

Fair Lawn Public Schools

Fair Lawn, NJ

Chinese
I CP

Adopted

August

2017

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Chinese I CP is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language Student Learning Standards and the American Council on the Teaching of Foreign Languages.

Fair Lawn School District

Committee Credits Chinese I CP

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Chinese I CP

I. Course Synopsis

The Chinese I CP curriculum develops reading, writing, speaking, and listening skills aligned with the New Jersey Student Learning Standards for World Languages and the American Council on the Teaching of Foreign Languages Proficiency Guidelines.

Throughout the year, students will explore four thematic units which are each anchored by essential questions and the NCSSFL-ACTFL Can-Do Statements, culminating with performance assessments to benchmark the development of language proficiency.

Students will engage in lessons that are differentiated, interactive, and characterized by authenticity. In addition, students will interact with a variety of authentic informational texts, dialogues and electronic sources in the target language related to our four central themes, which enables a high level of comprehensible input, and thus a higher level of critical thinking. Assessment will be on-going and substantially performance-based.

II. Philosophy & Rationale

World language studies provide students with world wide connections and the understandings of the perspectives of other cultures. It is the goal of the World Language department to provide the students in this course with the ability 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, as well as, make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities, as stated in the NJ Student Learning Standards for World Language.

A. Modes of Communication

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of communication. The three modes are:

The interpretive mode- Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to listen “between the lines.”

The interpersonal mode- Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.

The presentational mode- Students present through oral and/or written communications information, concepts and ideas to an audience of

listeners or readers with whom there is no immediate personal contact. Examples of this “one to many” mode of communication are making a presentation to a group or writing an article for the school newspaper.

B. Proficiency Level and Grade Level Performance Benchmarks according to the New Jersey State World Languages Standard Learning Progressions:

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

Upon completion of the Chinese I CP World Language Curriculum, students will be able to perform at the Novice-Mid or Novice-High Proficiency Level Performance Benchmarks. The proficiency level will be specific to the individual student’s language progression.

Novice-Mid Proficiency Level Performance Benchmarks:

Interpretive Mode

Linguistic

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Cultural

- Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
- Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities

that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

- Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)
- Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
- What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
- Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
- Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

Interpersonal Mode

Linguistic

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

Respond to learned questions.

- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Cultural

The Novice-Mid Cultural Content Statements remain the same for all the strands.

Presentational Mode

Linguistic

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural:

The Novice-Mid Cultural Content Statements remain the same for all the strands.

C. “Can Do” Statements

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. 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

D. Proficiency vs. Performance

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students' learning in terms of *proficiency* rather than performance. Language proficiency refers to a student's ability to communicate spontaneously in a language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency.

E. Integrated Performance Assessment

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics to show expectations.

F. Differentiated Instruction

Differentiated instruction for students at different levels of achievement and specific learning needs (e.g. special education, English language learners, at-risk and Gifted and Talented) is embedded in targeted scaffolding based on a knowledge of each student's interests and assessment data.

III. Scope & Sequence

There are three thematic units; the goal is to study each unit within one marking period. The last marking period will be set aside for review. Vocabulary, Language Functions, and Culture are embedded in each unit.

IV. Unit Descriptions

Unit I. My Friends and I (Personal data)

Objectives SWBAT:

1. Ask and respond to simple questions
2. Ask and say how old you and others are
3. Ask how someone is and say how you are
4. Ask people about activities they like to do
5. Ask where someone is from and say where you are from
6. Describe people and things
7. Give today's date
8. Give today's weather
9. Greet people
10. Identify the target language countries on a map
11. Introduce people and respond to an introduction
12. Talking about likes and dislikes and explaining why

Vocabulary

1. Age (Chinese Zodiac)
2. Days and months
3. Weather expressions
4. Greetings and expressions
5. Likes and dislikes
6. Numbers 0-30

Suggested Activities and Assessments

1. Map labeling of Chinese speaking countries
2. Introduce a Chinese speaking person to the class with I.D. card that contains name, age, birthday, address and phone number
3. Research the weather forecast in China
4. Act as a newspaper reporter interviewing a new student. Find out the student's name, age and where he or she is from. Also, ask about at least three things he/she likes and dislikes. Be prepared to reenact your interview for the class.

