \*Philosopher



THE INVENTOR

**IDEAL CAREER PATHS:**

- \*Systems Analyst
- \*Entrepreneur
- \*Scientist
- \*Doctor



THE MASTERMIND

**IDEAL CAREER PATHS:**

- \*Economist
- \*Politician
- \*Actuary
- \*Lawyer



THE MAVERICK

**IDEAL CAREER PATHS:**

- \*News Broadcaster
- \*Political Scientist
- \*PR Specialist
- \*Comedian



THE PROTECTOR

**IDEAL CAREER PATHS:**

- \*Economist/Banker
- \*Mathematician
- \*Legal Clerk
- \*Analyst



THE ROCK

**IDEAL CAREER PATHS:**

- \*Insurance Appraiser
- \*Quality Control
- \*Real Estate
- \*Accountant



THE STRATEGIST

**IDEAL CAREER PATHS:**

- \*Program Director
- \*Urban Planner
- \*Journalist
- \*Marketing



THE TECHNICIAN

**IDEAL CAREER PATHS:**

- \*Software Developer
- \*Engineer
- \*Scientist
- \*Technician



THE VISIONARY

**IDEAL CAREER PATHS:**

- \*Judge/Magistrate
- \*Software Architect
- \*Entrepreneur
- \*Physicist

# 34 CRUCIAL TIPS FOR YOUR NEXT JOB INTERVIEW



## COMMON NONVERBAL MISTAKES MADE DURING JOB INTERVIEWS

67%



Fail to make eye contact

47%



Have little knowledge of  
the company

38%



Don't smile

33%



Have bad posture



In a survey of more than  
2,000 hiring managers,  
**33%** claimed to know  
whether or not they  
would hire someone  
within 90 seconds.

## STATISTICS SHOW THAT FIRST IMPRESSIONS ARE DETERMINED BY:

55%



The way you  
dress, act, and  
walk through  
the door

38%



The quality of  
your voice,  
grammar, and  
confidence

7%



The words  
you choose  
to say

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## 职位描述

工作内容：国贸周边二手房租赁及买卖

职位要求：具有良好的沟通能力与团队合作意识

工作时间：优于同行工作时间

(retrieved from <https://www.chinahr.com/detail/bj/yewu/38839026337062x.shtml?psid=125697905204926983163029461&from=list>)



El genio  
malagueño **PABLO**  
**PICASSO**

**PABLO DIEGO JOSÉ FRANCISCO  
DE PAULA JUAN NEPOMUCENO  
MARÍA DE LOS REMEDIOS  
CIPRIANO DE LA SANTÍSIMA  
TRINIDAD RUIZ Y PICASSO**  
Pintor, escultor, grabador, artista  
decorativo y escritor

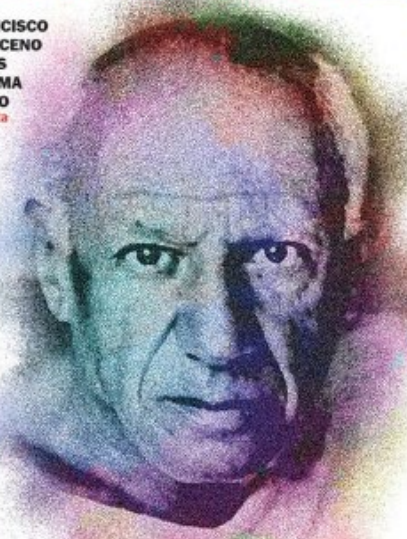
El pintor español es uno de los artistas más importantes del siglo XX y un símbolo de vanguardia en el arte contemporáneo al crear el movimiento cubista. Conoce más sobre su vida y obra.



**LA VIE (1903)**  
Obra representativa del "período azul". Se caracteriza por colores fríos que sugieren la noche, el misterio, los sueños y la muerte.

