

# Nutley Public Schools



Department of World Languages

Curriculum Guide

Grade 7 – Italian & Spanish

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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; other 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.

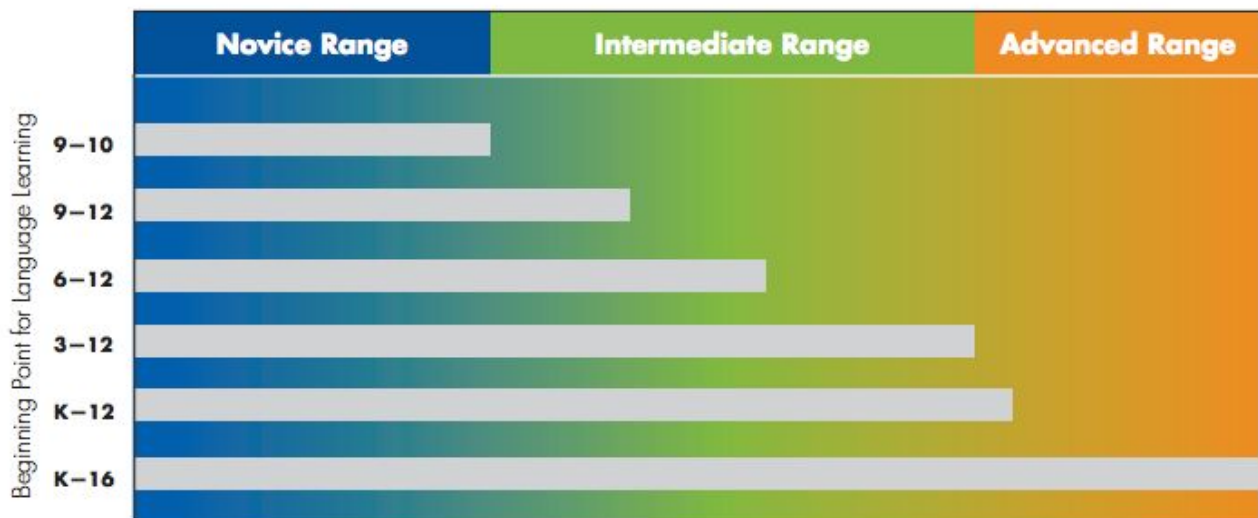
See [New Jersey Student Learning Standard for World Languages](#) for more information.

### 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

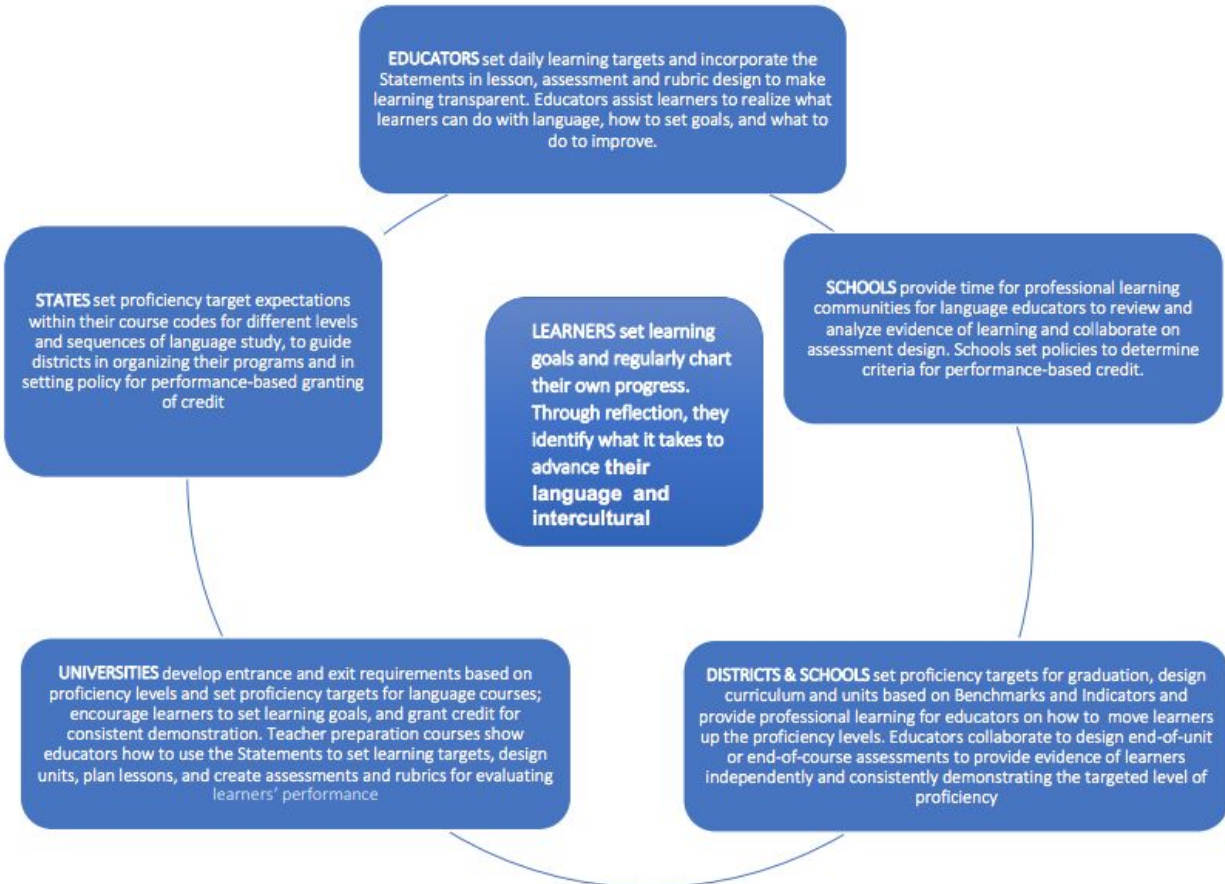
The Can-Do Statements are aligned with the [ACTFL Performance Descriptors for Language Learners 2012](#) and the [ACTFL Proficiency Guidelines 2012](#) and reflect growth through the Novice, Intermediate, Advanced, Superior, and Distinguished Levels in the interpretive, interpersonal, and presentational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

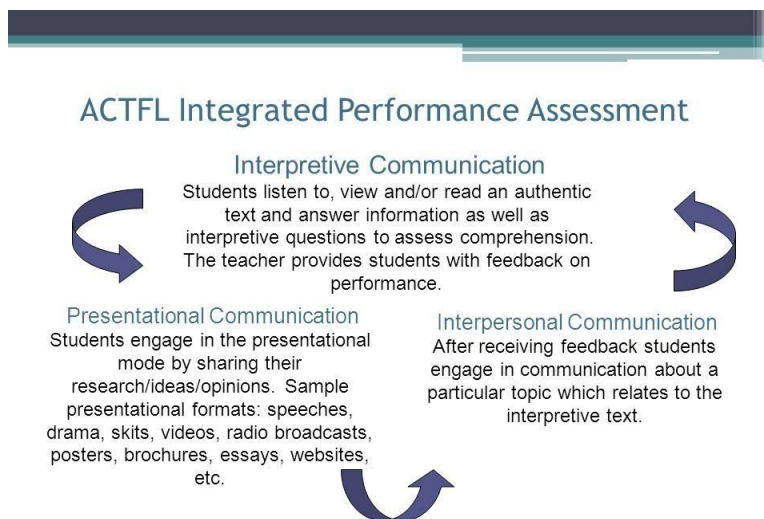
## Summative Assessment

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”:

<b>C</b> = <b>C</b> ontext
<b>A</b> = <b>A</b> ge
<b>LL</b> = <b>L</b> inguistic <b>L</b> evel
<b>IT</b> = <b>I</b> mportance of <b>T</b> ask

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

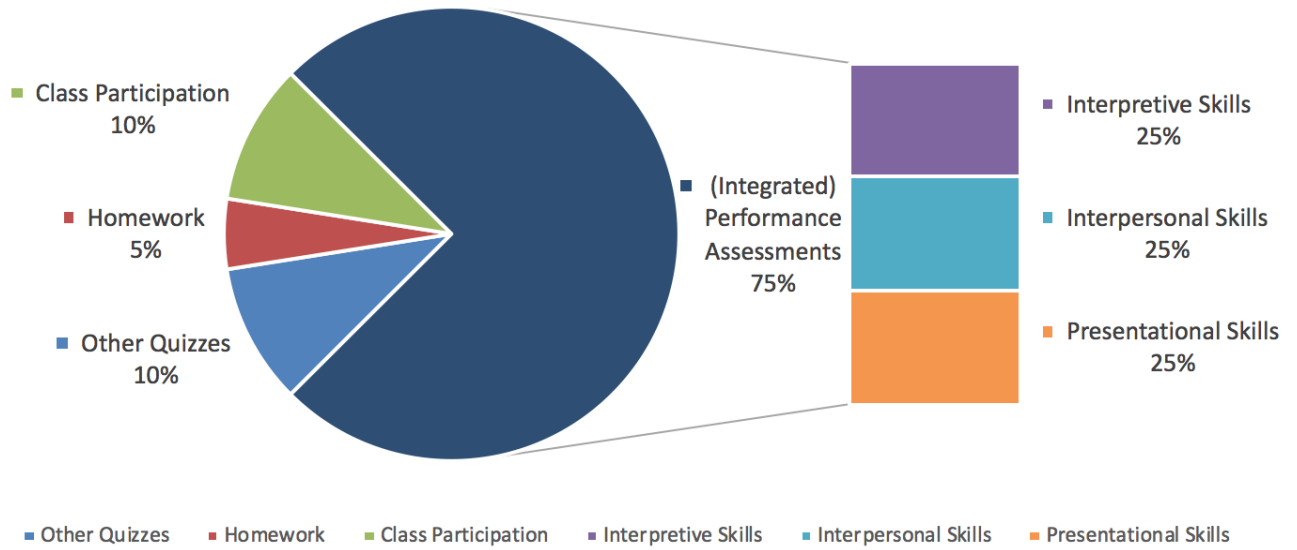
### Grading Policy

Recognizing the importance of directly linking students’ grades to their performance level in a language, the secondary level grading policy is keyed to the NJSLs 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		
<ul style="list-style-type: none"> <li>● BulletedListHere</li> </ul>		
Instructional Adjustments		
Accommodations	Modifications	Higher Level Differentiation
<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Repeating/simplifying of directions</li> <li>● Ample use of visuals</li> <li>● Use of manipulatives</li> <li>● Strategic/flexible grouping and pairing</li> <li>● Clear visual, verbal and demonstrative modeling</li> <li>● Kinesthetic activities</li> <li>● Use of graphic organizers</li> <li>● Ample wait time</li> <li>● Frequent repetition</li> <li>● Student setting of personal growth goals</li> <li>● Breaking down assignments</li> <li>● Learning centers</li> </ul>	<ul style="list-style-type: none"> <li>● Sentence starters</li> <li>● Additional processing time</li> <li>● Cues and prompts</li> <li>● Embedded choices</li> <li>● Practice time</li> <li>● Shorten task</li> <li>● Require lists instead of sentences</li> <li>● Provide graphic organizers</li> <li>● Provide choices</li> <li>● Provide visuals</li> </ul>	<ul style="list-style-type: none"> <li>● Use compacting</li> <li>● Allowance for individual student interests</li> <li>● Allowance for students to make independent plans for independent learning</li> <li>● Variety in types of authentic resources</li> <li>● Use tiered assignments that are more complex or abstract</li> <li>● Allow time with like-intellectual peers</li> <li>● Use open-ended questioning strategies</li> </ul>

## 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.
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- 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**

InsertCourseDescriptionFromProgramOfStudiesHere



## 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
<b>1</b>	Preliminary Unit: Hello					✓	✓
<b>2</b>	All about me in Middle School	✓	✓			✓	
<b>3</b>	Fun with friends		✓			✓	
<b>4</b>	Let's eat!			✓	✓		
✓ = Unit of study addresses curricular theme(s) indicated.							

## Unit 1

## Course Information

<b>Language(s)</b>	Italian & Spanish	<b>Approximate Unit Length</b>	1 marking period
<b>Level/Grade</b>	Grade 7	<b>Performance Range</b>	Novice-Mid
<b>Grade(s)</b>	7	<b>Curricular Theme</b>	Personal and Public Identities - Science & Technology
<b>Unit Title</b>	Preliminary Unit: Hello		

## Course Focus

<b>Essential Question(s)</b>	<ul style="list-style-type: none"> <li>• How do you get to know someone from a Spanish speaking country/Italy?</li> <li>• What are useful expressions and vocabulary in a school setting?</li> <li>• How does weather influence our everyday life?</li> </ul>
<b>Enduring Understanding(s)</b>	<ul style="list-style-type: none"> <li>• Students will gain a basic understanding of the usage of Spanish conversational phrases to communicate with others. They use basic Spanish phrases to introduce themselves and share personal information. Students will participate in activities that include and are not limited to vocabulary on Calendar, weather types, and numbers.</li> </ul>

## NJ Student Learning Standards

## Interpretive (Strand A Indicators)

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> 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 <a href="#">physical response</a> .
7.1.NM.A.3	Recognize a few common gestures and cultural <a href="#">practices</a> 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, <a href="#">culturally authentic materials</a> on familiar topics.

## Interpersonal (Strand B Indicators)

7.1.NM.B.1	Use <a href="#">digital tools</a> 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 <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> 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, <a href="#">culturally authentic materials</a> orally or in <a href="#">writing</a> .
7.1.NM.C.5	Name and label tangible cultural <a href="#">products</a> and imitate cultural <a href="#">practices</a> from the target culture(s).

### Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> <li>● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i></li> <li>● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i></li> <li>● <i>The template encourages multiple Interpretive tasks</i></li> <li>● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i></li> <li>● <i>The tasks incorporate 21st Century Learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Reading: Drivers License or National ID card: You found a wallet on the sidewalk on your way to school. You would like to return it to its owner. You find this inside. Respond to the questions below about this item in English. <a href="http://www.lps.com.ar/wp-content/uploads/2012/09/nueva-licencia-nacional.jpg">http://www.lps.com.ar/wp-content/uploads/2012/09/nueva-licencia-nacional.jpg</a> Italian: <a href="https://www.quotidianodiragusa.it/2018/03/06/attualita/modica-carta-identita-elettro-nica/35607">https://www.quotidianodiragusa.it/2018/03/06/attualita/modica-carta-identita-elettro-nica/35607</a></li> <li>● Listening: You decide to take the wallet to the police station. While you are waiting you overhear someone someone giving some personal info to the secretary. Listen to what they say, then answer the questions based on what you heard and understood.</li> </ul>	<ul style="list-style-type: none"> <li>● You meet someone in the waiting room at the police station who is also there to return a lost item. Have a brief conversation, in the target language, in which you find out his or her name, age, birthdate, and where they live. They will likely want to know about you as well.</li> </ul>	<ul style="list-style-type: none"> <li>● It is your turn to speak with the police officer on duty. He asks that you complete the form below with your own personal information so that if there is a reward offered for the lost wallet you can be contacted. Fill out the form in the target language. <a href="https://www.hermosillo.gob.mx/tramites/articlefiles/78-SOLICITUD%20DE%20LICENCIA%20DE%20CONDUCCION%20001.pdf">https://www.hermosillo.gob.mx/tramites/articlefiles/78-SOLICITUD%20DE%20LICENCIA%20DE%20CONDUCCION%20001.pdf</a> (needs to be altered)</li> </ul>

### Toolbox & Core Content

Can-Do Statements	
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● I can identify some basic facts from memorized words and phrases when they are supported gestures or visuals in conversation.</li> <li>● I can respond to questions from a reading/audio about salutations from the target culture</li> <li>● I can follow instructions for simple class routines</li> <li>● I can respond to questions from a reading/audio about weather from the target culture</li> </ul>

<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>● I can express my own preferences or feelings and react to those of others, using a mixed of practiced or memorized words, phrases, and questions.</li> <li>● I can greet my friends, my peers and elders.</li> <li>● I can ask for a person's name.</li> <li>● I can ask / respond questions about your/my well being.</li> <li>● I can ask/respond about the weather conditions</li> <li>● I can ask about / respond to where someone is going in a school setting</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>● I can present myself to the class</li> <li>● I can use the verbs to be and to have appropriately.</li> <li>● I can state the date and day of week</li> <li>● I can ask and state when is someone's/my birthday</li> </ul>
<b>Supporting Functions</b> <i>Students will be able to:</i>	<b>Supporting Structures/Patterns</b> <i>Students will know:</i>
<ul style="list-style-type: none"> <li>● Asking and answering questions</li> <li>● Expressing emotions and opinions</li> <li>● Exchanging personal information</li> <li>● Describing weather patterns</li> <li>● Expressing commands</li> </ul>	<ul style="list-style-type: none"> <li>● Informational questions</li> <li>● Verbs: to be, to have, to be like (hacer)</li> <li>● Connecting words a and y</li> <li>● Singular and plural forms</li> <li>● Interrogative words: ¿Cómo?, ¿Quién?, ¿Cuándo?</li> </ul>
<b>Priority Vocabulary</b>	<b>Other Vocabulary</b>
<ul style="list-style-type: none"> <li>● Classroom commands</li> <li>● Numbers</li> <li>● Weather expressions</li> <li>● Months and seasons</li> <li>● Days of the week</li> </ul>	<ul style="list-style-type: none"> <li>● BulletedList</li> </ul>
<b>Instructional Activities</b>	
<b>Key Learning Activities</b>	<b>Mode of Communication</b>
<b>Daily Routine:</b> ¿Qué día es hoy?, ¿Cuál es la fecha de hoy?, ¿Qué tiempo hace hoy? che giorno e'? Qaul'ee la data? che tempo fa?	Interpersonal
<b>Speaking Activity:</b> dialogues and skits	Interpersonal
<b>Vocabulary Games:</b> BINGO, Charades/Pictionary, Flyswatter Game	Interpretive
<b>Vocabulary:</b> Pear Deck Flashcards	Interpretive
<b>Reading Comprehension Activity:</b> informational texts	Interpretive
<b>Audio:</b> Avancemos 1 Preliminary Unit <a href="http://www.classzone.com/cz/books/avancemos_1/get_chapter_group.htm?cin=1&amp;ci=1&amp;rg=downloads&amp;at=downloadable_audio_files&amp;var=downloadable_audio_files">http://www.classzone.com/cz/books/avancemos_1/get_chapter_group.htm?cin=1&amp;ci=1&amp;rg=downloads&amp;at=downloadable_audio_files&amp;var=downloadable_audio_files</a>  Italian: Sentieri <a href="https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&amp;display_lesson=402&amp;start_unit=2&amp;toc_location=102384">https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&amp;display_lesson=402&amp;start_unit=2&amp;toc_location=102384</a>	Interpretive
<b>Article:</b> ¿Qué tiempo hace? <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281098554/a/37/e1/910-qt4-p12-p13-622115.pdf">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281098554/a/37/e1/910-qt4-p12-p13-622115.pdf</a>  Italian: <a href="https://vtext-cdn.vhlcentral.com/vtext_sentieri2e/book.html?rid=0">https://vtext-cdn.vhlcentral.com/vtext_sentieri2e/book.html?rid=0</a>	Interpretive

<b>Formative Assessment &amp; Check Points</b>		<b>Mode of Communication</b>
<b>Speaking Activity:</b> present yourself to the class via Seesaw		Presentation
<b>Mini-Project:</b> Poster / Infographic weather in a Spanish speaking country/Italian region		Presentation
<b>Presentation:</b> Weather Report skit		Presentation
Quizzes on vocabulary and grammar structures		
Do Nows and Exit Tickets		
<b>Reading Comprehension:</b> drivers license/national id card		Interpretive
<b>Audio:</b> police station conversation		Interpretive
<b>Speaking Task:</b> Conversation with another person in the police station		Interpersonal
<b>Presentation:</b> Your turn to speak with the police officer. Fill in a document with your information		Presentation
<b>YouTube:</b> Presentation Ana Sofia <a href="https://www.youtube.com/watch?v=dPoYhUSZg_Q">https://www.youtube.com/watch?v=dPoYhUSZg_Q</a>		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' 21<sup>st</sup> century skills of communication, collaboration, critical thinking, and creativity.</i>	
<ul style="list-style-type: none"> <li>● Descubre 1</li> <li>● Avancemos 1</li> <li>● Sentieri 1</li> <li>● Mary Glasgow Magazine and Website</li> <li>● Audio Lingua: <a href="https://www.audio-lingua.eu/">https://www.audio-lingua.eu/</a></li> </ul>	<ul style="list-style-type: none"> <li>● SmartBoard activities / Internet activities</li> <li>● YouTube videos and authentic commercials</li> <li>● Seesaw communication App.</li> <li>● Google applications</li> <li>● Vimeo</li> <li>● List of useful websites for world language teachers</li> <li>● <a href="http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf">http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf</a></li> <li>● United Streaming: <a href="http://streaming.discoveryeducation.com/">http://streaming.discoveryeducation.com/</a></li> <li>● StudySpanish.com: <a href="http://www.studyspanish.com/">http://www.studyspanish.com/</a></li> <li>● WordReference.com: <a href="http://www.wordreference.com/">http://www.wordreference.com/</a></li> <li>● <a href="https://todaysmeet.com/">https://todaysmeet.com/</a></li> <li>● <a href="http://phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&amp;wcprefix=jek&amp;wcsuffix=0001">http://phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&amp;wcprefix=jek&amp;wcsuffix=0001</a></li> <li>● <a href="https://conjuguemos.com/">https://conjuguemos.com/</a></li> <li>● <a href="http://www.bbc.co.uk/mundo/">http://www.bbc.co.uk/mundo/</a></li> <li>● <a href="http://www.practicaespanol.com/">http://www.practicaespanol.com/</a></li> <li>● <a href="http://www.rtve.es/">http://www.rtve.es/</a></li> <li>● <a href="http://www.univision.com/">http://www.univision.com/</a></li> <li>● <a href="http://www.peopleenespanol.com/">http://www.peopleenespanol.com/</a></li> <li>● <a href="http://www.20minutos.com/">http://www.20minutos.com/</a></li> </ul>	
21 <sup>st</sup> Century Life and Career Standards		
<i>The selected standards may apply to this unit of study</i>		
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 2