Standards World Languages:

7.1.NH.A.2-5 Mathematics: 1.NBT.1-2, 1.NBT.4-6, 2.NBT.1-3, 2.NBT.5-7, 2.MD.1-4, 2.MD.7-8, 2.MD.10 Social Studies: 6.1.4.D.13, 6.1.4.B.1-2, 6.1.4.B.4-5, 6.1.4.B.8, 6.1.4.B.10, 6.1.4.D.3-4, 6.1.4.D.15-16, 6.1.4.D.18-20, 6.1.4C.9 Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.3, 8.1.8.E.1

Unit II. A Day in the Life of an American Student (School)**Objectives: SWBAT**

1. Ask and tell time
2. Describe a class schedule
3. Describe a classroom
4. Describe differences between American schools/schools in the target country 5.
Describe subject preferences

6. Describe the activities that pertain to the various classes
7. Give and follow simple oral directions
8. Identify people in the school and describe them
9. Indicate where classroom items are located
10. Label the major places in the school
11. Name school supplies used
12. Prepositions of location
13. Talk about school day and leisure activities
14. Talking about classes and sequencing events
15. Telling at what time something happens

Vocabulary

1. Adjectives to describe classes – fun, boring, difficult, easy
2. Classroom objects
3. Free-time activities and things you like
4. Directional words
5. Ordinal numbers
6. School places
7. School subjects
8. School supplies
9. Things you do in school

10. Time expressions

11. Words that describe people and things

Possible Activities and Assessments

1. Diagram of an ideal school

2. Creation of an ideal schedule and compare to current schedule.

3. Skit using school vocabulary

4. Designation of objects according to the subjects to which they pertain

5. Compare and contrast favorite and least favorite classes and discuss reasons why he or she likes or dislikes the classes and teachers.

6. Write about their favorite class, the name of the teacher, a description of the class and the teacher, the time the class meets.

Cultural Connections

1. The school day in China

2. Grade scales

3. Student course loads

Standards World Languages:

7.1.NH.A.2-5, 7.1.NH.A.6 English Language: RI.6.1-4, RI.6.7, W.6.2-5, W.6.7-9

Mathematics: 1.NBT.1-2, 1.NBT.4-6, 2.NBT.1-3, 2.NBT.5-7, 2.MD.1-4, 2.MD.7-8,

2.MD.10 Social Studies: 6.1.4.D.3-4, 6.1.4.D.15-16, 6.1.4.D.18-20, 6.1.4C.9,

6.1.P.D.1-2 Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.3, 8.1.8.E.1

Unit III. Eating with the Family

Objectives: SWBAT

1. Discuss cultural perspectives on family
2. Discuss things a family does together
3. Give, tell and compare ages and years people were born
4. Identify and describe family members
5. Read, listen to and explain information about foods and beverages for breakfast, lunch and dinner
6. Talk about foods you like and explain why
7. Talk about meals and food

Vocabulary

1. Food and drink items for breakfast, lunch, and dinner
2. Household chores
3. Members of a nuclear and extended family
4. Numbers and years
5. The days of the week
6. The seasons and the months
7. Comparatives to describe people

8. Superlatives to describe food

9. Words to describe foods

Possible Activities and Assessments

1. Based on the food pyramid, create a daily eating regimen (diet) that reflects your eating style and share with the class.

2. Invent and present a fictional food item brand to the class.

3. Construct a menu using combination of various foods acceptable for the 3 major meals of the day.

4. Compose and share out loud horrible combinations of foods and beverages.

5. Compare and contrast with partners the similarities and differences with foods typical in the students' cultures. Afterwards present to the class.

6. Produce a family tree with at least 3 generations portrayed.

7. Create a paragraph to describe a favorite family member and include the person's age, physical description, family relationship, date of birth, what he or she likes to do and why he or she is the favorite.

Cultural Connections

1. Comparisons of types of living arrangements in U.S. vs. Chinese-speaking countries, and does this carry over to Chinese families in the U.S.

2. Nuclear family vs. extended family

3. Gender agreement

4. Compare the difference between eating schedules in the US and Spanish speaking countries
5. Compare staple foods for different cultures.

Standards World Languages:

7.1.NH.A.2-5, 7.1.NH.A.6 English Language: RI.6.1-4, RI.6.7, W.6.2-5, W.6.7-9
Mathematics: 1.NBT.1-2, 1.NBT.4-6, 2.NBT.1-3, 2.NBT.5-7, 2.MD.1-4, 2.MD.7-8,
2.MD.10 Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.1, 8.1.8.D.2,
8.1.8.D.3, 8.1.8.E.1 21st century life and careers 9.1.8.A.1, 9.1.8.C.3, 9.1.8.D.1

Unit IV: My Favorite Things to Do**Objectives: SWBAT**

1. Adjectives and colors to describe items and rooms 10
2. Discussing what you and others do during your free time and during a typical **week**
3. Household chores
4. Identifying and describing rooms and areas of the home
5. Make future plans
6. Rooms in the house
7. Talk about the weather
8. Talk about what you are doing right now
9. Talk about what you like to do
10. Talk about where you and others go during free time

11. Tell at what time something happens

12. Telling where people and things are

Vocabulary

1. After school extra curricular activities

2. Names and locations for sports events

3. Furniture and items in the house

4. Household chores

5. Leisure activities (movies, television)

6. Rooms in the house

7. Time and numbers 8. Weather vocabulary 9. Words that express frequency –

siempre, nunca, generalmente, todos los días, a veces, a menudo, luego, de vez en

cuando, durante la semana Grammar 1. Asking questions 2. Related pastime

vocabulary and verbs 3. Simple future ir a + infinitive

Appropriate Activities and Assessments

1. Create an interview between a school newspaper reporter and a student in which ten questions about the student's personal data and activities outside of school are asked and answered.

