

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT  
HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS  
WORLD LANGUAGES CURRICULUM  
MANDARIN CHINESE, FRENCH, GERMAN, ITALIAN, AND SPANISH  
LEVEL IV  
AUGUST 2021  
GRADES 9 - 12**

## Overview

The level IV World Language courses in Chinese, French, German, Italian, and Spanish are available to all students in grades 9-12. The course meets five times a week. The curriculum covers and enhances all suggested themes from the New Jersey World Languages Curriculum Framework. It is also aligned to the latest national and the New Jersey State World Languages Standards.

The broad objective of all the world languages courses is to develop target language proficiency in each of the three modes of communication: interpersonal, interpretive, and presentational. Teachers address students' individual needs through differentiation and implement a *Natural Approach* to second language acquisition where all students are immersed in the target language while in the classroom. In this setting, teachers address the development of all domains of language and emphasize the growth of language skills aligned to the intermediate-low/intermediate-mid proficiency levels as defined by ACTFL (American Council on the Teaching of Foreign Languages). This approach facilitates the development of authentic, meaningful educational experiences by allowing teachers to integrate content from all subject areas while infusing linguistic and cultural awareness on a daily basis.

Hillsborough Township Public Schools  
World Languages Department  
Grades 9-12 / Level IVCP Curriculum Map

Unit	Pacing	Essential Question(s)	Standard/ Proficiency/ Strand/CPIs	Learning Targets	Assessment	Interdisciplinary Connections
<b>The influence of Language and Culture on Identity</b>	4-6 weeks	-How is identity expressed?	7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8 7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4 7.1.IM.IPERS.5 7.1.IM.PRSNT.1 7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6	-Participate in conversations. -Exchange information in short social interactions. - Make presentations. - Write paragraphs and/or emails -Identify the main idea in messages and presentations. -Identify the main idea in conversations or passage. -Infer meanings of unfamiliar words in new contexts. -Watch authentic videos. -Answer questions on authentic readings, videos, audios, and texts. -Create multimedia presentations.	<b>*Formative, summative, CA &amp; benchmark assessments may vary based on culture/language:</b>  <b>Presentation</b> - on a unit related topic  <b>Conversation</b> - on a unit related topic  <b>Writing/project-</b> paragraph, email, essay, or other  <b>Quizzes and Tests</b>	<b>Technology:</b> Power Point, Google, Kahoot, Quizlet, Voicethread, Yabla, Skype, research, blog posts, research and media. <b>Social studies:</b> Family and consumer science related to food and cuisine, history, politics, advertising, etc. <b>Language Arts:</b> Replying to an email, writing short essays, reading, summarizing, and connecting words. <b>Geography:</b> Review maps, country names, nationalities & locations.
<b>How Science and Technology affect our lives.</b>	4-6 weeks	-How do Science & Technology affect our lives?	7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8	-Participate in conversations. -Exchange information in short social interactions. - Make presentations. - Write paragraphs and/or emails -Identify the main idea in messages and presentations.	<b>*Formative, summative, CA &amp; benchmark assessments may vary based on culture/language:</b>	<b>Technology:</b> Power Point, Google, Kahoot, Quizlet, Voicethread, Yabla, Skype, research, blog posts, research and media. <b>Social studies:</b> Historical figures in

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			<p>7.1.IM.IPRET.9 7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4 7.1.IM.IPERS.5 7.1.IM.IPERS.6 7.1.IM.PRSNT.1 7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6 7.1.IM.PRSNT.7</p>	<p>-Identify the main idea in conversations or passage. -Infer meanings of unfamiliar words in new contexts. -Watch authentic videos -Answer questions on authentic readings, videos, audios, and texts. -Create multimedia presentations.</p>	<p><b>Presentation</b> - on a unit related topic</p> <p><b>Conversation</b> - on a unit related topic</p> <p><b>Writing/project-</b> paragraph, email, essay, or other</p> <p><b>Quizzes and Tests</b></p>	<p>exploration, science and technology. <b>Language Arts:</b> Replying to an email, writing short essays, reading, summarizing, and connecting words. <b>Science:</b> current themes in the world of science and exploration; animals. <b>Geography:</b> Review maps, country names, nationalities &amp; locations.</p>
<p><b>Factors that Impact the Quality of Life</b></p>	<p>4-6 weeks</p>	<p>-What social and cultural aspects influence the way we live?</p>	<p>7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8 7.1.IM.IPRET.9 7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4 7.1.IM.IPERS.5 7.1.IM.IPERS.6 7.1.IM.PRSNT.1 7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5</p>	<p>-Students can participate in conversations on familiar topics using sentences and series of sentences. -Participate in conversations -Exchange information in short social interactions. - Make presentations - Write paragraphs and/or emails -Identify the main idea in messages and presentations. -Identify the main idea in conversations or passage. -Infer meanings of unfamiliar words in new contexts. -Watch authentic videos</p>	<p><b>*Formative, summative, CA &amp; benchmark assessments may vary based on culture/language:</b></p> <p><b>Presentation</b> - on a unit related topic</p> <p><b>Conversation</b> - on a unit related topic</p> <p><b>Writing/project-</b> paragraph, email, essay, or other</p>	<p><b>Technology:</b> Power Point, Google, Kahoot, Quizlet, Voice Thread, Yabla, Skype, research, blog posts, research and media. <b>Social studies:</b> Family and consumer science related to food and cuisine, history, politics, advertising, etc. <b>Language Arts:</b> Replying to an email, writing short essays, reading, summarizing, and connecting words.</p>