Course Information			
<b>Language(s)</b>	Italian & Spanish	<b>Approximate Unit Length</b>	1 marking period
<b>Level/Grade</b>	Grade 7	<b>Performance Range</b>	Novice-Mid
<b>Grade(s)</b>	7	<b>Curricular Theme</b>	Beauty & Aesthetics - Contemporary Life - Personal and Public Identities
<b>Unit Title</b>	All about me in Middle School		
Course Focus			
<b>Essential Question(s)</b>	<ul style="list-style-type: none"> <li>• Who am I?</li> <li>• Who are my friends?</li> <li>• What is an average day at school for me?</li> </ul>		
<b>Enduring Understanding(s)</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>		
NJ Student Learning Standards			
Interpretive (Strand A Indicators)			
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> 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 <a href="#">physical response</a> .		
7.1.NM.A.3	Recognize a few common gestures and cultural <a href="#">practices</a> 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, <a href="#">culturally authentic materials</a> on familiar topics.		
Interpersonal (Strand B Indicators)			
7.1.NM.B.1	Use <a href="#">digital tools</a> 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 <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> 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, <a href="#">culturally authentic materials</a> orally or in <a href="#">writing</a> .
7.1.NM.C.5	Name and label tangible cultural <a href="#">products</a> and imitate cultural <a href="#">practices</a> from the target culture(s).

### Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> <li>● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i></li> <li>● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i></li> <li>● <i>The template encourages multiple Interpretive tasks</i></li> <li>● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i></li> <li>● <i>The tasks incorporate 21st Century Learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Infographic: <a href="https://i.pinimg.com/564x/6a/a3/11/6aa311b13ef5493b085f81d449edf07a.jpg">https://i.pinimg.com/564x/6a/a3/11/6aa311b13ef5493b085f81d449edf07a.jpg</a></li> <li>Italian: Use the infographics <a href="https://www.impresamia.com/consumi-ritorno-scuola-pruzzi-confronto-tra-supermercato-cartolerie-e-mondo-online-le-possibilita-di-risparmio-con-lecommerce/">https://www.impresamia.com/consumi-ritorno-scuola-pruzzi-confronto-tra-supermercato-cartolerie-e-mondo-online-le-possibilita-di-risparmio-con-lecommerce/</a></li> <li>● Bienvenidos a Monster High <a href="https://www.youtube.com/watch?v=pHJkmXzpoVs">https://www.youtube.com/watch?v=pHJkmXzpoVs</a></li> <li>Italian: “Pippo, Benvenuti a scuola” <a href="https://www.youtube.com/watch?v=DO6vGAZh20w">https://www.youtube.com/watch?v=DO6vGAZh20w</a></li> </ul>	<ul style="list-style-type: none"> <li>● Scenario: first days of school and there are new students in your class. You want to get to know them, have a conversation in which you ask for the name, where they are from, which class they are taking and which after school activities they are involved in.</li> </ul>	<ul style="list-style-type: none"> <li>● Create a All about me video</li> <li>● Create an infographic based on All about me</li> <li>● Create a how to brochure for incoming international students about JWMS</li> </ul>

### Toolbox & Core Content

Can-Do Statements	
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● I can identify some basic facts from memorized words and phrases when they are supported gestures or visuals in conversation</li> <li>● I can respond to questions from a reading/audio about other students from the target culture</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>● I can request and provide information by asking and answering a few simple questions about getting to know someone.</li> <li>● I can express my own preferences or feelings and react to those of others, using a mixed of practiced or memorized words, phrases, and questions.</li> <li>● I can express my own preferences or feelings and react to those of others based on school subjects</li> <li>● I can have a simple conversation with a classmate based on getting to know questions</li> <li>● I can ask about another person’s schedule.</li> </ul>



<b>Presentational</b>	<ul style="list-style-type: none"> <li>● I can describe myself and classmates</li> <li>● I can describe my class schedule.</li> <li>● I can rank my subject preferences.</li> <li>● I can ask for and tell time.</li> <li>● I can label major places in the school.</li> <li>● I can talk about where things are located.</li> </ul>	
<b>Supporting Functions</b> <i>Students will be able to:</i>	<b>Supporting Structures/Patterns</b> <i>Students will know:</i>	
<ul style="list-style-type: none"> <li>● Asking for/giving information</li> <li>● Defining</li> <li>● Describing places</li> <li>● Expressing likes/dislikes/preferences</li> <li>● Giving biographical information</li> <li>● Seeking/requesting information</li> <li>● Stating location</li> <li>● Telling time</li> </ul>	<ul style="list-style-type: none"> <li>● Descriptive adjectives</li> <li>● Subject pronouns</li> <li>● the verbs to be, to have, to like</li> <li>● Regular present tense: ar, er, ir</li> <li>● Noun Adjective agreement</li> </ul>	
<b>Priority Vocabulary</b>	<b>Other Vocabulary</b>	
<ul style="list-style-type: none"> <li>● Descriptive Adjectives</li> <li>● School Subjects</li> <li>● Adjectives to describe classes</li> <li>● Classroom learning verbs</li> <li>● Time expressions</li> <li>● Ordinal numbers</li> <li>● Preferences, likes/dislikes</li> </ul>	<ul style="list-style-type: none"> <li>● BulletedList</li> </ul>	
<b>Instructional Activities</b>		
<b>Key Learning Activities</b>	<b>Mode of Communication</b>	
<b>Daily Routine:</b> ¿Qué día es hoy?, ¿Cuál es la fecha de hoy?, ¿Qué tiempo hace hoy?	Interpersonal	
<b>Speaking Activity:</b> dialogues and skits	Interpersonal	
<b>Vocabulary Games:</b> BINGO, Charades/Pictionary, Flyswatter Game	Interpretive	
<b>Vocabulary:</b> Pear Deck Flashcards	Interpretive	
<b>Reading Comprehension Activity:</b> informational texts	Interpretive	
<b>Speaking Activity:</b> Interview classmates	Interpersonal	
Scavenger hunt word/object association	Interpretive	
<b>Speaking Activity:</b> Skit using school vocabulary	Interpersonal	
<b>Mini-Project:</b> Create a diagram of an ideal school	Presentational	
<b>Presentation:</b> Create an ideal schedule	Presentational	
<b>Complete the conversation:</b> Jessica Alba <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1280926834/a/d1/ec/56-1-que-tal-euro-p5-615981.pdf">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1280926834/a/d1/ec/56-1-que-tal-euro-p5-615981.pdf</a>  Italian: Choose activity <a href="https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&amp;display_lesson=415&amp;start_unit=0&amp;toc_location=102357">https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&amp;display_lesson=415&amp;start_unit=0&amp;toc_location=102357</a>	Interpretive	

