

Nutley Public Schools



Department of World Languages

Curriculum Guide

Basic Spanish Communication & Culture
High School

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Introduction & Department Description

The World Languages department of the Nutley Public Schools holds forth a vision of excellence for all students. Our goal is to develop a community of lifelong learners where children have healthy self-esteem, respect and compassion for others, essential and technological knowledge, and the creative problem-solving skills needed to meet the challenges of successful citizenship in an ever-changing global society.

In a world that is experiencing major growth, the ability to understand and to express in more than one language will increase one's awareness and appreciation of multicultural diversity.

In today's global society, the study of a second language and culture is fundamental to a sound education. Along with enjoying the complexities of second language acquisition, our students will also develop the skill sets for:

- Communicating with individuals from other nations/cultures
- Understanding the marriage between language and culture
- Becoming more cognizant of the world in which we live
- Applying acquired knowledge to new learning experiences
- Using the language of study in the community as well as in various career opportunities

Via the development of these skills, students will realize that learning another language is critical to personal and academic success.

Learning occurs in meaningful, communicative contexts that carry significance for the student. Reading and writing are used as tools appropriate to the level and interest of the learners. Language structures and features are presented as tools for fruitful communication within the unit of study. Assessment is frequent and ongoing in a manner that is consistent with our program goals and teaching strategies. Proficiency in reading writing, speaking and listening will be measured via the guidelines prescribed by the American Council on the Teaching of Foreign Languages (ACTFL).

Nutley Public Schools' World Language program is designed to build fluency in the target language through an extended sequence of courses.

Statement of Purpose

The Nutley Public Schools is continuously working toward providing a comprehensive language for its students. Our goal, to expose students to different cultures via second language acquisition, will supplement the creation of the well-rounded student.

We believe that learning a second language allows students to:

- Develop knowledge of other cultures.
- Develop a cosmopolitan perspective with regard to differences among cultures.
- Develop lexical/syntactic sensitivity in their first language (L1) and the target language (L2).
- Increase their repertoire of knowledge (cognates, pragmatics and semantics), which can help them perform better on standardized tests.

- Become more familiar with the rudiments of the learning process.
- Enjoy the products of different culture such as: art, music, food and customs.

Philosophy & Approach

The K-12 world language curriculum is formatted in thematic units that present a generic scope and sequence; the curriculum can be applied to any language. Students will be exposed to their language of choice via real-life themes that promote communication and the use of the target language. Language features and grammar will be conveyed in-context, which calls for a thematic approach.

The same thematic units will be unpacked at each grade level in order to build upon previously acquired vocabulary and language features. As students progress through the levels, they will learn in additional contexts within the same unit theme. The themes are: Beauty and Aesthetics, Families and Communities, Global Challenges, Personal and Public Identities, Science and Technology, and Contemporary Life

We approach the acquisition process through *real world situations*. Understanding the people and culture of the target language allows the student to evaluate and apply their attitudes and desires to the context of learning. As a result, students will realize similarities which intensify the comprehension and the language-learning context.

Mission

The mission of Nutley Public Schools' World Languages Department is to create and sustain a challenging and inviting context where students can learn experientially while acquiring a profound understanding of new languages and cultures, different perspectives and continuous learning—the key elements of a successful contributor in a global society.

Acknowledgments

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New Jersey Student Learning Standard for World Languages

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

Three Strands

The New Jersey Student Learning standard for world languages includes three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational. These modes reconceptualize the traditional 4-skill approach in the areas of listening, speaking, reading and writing:



Strand A reflects the Interpretive Mode of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.” For more on the interpretive mode of communication:

- Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the interpretive mode (scroll down to video #1).

Strand B reflects the Interpersonal Mode of communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

- Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the interpersonal mode (scroll down to video #2).

Strand C reflects the Presentational Mode of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

- Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the presentational mode (scroll down to video #3).

Proficiency Levels

Unlike other content areas, the world languages standard is benchmarked by proficiency levels. In so doing, the world languages standard allows for multiple entry points. Multiple entry points accommodate students who develop interests in specific languages during their middle or high school years because of career choices or personal motivation. Learner choice becomes an increasingly important factor as students mature and their eventual competency is linked with interests and motivation. Students who choose to start a new language in the high school will reach levels of competency commensurate with the sequence available; and their previous experience with language study in general often contributes to more rapid acquisition of a second language.

The development of proficiency levels was informed by the [ACTFL Performance Descriptors for Language Learners 2012](#) and the [ACTFL Proficiency Guidelines 2012](#).

- **Novice-Mid Level:** Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.
- **Novice-High Level:** Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Low Level:** Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Mid Level:** Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-High Level:** Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- **Advanced-Low Level:** Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

The Role of Grammar in the World Language Class

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised world language standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