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			7.1.IM.PRSNT.6	-Answer questions on authentic readings, videos, audios, and texts. -Create multimedia presentations	<b>Quizzes and Tests</b>	<b>Geography:</b> Review maps, country names, nationalities & locations.
<b>Influences of Beauty and Art</b>	4-6 weeks	-How does Art reflect beauty and culture?	7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8 7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4 7.1.IM.IPERS.5 7.1.IM.PRSNT.1 7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6	-Participate in conversations. -Exchange information in short social interactions. - Make presentations. - Write paragraphs and/or emails -Identify the main idea in messages and presentations. -Identify the main idea in conversations or passage. -Infer meanings of unfamiliar words in new contexts. -Watch authentic videos. -Answer questions on authentic readings, videos, audios, and texts. -Create multimedia presentations.	<b>*Formative, summative, CA &amp; benchmark assessments may vary based on culture/language:</b>  <b>Presentation</b> - on a unit related topic  <b>Conversation</b> - on a unit related topic  <b>Writing/project-</b> paragraph, email, essay, or other  <b>Quizzes and Tests</b>	<b>Technology:</b> Power Point, Google, Kahoot, Quizlet, Voicethread, Yabla, Skype, research, blog posts, research and media. <b>Social studies:</b> virtual tours around cities, geography. <b>Language Arts:</b> Replying to an email, writing short essays, reading, summarizing, and connecting words. <b>Art:</b> exploration of various forms: cinema, music, art, architecture, etc. <b>Geography:</b> Review maps, country names, nationalities & locations.
<b>Environmental, Political, and Societal Challenges</b>	4-6 weeks	-What are the challenges that the world faces today?	7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6	-Participate in conversations -Exchange information in short social interactions. - Make presentations. - Write paragraphs and/or emails.	<b>*Formative, summative, CA &amp; benchmark assessments may vary based on culture/language:</b>	<b>Technology:</b> Power Point, Google, Kahoot, Quizlet, Voicethread, Yabla, Skype, research,

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			<p>7.1.IM.IPRET.7                  7.1.IM.IPRET.8                  7.1.IM.IPRET.9                  7.1.IM.IPERS.1                  7.1.IM.IPERS.2                  7.1.IM.IPERS.3                  7.1.IM.IPERS.4                  7.1.IM.IPERS.5                  7.1.IM.IPERS.6                  7.1.IM.PRSNT.1                  7.1.IM.PRSNT.2                  7.1.IM.PRSNT.3                  7.1.IM.PRSNT.4                  7.1.IM.PRSNT.5                  7.1.IM.PRSNT.6                  7.1.IM.PRSNT.7</p>	<p>-Identify the main idea in messages and presentations.                  -Identify the main idea in conversations or passage.                  -Infer meanings of unfamiliar words in new contexts.                  -Watch authentic videos.                  -Answer questions on authentic readings, videos, audios, and texts.                  -Create multimedia presentations.</p>	<p><b>Presentation</b> - on a unit related topic</p> <p><b>Conversation</b> - on a unit related topic</p> <p><b>Writing/project-</b> paragraph, email, essay, or other</p> <p><b>Quizzes and Tests</b></p>	<p>blog posts, research and media.  <b>Social studies:</b> geography, pollution, social issues related to pollution, and/or climate.  <b>Language Arts:</b> Replying to an email, writing short essays, reading, summarizing, and connecting words.  <b>Geography:</b> Review maps, country names, nationalities &amp; locations.</p>
<p><b>Families in Different Societies</b></p>	<p>4-6 weeks</p>	<p>-What constitutes family and how has it changed from the past?</p>	<p>7.1.IM.IPRET.1                  7.1.IM.IPRET.2                  7.1.IM.IPRET.3                  7.1.IM.IPRET.4                  7.1.IM.IPRET.5                  7.1.IM.IPRET.6                  7.1.IM.IPRET.7                  7.1.IM.IPRET.8                  7.1.IM.IPERS.1                  7.1.IM.IPERS.2                  7.1.IM.IPERS.3                  7.1.IM.IPERS.4                  7.1.IM.IPERS.5                  7.1.IM.PRSNT.1                  7.1.IM.PRSNT.2                  7.1.IM.PRSNT.3</p>	<p>-Participate in conversations.                  -Exchange information in short social interactions.                  - Make presentations.                  - Write paragraphs and/or emails                  -Identify the main idea in messages and presentations.                  -Identify the main idea in conversations or passage.                  -Infer meanings of unfamiliar words in new contexts.                  -Watch authentic videos.</p>	<p><b>*Formative, summative, CA &amp; benchmark assessments may vary based on culture/language:</b></p> <p><b>Presentation</b> - on a unit related topic</p> <p><b>Conversation</b> - on a unit related topic</p> <p><b>Writing/project-</b></p>	<p><b>Technology:</b> Power Point, Google, Kahoot, Quizlet, Voicethread, Yabla, Skype, research, blog posts, research and media.  <b>Social studies:</b> geography, gender studies, family life, history.  <b>Language Arts:</b> Replying to an email, writing short essays, reading, summarizing, and connecting words.</p>

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			7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6	-Answer questions on authentic readings, videos, audios, and texts. -Create multimedia presentations.	paragraph, email, essay, or other  <u><b>Quizzes and Tests</b></u>	<u><b>Geography:</b></u> Review maps, country names, nationalities & locations.
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**LEVEL 4  
THEMATIC UNIT 1**

THEME	PROFICIENCY	GRADE(S)
The influence of Language and Culture on Identity	Intermediate Low and Intermediate Mid	10-12

