
***Facing the Future* Activities Aligned with New Jersey State World Language Content Standards**

The following charts indicate New Jersey World Language Content Standards met by lessons in *Facing the Future's* Lesson Guide "Engaging Students through Global Issues". The *Facing the Future* activities and New Jersey World Language Content Standards below are aligned under the assumption that participants will be using a language other than English during the activity when such a requirement is made by a given content standard. (Lessons not included in a particular chart do not meet specific standards in the subject area.)

Facing the Future Lessons from *Engaging Students through Global Issues*:

- | | |
|------------------------------|---|
| 1. Crossword Puzzles | 21. What's Up With the GDP? |
| 2. Global Issues Trivia | 22. Livin' the Good Life? |
| 3. Sides Debate | 23. What's in the News? |
| 4. Making Global Connections | 24. Are You Buying This?! |
| 5. From Issue to Opportunity | 25. Life: The Long and Short of It |
| 6. Is It Sustainable? | 26. Partners for Health |
| 7. Systems Are Dynamic | 27. Three Faces of Governance |
| 8. Bears in the Air | 28. Taxes: Choices and Trade-offs |
| 9. How Big is a Billion? | 29. Take a Step for Equity |
| 10. Splash But Don't Crash | 30. Shop Till You Drop? |
| 11. Seeking Asylum | 31. Let Them Eat Cake! |
| 12. Watch Where You Step! | 32. Everyone Does Better When Women Do Better |
| 13. Now Hear This! | 33. What's Debt Got to Do With It? |
| 14. When the Chips Are Down | 34. Microcredit for Sustainable Development |
| 15. Farming for the Future | 35. To Fight or Not to Fight? |
| 16. Every Drop Counts! | 36. Worldview Mingle |
| 17. Fueling the Future | 37. Who Are the Nacirema? |
| 18. Biodiversity Connections | 38. Metaphors for the Future |
| 19. Toil for Oil | 39. Deep Space 3000 |
| 20. Fishing for the Future | 40. Creating Our Future |

Key to Standard Alignment:

X = Activity and Assessment
W = Writing Connection
T = Technology Connection
M = Math Connection

A = Action Project
L = Lesson Extension
D = Drama Connection
R = Art Connection

World Language Standards – By the end of Grade 8:

STANDARD 7.1 (COMMUNICATION) ALL STUDENTS WILL BE ABLE TO COMMUNICATE IN AT LEAST ONE WORLD LANGUAGE IN ADDITION TO ENGLISH. THEY WILL USE LANGUAGE TO ENGAGE IN CONVERSATION, UNDERSTAND AND INTERPRET SPOKEN AND WRITTEN LANGUAGE, PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE MAKING CONNECTIONS WITH OTHER DISCIPLINES, AND COMPARE THE LANGUAGE/CULTURE STUDIED WITH THEIR OWN.

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

3. Discuss people, places, objects, and daily activities based on oral or written descriptions.
5. Apply knowledge and skills gained in other core content areas to the learning of the target language.
6. Identify the main idea and theme, and describe the main characters and setting in readings from age-appropriate, culturally authentic selections.

B. Interpersonal Mode (direct spoken or written communication)

3. Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
4. Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.
5. Describe the main characters, setting, and important events from age-appropriate, culturally authentic selections both orally and in writing.
6. Identify professions and careers that require proficiency in a language other than English.

C. Presentational Mode (spoken or written communication for an audience)

1. Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
2. Use language creatively in writing to response to a variety of oral or visual prompts.
3. Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.
4. Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.

STANDARD 7.2 (CULTURE) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PERSPECTIVES OF A CULTURE(S) THROUGH EXPERIENCES WITH ITS PRODUCTS AND PRACTICES.

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.
2. Investigate how geography and climate influence the lives of people in the target culture(s) country (ies).
3. Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).
4. Examine tangible products of the target culture(s) and begin to infer why people produce and use them.

B. Interpersonal Mode (direct spoken and written communication)

1. Use culturally appropriate etiquette in verbal and non-verbal communication in a variety of social situations.
2. Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture.
3. Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S.
4. Discuss the characteristics of the school community in the target culture and compare with those in the U.S.
5. Describe past and present issues, events, and/or trends from the target culture perspective and the U.S. perspective.