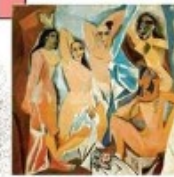


**GERTRUDE STEIN** (1906)  
Retrato de la escritora alemana que pertenece a la última etapa del "período rosa", en el que utilizó colores más cálidos y dio entrada al cubismo.

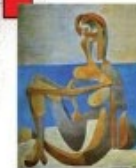


**NACIÓ** el 25 de octubre de 1881,  
en Màlaga, Espanya.

**MURIÓ** el 8 de abril de 1973, en Mougins, Francia.



**LAS SEÑORITAS DE AVIGNON** (1907)  
Obra maestra del pintor y precursora del cubismo, que muestra a 5 prostitutas desnudas distorsionadas geométricamente.



**LA BAÑISTA SENTADA A LA ORILLA DEL MAR**  
(1930)  
Rompió con la representación clásica del desnudo femenino a través de líneas y planos cortantes.



**GUERNICA (1937)**  
El título alude al bombardeo de Guernica, ocurrido durante la Guerra Civil Española. La obra representa el terror y la barbarie de la guerra.

### FECHAS CLAVE EN SU VIDA

**1897**  
A los 16 años se trasladó a Madrid para estudiar en la Academia de San Fernando, en la que se frustró por el enfoque escolar.

**1899**  
En Barcelona conoció a un grupo de artistas e intelectuales de vanguardia. Este encuentro inspiró su ruptura con los métodos clásicos.

**1901**  
Alternó su residencia entre Madrid, Barcelona y París. Su obra estuvo influenciada por un fuerte simbolismo y la llamaron el "periodo azul".

**1904**  
Comenzó su "período rosa", caracterizado por colores más cálidos y líneas suaves y delicadas.

**1907**  
Inicia su periodo cubista con "Las señoritas de Avignon". Esta corriente puso acento a la bidimensionalidad del lienzo.

**1908**  
Junto con el pintor  
Georges Braque,  
desarrolló  
el cubismo como  
movimiento artístico.



# BELLAS ARTES



En 1746 Charles Batteaux  
dió el término de Bellas  
Artes formadas con  
las disciplinas:



## PINTURA

Es el arte de representar formas o imágenes por medio de líneas y colores sobre algunas superficies (telas, papel, cartón, metales, etc.) existe gran variedad de temas pictóricos.



Abstracta: representa formas imaginarias



Figurativas: representa formas reales



Arte de proyectar y construir edificios o espacios interiores como estructuras materiales relativamente estables. Destinadas para el uso de las múltiples formas de vida humana, siendo considerada arte.

## ARQUITECTURA



## MÚSICA

Es el arte y la ciencia de combinar sonidos, con el fin de crear una obra que exprese sentimientos o circunstancias y suscite una experiencia estética en el oyente. Se combinan la melodía, la armonía y el ritmo.



Académica: Su finalidad es artística, la complejidad de su composición requiere de conocimientos musicales avanzados

Popular: Su objetivo es el entretenimiento, tiene sus raíces en la música tradicional y étnica de los diferentes países.



## LITERATURA

Es el arte que utiliza como medio la expresión de la palabra verbal o escrita. Se refiere a la creación de escritores para transmitir ideas de interés general o permanente.

Los materiales que se han empleado en la historia de la escultura han dependido de su ubicación geográfica.



## ESCULTURA

Prehistórica: hueso y piedra

Mesopotamia: Alabastro y metales

Egipto: piedra

Grecia y Roma: Mármol y piedra



Arte de representar figuras con diferentes tipos de materiales en tres dimensiones reales. Se divide en:

ornamental que sirva de complemento a su anterior y arquitectura.

estatuaria tiene el propósito en sí misma

Exenta: forma una entidad independiente con su entorno y puede contemplarse desde cualquier ángulo.

La forma, volumen y espacio del objeto escultórico se encuentra adherido a un plano que lo sustenta y se llama relieve.