<b>Topics:</b>	<b><i>Food and Cuisine, Politics, Traditions, Festivals, Customs, History, etc.</i></b>
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<b>UNIT DESCRIPTION</b>	
<b><i>Interpretive</i></b>	<i>Students interpret authentic written, video/audio, and graphic materials such as online biographies, social network sites, stories and short clips from news, narratives, movies and television, etc. that focus on families and societies.</i>
<b><i>Interpersonal</i></b>	<i>Students engage in both, scripted &amp; unscripted conversations with classmates, the teacher, and audio prompts relevant to the unit topics.</i>
<b><i>Presentational</i></b>	<i>Students use lists, chunks of language and memorized phrases to describe other communities and their customs and traditions in comparison to their own expressing acquired knowledge and point of view.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> <li>● Food and Cuisine</li> <li>● Festivals</li> </ul>	<ul style="list-style-type: none"> <li>● Interpret texts and audio</li> <li>● Present information in class</li> </ul>



<ul style="list-style-type: none"> <li>• Politics</li> <li>• Traditions and Customs</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Produce presentational and/or interpersonal materials (oral and written)</li> <li>• Summarize and retell information</li> <li>• Ask and answer questions</li> <li>• Reflect on cultural perspectives and practices</li> <li>• Compare and contrast one's own community to the target language being studied</li> <li>• Converse regarding a topic.</li> <li>• Discuss pertinent topics.</li> </ul>
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<b>World Languages Standard/Proficiency Level/Cumulative Progress Indicators</b>	
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.6	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Students can participate in conversations on familiar topics using sentences and series of sentences. Students can handle short social interactions in everyday situations by asking and answering a variety of questions.	7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4 7.1.IM.IPERS.5

2	Students can make presentations on a wide variety of familiar topics using connected sentences.	7.1.IM.PRSNT.1 7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.7
3	Students can write on a wide variety of familiar topics using connected sentences.	7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.7
4	Students can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. Students can understand the main idea in conversations that they overhear.	7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8 7.1.IM.IPRET.9
5	Students can make presentations in a generally organized way on school, work, and community topics, and on topics, they have researched. They can make presentations on some events and experiences in various periods.	7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.7

**VOCABULARY:**

Vocabulary related to any of the above possible topics, such as food and cuisine, politics, traditions, festivals, Customs, advertising, history, etc.

**CULTURE:**

- Explore topics related to food and cuisine.
- Explore topics related to politics.
- Explore topics related to traditions, festivals, and customs.
- Explore topics related to advertising.
- Explore historical topics.

**SUGGESTED ACTIVITIES**

NAME	DESCRIPTION
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<b>Emails</b>	Reply to formal and non-formal emails.
<b>Simulated Conversations</b>	Follow a conversation.
<b>Essays</b>	Interpret and analyze a variety of sources to use to present an opinion or personal experience in an essay.
<b>Cultural Comparisons</b>	Compare and contrast cultural trends, dwellings, family structures, values and traditions, migration, government assistance in society, city vs country living, educational and employment opportunities, etc. between the U.S.A. and the target culture.
<b>PowerPoint Presentations</b>	Present information related to family and society.
<b>Skits</b>	Present skits related to relevant topics.
<b>Q &amp; A Game</b>	Create their own set of questions associated to the topic being studied and ask those questions to classmates.
<b>Group Discussions</b>	Students can answer, develop, or discuss topics in collaboration with their classmates.
<b>Online student interactive sites</b>	Students can review their vocabulary in groups using activities such as Quizlet Live, Quizizz, EdPuzzle, Gimkit, Memrise, Yabla, Flipgrid, etc.
<b>Interviews</b>	Students can perform interviews on any figure that fits the target theme.
<b>Virtual tours</b>	Students can partake in a virtual tour of a city, museum or other location related to the topic (and answer questions related to the visit or present a select bit of information discovered)
<b>Debates</b>	Students can partake in a debate on a related topic for the unit.

### **EXTENSION ACTIVITIES:**

Students can use Voicethread and/or Google slides to upload pictures and audio in which related thematic unit themes are discussed in the target language. These recordings can then be turned in/uploaded into Google Classroom for review.

### **INTERDISCIPLINARY CONNECTIONS:**

**Technology:** Power Point, Google, Kahoot, Quizlet, Voice Thread, Yabla, Skype, research, blog posts, research and media, etc. (Standard 8.1)

**Social studies:** Family and consumer science related to food and cuisine, history, politics, advertising, etc. (Standard 6.2.12.C.5.f)

**Language Arts:** Replying to an email, writing short essays, reading, summarizing, connection words (Standards L.11-12.3, L.11-12.4, L. 11-12.5)

**Geography:** Review countries' names, nationalities, and locations. (Standard 6.2.12.B.5.c)

### 21st CENTURY CAREERS STANDARDS:

Number	Statement Standard
9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.3.12.AR	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.HT-REC.8	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.

### FORMATIVE ASSESSMENTS:

1. Teacher will ask questions to the whole class to assess comprehension.
2. Teacher will provide feedback while students work in groups answering their introductory questions.
3. Teacher will create activities using Quizlet Live, EdPuzzle, Quizizz, etc. to assess vocabulary and/or culture before a quiz.
4. Teacher will provide videos to practice listening and acquisition of cultural nuances.
5. Teacher will begin to integrate assignments and tools that mimic those used on the AP exam.