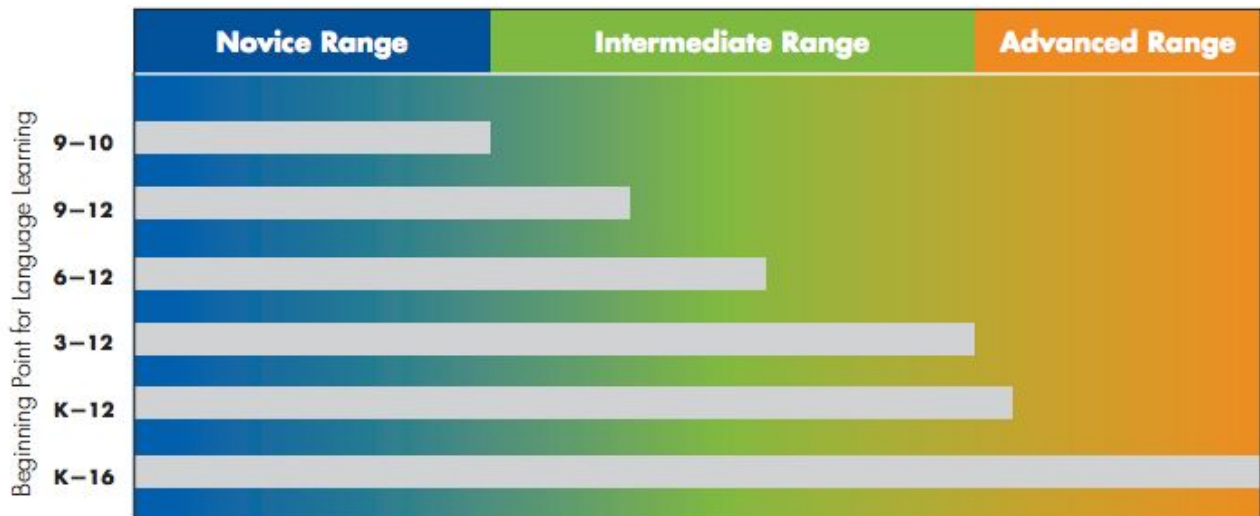
See [New Jersey Student Learning Standard for World Languages](#) for more information.

Time as a Critical Component for Developing Language Performance

According to ACTFL (2012a), “Students require carefully planned and well-sequenced learning opportunities that provide practice in using the language in order to internalize language competencies. Time on task is a critical factor in developing performance.”

The graphic that follows provides a visual representation of anticipated student performance outcomes (ACTFL, 2012a). The graphic is provided here to illustrate what outcomes are reasonable to expect of students who begin language instruction at various points.

Time as a critical component for developing language performance



It should also be noted that language learners may experience different rates of progress through different modes, depending on how similar their native language is to the new language (ACTFL, 2012a).

NCSSFL-ACTFL Can-Do Statements

Borrowing from the unit template in ACTFL's *The Keys to Planning and Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi & Terrill, 2017), the curricular template used in this document incorporates the NCSSFL-ACTFL Can-Do Statements.

The 2017 NCSSFL-ACTFL Can-Do Statements provide:

- Language learners to identify and set learning goals and chart their progress towards language and intercultural proficiency;
- Educators to write communication learning targets for curriculum, unit and lesson plans;
- Stakeholders to clarify how well learners at different stages can communicate.

How to Use the Can-Do Statements

- Can-Do statements describe what learners can do consistently over time
- Can-Do Statements help learners set goals as they progress along the proficiency continuum
- The sets of examples can be adapted to match school, district, or postsecondary curriculum as well as independent learning goals
- Can-Do statements are a starting point for self-assessment, goal-setting, and the creation of rubrics for performance-based grading

How Not to Use the Can-Do Statements

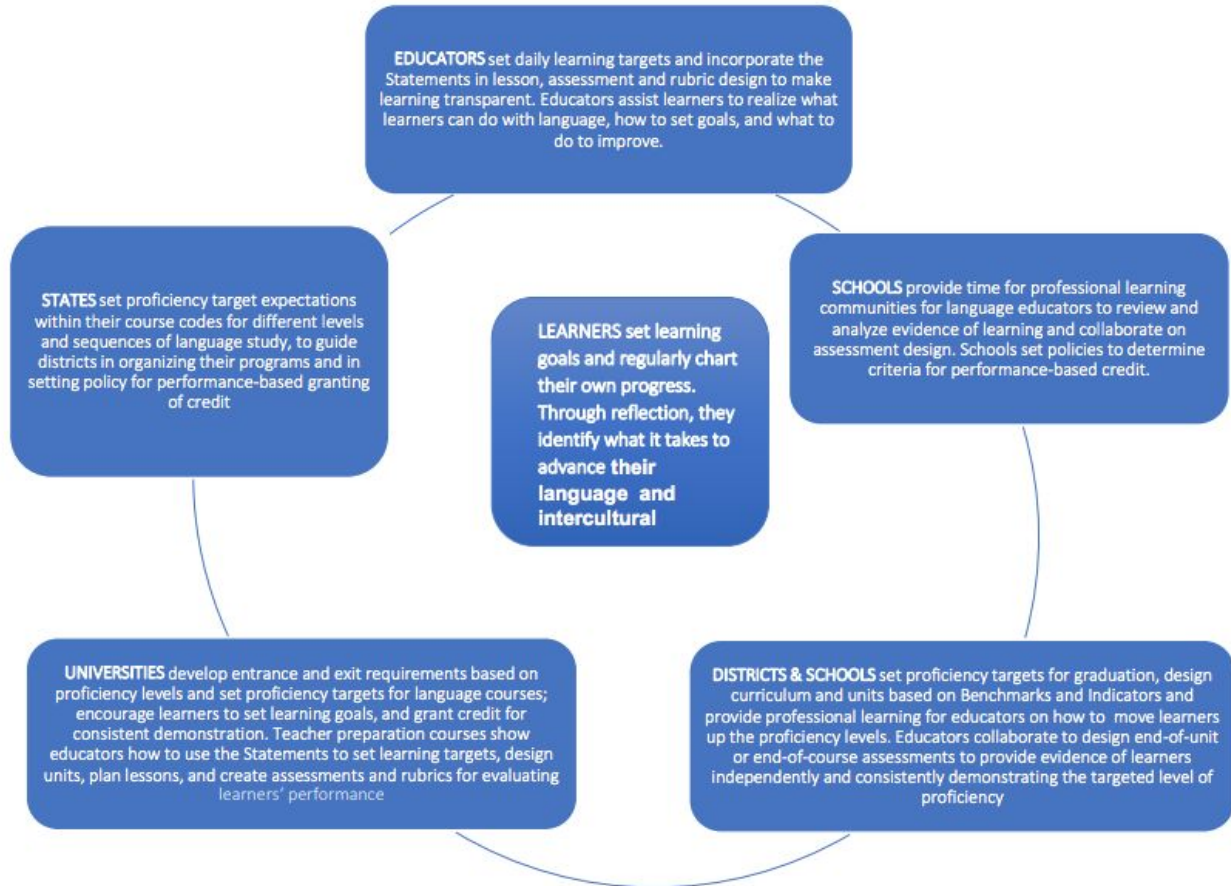
- Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off
- Can-Do Statements are NOT a limitation of what to learn or teach
- The sets of examples are NOT a prescribed curriculum
- The Can-Do statements are NOT used as an instrument for determining a letter or number grade