C. Presentational Mode (spoken and written communication for an audience)

1. Present the results of research showing the extent of diversity in products and practices that exist within the target language/culture(s).
2. Prepare an analysis showing how expressive products or innovations of the target culture(s) influence the global community.

World Language Alignment – By the end of Grade 8:

FTF Lesson #	7.1 (Communication)										
	A.3	A.5	A.6	B.3	B.4	B.5	B.6	C.1	C.2	C.3	C.4
4		X		X	X						
5		X		X	X		W				
6	X	X		X	X						X
7	X	X		X	X				W		
8	X	X		X	X				A		X
9		X		X	X						
10	X	X, M		X	X				W		
11	X	X	X	X	X	X, W		W	W	W	
12	X	X	W	X	X	W		W	W	W	W
13	X, W	X		X	X						X
14	X	X	L	X	X	L		W	W	W	W
15	X	X	X	X	X	X				W	W
16	X	X	X	T	X	X		T	W	L	T
17	X	X		X	X		X	X	X	X	X
18		X		X	X						
19		X		X	X				X		
20	X	X		X	X				X		
21	X	X		X	X						
22	X	X		X	X			W	W		W
23	X	X		X	X		X	A		A	
24	X	X		X	X			X	X		
25	X	X		X	X			W	W		
26		X		X	X				W		
27		X			X		X		X		
28		X		X	X				X		
29	X	X	X	X	X	X			W	X	X
30	X	X	L	L	X	L		W	W	W	L
31	W	X	W	X	X	W		W	W	W	W
32	X	X		X	X			W	W	W	X
33	X	X		X	X		X	W	W	W	W
34	X	X	X	X	X	X	X	X	X	X	X
35	X	X	X	X	X	X, W	X	D	W	X	
36	X	X		X	X			T	W, T	T	X, L
37	X, W, A	X		X	X			A	W, A	W, A	W, A
38	X, W, A	X		X	X			W	W		X, W
39		X		X	X			X	X		
40		X		X	X		X	X, W	W		

World Language Alignment – By the end of Grade 8:

FTF Lesson #	7.2 (Culture)										
	A.1	A.2	A.3	A.4	B.1	B.2	B.3	B.4	B.5	C.1	C.2
4									X		
6				X			X, T		X		
8 A								A			
10 W							W		W		
11 A					X, A		A	A	X, A		
12				W		W					
13 X							X		X		
15		X							X		
16 X, T	T						X, T		X, T		
17 X	X				X	X	X	X	X		X
18					X						
19					X						
20									X		
22 W							W	W	W	W	
23 X											
24					X	X	X		X		
25 X							X		X		
26 X					W		X		X		
27					X						
28									A	A	A
29							X		X		
30 L	L			L		L	L		X	L	
31									X	W	
32 X					X	X	X		X	W	W
33 W	W			W			X, W		X	W	W
34 X	X			X	X		X		X	X	X
35 X	X	W			X	W	X		X, W	W	
36 T					X		X, L, T	L	X	T	
37 X					X	X	X	X	X	W	W
38 X, W					X		X, W	X, A	X, W	W	
39					X						
40					X				X		

World Language Standards – By the end of Grade 12:

STANDARD 7.1 (COMMUNICATION) ALL STUDENTS WILL BE ABLE TO COMMUNICATE IN AT LEAST ONE WORLD LANGUAGE IN ADDITION TO ENGLISH. THEY WILL USE LANGUAGE TO ENGAGE IN CONVERSATION, UNDERSTAND AND INTERPRET SPOKEN AND WRITTEN LANGUAGE, PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE MAKING CONNECTIONS WITH OTHER DISCIPLINES, AND COMPARE THE LANGUAGE/CULTURE STUDIED WITH THEIR OWN.

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

3. Analyze the historical and political contexts that connect/have connected famous people, places and events from the target culture with the U.S.
5. Apply knowledge and skills gained in other core content areas to interpret information on topics related to the study of the target language and culture.

B. Interpersonal Mode (direct spoken and written communication)

2. Interact in a variety of situations using culturally appropriate verbal and non-verbal communication strategies.
4. Engage in oral and/or written discourse in a variety of time frames on topics of personal or social interest, or on topics studied in other core content areas.
5. Analyze and critique a variety of culturally authentic selections.
6. Use language in a variety of settings to further personal and/or career goals.