**SUMMATIVE ASSESSMENT:**

**Possible assessments for any given unit may include the following:**

1. Quizzes and Tests
2. Conversations
3. Cultural Comparisons
4. Email prompts
5. Paragraphs
6. Reading Comprehension Assessments
7. Listening Comprehension Assessments

**ACCOMMODATIONS CHART: QSAC Accommodations**

**LEVEL 4  
THEMATIC UNIT 2**

THEME	PROFICIENCY	GRADE(S)
How Science and Technology affect our lives	Intermediate Low and Intermediate Mid	10-12

<b>Topics:</b>	<i>Environment, Energy Sources, Computers, Technology and Cell Phones, Science and Inventions, Animals, Health Care, Body Parts, Doctor, etc.</i>
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<b>UNIT DESCRIPTIONS</b>	
<b><i>Interpretive</i></b>	<i>Students interpret authentic written, video/audio, and graphic materials such as online biographies, social network sites, stories and short clips from news, narratives, movies and television, etc. that focus on families and societies.</i>
<b><i>Interpersonal</i></b>	<i>Students engage in both, scripted &amp; unscripted conversations with classmates, the teacher, and audio prompts relevant to the unit topics.</i>
<b><i>Presentational</i></b>	<i>Students use lists, chunks of language and memorized phrases to describe other communities and their customs and traditions in comparison to their own expressing acquired knowledge and point of view.</i>

CONCEPTS	SKILLS
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<ul style="list-style-type: none"> <li>● Environment</li> <li>● Computer/cell phones</li> <li>● Science</li> <li>● Animals</li> <li>● Exploration</li> <li>● Inventions</li> <li>● Energy sources</li> <li>● Health care systems</li> <li>● Doctor</li> <li>● Body parts</li> </ul>	<ul style="list-style-type: none"> <li>● Present information in class</li> <li>● Produce presentational and/or interpersonal materials (oral and written)</li> <li>● Summarize and retell information</li> <li>● Ask and answer questions</li> <li>● Reflect on cultural perspectives and practices</li> <li>● Compare and contrast one's own community to the target language being studied</li> <li>● Converse regarding a topic.</li> <li>● Discuss pertinent topics.</li> </ul>
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<b>World Languages Standard/Proficiency Level/Cumulative Progress Indicators</b>	
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.



7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.6	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Students can participate in conversations on familiar topics using sentences and series of sentences. Students can handle short social interactions in everyday situations by asking and answering a variety of questions.	7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4 7.1.IM.IPERS.5
2	Students can make presentations on a wide variety of familiar topics using connected sentences.	7.1.IM.PRSNT.1 7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.7
3	Students can write on a wide variety of familiar topics using connected sentences.	7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.7
4	Students can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. Students can understand the main idea in conversations that they overhear.	7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8 7.1.IM.IPRET.9
5	Students can make presentations in a generally organized way on school, work, and community topics, and on topics, they have researched. They can make presentations on some events and experiences in various periods.	7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.7

**VOCABULARY:**

Vocabulary related to any of the above possible topics, such as science, exploration, inventors, animals, computers, and electronic devices, the environment body parts, doctor visits, health care systems, etc.

**CULTURE:**

- Explore topics related to the environment and environmental issues

- Explore topics related to technology, cell phones, computers and other devices
- Explore topics related to science, space, experiments, and innovations.
- Explore topics related to animals and their habitats
- Explore topics related to inventions.

### **SUGGESTED ACTIVITIES**

<b>NAME</b>	<b>DESCRIPTION</b>
<b>Emails</b>	Reply to formal and non-formal emails.
<b>Simulated Conversations</b>	Follow a conversation.
<b>Essays</b>	Interpret and analyze a variety of sources to use to present an opinion or personal experience in an essay.
<b>Cultural Comparisons</b>	Compare and contrast cultural trends, dwellings, family structures, values and traditions, migration, government assistance in society, city vs country living, educational and employment opportunities, etc. between the U.S.A. and the target culture.
<b>PowerPoint Presentations</b>	Present information related to family and society.
<b>Skits</b>	Present skits related to relevant topics.
<b>Q &amp; A Game</b>	Create their own set of questions associated to the topic being studied and ask those questions to classmates.
<b>Group Discussions</b>	Students can answer, develop, or discuss topics in collaboration with their classmates.
<b>Online student interactive sites</b>	Students can review their vocabulary in groups using activities such as Quizlet Live, Quizizz, EdPuzzle, Gimkit, Memrise, Yabla, Flipgrid, etc.
<b>Interviews</b>	Students can perform interviews on any figure that fits the target theme.
<b>Virtual tours</b>	Students can partake in a virtual tour of a city, museum or other location related to the topic (and answer questions related to the visit or present a select bit of information discovered)
<b>Debates</b>	Students can partake in a debate on a related topic for the unit.

### **EXTENSION ACTIVITIES:**

Students can use Voicethread and/or Google slides to upload pictures and audio in which related thematic unit themes are discussed in the target language. These recordings can then be turned in/uploaded into Google Classroom for review.

**INTERDISCIPLINARY CONNECTIONS:**

**Technology:** Power Point, Google, Kahoot, Quizlet, Voice Thread, Yabla, Skype, research, blog posts, research and media, etc. (Standard 8.1)

**Social studies:** Family and consumer science related to food and cuisine, history, politics, advertising, etc. (Standard 6.2.12.C.5.f)

**Language Arts:** Replying to an email, writing short essays, reading, summarizing, connection words (Standards L.11-12.3, L.11-12.4, L. 11-12.5)

**Geography:** Review countries' names, nationalities, and locations. (Standard 6.2.12.B.5.c)

**Science:** Current themes in the world of science and exploration; animals (Standards HS-ESS3-1, HS-ESS3-3, HS-ESS3-4, HS-ESS3-5, HS-ESS3-6)

**21st CENTURY CAREERS STANDARDS:**

Number	Statement Standard
9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.3.12.AR	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.HT-REC.8	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.