## CINE

La cinematografía, también conocido por su forma abreviada cine, es el arte que tiende a provocar emociones gracias a una sucesión de imagen proyectadas en la pantalla.



por sus raíces griegas significa:

kine-movimiento  
grafo-escritura

El movimiento en el cine es una ilusión óptica que el ser humano percibe por la llamada persistencia de la visión.

## TEATRO



Se denomina teatro a la rama del arte escénico relacionado con la actuación, que representa historias frente a una audiencia, mediante la combinación del discurso, gestos, escenografía, música y sonidos. Según la clasificación del teatro griego existen dos géneros:

tragedia  
comedia

## DANZA



Se define como el arte de expresar mediante el movimiento del cuerpo de manera estética y a través de un ritmo con acompañamiento musical o sin sonidos. El propósito es expresar sentimientos, emociones, estado de ánimo, contar una historia etc.



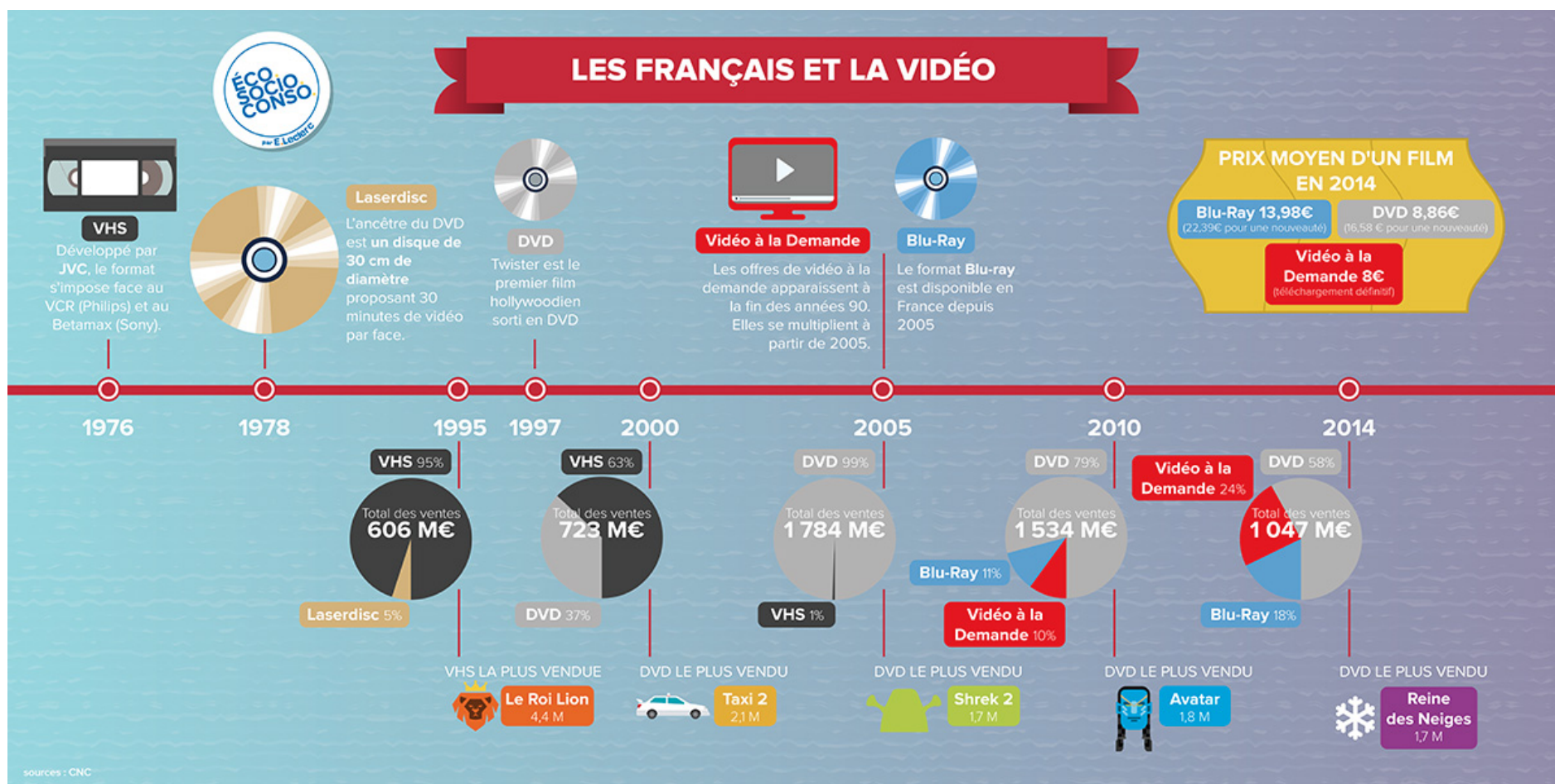
El movimiento del cuerpo requiere ritmo, forma, espacio, tiempo y grado de energía.