<p><b>Audio:</b> Mi vida en el cole  <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1435749257/a/51/11/qt115-pista-4-1370201.mp3">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1435749257/a/51/11/qt115-pista-4-1370201.mp3</a>  Handout:  <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1438358666/a/98/98/quetal-listening-activities-issu-11516-1375533.pdf">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1438358666/a/98/98/quetal-listening-activities-issu-11516-1375533.pdf</a></p> <p>Italian:  <a href="https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&amp;display_lesson=415&amp;start_unit=0&amp;toc_location=102357">https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&amp;display_lesson=415&amp;start_unit=0&amp;toc_location=102357</a></p> <p>Transcript of Audio:  <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1435156584/a/c8/93/que-tal-booklet-issue1-1368570.pdf">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1435156584/a/c8/93/que-tal-booklet-issue1-1368570.pdf</a></p>	Interpretive
<p><b>Article:</b> Mi vida en el cole  <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281096574/a/9a/78/56-quetal3-p04-05-mgm-621156.pdf">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281096574/a/9a/78/56-quetal3-p04-05-mgm-621156.pdf</a></p> <p>Italian:  <a href="https://m3a.vhlcentral.com/sections/0/activities/50980?popup=1">https://m3a.vhlcentral.com/sections/0/activities/50980?popup=1</a></p>	Interpretive
<p><b>Article:</b> Amigos ¿En el internet o en persona?  <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281097954/a/dd/32/910-qt4-p06-p07-622094.pdf">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281097954/a/dd/32/910-qt4-p06-p07-622094.pdf</a></p> <p>Italia:  <a href="https://m3a.vhlcentral.com/sections/0/activities/50994?popup=1">https://m3a.vhlcentral.com/sections/0/activities/50994?popup=1</a></p>	Interpretive
<p><b>Audio:</b> Avancemos 1 Unit 2  <a href="http://www.classzone.com/cz/books/avancemos_1/get_chapter_group.htm?cin=3&amp;ci=1&amp;rg=downloads&amp;npos=1&amp;spos=1&amp;at=downloadable_audio_files&amp;var=downloadable_audio_files">http://www.classzone.com/cz/books/avancemos_1/get_chapter_group.htm?cin=3&amp;ci=1&amp;rg=downloads&amp;npos=1&amp;spos=1&amp;at=downloadable_audio_files&amp;var=downloadable_audio_files</a></p> <p>Italian:  <a href="https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&amp;display_lesson=415&amp;start_unit=0&amp;toc_location=102357">https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&amp;display_lesson=415&amp;start_unit=0&amp;toc_location=102357</a></p>	Interpretive
<b>Formative Assessment &amp; Check Points</b>	<b>Mode of Communication</b>
<b>Mini-Project:</b> Comic strip depicting a day at school	Presentational
<b>Speaking Activity:</b> Present a classmate	Presentational
Do Now and Exit Tickets	
Quizzes: vocabulary and grammar	
<b>Reading Comprehension:</b> Infographic <a href="https://i.pinimg.com/564x/6a/a3/11/6aa311b13ef5493b085f81d449edf07a.jpg">https://i.pinimg.com/564x/6a/a3/11/6aa311b13ef5493b085f81d449edf07a.jpg</a>	Interpretive
<b>YouTube Video:</b> Bienvenidos a Monster High <a href="https://www.youtube.com/watch?v=pHJkmXzpoVs">https://www.youtube.com/watch?v=pHJkmXzpoVs</a>	Interpretive
<b>Speaking Activity:</b> first days of school conversations	Interpersonal
<b>Presentation:</b> create a video of All about me	Presentational
<b>Presentation:</b> create an infographic of All about me	Presentational

<b>Presentation:</b> Create a how to brochure for incoming international students about JWMS		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’ 21<sup>st</sup> century skills of communication, collaboration, critical thinking, and creativity.</i>
<ul style="list-style-type: none"> <li>● Descubre 1</li> <li>● Avancemos 1</li> <li>● Sentieri 1</li> <li>● Mary Glasgow Magazines &amp; Website</li> <li>● Infographic</li> <li>● YouTube</li> <li>● Audio Lingua: <a href="https://www.audio-lingua.eu/">https://www.audio-lingua.eu/</a></li> </ul>	<ul style="list-style-type: none"> <li>● SmartBoard activities / Internet activities</li> <li>● YouTube videos and authentic commercials</li> <li>● Seesaw communication App.</li> <li>● Google applications</li> <li>● Vimeo</li> <li>● List of useful websites for world language teachers</li> <li>● <a href="http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf">http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf</a></li> <li>● United Streaming: <a href="http://streaming.discoveryeducation.com/">http://streaming.discoveryeducation.com/</a></li> <li>● StudySpanish.com: <a href="http://www.studyspanish.com/">http://www.studyspanish.com/</a></li> <li>● WordReference.com: <a href="http://www.wordreference.com/">http://www.wordreference.com/</a></li> <li>● <a href="https://todaysmeet.com/">https://todaysmeet.com/</a></li> <li>● <a href="http://phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&amp;wcprefix=jek&amp;wcsuffix=0001">http://phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&amp;wcprefix=jek&amp;wcsuffix=0001</a></li> <li>● <a href="https://conjuguemos.com/">https://conjuguemos.com/</a></li> <li>● <a href="http://www.bbc.co.uk/mundo/">http://www.bbc.co.uk/mundo/</a></li> <li>● <a href="http://www.practicaespanol.com/">http://www.practicaespanol.com/</a></li> <li>● <a href="http://www.rtve.es/">http://www.rtve.es/</a></li> <li>● <a href="http://www.univision.com/">http://www.univision.com/</a></li> <li>● <a href="http://www.peoplenespanol.com/">http://www.peoplenespanol.com/</a></li> <li>● <a href="http://www.20minutos.com/">http://www.20minutos.com/</a></li> </ul>	
21 <sup>st</sup> 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.</p> <p>Apply appropriate academic and technical skills.</p> <p>Attend to personal health and financial well-being.</p> <p>Communicate clearly and effectively and with reason.</p> <p>Consider the environmental social and economic impacts of decisions.</p> <p>Demonstrate creativity and innovation.</p> <p>Employ valid and reliable research strategies.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Model integrity, ethical leadership, and effective management.</p> <p>Plan education and career paths aligned to personal goals.</p> <p>Use technology to enhance productivity.</p> <p>Work productively in teams while using cultural global competence.</p> <p>Suggestions on integrating these standards can be found at: <a href="http://www.state.nj.us/education/cccs/2014/career/9.pdf">http://www.state.nj.us/education/cccs/2014/career/9.pdf</a></p>		

## Unit 3

Course Information			
<b>Language(s)</b>	Italian & Spanish	<b>Approximate Unit Length</b>	1 marking period
<b>Level/Grade</b>	Grade 7	<b>Performance Range</b>	Novice-Mid
<b>Grade(s)</b>	7	<b>Curricular Theme</b>	Contemporary Life - Personal and Public Identities
<b>Unit Title</b>	Fun with friends		
Course Focus			
<b>Essential Question(s)</b>	<ul style="list-style-type: none"> <li>• What do I like to do during my free time?</li> <li>• How do our pastimes and hobbies differ from those in target countries?</li> </ul>		
<b>Enduring Understanding(s)</b>	<ul style="list-style-type: none"> <li>• Our interests in sports, music, drama, technology and the world help determine the experiences we have, the friends we meet and the things we learn. Our identity is shaped by our hobbies and extracurricular activities.</li> </ul>		
NJ Student Learning Standards			
Interpretive (Strand A Indicators)			
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> 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 <a href="#">physical response</a> .		
7.1.NM.A.3	Recognize a few common gestures and cultural <a href="#">practices</a> 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, <a href="#">culturally authentic materials</a> on familiar topics.		
Interpersonal (Strand B Indicators)			
7.1.NM.B.1	Use <a href="#">digital tools</a> 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 <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> 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, <a href="#">culturally authentic materials</a> orally or in <a href="#">writing</a> .
7.1.NM.C.5	Name and label tangible cultural <a href="#">products</a> and imitate cultural <a href="#">practices</a> from the target culture(s).

### Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> <li>● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i></li> <li>● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i></li> <li>● <i>The template encourages multiple Interpretive tasks</i></li> <li>● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i></li> <li>● <i>The tasks incorporate 21st Century Learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Infographic: <a href="https://i.pinimg.com/564x/ae/92/29/ae9229eebf5dd940fb7474f55aee68af.jpg">https://i.pinimg.com/564x/ae/92/29/ae9229eebf5dd940fb7474f55aee68af.jpg</a></li> <li>Italian: <a href="https://italiani.coop/wp-content/uploads/2017/12/03-09-tempo-libero.png">https://italiani.coop/wp-content/uploads/2017/12/03-09-tempo-libero.png</a></li> <li><a href="https://www.primaonline.it/wp-content/uploads/2017/10/sport.jpg">https://www.primaonline.it/wp-content/uploads/2017/10/sport.jpg</a></li> <li>● ¿Qué hacer en mi tiempo libre? YouTube Video <a href="https://www.youtube.com/watch?v=6LYyA0817Jw">https://www.youtube.com/watch?v=6LYyA0817Jw</a></li> <li>Italian: cosa fare nel tempo libero <a href="https://www.youtube.com/watch?v=VHV_ZycMGIk">https://www.youtube.com/watch?v=VHV_ZycMGIk</a></li> </ul>	<ul style="list-style-type: none"> <li>● Scenario: School Newspaper interview; interview classmates, get to know you.</li> </ul>	<ul style="list-style-type: none"> <li>● Create a presentation about you and your friends. Use Prezi, Animaker or Slide Presentation.</li> <li>● Create a presentation about A week in my life -- leisure activities</li> </ul>

### Toolbox & Core Content

Can-Do Statements	
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● I can identify some basic facts from memorized words and phrases when they are supported gestures or visuals in conversation.</li> <li>● I can respond to questions from a reading/audio about other students from the target culture</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>● I can request and provide information by asking and answering a few simple questions about getting to know someone.</li> <li>● I can express my own preferences or feelings and react to those of others, using a mixed of practiced or memorized words, phrases, and questions.</li> <li>● I can express my own preferences or feelings and react to those of others based on school subjects</li> <li>● I can ask / respond simple questions</li> <li>● I can respond to an introduction</li> <li>● I can suggest plans with friends</li> </ul>

	<ul style="list-style-type: none"> <li>● I can ask people about activities they like to do</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>● I can introduce people</li> <li>● I can use the verbs to be, and to have appropriately.</li> <li>● I can talk about likes and dislikes</li> <li>● I can describe people and activities</li> <li>● I can say who is going to do something with me.</li> <li>● I can compare leisure time activities.</li> </ul>
<b>Supporting Functions</b> <i>Students will be able to:</i>	<b>Supporting Structures/Patterns</b> <i>Students will know:</i>
<ul style="list-style-type: none"> <li>● Accepting / refusing invitations</li> <li>● Describing events</li> <li>● Expressing how often, how well</li> <li>● Expressing interest/lack of interest/difference or boredom</li> <li>● Expressing likes/dislikes/preferences</li> </ul>	<ul style="list-style-type: none"> <li>● Regular present tense verbs related to activities</li> <li>● Verbs: to go and to play</li> </ul>
<b>Priority Vocabulary</b>	<b>Other Vocabulary</b>
<ul style="list-style-type: none"> <li>● Leisure Activities</li> <li>● Names of locations for sports events</li> <li>● Extra-curricular activities</li> <li>● Words that express frequency</li> </ul>	<ul style="list-style-type: none"> <li>● descriptions of how well</li> <li>● descriptions of why they like/dislike</li> </ul>
<b>Instructional Activities</b>	
<b>Key Learning Activities</b>	<b>Mode of Communication</b>
<b>Daily Routine:</b> ¿Qué día es hoy?, ¿Cuál es la fecha de hoy?, ¿Qué tiempo hace hoy?	Interpretive
<b>Speaking Activity:</b> dialogues and skits	Interpersonal
<b>Vocabulary Games:</b> BINGO, Charades/Pictionary, Flyswatter Game	Interpretive
<b>Vocabulary:</b> Pear Deck Flashcards	Interpretive
<b>Speaking Activity:</b> Conversation discussing sports / activities and making plans	Interpersonal
<b>Mini-Project:</b> Create a collage of your favorite leisure activities and present it to the class with explanations as to why	Presentational
<b>Mini-Project:</b> Create a comic strip or flipbook on the topic of after school activities	Presentational
<b>Article:</b> ¿Qué hobbies tienes? <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1432809124/a/fb/bc/quetal3-p8-9-mgm-136045_1.pdf">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1432809124/a/fb/bc/quetal3-p8-9-mgm-136045_1.pdf</a>  Italian: Giochiamo a pallone <a href="https://m3a.vhlcentral.com/sections/0/activities/45839?popup=1">https://m3a.vhlcentral.com/sections/0/activities/45839?popup=1</a>	Interpretive
<b>Audio:</b> En mi tiempo libre <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1372776669/a/9f/e3/qt1-13-14-track-13-111953_3.mp3">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1372776669/a/9f/e3/qt1-13-14-track-13-111953_3.mp3</a> Handout: <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1375182882/a/3c/1b/que-tal-cd1-sept-feb-13-acts-final-1131025.pdf">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1375182882/a/3c/1b/que-tal-cd1-sept-feb-13-acts-final-1131025.pdf</a>  Italian: <a href="https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&amp;display_lesson=343&amp;start_unit=1&amp;toc_location=97059">https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&amp;display_lesson=343&amp;start_unit=1&amp;toc_location=97059</a>	Interpretive