**FORMATIVE ASSESSMENTS:**

1. Teacher will ask questions to the whole class to assess comprehension.
2. Teacher will provide feedback while students work in groups answering their introductory questions.

3. Teacher will create activities using Quizlet Live, EdPuzzle, Quizizz, etc. to assess vocabulary and/or culture before a quiz.

4. Teacher will provide videos to practice listening and acquisition of cultural nuances.

5. Teacher will begin to integrate assignments and tools that mimic those used on the AP exam.

**SUMMATIVE ASSESSMENT:**

**Possible assessments for any given unit may include the following:**

1. Quizzes and Tests
2. Conversations
3. Cultural Comparisons
4. Email prompts
5. Paragraphs
6. Reading Comprehension Assessments
7. Listening Comprehension Assessments

**ACCOMMODATIONS CHART: QSAC Accommodations**

**LEVEL 4  
THEMATIC UNIT 3**

THEME	PROFICIENCY	GRADE(S)
Factors that Impact the Quality of Life	Intermediate Low and Intermediate Mid	10-12

<b>Topics:</b>	<b><i>Food and Cuisine, Traditions, Festivals, Customs, Advertising, Shopping, Traveling, Sports, Employment, Hobbies &amp; Leisure Activities, etc.</i></b>
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<b>UNIT DESCRIPTIONS</b>	
<b><i>Interpretive</i></b>	<i>Students interpret authentic written, video/audio, and graphic materials such as online biographies, social network sites, stories and short clips from news, narratives, movies and television, etc. that focus on families and societies.</i>
<b><i>Interpersonal</i></b>	<i>Students engage in both, scripted &amp; unscripted conversations with classmates, the teacher, and audio prompts relevant to the unit topics.</i>
<b><i>Presentational</i></b>	<i>Students use lists, chunks of language and memorized phrases to describe other communities and their customs and traditions in comparison to their own expressing acquired knowledge and point of view.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> <li>● Food and Cuisine</li> </ul>	<ul style="list-style-type: none"> <li>● Present information in class</li> </ul>

<ul style="list-style-type: none"> <li>● Festivals</li> <li>● Traditions and Customs</li> <li>● Shopping</li> <li>● Travel</li> <li>● Hobbies</li> <li>● Leisure activities</li> <li>● Sports</li> <li>● Employment</li> <li>● Advertising</li> </ul>	<ul style="list-style-type: none"> <li>● Produce presentational and/or interpersonal materials (oral and written)</li> <li>● Summarize and retell information</li> <li>● Ask and answer questions</li> <li>● Reflect on cultural perspectives and practices</li> <li>● Compare and contrast one's own community to the target language being studied</li> <li>● Converse regarding a topic.</li> <li>● Discuss pertinent topics.</li> </ul>
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<b>World Languages Standard/Proficiency Level/Cumulative Progress Indicators</b>	
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.6	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Students can participate in conversations on familiar topics using sentences and series of sentences. Students	7.1.IM.IPERS.1 7.1.IM.IPERS.2



	can handle short social interactions in everyday situations by asking and answering a variety of questions.	7.1.IM.IPERS.3 7.1.IM.IPERS.4 7.1.IM.IPERS.5
2	Students can make presentations on a wide variety of familiar topics using connected sentences.	7.1.IM.PRSNT.1 7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.7
3	Students can write on a wide variety of familiar topics using connected sentences.	7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.7
4	Students can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. Students can understand the main idea in conversations that they overhear.	7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8 7.1.IM.IPRET.9
5	Students can make presentations in a generally organized way on school, work, and community topics, and on topics, they have researched. They can make presentations on some events and experiences in various periods.	7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.7

**VOCABULARY:**

Vocabulary related to any of the above possible topics, such as food and cuisine, advertising, traditions, festivals, customs, travel, sports, hobbies, leisure activities, etc.

**CULTURE:**

- Explore topics related to food and cuisine.
- Explore topics related to travel.
- Explore topics related to traditions, festivals, and customs.
- Explore topics related to advertising.
- Explore topics related to shopping.
- Explore topics related to hobbies and leisure activities.

## SUGGESTED ACTIVITIES

NAME	DESCRIPTION
<b>Emails</b>	Reply to formal and non-formal emails.
<b>Simulated Conversations</b>	Follow a conversation.
<b>Essays</b>	Interpret and analyze a variety of sources to use to present an opinion or personal experience in an essay.
<b>Cultural Comparisons</b>	Compare and contrast cultural trends, dwellings, family structures, values and traditions, migration, government assistance in society, city vs country living, educational and employment opportunities, etc. between the U.S.A. and the target culture.
<b>PowerPoint Presentations</b>	Present information related to family and society.
<b>Skits</b>	Present skits related to relevant topics.
<b>Q &amp; A Game</b>	Create their own set of questions associated to the topic being studied and ask those questions to classmates.
<b>Group Discussions</b>	Students can answer, develop, or discuss topics in collaboration with their classmates.
<b>Online student interactive sites</b>	Students can review their vocabulary in groups using activities such as Quizlet Live, Quizizz, EdPuzzle, Gimkit, Memrise, Yabla, Flipgrid, etc.
<b>Interviews</b>	Students can perform interviews on any figure that fits the target theme.
<b>Virtual tours</b>	Students can partake in a virtual tour of a city, museum or other location related to the topic (and answer questions related to the visit or present a select bit of information discovered)
<b>Debates</b>	Students can partake in a debate on a related topic for the unit.

### EXTENSION ACTIVITIES:

Students can use Voicethread and/or Google slides to upload pictures and audio in which related thematic unit themes are discussed in the target language. These recordings can then be turned in/uploaded into Google Classroom for review.