2. Develop a list of ten activities mentioned and rate the activities from least favorite to favorite.

3. Invent a phone conversation between partners describing what each person likes to do during your free time.
4. Invite students to create a short paragraph describing or explaining what they, their family member or friends like to do during the week.
5. Construct a collage of favorite leisure activities. 6. Conduct a survey to compare and contrast the chores that they are responsible for daily in their homes.
7. Describe a room in a house to another classmate who will draw what they are describing.
8. Construct an ideal home plan including at least three levels in a house. **Cultural**

Connections

1. 2. Leisure-time activities (p.194) Standards World Languages: 7.1.NH.A.2-5, 7.1.NH.A.6 English Language: RI.6.1-4, RI.6.7, W.6.2-5, W.6.7-9 Health & Physical Education 2.1.8.A.1, 2.1.8.A.3, 2.1.8.B.1, 2.1.8.B.3, 2.1.8.D.1, 2.1.8.E.4 Mathematics: 1.NBT.1-2, 1.NBT.4-6, 2.NBT.1-3, 2.NBT.5-7, 2.MD.1-4, 2.MD.7-8, 2.MD.10 Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.3, 8.1.8.E.1 21st century life and careers 9.1.8.A.1, 9.1.8.C.3, 9.1.8.D.1

V. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students

ACCOMMODATIONS			
Preferential seating	Repeating/simplifying of directions	Ample use of visuals	Use of manipulatives
Strategic/flexible grouping and pairing	Clear visual, verbal and demonstrative modeling	Kinesthetic activities Rhythm, music, body movements	Use of graphic organizers
Ample wait time before calling on students	Think/Pair/Share	Teach vocab in context, and in small chunks	Frequent repetition
Student self-assessment, self-monitoring of progress	Have students set personal growth goals	Break down assignments into manageable parts/tasks	Learning centers or stations that address varied activities, skills, learning modalities
MODIFICATIONS			
<p><u>Speaking</u> <u>Provide:</u> -sentence starters -processing time -cues and prompts -embedded choices -practice time</p>	<p><u>Groups/Pairs</u> <u>Teach:</u> -rules and expectations -skills of independence – -bridging phrases, -disagreeing agreeably, -voice level</p>	<p><u>Reading</u> <u>Use:</u> -peer tutoring -label main ideas -label 5 W's -visual imagery -graphic organizers <u>Allow:</u> -Highlighting of key words/concepts</p>	<p><u>Writing</u> -Shorten task -Require lists rather than sentences <u>Allow:</u> -note-taking -visual representation of ideas -collaborative writing</p>

	-strategies for moving in and out of groups -signal for getting teacher's attention <u>Allow:</u> -Flexible grouping -Adequate/extra time -Assign group roles	-Silent pre-reading -Partner reading <u>Teach:</u> -Pre-reading strategies -'During' reading strategies -Post-reading strategies	-Brainstorm word bank -Pre-writing with graphic organizers <u>Provide:</u> -Model of writing -Structure for writing -Fill-in-blank form for note-taking
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VI. New Jersey Student Learning Standards

- **New Jersey Student Learning Standards**

<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NH.pdf>

World Languages Novice-Mid Proficiency Level Standards

Interpretive Mode:

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode:

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar

Presentational Mode:

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

- **New Jersey Student Learning Standards English Language Arts:**

NJSLS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJSLS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

NJSLS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

NJSLS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **New Jersey Student Learning Standards Social Studies (by the end of grade 8):**

6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- **New Jersey Student Learning Standards for Comprehensive Health and Physical Education** (by the end of grade 8)

2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness.

2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.

2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.

2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.

2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.

2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.

2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations

2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situation

2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.

2.4.8.A.2 Explain how the family unit impacts character development

2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.

2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance

2.6.8.A.1 Summarize the short-and long-term physical, social, and emotional benefits of regular physical activity.

2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behavior

- **Visual and Performing Arts Standards** (by the end of grade 8):

1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training

1.1.8.D.2. Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.

1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.

- **Technology Standards** (by the end of grade 8)
<http://www.state.nj.us/education/cccs/2014/tech/>

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web)

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

- **Workplace Readiness Standards**

<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- **21st Century Life and Careers**

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

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income

9.1.8.A.4 Relate earning power to quality of life across cultures

9.1.8.A.6 Explain how income affects spending decision

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally and globally.