C. Presentational Mode (spoken and written communication for an audience)

1. Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or exposure to perspectives from the target culture.
2. Use language creatively in writing for a variety of purposes.
4. Explain the perspectives of the target culture(s) as evidenced by their products and practices and compare those with home cultural perspectives.

STANDARD 7.2 (CULTURE) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PERSPECTIVES OF A CULTURE(S) THROUGH EXPERIENCES WITH ITS PRODUCTS AND PRACTICES.

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Analyze how the changing economic and political environment influences the development of new products and contemporary practices in the target culture.
2. Compare and contrast how the target country(ies) and the U.S. deal with current environmental issues.
3. Compare and contrast varying perspectives that exist in different target cultures as seen in television, film and other forms of the media.
4. Compare and contrast tangible products of the target culture(s) to their own culture and formulate a rationale about why people produce and use them.

B. Interpersonal Mode (direct spoken and written communication)

1. Interact in a wide range of social and professional contexts that reflect both peer-group and adult activities within the culture studied, using appropriate etiquette in verbal or non-verbal communication.
2. Discuss culturally authentic selections listened to, read, or viewed to demonstrate insights gained into the products, practices and perspectives of the target culture(s).
3. Compare and contrast for discussion common social practices in the U.S. and target culture(s) related to universal life events, such as birth, marriage, and death.
4. Analyze for discussion observable patterns of behavior and social conventions of various age groups in the target culture(s) and compare them with the U.S.
5. Analyze for discussion relationships among past and current economic and political structures and their impact on the perspectives of the culture(s) studied.

C. Presentational Mode (spoken and written communication for an audience)

1. Develop a persuasive rationale showing how the study of the target language and its culture(s) influences attitudes and views on diversity.

World Language Alignment – By the end of Grade 12:

FTF Lesson #	7.1 (Communication)								
	A.3	A.5	B.2	B.4	B.5	B.6	C.1	C.2	C.4
4	X	X	X	X					
5	X	X		X, W		W	W	W	
6		X		X, T					X
7	X	X	X	X, W, T				W	
8		X	X	X, A				A	
9		X		X				X	
10	X	X		X, W, M				W	X
11	X	X	X	X, W			W	W	W
12	X	X		X, W, M	W		W	W	W
13	X	X		X, A			A	A	A
14	W	X	X	X	T, L		W	W	T
15	X, W	X	X	X, W, A	W			W	W
16	X, T	L	X	X	T	L	T	W	T
17		X	X	X		X	X	X	X
18		X	X	X				X	
19		X		X				X	
20		X	X	X				X	
21		X		X					
22		X		X				W	W
23	X	X		X	X	X	A	A	A
24		X		X			X	X	
25	X	X		X				W	X
26	X	X	W	X		X		W	
27		X	X	X		X		X	
28		X		A				X	
29	X	X		X				W	X
30	X	X		X, L, W	L			W	L
31	X	X		X, W			W	W	
32		X	X	X		X	W	W	W
33	X	X		X		X	W	W	W
34		X		X		X	X	X	X
35	W	X		X		X	D	W	W
36		X	X	X, L, W, T			T	W	L, T
37	X, W	X	X	X, W		X, W	A	W	
38		X		X, W			W	W	X, W
39		X		X		X		W	
40		X	X	X, W		X, W		X, W	

World Language Alignment – By the end of Grade 12:

FTF Lesson #	7.2 (Culture)									
	A.1	A.2	A.3	A.4	B.1	B.2	B.3	B.4	B.5	C.1
4										
5					W				X	
6		X		X				X, T		
9										
10	W	W						W	X	
11	X				X, A			X	X	
12				W		W		W		
13	X	X						X	X	
14	X								X	
15		X, W							X, W	
16	X, T	X, T							X, T	
17	X	X		X	X				X	
18		X								
20		X							X	
22	W					W	W	W	W	
23	X		X			X			X	
24			X	X				X		
25	X						X		X	
26	X				W		X	X	X	
27					X					
28									A	
29	X	X				X	X	X	X	
30	X	X		X		L	X	L	X	
31	X	X							X	
32	X	X				W	X	X	X	
33	X, W	X, W		W	X	W		X, W	X, W	
34	X	X		X	X	X	X	X	X	
35	X	X	W		X	W			X	X
36	X		L, T		X, T	L		X, L, T	X, L, T	X, L, T, W
37	X		W		X	W	W	X, W, A		W
38	X		X			W	X, W	A	W	X
39					X					