## INTERDISCIPLINARY CONNECTIONS:

**Technology:** Power Point, Google, Kahoot, Quizlet, Voice Thread, Yabla, Skype, research, blog posts, research and media, etc. (Standard 8.1)

**Social studies:** Family and consumer science related to food and cuisine, history, politics, advertising, etc (Standard 6.2.12.C.5.f)

**Language Arts:** Replying to an email, writing short essays, reading, summarizing, connection words (Standards L.11-12.3, L.11-12.4, L. 11-12.5)

**Geography:** Review countries' names, nationalities, and locations. (Standard 6.2.12.B.5.c)

## 21st CENTURY CAREERS STANDARDS:

Number	Statement Standard
9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.3.12.AR	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.HT-REC.8	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.

## FORMATIVE ASSESSMENTS:

1. Teacher will ask questions to the whole class to assess comprehension.
2. Teacher will provide feedback while students work in groups answering their introductory questions.
3. Teacher will create activities using Quizlet Live, EdPuzzle, Quizizz, etc. to assess vocabulary and/or culture before a quiz.

4. Teacher will provide videos to practice listening and acquisition of cultural nuances.
5. Teacher will begin to integrate assignments and tools that mimic those used on the AP exam.

**SUMMATIVE ASSESSMENT:**

**Possible assessments for any given unit may include the following:**

1. Quizzes and Tests
2. Conversations
3. Cultural Comparisons
4. Email prompts
5. Paragraphs
6. Reading Comprehension Assessments
7. Listening Comprehension Assessments

**ACCOMMODATIONS CHART: QSAC Accommodations**

**LEVEL 4  
THEMATIC UNIT 4**

THEME	PROFICIENCY	GRADE(S)
Influences of Beauty and Art	Intermediate Low and Intermediate Mid	10-12

<b>Topics:</b>	<b><i>Music, Cinema, Entertainment, Art, Fashion, Architecture, and Literature.</i></b>
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<b>UNIT DESCRIPTION</b>	
<b><i>Interpretive</i></b>	<i>Students interpret authentic written, video/audio, and graphic materials such as online biographies, social network sites, stories and short clips from news, narratives, movies and television, etc. that focus on families and societies.</i>
<b><i>Interpersonal</i></b>	<i>Students engage in both, scripted &amp; unscripted conversations with classmates, the teacher, and audio prompts relevant to the unit topics.</i>
<b><i>Presentational</i></b>	<i>Students use lists, chunks of language and memorized phrases to describe other communities and their customs and traditions in comparison to their own expressing acquired knowledge and point of view.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> <li>● Music</li> <li>● Cinema</li> </ul>	<ul style="list-style-type: none"> <li>● Present information in class</li> <li>● Produce presentational and/or</li> </ul>

<ul style="list-style-type: none"> <li>● Entertainment</li> <li>● Architecture</li> <li>● Art</li> <li>● Literature</li> <li>● Fashion</li> </ul>	<p>interpersonal materials (oral and written)</p> <ul style="list-style-type: none"> <li>● Summarize and retell information</li> <li>● Ask and answer questions</li> <li>● Reflect on cultural perspectives and practices</li> <li>● Compare and contrast one's own community to the target language being studied</li> <li>● Converse regarding a topic.</li> <li>● Discuss pertinent topics.</li> </ul>
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<b>World Languages Standard/Proficiency Level/Cumulative Progress Indicators</b>	
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.6	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Students can participate in conversations on familiar topics using sentences and series of sentences. Students	7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3

	can handle short social interactions in everyday situations by asking and answering a variety of questions.	7.1.IM.IPERS.4 7.1.IM.IPERS.5
2	Students can make presentations on a wide variety of familiar topics using connected sentences.	7.1.IM.PRSNT.1 7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.7
3	Students can write on a wide variety of familiar topics using connected sentences.	7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.7
4	Students can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. Students can understand the main idea in conversations that they overhear.	7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8 7.1.IM.IPRET.9
5	Students can make presentations in a generally organized way on school, work, and community topics, and on topics, they have researched. They can make presentations on some events and experiences in various periods.	7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.7

### **VOCABULARY:**

Vocabulary related to any of the above possible topics, such as music, cinema, entertainment, art, fashion, architecture and literature.

### **CULTURE:**

- Explore topics related to music (contemporary and classical)
- Explore topics related to cinema
- Explore topics related to the entertainment industry
- Explore topics related to art (can be any forms i.e painting, sculpture, etc.)
- Explore topics related to fashion and the industry
- Explore topics related to architecture
- Explore topics related to poetry and/or literature



## SUGGESTED ACTIVITIES

NAME	DESCRIPTION
<b>Emails</b>	Reply to formal and non-formal emails.
<b>Simulated Conversations</b>	Follow a conversation.
<b>Essays</b>	Interpret and analyze a variety of sources to use to present an opinion or personal experience in an essay.
<b>Cultural Comparisons</b>	Compare and contrast cultural trends, dwellings, family structures, values and traditions, migration, government assistance in society, city vs country living, educational and employment opportunities, etc. between the U.S.A. and the target culture.
<b>PowerPoint Presentations</b>	Present information related to family and society.
<b>Skits</b>	Present skits related to relevant topics.
<b>Q &amp; A Game</b>	Create their own set of questions associated to the topic being studied and ask those questions to classmates.
<b>Group Discussions</b>	Students can answer, develop, or discuss topics in collaboration with their classmates.
<b>Online student interactive sites</b>	Students can review their vocabulary in groups using activities such as Quizlet Live, Quizizz, EdPuzzle, Gimkit, Memrise, Yabla, Flipgrid, etc.
<b>Interviews</b>	Students can perform interviews on any figure that fits the target theme.
<b>Virtual tours</b>	Students can partake in a virtual tour of a city, museum or other location related to the topic (and answer questions related to the visit or present a select bit of information discovered)
<b>Debates</b>	Students can partake in a debate on a related topic for the unit.