(lab manual)	
<b>Audio:</b> Avancemos Unit 1 <a href="http://www.classzone.com/cz/books/avancemos_1/get_chapter_group.htm?cin=2&amp;ci=1&amp;rg=downloads&amp;npos=1&amp;spos=1&amp;at=downloadable_audio_files&amp;var=downloadable_audio_files">http://www.classzone.com/cz/books/avancemos_1/get_chapter_group.htm?cin=2&amp;ci=1&amp;rg=downloads&amp;npos=1&amp;spos=1&amp;at=downloadable_audio_files&amp;var=downloadable_audio_files</a>  Italian: <a href="https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&amp;display_lesson=343&amp;start_unit=1&amp;toc_location=97059">https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&amp;display_lesson=343&amp;start_unit=1&amp;toc_location=97059</a>	Interpretive
<b>Formative Assessment &amp; Check Points</b>	<b>Mode of Communication</b>
Quizzes: vocabulary and grammar	
Do Now and Exit Tickets	
<b>Presentational Task:</b> Presentation of favorite sport/activity	Presentational
<b>Speaking Task:</b> newspaper reporter and student athlete or club member	Interpersonal
<b>Presentational Task:</b> Create a brochure of clubs and afterschool activities	Presentational
<b>Presentational Task:</b> Create a presentation in which you speak of your leisure activities. For example: <a href="https://www.slideshare.net/putri16/a-week-in-a-life-project-leisure-time">https://www.slideshare.net/putri16/a-week-in-a-life-project-leisure-time</a> <a href="https://www.animaker.com/animo/3M7Qrw65KT0o">https://www.animaker.com/animo/3M7Qrw65KT0o</a>	Presentational
<b>Reading Comprehension: Infographic --</b> <a href="https://i.pinimg.com/564x/ae/92/29/ae9229eebf5dd940fb7474f55aee68af.jpg">https://i.pinimg.com/564x/ae/92/29/ae9229eebf5dd940fb7474f55aee68af.jpg</a>	Interpretive
<b>YouTube Video:</b> ¿Qué hacer en mi tiempo libre? <a href="https://www.youtube.com/watch?v=6LYyA0817Jw">https://www.youtube.com/watch?v=6LYyA0817Jw</a>	Interpretive
<b>Interpretive Task:</b> Reading & Drawing <a href="https://www.pinterest.com/pin/242842604892560856/">https://www.pinterest.com/pin/242842604892560856/</a>	Interpretive
<b>Resources</b>	<b>Technology Integration</b>
<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' 21<sup>st</sup> century skills of communication, collaboration, critical thinking, and creativity.</i>
<ul style="list-style-type: none"> <li>● Descubre 1</li> <li>● Avancemos 1</li> <li>● Sentieri 1</li> <li>● Mary Glasgow magazines &amp; website</li> <li>● Infographics</li> <li>● YouTube</li> <li>● Audio Lingua: <a href="https://www.audio-lingua.eu/">https://www.audio-lingua.eu/</a></li> </ul>	<ul style="list-style-type: none"> <li>● SmartBoard activities / Internet activities</li> <li>● YouTube videos and authentic commercials</li> <li>● Seesaw communication App.</li> <li>● Google applications</li> <li>● Vimeo</li> <li>● List of useful websites for world language teachers</li> <li>● <a href="http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf">http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf</a></li> <li>● United Streaming: <a href="http://streaming.discoveryeducation.com/">http://streaming.discoveryeducation.com/</a></li> <li>● StudySpanish.com: <a href="http://www.studyspanish.com/">http://www.studyspanish.com/</a></li> <li>● WordReference.com: <a href="http://www.wordreference.com/">http://www.wordreference.com/</a></li> <li>● <a href="https://todaysmeet.com/">https://todaysmeet.com/</a></li> <li>● <a href="http://phschool.com/webcodes10/index.cfm?fuseaction=home_gotoWebCode&amp;wcprefix=jek&amp;wcsuffix=0001">http://phschool.com/webcodes10/index.cfm?fuseaction=home_gotoWebCode&amp;wcprefix=jek&amp;wcsuffix=0001</a></li> </ul>

- <https://conjuguemos.com/>
- <http://www.bbc.co.uk/mundo/>
- <http://www.practicaespanol.com/>
- <http://www.rtve.es/>
- <http://www.univision.com/>
- <http://www.peopleenespanol.com/>
- <http://www.20minutos.com/>

### 21<sup>st</sup> 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

<b>Language(s)</b>	Italian & Spanish	<b>Approximate Unit Length</b>	1 marking period
<b>Level/Grade</b>	Grade 7	<b>Performance Range</b>	Novice-Mid
<b>Grade(s)</b>	7	<b>Curricular Theme</b>	Family & Community - Global Challenges
<b>Unit Title</b>	Lets eat!		

## Course Focus

<b>Essential Question(s)</b>	<ul style="list-style-type: none"> <li>• What do I eat on a daily basis?</li> <li>• How do my food choices affect my lifestyle?</li> <li>• How are my food choices compare to those of the target culture?</li> </ul>
<b>Enduring Understanding(s)</b>	<ul style="list-style-type: none"> <li>• Food plays an integral role in one’s culture. In this unit, students will learn about foods, authentic dishes, and the ways in which foods are influenced by cultures, geography and countries.</li> </ul>

## NJ Student Learning Standards

## Interpretive (Strand A Indicators)

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> 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 <a href="#">physical response</a> .
7.1.NM.A.3	Recognize a few common gestures and cultural <a href="#">practices</a> 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, <a href="#">culturally authentic materials</a> on familiar topics.

## Interpersonal (Strand B Indicators)

7.1.NM.B.1	Use <a href="#">digital tools</a> 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 <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> 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, <a href="#">culturally authentic materials</a> orally or in <a href="#">writing</a> .
7.1.NM.C.5	Name and label tangible cultural <a href="#">products</a> and imitate cultural <a href="#">practices</a> from the target culture(s).

### Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> <li>● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i></li> <li>● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i></li> <li>● <i>The template encourages multiple Interpretive tasks</i></li> <li>● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i></li> <li>● <i>The tasks incorporate 21st Century Learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Reading Comprehension: <a href="https://i.pinimg.com/564x/07/07/c0/0707c0a9745c934b1c24a498c853949d.jpg">https://i.pinimg.com/564x/07/07/c0/0707c0a9745c934b1c24a498c853949d.jpg</a></li> <li>Italian: Infographic <a href="https://www.nutricia.it/nutricia/images/670/670/l-cibi-ch-e-fanno-bene.jpg">https://www.nutricia.it/nutricia/images/670/670/l-cibi-ch-e-fanno-bene.jpg</a></li> <li>● Listen and respond to questions about a food audio/video. <a href="https://www.youtube.com/watch?v=yllGjKx5pwc">https://www.youtube.com/watch?v=yllGjKx5pwc</a></li> <li>● La comida Sorpresa <a href="https://es.maryglasgowplus.com/videos/190146">https://es.maryglasgowplus.com/videos/190146</a></li> <li>Italian: <a href="https://www.youtube.com/watch?v=XkytpXSTJ-w">https://www.youtube.com/watch?v=XkytpXSTJ-w</a></li> </ul>	<ul style="list-style-type: none"> <li>● Scenario: you and your friends are hungry and decide to order pizza from Telepizza/Bonci. Use to pick 2 pizzas you would like to order. <a href="https://www.telepizza.es/http://www.bonci.it/">https://www.telepizza.es/http://www.bonci.it/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Create a cooking video or how to poster to present to the class of either an authentic dish or your favorite dish</li> <li>● Create a restaurant and a comprehensive menu for it. It must include breakfast, lunch, dinner, dessert and drinks. All meals need a description.</li> </ul>

### Toolbox & Core Content

Can-Do Statements	
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● I can identify some basic facts from memorized words and phrases when they are supported gestures or visuals in conversation.</li> <li>● I can comprehend when people talk about basic breakfast and lunch items.</li> <li>● I can comprehend how people feel about their food preferences.</li> <li>● I can read a short passage discussing nutrition.</li> <li>● I can understand opinions about food.</li> <li>● I can understand a menu or recipe.</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>● I can express my own preferences or feelings and react to those of others, using a mixed of practiced or memorized words, phrases, and questions.</li> </ul>