The Can-Do Statements are aligned with the [ACTFL Performance Descriptors for Language Learners 2012](#) and the [ACTFL Proficiency Guidelines 2012](#) and reflect growth through the Novice, Intermediate, Advanced, Superior, and Distinguished Levels in the interpretive, interpersonal, and presentational modes of communication.

This curriculum uses the Can-Do Statements to provide language learners a self-assessment tool to assess what they “can do” with language in the interpretive, interpersonal, and presentational modes of communication and should be used by students and teachers as part of an overall reflective learning process.

How Stakeholders Use the Can-Do Statements

How Stakeholders Use the Can-Do Statements



See [NCSFL-ACTFL Can-Do Statements](#) for more information.

Assessment

Borrowing from the unit template in ACTFL's *The Keys to Planning and Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi & Terrill, 2017), the curricular template used in this document incorporates both formative and summative assessments.

Both types of assessment are keyed to the three modes of communication but are broken down as follows.

Formative Assessment

Our language program encourages teachers to continually assess student progress toward desired learning goals and proficiency outcomes. These formative assessments are used to inform decisions about instruction and benchmark student progress toward summative assessments. As such, these formative assessments, however formal, are not used as an instrument for determining a letter or number grade. Instead, formative assessment should provide specific and highly focused feedback to students in preparation for the final unit level performances.

Suggested Checks for Understanding

- Exit tickets
- Think, Pair, Share (Write)
- Speaking practice
- Inside/Outside Circle
- Information Gap activities
- Class surveys
- Rough drafts
- Hand signals
- White board communicators

See *Checking for Understanding* (Fisher & Frey, 2014) for more information on formative assessments.

Sample Formative Assessments

- Ticket to leave
- Quick oral checks
- Information gap pair activity
- Maintain the conversation (keep the conversation going)
- Write captions
- Finish a story
- Rough draft

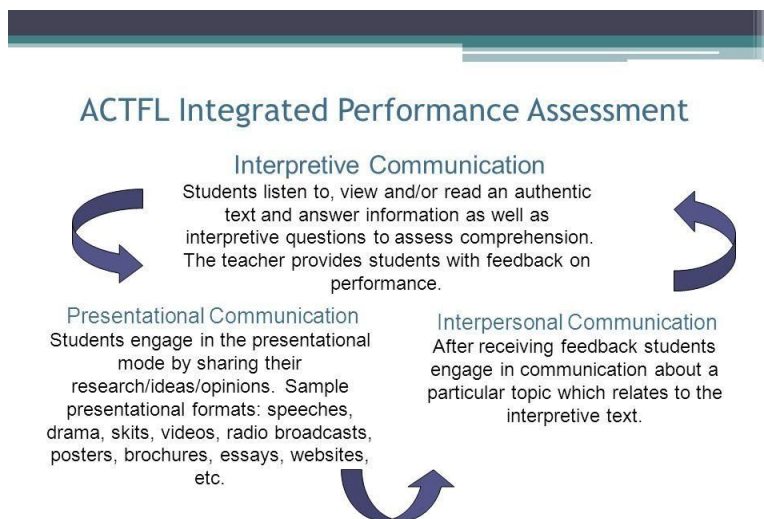
Summative Assessment

In summative assessments, students demonstrate that they can apply the lessons they have learned, the skills they have acquired, and the knowledge they have gained in the unit of instruction. Summative assessment is a new application of what has already been assessed at the formative level (Sandrock, 2017).

Integrated Performance Assessments (IPAs)

Our language program encourages summative assessment that measures what students can *do* with the language. To this end, the department encourages the use of integrated performance assessments. The **integrated performance assessment (IPA)** is a cluster assessment featuring three modes of communication: **interpretive**, **interpersonal**, and **presentational**. All three tasks are aligned within a single overarching theme or content area that should be of interest to learners and complements the curriculum. This multi-task reflects the manner in which students naturally acquire language in the real world or in the classroom. As such, the tasks should be:

- Authentic
 - Reflect tasks that individuals do in the world outside of the classroom
- Performance-based
 - Reflect how students USE the language and cultural knowledge in communicative tasks
 - Requires critical thinking skills:
 - e.g. synthesizing, analyzing, reasoning, problem-solving, inferencing, creative thinking
- Based on the 3 Modes of Communication
 - Interpretive, Interpersonal, Presentational
- Integrated
 - Integrates communication plus other goal areas of the standards
- Illustrate development progress according to ACTFL Performance Descriptors
- Blend in a seamless fashion with classroom instruction and experience



Although summative assessment of the three modes of communication often occurs near the end of a unit, they may occur at “any point where that goal has been reached in the unit.” (Sandrock, 2015, p. 25)

See *The Keys to Assessing Language Performance: A Teacher’s Manual for Measuring Student Progress* (Sandrock, 2017) for more information on formative and summative assessment in the world language classroom.