### EXTENSION ACTIVITIES:

Students can use Voicethread and/or Google slides to upload pictures and audio in which related thematic unit themes are discussed in the target language. These recordings can then be turned in/uploaded into Google Classroom for review.

### INTERDISCIPLINARY CONNECTIONS:

**Technology:** Power Point, Google, Kahoot, Quizlet, Voice Thread, Yabla, Skype, research, blog posts, research and media, etc. (Standard 8.1)

**Social studies:** Family and consumer science related to food and cuisine, history, politics, advertising, etc (Standard 6.2.12.C.5.f)

**Language Arts:** Replying to an email, writing short essays, reading, summarizing, connection words (Standards L.11-12.3, L.11-12.4, L. 11-12.5)

**Geography:** Review countries' names, nationalities, and locations. (Standard 6.2.12.B.5.c)

**Art:** Exploration of various forms: cinema, music, art, architecture, etc. (standard 1.2.2.A.2)

### 21st CENTURY CAREERS STANDARDS:

Number	Statement Standard
9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.3.12.AR	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.HT-REC.8	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.

### FORMATIVE ASSESSMENTS:

1. Teacher will ask questions to the whole class to assess comprehension.
2. Teacher will provide feedback while students work in groups answering their introductory questions.
3. Teacher will create activities using Quizlet Live, EdPuzzle, Quizizz, etc. to assess vocabulary and/or culture before a quiz.
4. Teacher will provide videos to practice listening and acquisition of cultural nuances.

5. Teacher will begin to integrate assignments and tools that mimic those used on the AP exam.

**SUMMATIVE ASSESSMENT:**

**Possible assessments for any given unit may include the following:**

1. Quizzes and Tests
2. Conversations
3. Cultural Comparisons
4. Email prompts
5. Paragraphs
6. Reading Comprehension Assessments
7. Listening Comprehension Assessments

**ACCOMMODATIONS CHART: QSAC Accommodations**

**LEVEL 4  
THEMATIC UNIT 5**

THEME	PROFICIENCY	GRADE(S)
Environmental, Political, and Societal Challenges	Intermediate Low and Intermediate Mid	10-12

<b>Topics:</b>	<i>Environmental issues, Recycling, Water and/or Food supplies, Alternative Energy Sources, Geography, Climate, and/or Climate Change.</i>
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<b>UNIT DESCRIPTION</b>	
<b><i>Interpretive</i></b>	<i>Students interpret authentic written, video/audio, and graphic materials such as online biographies, social network sites, stories and short clips from news, narratives, movies and television, etc. that focus on families and societies.</i>
<b><i>Interpersonal</i></b>	<i>Students engage in both, scripted &amp; unscripted conversations with classmates, the teacher, and audio prompts relevant to the unit topics.</i>
<b><i>Presentational</i></b>	<i>Students use lists, chunks of language and memorized phrases to describe other communities and their customs and traditions in comparison to their own expressing acquired knowledge and point of view.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> <li>● Environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>● Present information in class</li> </ul>

<ul style="list-style-type: none"> <li>● Pollution</li> <li>● Geography</li> <li>● Alternative energy sources</li> <li>● Weather</li> <li>● Recycling</li> </ul>	<ul style="list-style-type: none"> <li>● Produce presentational and/or interpersonal materials (oral and written)</li> <li>● Summarize and retell information</li> <li>● Ask and answer questions</li> <li>● Reflect on cultural perspectives and practices</li> <li>● Compare and contrast one's own community to the target language being studied</li> <li>● Converse regarding a topic.</li> <li>● Discuss pertinent topics.</li> </ul>
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World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.6	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Students can participate in conversations on familiar topics using sentences and series of sentences. Students	7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3

	can handle short social interactions in everyday situations by asking and answering a variety of questions.	7.1.IM.IPERS.4 7.1.IM.IPERS.5
2	Students can make presentations on a wide variety of familiar topics using connected sentences.	7.1.IM.PRSNT.1 7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.7
3	Students can write on a wide variety of familiar topics using connected sentences.	7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.7
4	Students can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. Students can understand the main idea in conversations that they overhear.	7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8 7.1.IM.IPRET.9
5	Students can make presentations in a generally organized way on school, work, and community topics, and on topics, they have researched. They can make presentations on some events and experiences in various periods.	7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.7

**VOCABULARY:**

Vocabulary related to any of the above possible topics, such as environment, climate, climate challenges, pollution, alternative energy sources, recycling, geography, etc.

**CULTURE:**

- Explore topics related to pollution
- Explore topics related to climate
- Explore topics related to specific environments
- Explore topics related to environmental issues
- Explore topics related to geography

**Suggested Activities**

NAME	DESCRIPTION
<b>Emails</b>	Reply to formal and non-formal emails.
<b>Simulated Conversations</b>	Follow a conversation.
<b>Essays</b>	Interpret and analyze a variety of sources to use to present an opinion or personal experience in an essay.
<b>Cultural Comparisons</b>	Compare and contrast cultural trends, dwellings, family structures, values and traditions, migration, government assistance in society, city vs country living, educational and employment opportunities, etc. between the U.S.A. and the target culture.
<b>PowerPoint Presentations</b>	Present information related to family and society.
<b>Skits</b>	Present skits related to relevant topics.
<b>Q &amp; A Game</b>	Create their own set of questions associated to the topic being studied and ask those questions to classmates.
<b>Group Discussions</b>	Students can answer, develop, or discuss topics in collaboration with their classmates.
<b>Online student interactive sites</b>	Students can review their vocabulary in groups using activities such as Quizlet Live, Quizizz, EdPuzzle, Gimkit, Memrise, Yabla, Flipgrid, etc.
<b>Interviews</b>	Students can perform interviews on any figure that fits the target theme.
<b>Virtual tours</b>	Students can partake in a virtual tour of a city, museum or other location related to the topic (and answer questions related to the visit or present a select bit of information discovered)
<b>Debates</b>	Students can partake in a debate on a related topic for the unit.