	<ul style="list-style-type: none"> <li>● I can express my own preferences or feelings and react to those of others based on food</li> <li>● I can ask/respond to food preferences</li> <li>● I can discuss what foods I like and with what frequency I eat them.</li> <li>● I can order food in a restaurant setting</li> <li>● I can ask for and understand basic information about the menu.</li> </ul>
<b>Presentational</b>	<ul style="list-style-type: none"> <li>● I can state what I eat orally/written</li> <li>● I can identify basic foods</li> <li>● I can categorize foods by their groupings</li> <li>● I can express my preferences for foods</li> <li>● I can describe a meal</li> <li>● I can associate foods with holidays</li> <li>● I can express hunger and thirst</li> <li>● I can express likes/dislikes</li> <li>● I can write a simple menu and describe the items</li> </ul>
<b>Supporting Functions</b> <i>Students will be able to:</i>	<b>Supporting Structures/Patterns</b> <i>Students will know:</i>
<ul style="list-style-type: none"> <li>● Asking for/Giving Information</li> <li>● Identifying / Describing foods</li> <li>● Categorizing foods by meals, food groups and health factors</li> <li>● Expressing food preferences</li> <li>● Comparing eating habits in USA to those of the target culture</li> <li>● Ordering food/beverages in a restaurant</li> <li>● Interpreting authentic realia</li> <li>● Presenting information</li> </ul>	<ul style="list-style-type: none"> <li>● Verbs: to like, to want</li> <li>● Tener expressions</li> <li>● ¿Qué?</li> </ul>
<b>Priority Vocabulary</b>	<b>Other Vocabulary</b>
<ul style="list-style-type: none"> <li>● Food</li> <li>● Beverages</li> <li>● Cooking terms</li> </ul>	<ul style="list-style-type: none"> <li>● Food categories</li> <li>● Traditional Dishes</li> <li>● Table settings</li> <li>● Frequency words</li> </ul>
<b>Instructional Activities</b>	
<b>Key Learning Activities</b>	<b>Mode of Communication</b>
<b>Daily Routine:</b> ¿Qué día es hoy?, ¿Cuál es la fecha de hoy?, ¿Qué tiempo hace hoy?	Interpretive
<b>Speaking Activity:</b> dialogues and skits	Interpersonal
<b>Vocabulary Games:</b> BINGO, Charades/Pictionary, Flyswatter Game	Interpretive
<b>Vocabulary:</b> Pear Deck Flashcards	Interpretive
<b>Speaking Activity:</b> Picture Prompts	Interpersonal - Presentational
<b>Speaking Activity:</b> Dialogues with classmates about what they eat	Interpersonal
<b>Speaking Activity:</b> Survey of foods/restaurants	Interpersonal
<b>Speaking Activity:</b> Look for someone who (Busca alguien que...) For example: <a href="https://dryuc24b85zbr.cloudfront.net/tes/resources/11342818/image?width=500&amp;height=500&amp;version=1519313700808">https://dryuc24b85zbr.cloudfront.net/tes/resources/11342818/image?width=500&amp;height=500&amp;version=1519313700808</a>	Interpersonal
Supermarket: which aisle would I find this item	Interpretive
<b>Audio:</b> Avancemos 1 Unit 6 <a href="http://www.classzone.com/cz/books/avancemos_1/get_chapter_group.htm?cin=4&amp;ci=1&amp;rg=downloads&amp;npos=1&amp;spos=1&amp;at=downloadable_audio_files&amp;var=downloadable_audio_files">http://www.classzone.com/cz/books/avancemos_1/get_chapter_group.htm?cin=4&amp;ci=1&amp;rg=downloads&amp;npos=1&amp;spos=1&amp;at=downloadable_audio_files&amp;var=downloadable_audio_files</a>	Interpretive

<b>Audio:</b> La dieta sana <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1330942762/a/89/6f/cd2pista06-mgm-es-932541.mp3">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1330942762/a/89/6f/cd2pista06-mgm-es-932541.mp3</a>	Interpretive
<b>Audio:</b> Jovenes cocineros <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1452703525/a/03/67/08-qt2-15-16-track-08-1446370.mp3">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1452703525/a/03/67/08-qt2-15-16-track-08-1446370.mp3</a> Handout: <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1456501784/a/31/78/quetal-listening-activities-issue-3-3pp-1461687.pdf">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1456501784/a/31/78/quetal-listening-activities-issue-3-3pp-1461687.pdf</a>	Interpretive
<b>Video:</b> Una comida sorpresa <a href="https://es.maryglasgowplus.com/videos/190146">https://es.maryglasgowplus.com/videos/190146</a> Handout: <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1340634689/a/aa/31/mgm-qt3-11121011-968341.pdf">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1340634689/a/aa/31/mgm-qt3-11121011-968341.pdf</a>	Interpretive
<b>Article:</b> Las tapas <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281087874/a/aa/ae/89-qt3-p15-mgm-619364.pdf">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281087874/a/aa/ae/89-qt3-p15-mgm-619364.pdf</a>	Interpretive
<b>Formative Assessment &amp; Check Points</b>	<b>Mode of Communication</b>
<b>Quizzes:</b> vocabulary and grammar	
Do Now and Exit tickets	
<b>Speaking Task:</b> Restaurant Skit	Interpersonal
<b>Writing Task:</b> Create a menu	Presentational
<b>Speaking / Writing Task:</b> expressing foods/beverages you like/dislike	Presentational
<b>Speaking / Writing Task:</b> Ridiculous Recipe <a href="https://busyteacher.org/6727-ridiculous-classroom-recipes-giving-esl.html">https://busyteacher.org/6727-ridiculous-classroom-recipes-giving-esl.html</a>	Presentational
<b>Reading Comprehension Task:</b> Infographic	Interpretive
<b>YouTube Video Task:</b> Como hacer una Natilla Colombiana <a href="https://www.youtube.com/watch?v=yIIgJkx5pwc">https://www.youtube.com/watch?v=yIIgJkx5pwc</a>	Interpretive
<b>Speaking Task:</b> Order pizza over the phone at either Telepizza <a href="https://www.telepizza.es/">https://www.telepizza.es/</a> or Bonci <a href="http://www.bonci.it/">http://www.bonci.it/</a>	Interpersonal
<b>Speaking / Writing Task:</b> Create a cooking video or a how to poster of a recipe	Presentational
<b>Resources</b>	<b>Technology Integration</b>
<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' 21<sup>st</sup> century skills of communication, collaboration, critical thinking, and creativity.</i>
<ul style="list-style-type: none"> <li>● Descubre 1</li> <li>● Avancemos 1</li> <li>● Sentieri 1</li> <li>● Mary Glasgow Magazine &amp; Website</li> <li>● YouTube</li> <li>● Infographic</li> <li>● Audio Lingua: <a href="https://www.audio-lingua.eu/">https://www.audio-lingua.eu/</a></li> </ul>	<ul style="list-style-type: none"> <li>● SmartBoard activities / Internet activities</li> <li>● YouTube videos and authentic commercials</li> <li>● Seesaw communication App.</li> <li>● Google applications</li> <li>● Vimeo</li> <li>● List of useful websites for world language teachers</li> <li>● <a href="http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf">http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf</a></li> <li>● United Streaming: <a href="http://streaming.discoveryeducation.com/">http://streaming.discoveryeducation.com/</a></li> <li>● StudySpanish.com: <a href="http://www.studyspanish.com/">http://www.studyspanish.com/</a></li> <li>● WordReference.com: <a href="http://www.wordreference.com/">http://www.wordreference.com/</a></li> </ul>

- <https://todaysmeet.com/>
- <http://phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcprefix=jek&wcsuffix=0001>
- <https://conjuguemos.com/>
- <http://www.bbc.co.uk/mundo/>
- <http://www.practicaespanol.com/>
- <http://www.rtve.es/>
- <http://www.univision.com/>
- <http://www.peopleenespanol.com/>
- <http://www.20minutos.com/>

### 21<sup>st</sup> 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>