Culturally Authentic Materials

Culturally authentic materials should be selected when implementing integrated performance assessments. Teachers can use various sources from the target language culture to find the texts (oral, printed, video) required for the interpretive tasks, both for the classroom practice that prepares students (including formative assessments) and for the IPA itself (summative assessment).

Authentic texts are those that are produced by and for members of the target language culture. While teachers may find it intuitive to simplify or edit culturally authentic texts, it is the task that should be edited, not the text (Adair-Hauck, Glisan, & Troyan, 2013). Teachers should choose materials based on “CALL-IT”:

C = C ontext
A = A ge
LL = L inguistic L evel
IT = I mportance of T ask

See *Implementing Integrated Performance Assessment* (Adair-Hauck, Glisan, & Troyan, 2013) for more information on integrated performance assessments.

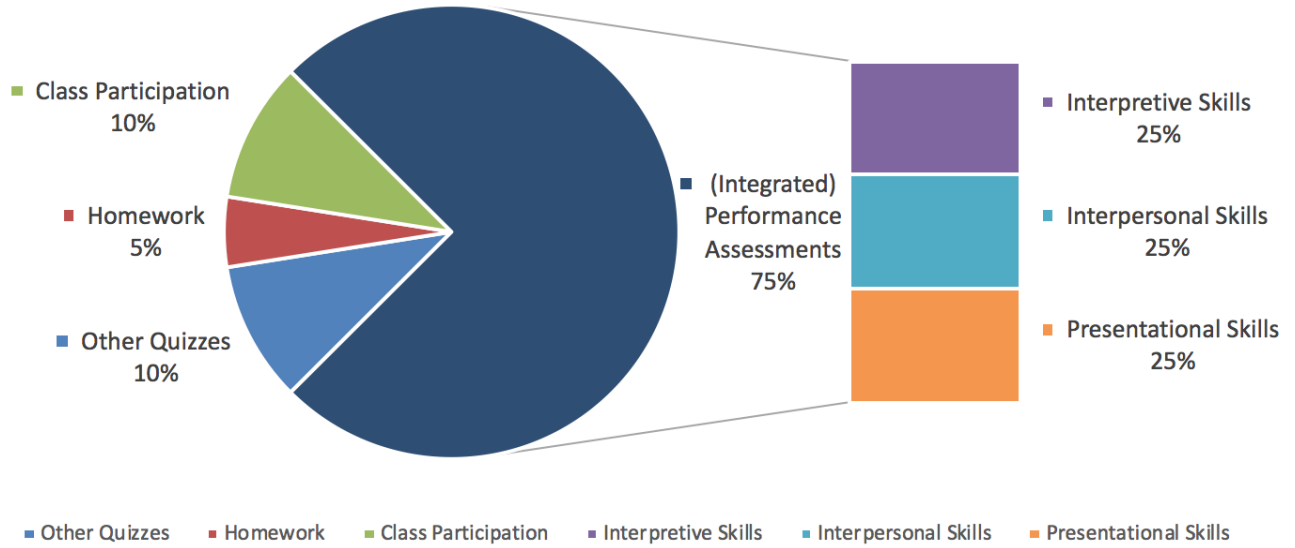
Grading Policy

Recognizing the importance of directly linking students’ grades to their performance level in a language, the secondary level grading policy is keyed to the NJSL for world languages.

Student achievement in the three skill areas/modes (interpretive, interpersonal, and presentational) will be assessed each marking period and constitute the majority (75%) of students’ grades in the course.

Student performance in class (class participation), at home (homework), and also on minor classroom assessments (quizzes) will also be criteria (25%) in determining students’ grades in the course.

World Language Department Grading Policy – Secondary Italian & Spanish



Meeting the Needs of All Students

The term “all students” includes students who are college-bound, academically talented, those whose native language is not English, those with disabilities, students with learning deficits, and students from diverse socioeconomic backgrounds.

See "[Instructional Adaptations for Students with Diverse Needs](#)" (chapter 12) and "[Appendix D: Instructional Strategies](#)" of the archived *New Jersey World Languages Curriculum Framework* for more suggestions.

Anticipated Misunderstandings in Unit		
Instructional Adjustments		
Accommodations	Modifications	Higher Level Differentiation
<ul style="list-style-type: none"> ● BulletedListHere 		
<ul style="list-style-type: none"> ● 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 ● Use of graphic organizers ● Ample wait time ● Frequent repetition ● Student setting of personal growth goals ● Breaking down assignments ● Learning centers 	<ul style="list-style-type: none"> ● Sentence starters ● Additional processing time ● Cues and prompts ● Embedded choices ● Practice time ● Shorten task ● Require lists instead of sentences ● Provide graphic organizers ● Provide choices ● Provide visuals 	<ul style="list-style-type: none"> ● Use compacting ● Allowance for individual student interests ● Allowance for students to make independent plans for independent learning ● Variety in types of authentic resources ● Use tiered assignments that are more complex or abstract ● Allow time with like-intellectual peers ● Use open-ended questioning strategies