#### **EXTENSION ACTIVITIES:**

Students can use Voicethread and/or Google slides to upload pictures and audio in which related thematic unit themes are discussed in the target language. These recordings can then be turned in/uploaded into Google Classroom for review.

#### **INTERDISCIPLINARY CONNECTIONS:**



**Technology:** Power Point, Google, Kahoot, Quizlet, Voice Thread, Yabla, Skype, research, blog posts, research and media, etc. (Standard 8.1)

**Social studies:** Family and consumer science related to food and cuisine, history, politics, advertising, etc (Standard 6.2.12.C.5.f)

**Language Arts:** Replying to an email, writing short essays, reading, summarizing, connection words (Standards L.11-12.3, L.11-12.4, L. 11-12.5)

**Geography:** Review countries' names, nationalities, and locations. (Standard 6.2.12.B.5.c)

### 21st CENTURY CAREERS STANDARDS:

Number	Statement Standard
9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.3.12.AR	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.HT-REC.8	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.

### FORMATIVE ASSESSMENTS:

1. Teacher will ask questions to the whole class to assess comprehension.
2. Teacher will provide feedback while students work in groups answering their introductory questions.
3. Teacher will create activities using Quizlet Live, EdPuzzle, Quizizz, etc. to assess vocabulary and/or culture before a quiz.

4. Teacher will provide videos to practice listening and acquisition of cultural nuances.

5. Teacher will begin to integrate assignments and tools that mimic those used on the AP exam.

**SUMMATIVE ASSESSMENT:**

**Possible assessments for any given unit may include the following:**

1. Quizzes and Tests
2. Conversations
3. Cultural Comparisons
4. Email prompts
5. Paragraphs
6. Reading Comprehension Assessments
7. Listening Comprehension Assessments

**ACCOMMODATIONS CHART: QSAC Accommodations**

**LEVEL 4  
THEMATIC UNIT 6**

THEME	PROFICIENCY	GRADE(S)
Families in Different Societies	Intermediate Low and Intermediate Mid	10-12

<b>Topics:</b>	<i>Relationships, Current events, Communities, Mass Media, Gender Roles In Society, Past and Present Family Structures, Chores, School, Housing, Friendship, etc.</i>
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UNIT DESCRIPTION	
<b><i>Interpretive</i></b>	<i>Students interpret authentic written, video/audio, and graphic materials such as online biographies, social network sites, stories and short clips from news, narratives, movies and television, etc. that focus on families and societies.</i>
<b><i>Interpersonal</i></b>	<i>Students engage in both, scripted &amp; unscripted conversations with classmates, the teacher, and audio prompts relevant to the unit topics.</i>
<b><i>Presentational</i></b>	<i>Students use lists, chunks of language and memorized phrases to describe other communities and their customs and traditions in comparison to their own expressing acquired knowledge and point of view.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> <li>● Relationships</li> </ul>	<ul style="list-style-type: none"> <li>● Present information in class</li> </ul>

<ul style="list-style-type: none"> <li>● Current events</li> <li>● Communities</li> <li>● Mass media</li> <li>● Gender roles in society</li> <li>● Past and present family structures</li> <li>● Housing</li> <li>● Chores</li> <li>● School</li> <li>● Friendship</li> </ul>	<ul style="list-style-type: none"> <li>● Produce presentational and/or interpersonal materials (oral and written)</li> <li>● Summarize and retell information</li> <li>● Ask and answer questions</li> <li>● Reflect on cultural perspectives and practices</li> <li>● Compare and contrast one's own community to the target language being studied</li> <li>● Converse regarding a topic.</li> <li>● Discuss pertinent topics.</li> </ul>
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### **VOCABULARY:**

Vocabulary related to any of the above possible topics, such as relationships, current events, communities, mass media, gender roles in society, past and present family structures, chores, housing, school, friendship, etc.

### **CULTURE:**

- Explore topics related to families of all kinds
- Explore topics related to past family structures compared to modern ones
- Explore topics related to gender roles in society
- Explore topics related to friendship & relationships
- Explore topics related to communities
- Explore topics related to current events

- Explore topics related to mass media
- Explore topics related to education
- Explore topics related to housing and chores

## SUGGESTED ACTIVITIES

NAME	DESCRIPTION
<b>Emails</b>	Reply to formal and non-formal emails.
<b>Simulated Conversations</b>	Follow a conversation.
<b>Essays</b>	Interpret and analyze a variety of sources to use to present an opinion or personal experience in an essay.
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### EXTENSION ACTIVITIES:

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**21st CENTURY CAREERS STANDARDS:**

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9.3.HT-REC.8	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.

**FORMATIVE ASSESSMENTS:**

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4. Teacher will provide videos to practice listening and acquisition of cultural nuances.
5. Teacher will begin to integrate assignments and tools that mimic those used on the AP exam.

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3. Cultural Comparisons
4. Email prompts
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6. Reading Comprehension Assessments
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**ACCOMMODATIONS CHART: QSAC Accommodations**