Corresponde al arte de crear objetos útiles, en los cuales pueden expresarse también belleza y por lo general, se refiere a las actividades artesanales

ARTE  
ÚTIL

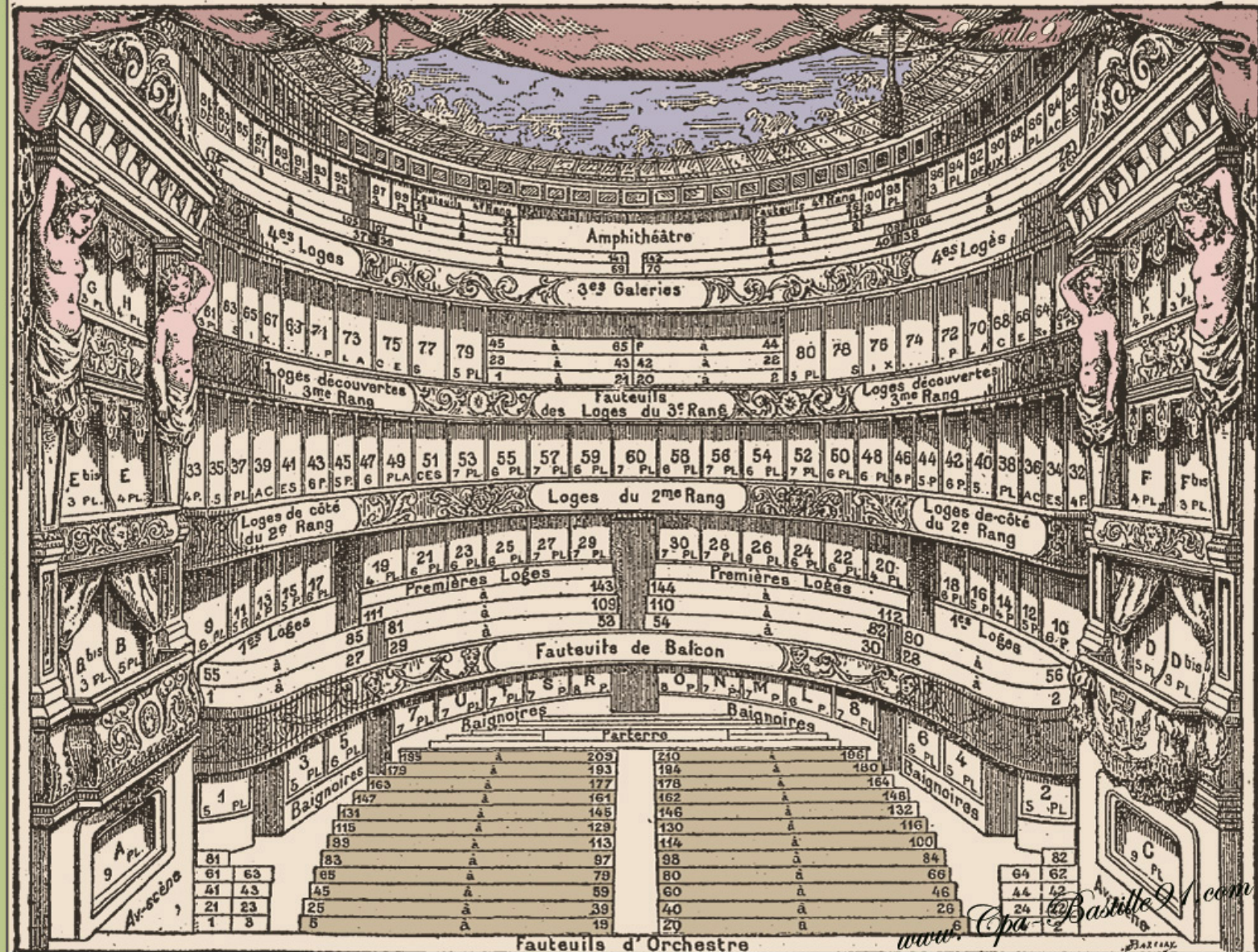
ARTE  
NOBLE

Corresponden las artes que crean solamente valores estéticos haciendo caso omiso de la utilidad