References

- Adair-Hauck, B., Glisan, W., & Troyan, Francis J. (2013). *Implementing Integrated Performance Assessment*. Alexandria, VA: Author.
- American Council on the Teaching of Foreign Languages. (2012a). [*ACTFL performance descriptors for language learners*](#). Alexandria, VA: Author.
- American Council on the Teaching of Foreign Languages. (2012b). [*ACTFL proficiency guidelines 2012*](#). Alexandria, VA: Author.
- American Council on the Teaching of Foreign Languages. (2017). [*NCSSFL-ACTFL Can-do statements: Progress indicators for language learners*](#). Alexandria, VA: Author.
- Clementi, D. & Terrill, L. (2017). *The Keys to planning for learning: Effective curriculum, unit, and lesson design*. Alexandria, VA: Author.
- Fisher, D. & Frey, N. (2014). *Checking for understanding*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Grahn, L, & McAlpine, D. (2017). *The Keys to strategies for language instruction: Engagement, relevance, critical thinking, collaboration*. Alexandria, VA: Author.
- New Jersey State Department of Education. (2014). [*New Jersey Student Learning Standard for World Languages*](#). Trenton, NJ: Author.
- New Jersey State Department of Education. (1999). [*New Jersey world languages curriculum framework*](#). Trenton, NJ: Author.
- Sandrock, P. (2017). *The Keys to assessing language performance: A Teacher's manual for measuring student progress*. Alexandria, VA: Author.

Course Description/Summary

This is an introductory course with a focus on basic verbal/non-verbal communication and cultural study. This is a special course with a hands-on, concrete approach for different learning styles. Techniques for the differentiation of instruction are utilized. The basic skills of reading, writing, speaking and listening are incorporated into the course, yet the emphasis is on the skills necessary for basic communication.

Each unit in this course will provide the student the opportunity to work with the instructor(s) to work toward the completion of a culminating project.

This is a pass fail course. This entry level basic Spanish course fulfills the graduation language requirement.

Unit Contents: Scope & Sequence

Course Summary							
Unit #	Curricular Theme ⇨ Unit Title ⇩	Beauty and Aesthetics	Contemporary Life	Families and Communities	Global Challenges	Personal and Public Identities	Science and Technology
1	Hello		✓			✓	✓
2	My friends and I	✓		✓		✓	
3	My life at NHS		✓				
4	My town of Nutley	✓		✓	✓		
✓ = Unit of study addresses curricular theme(s) indicated.							

Unit 1

Course Information

Language(s)	Spanish	Approximate Unit Length	1 marking period
Level/Grade	Basic Communication & Culture	Performance Range	Novice-Mid
Grade(s)	9-12	Curricular Theme	
Unit Title	Hello		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • How do you get to know someone from a Spanish speaking country? • What are useful expressions and vocabulary in a school setting? • How does weather influence our everyday life?
Enduring Understanding(s)	<ul style="list-style-type: none"> • In this unit, students will become familiar with greetings and introductions and necessary to be able to function in class on a daily basis. Students will also be exposed to the alphabet and phonetic pronunciations. Students will learn the days of the week, the months of the year, the weather and the numbers up to 31 which will enable them to write the date in the proper fashion.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

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 (Strand B Indicators)

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 (Strand C Indicators)	
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).

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • The tasks follow the format of the IPA, but are integrated throughout the unit. • The template encourages multiple Interpretive tasks • The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. • The tasks incorporate 21st Century Learning. 	<ul style="list-style-type: none"> • Students will analyze an ID of the target culture and respond to questions based on the ID. https://www.google.com/search?q=colombia+drivers+license&source=Inms&tbn=isch&sa=X&ved=0ahUKewiMuN_e-YXdAhVid8KHaVuBtAQ_AUICygc&biw=1280&bih=726&safe=active&ssui=on#imgrc=_RjzsX2GAHlyVM • Students will watch a video about Ana Sofia from Colombia and respond to questions. https://www.youtube.com/watch?v=dPoYhUSZg_Q 	<ul style="list-style-type: none"> • Students will have a conversation based on getting to know you. Recorded on Seesaw 	<ul style="list-style-type: none"> • Students will present another student from class or a friend to the rest of the class. Using slides, powerpoint, prezi for guidance or a recording on Seesaw.

Toolbox & Core Content

Can-Do Statements	
Interpretive	<ul style="list-style-type: none"> • I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written. • I can identify some basic facts from memorized words and phrases when they are supported gestures or visuals in conversation. • I can follow instructions for simple routines • I can recognize some common greetings and expressions. • I can understand someone saying a date or time. • I can understand someone talking about their age, where they are from, their phone number and birthday. • I can understand basic personal information from short written communication.
Interpersonal	<ul style="list-style-type: none"> • I can identify some basic facts from memorized words and phrases when they are supported gestures or visuals in conversation. • I can greet my friends, my peers and elders. • I can ask for a person's name.