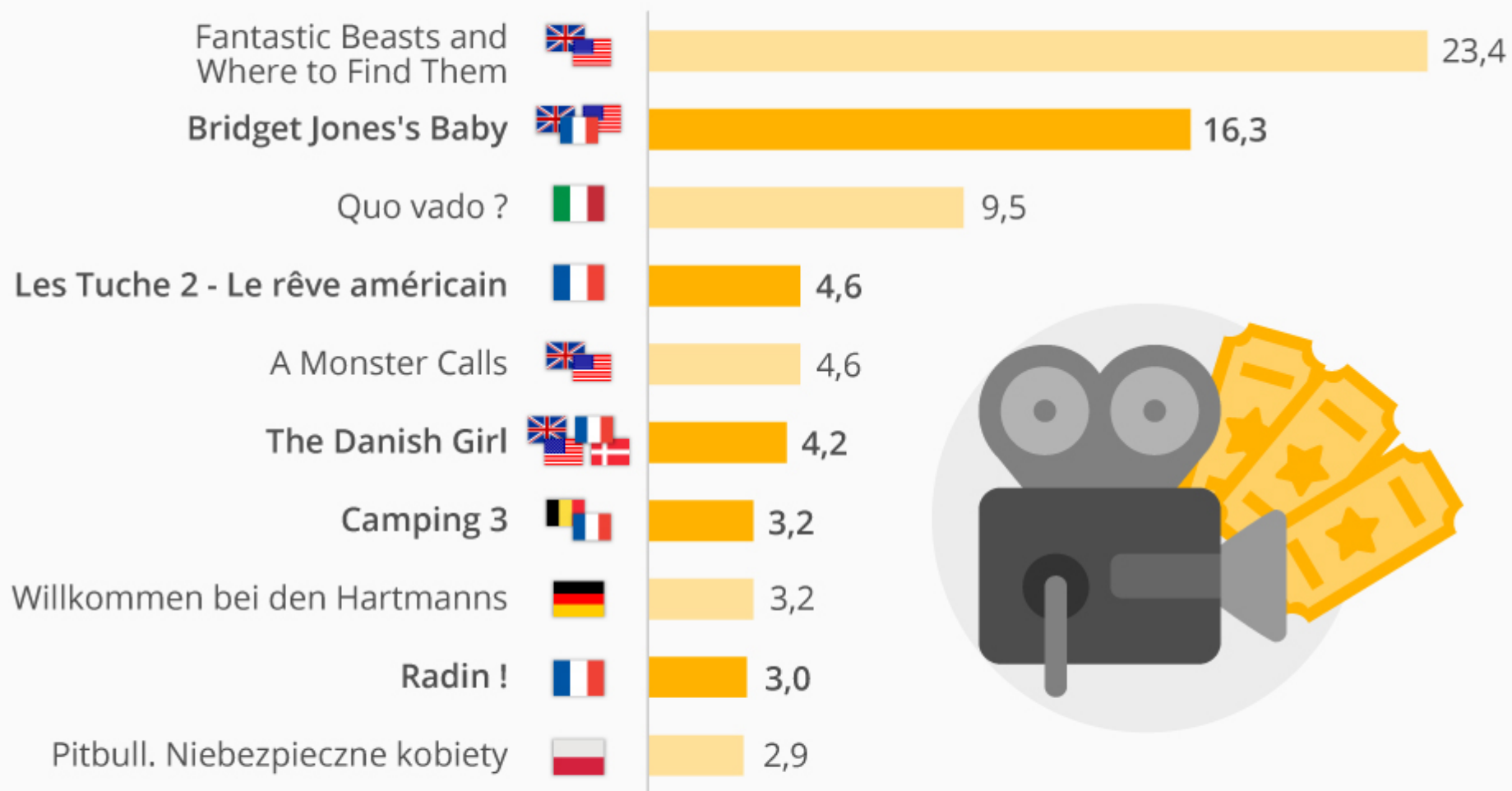
# THÉÂTRE-FRANCAIS





# Le cinéma français va bien !

Films européens ayant enregistré le plus d'entrées dans l'UE en 2016, en millions





## Les grands musées de New York

### The Cloisters

Sur une colline dominant le fleuve Hudson, le musée des « **cloîtres** » est dédié à l'art du Moyen Âge. Le bâtiment ressemble à une abbaye ancienne et incorpore les éléments (colonnes, statues...) de 5 cloîtres **médiévaux**, importés de France.



### Ellis Island

Dans la 1<sup>re</sup> moitié du XX<sup>e</sup> (20<sup>e</sup>) siècle, cette île du port de New York était la principale porte d'entrée pour les personnes qui venaient vivre aux États-Unis. Un musée sur l'**immigration** raconte cette époque.



### American Museum of Natural History

Situé face à Central Park, ce musée est spécialisé dans les sciences naturelles : animaux, milieux naturels, minéraux, évolution de l'homme, astronomie... On y trouve aussi des expositions sur les peuples d'Afrique, d'Asie, d'Océanie et sur les Indiens d'Amérique.



Central Park

### Metropolitan Museum of Art

C'est l'un des plus grands musées du monde. Il se trouve dans Central Park, le long de la 5<sup>e</sup> Avenue. Le « Met » abrite 2 millions d'œuvres d'art du monde entier et de toutes les époques : peintures de la **Renaissance**, statues égyptiennes, objets du Moyen-Orient...



### Museum of Modern Art (MOMA)

Le « MOMA » est le plus grand musée d'art moderne du monde. Il renferme les œuvres de célèbres artistes du XIX<sup>e</sup> (19<sup>e</sup>) et du XX<sup>e</sup> (20<sup>e</sup>) siècles : Picasso, Van Gogh, Monet, Warhol...



### Musée Guggenheim

Le bâtiment du musée a été conçu par l'architecte Frank Lloyd Wright dans les années 1950. Les œuvres d'art moderne sont exposées le long d'une rampe peu inclinée en forme d'hélice.



À RETENIR

Chinese poem 春晓

(Poem and pictures retrieved from <http://www.haoshici.com/Menghaoran29.html>)



**春晓**

春眠不觉晓，处处闻啼鸟。  
夜来风雨声，花落知多少。

**chūn xiǎo**

chūn mián bù jué xiǎo · chǔ chǔ wén tí niǎo ·

yè lái fēng yǔ shēng · huā luò zhī duō shǎo