	<ul style="list-style-type: none"> ● I can ask / respond questions about your/my well being. ● I can ask/respond about the weather conditions
Presentational	<ul style="list-style-type: none"> ● I can present myself to the class ● I can use the verbs estar, ser and tener appropriately. ● I can state the date and day of week ● I can ask and state when is someone's/my birthday
Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
<ul style="list-style-type: none"> ● Asking and answering questions ● Expressing emotions and opinions ● Exchanging personal information ● Describing weather patterns ● Expressing commands 	<ul style="list-style-type: none"> ● Informational questions ● Verbs: to be, to have, to be like (hacer), to live ● Singular and plural forms ● Feminine & Masculine nouns ● Definite Articles
Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> ● Greetings ● Classroom commands ● Numbers ● Weather expressions ● Months and seasons ● Days of the week 	<ul style="list-style-type: none"> ● Classroom Objects
Instructional Activities	
Key Learning Activities	Mode of Communication
Daily Routine: ¿Qué día es hoy?, ¿Cuál es la fecha de hoy?, ¿Qué tiempo hace hoy?	Interpersonal
Speaking Activities: Dialogue introduce yourselves and others	Interpersonal
Games: Bingo, Charades, Pictionary, Flyswatter Game	Interpretive
Vocabulary: Peardeck flashcards	Interpretive
Listening / Speaking Activity: What is in my backpack?	Interpretive
Audio: Avancemos 1 Preliminary Unit http://www.classzone.com/cz/books/avancemos_1/get_chapter_group.htm?cin=1&rg=downloads&at=downloadable_audio_files&var=downloadable_audio_files	Interpretive
YouTube Video: Punto y Coma ELE https://www.youtube.com/watch?v=5Qpu06Ybe1s	Interpretive
Reading Comprehension Activity: informational texts	Interpretive
Formative Assessment & Check Points	Mode of Communication
Speaking Task: Present yourself to the class	Presentational
Writing Task: Create a poster/infographic of the local weather	Presentational
Quizzes: grammar and vocabulary	
Do Nows and Exit Tickets	
Speaking Task: present a classmate or a friend to the rest of the class	Presentational
Speaking Task: dialogue with another student "getting to know you"	Interpersonal
Reading Comprehension: analyze an ID and respond to questions based on topic	Interpretive

Audio Comprehension: analyze an audio and respond to questions based on topic		Interpretive
Resources	Technology Integration	
<i>Essential materials, supplementary materials, links to best practices</i>	<i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.</i>	
<ul style="list-style-type: none"> ● Descubre 1 ● Avancemos 1 ● Realidades 1 ● Picture Prompts ● Mary Glasgow Magazines and Website ● YouTube 	<ul style="list-style-type: none"> ● SmartBoard activities / Internet activities ● YouTube videos and authentic commercials ● Google applications ● Vimeo ● United Streaming: http://streaming.discoveryeducation.com/ ● StudySpanish.com: http://www.studyspanish.com/ ● WordReference.com: http://www.wordreference.com/ ● Kahoot, Quizlet, Pear Deck, Quizziz 	
21 st Century Life and Career Standards		
<i>The selected standards may apply to this unit of study</i>		
<ul style="list-style-type: none"> <input type="checkbox"/> Act as a responsible and contributing citizen and employee. <input type="checkbox"/> Apply appropriate academic and technical skills. <input type="checkbox"/> Attend to personal health and financial well-being. <input type="checkbox"/> Communicate clearly and effectively and with reason. <input type="checkbox"/> Consider the environmental social and economic impacts of decisions. <input type="checkbox"/> Demonstrate creativity and innovation. <input type="checkbox"/> Employ valid and reliable research strategies. <input type="checkbox"/> Utilize critical thinking to make sense of problems and persevere in solving them. <input type="checkbox"/> Model integrity, ethical leadership, and effective management. <input type="checkbox"/> Plan education and career paths aligned to personal goals. <input type="checkbox"/> Use technology to enhance productivity. <input type="checkbox"/> Work productively in teams while using cultural global competence. 		
<p>Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf</p>		

Unit 2

Course Information

Language(s)	Spanish	Approximate Unit Length	1 marking period
Level/Grade	Basic Communication & Culture	Performance Range	Novice-Mid
Grade(s)	9-12	Curricular Theme	Families, Communities & Identities
Unit Title	My friends and I		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • Who am I? • Who are my friends? • How would I describe my friends and others? • What do our favorite activities say about us?
Enduring Understanding(s)	<ul style="list-style-type: none"> • In this unit, a student will be able to describe himself/herself, describe others, name likes and dislikes, hobbies, sports and other activities.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

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 (Strand B Indicators)

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 (Strand C Indicators)	
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).

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • The tasks follow the format of the IPA, but are integrated throughout the unit. • The template encourages multiple Interpretive tasks • The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. • The tasks incorporate 21st Century Learning. 	<ul style="list-style-type: none"> • Read an article and respond to questions about robots. https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281097954/a/e3/2c/910-qt1-12-13-621947.pdf • Watch a video of an interview of a girl from Peru and respond to questions. https://www.youtube.com/watch?v=1xy1qmcRtzI 	<ul style="list-style-type: none"> • Students will interview each other and to get to know each other. They are to have a conversation about their likes/dislikes and leisure activities. 	<ul style="list-style-type: none"> • Present a description about your best friend or a sibling

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> • I can respond to questions from a reading/audio about other students from the target culture
Interpersonal	<ul style="list-style-type: none"> • I can have a simple conversation with a classmate based on getting to know questions • I can ask about another person’s schedule.
Presentational	<ul style="list-style-type: none"> • I can describe myself and classmates • I can describe my class schedule. • I can rank my subject preferences.

Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
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<ul style="list-style-type: none"> • Asking for/giving information • Describing • Expressing likes/dislikes/preferences • Giving biographical information 	<ul style="list-style-type: none"> • Descriptive adjectives • Subject pronouns • the verbs to be, to have, to like • Regular present tense • Noun Adjective agreement
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Priority Vocabulary	Other Vocabulary
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<ul style="list-style-type: none"> • Descriptive Adjectives • School Subjects • Hobbies / Leisure Activities • Preferences, likes/dislikes 	<ul style="list-style-type: none"> • Adjectives to describe classes • Classroom learning verbs
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Instructional Activities

Key Learning Activities	Mode of Communication
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Daily Routine: ¿Qué día es hoy?, ¿Cuál es la fecha de hoy?, ¿Qué tiempo hace hoy?	Interpersonal
Dialogues with other students	Interpersonal
Games: Bingo, Charades, Pictionary, Flyswatter Game	Interpretive
Peardeck flashcards	Interpretive
Scavenger Hunt: finding likes/dislikes of other students	Interpretive
Audio: Sofia Vergara https://d3ddkgxe55ca6c.cloudfront.net/assets/t1404478605/a/bb/12/01-qt1-2014-track-01-1229446.mp3 Transcript: https://d3ddkgxe55ca6c.cloudfront.net/assets/t1405348199/a/5f/40/que-tal-cd1-sept-feb-2014-trans-web-1232141.pdf	Interpretive
Article: ¡A leer! & Un robot que baila https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281087874/a/1d/1d/89-qt1-p02-03-mgm-619238.pdf	Interpretive
Article: ¿Qué hobbies tienes? https://d3ddkgxe55ca6c.cloudfront.net/assets/t1432809124/a/fb/bc/quetal3-p8-9-mgm-1360451.pdf	Interpretive
Formative Assessment & Check Points	Mode of Communication
Create a top 5 list of your favorite leisure activities	Presentational
Survey the class on which are their favorite classes / leisure activities	Presentational
Do Now and Exit Tickets	
Quizzes: vocabulary and grammar	
Venn Diagram: I, We, He/She (Realidades 1 p. 87)	Interpersonal
Present Venn Diagram activity of partners (Realidades 1 p. 87)	Presentational
Resources	Technology Integration
<i>Essential materials, supplementary materials, links to best practices</i>	<i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.</i>
<ul style="list-style-type: none"> ● Descubre 1 ● Realidades 1 ● Que tal Magazines 	<ul style="list-style-type: none"> ● Chromebooks ● Google Apps ● YouTube ● Quizlet, Peardeck, Kahoot, Quizizz ● Wordpress ● WWITV
21st Century Life and Career Standards	
<i>The selected standards may apply to this unit of study</i>	
<p>Act as a responsible and contributing citizen and employee. Apply appropriate academic and technical skills. Attend to personal health and financial well-being. Communicate clearly and effectively and with reason. Consider the environmental social and economic impacts of decisions. Demonstrate creativity and innovation. Employ valid and reliable research strategies. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	

Model integrity, ethical leadership, and effective management.
Plan education and career paths aligned to personal goals.
Use technology to enhance productivity.
Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 3

Course Information			
Language(s)	Spanish	Approximate Unit Length	1 marking period
Level/Grade	Basic Communication & Culture	Performance Range	Novice-Mid
Grade(s)	9-12	Curricular Theme	Global Challenges
Unit Title	My life at NHS		
Course Focus			
Essential Question(s)	<ul style="list-style-type: none"> • What is an average day at school for me? • What are my favorite classes/activities at school? • Who is my favorite teacher? 		
Enduring Understanding(s)	<ul style="list-style-type: none"> • Students will understand that although schools in target culture have different schedules and customs, daily lives of students in the U.S. and the target culture are very similar. 		
NJ Student Learning Standards			
Interpretive (Strand A Indicators)			
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 (Strand B Indicators)			
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 (Strand C Indicators)			

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).

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> ● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> ● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i> ● <i>The template encourages multiple Interpretive tasks</i> ● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i> ● <i>The tasks incorporate 21st Century Learning.</i> 	<ul style="list-style-type: none"> ● Students will read a schedule from a school in the target language. ● Students will listen to an audio of students experiences at school and what they like/dislike about school. https://d3ddkgxe55ca6c.cloudfront.net/assets/t1404478724/a/19/f6/03-qt1-2014-track-03-1229448.mp3 	<ul style="list-style-type: none"> ● Students will have a conversation where they speak of their schedules, teachers and favorite classes. 	<ul style="list-style-type: none"> ● Students will create a detailed schedule and present it to the class.

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> ● I can understand what people say about school schedules, subjects, and class supplies. ● I can understand when I hear people talk about locations within a school. ● I can understand information about supplies for class. ● I can understand short readings that describe classes and teachers. ● I can understand information about the class and where objects are located in the classroom. ● I can successfully locate items in a classroom by reading a passage.
Interpersonal	<ul style="list-style-type: none"> ● I can say what classes and teachers I have and when I have them. ● I can say what materials I have and need for each class. ● I can describe my classes. ● I can ask about and give details concerning where items and persons are located in the classroom.
Presentational	<ul style="list-style-type: none"> ● I can talk about my school schedule. ● I can tell what school supplies I need for each class. ● I can describe my classes and teachers. I can write my school schedule. ● I can write a description of my classes and teachers. ● I can indicate where a person or an item is located. ● I can write a note describing my classroom and where people and things are located.

Supporting Functions

Students will be able to:

- Asking and answering questions
- Describing people
- Expressing opinions
- Describing school schedules
- Comparing classes and schedules

Supporting Structures/Patterns

Students will know:

- Informational questions
- Verbs: ESTAR, SER, TENER
- Use verbs in both the conjugated and infinitive formats to communicate information
- Noun/Adjective agreement

<ul style="list-style-type: none"> Telling time 	<ul style="list-style-type: none"> Interrogative words: ¿Cómo?, ¿Quién?, ¿Cuándo?
Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> School supplies Classes vocabulary Parts of a school Time expressions 	<ul style="list-style-type: none"> Prepositional phrases
Instructional Activities	
Key Learning Activities	Mode of Communication
Daily Routine: ¿Qué día es hoy?, ¿Cuál es la fecha de hoy?, ¿Qué tiempo hace hoy?	Interpersonal
School Scavenger Hunt	Interpretive
Interview classmates	Interpersonal
Create school schedules	Presentational
Games: Bingo, Charades/Pictionary, Flyswatter Game	Interpretive
Busca alguien que le gusta la clase de...	Interpersonal
Audio: Mi vida en el cole https://d3ddkgxe55ca6c.cloudfront.net/assets/t1435749257/a/51/11/qt115-pista-4-1370201.mp3 Transcript of Audio: https://d3ddkgxe55ca6c.cloudfront.net/assets/t1435156584/a/c8/93/que-tal-booklet-issue1-1368570.pdf	Interpretive
Article: Mi vida en el colegio https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281096574/a/9a/78/56-quetal3-p04-05-mgm-621156.pdf	Interpretive
Formative Assessment & Check Points	Mode of Communication
Quizzes on vocabulary and grammar structures	
Do Nows and Exit Tickets	
¿Tienes...?: similar to Go Fish, play with vocabulary	Interpretive
Loteria del horario (Realidades teacher’s edition p. 74)	Interpretive
Tu sala de clase (Realidades 1 p. 117)	Presentational
Resources	Technology Integration
<i>Essential materials, supplementary materials, links to best practices</i>	<i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students’ 21st century skills of communication, collaboration, critical thinking, and creativity.</i>
<ul style="list-style-type: none"> Descubre 1 Realidades 1 Avancemos 1 Que tal Magazine Teacher created and gathered materials, activities, newspapers and other realia. 	<ul style="list-style-type: none"> Chromebooks Google Apps YouTube Quizlet, Peardeck, Kahoot, Quizizz Worldpress WWITV
21st Century Life and Career Standards	

The selected standards may apply to this unit of study

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well-being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 4

Course Information

Language(s)	Spanish	Approximate Unit Length	1 marking period
Level/Grade	Basic Communication & Culture	Performance Range	Novice-Mid
Grade(s)	9-12	Curricular Theme	Science, Technology, and Contemporary Life
Unit Title	My town of Nutley		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • What is in my community? • How do I navigate around my community? • How is Nutley different/similar to towns in target countries?
Enduring Understanding(s)	<ul style="list-style-type: none"> • A community is a direct reflection of its' residents. In this unit, students will explore how people live, work and socialize in a community. They will compare and contrast their community with that of the target culture.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

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 (Strand B Indicators)

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 (Strand C Indicators)	
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).

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> ● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> ● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i> ● <i>The template encourages multiple Interpretive tasks</i> ● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i> ● <i>The tasks incorporate 21st Century Learning.</i> 	<ul style="list-style-type: none"> ● Read about a Spanish speaking country and complete activities. 	<ul style="list-style-type: none"> ● Students will have a conversation with a classmate and ask where they like to go in Nutley and what they do there. 	<ul style="list-style-type: none"> ● Students will create an imaginary town or what the center of Nutley would look like in 2029. Label it and write 5-10 sentences about it.

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> ● I can understand directions given to me ● I can read a map of a city from a target country ●
Interpersonal	<ul style="list-style-type: none"> ● I can ask/respond to questions about my town ● I can ask for or give directions ●
Presentational	<ul style="list-style-type: none"> ● I can identify different types of specialty stores ● I can describe activities associated with the various places in town ● I can name different types of vendors ● I can identify locations by using prepositional phrases ●

Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
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<ul style="list-style-type: none"> ● Describing places in the town ● Identifying locations ● Following / Giving directions to places ● Creating an imaginary town ● Asking/answering questions 	<ul style="list-style-type: none"> ● Prepositional phrases ● Verbs: to be, to have, to go ● Directions ● Simple future
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Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> ● Town Vocabulary ● Directions ● Leisure Activities 	<ul style="list-style-type: none"> ● BulletedList

Instructional Activities	
Key Learning Activities	Mode of Communication
Daily Routine: ¿Qué día es hoy?, ¿Cuál es la fecha de hoy?, ¿Qué tiempo hace hoy?	Interpersonal
Games: Bingo, Charades/Pictionary, Flyswatter Game	Interpretive
Scavenger Hunt: places in the schools	
Nutley Scavenger Hunt using a map	Interpretive
Role Play: lost tourist	Interpersonal
Bomba Game	Interpretive
Formative Assessment & Check Points	Mode of Communication
Oral or written presentation: My imaginary town	Presentational
Describe Nutley in great detail	Presentational
Quizzes: grammar and vocabulary	
Resources	Technology Integration
<i>Essential materials, supplementary materials, links to best practices</i>	<i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.</i>
<ul style="list-style-type: none"> ● Descubre 1 ● Realidades 1 ● Avancemos 1 ● Que tal Magazine ● Teacher created and gathered materials, activities, newspapers and other realia. 	<ul style="list-style-type: none"> ● Chromebooks ● Google Apps ● YouTube ● Quizlet, Peardeck, Kahoot, Quizizz ● Wordpress ● WWITV
21 st Century Life and Career Standards	
<i>The selected standards may apply to this unit of study</i>	
<p>Act as a responsible and contributing citizen and employee. Apply appropriate academic and technical skills. Attend to personal health and financial well-being. Communicate clearly and effectively and with reason. Consider the environmental social and economic impacts of decisions. Demonstrate creativity and innovation. Employ valid and reliable research strategies. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership, and effective management. Plan education and career paths aligned to personal goals. Use technology to enhance productivity. Work productively in teams while using cultural global competence.</p> <p>Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf</p>	

