

Nutley Public Schools



Department of World Languages

Curriculum Guide

Grade 8 – Italian & Spanish

Table of Contents

Table of Contents	2
Department Description	4
Statement of Purpose	4
Philosophy & Approach	5
Mission	5
Acknowledgments	5
New Jersey Student Learning Standard for World Languages	6
Three Strands	6
Proficiency Levels	7
The Role of Grammar in the World Language Class	8
Time as a Critical Component for Developing Language Performance	8
NCSSFL-ACTFL Can-Do Statements	9
How to Use the Can-Do Statements	9
How Not to Use the Can-Do Statements	9
How Stakeholders Use the Can-Do Statements	10
Assessment	11
Formative Assessment	11
Summative Assessment	12
Integrated Performance Assessments (IPAs)	12
Culturally Authentic Materials	13
Grading Policy	13
Meeting the Needs of All Students	15
References	16
Course Description/Summary	17
Unit Contents: Scope & Sequence	18
Unit 1	19
Unit 2	24
Unit 3	29
Unit 4	34

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.

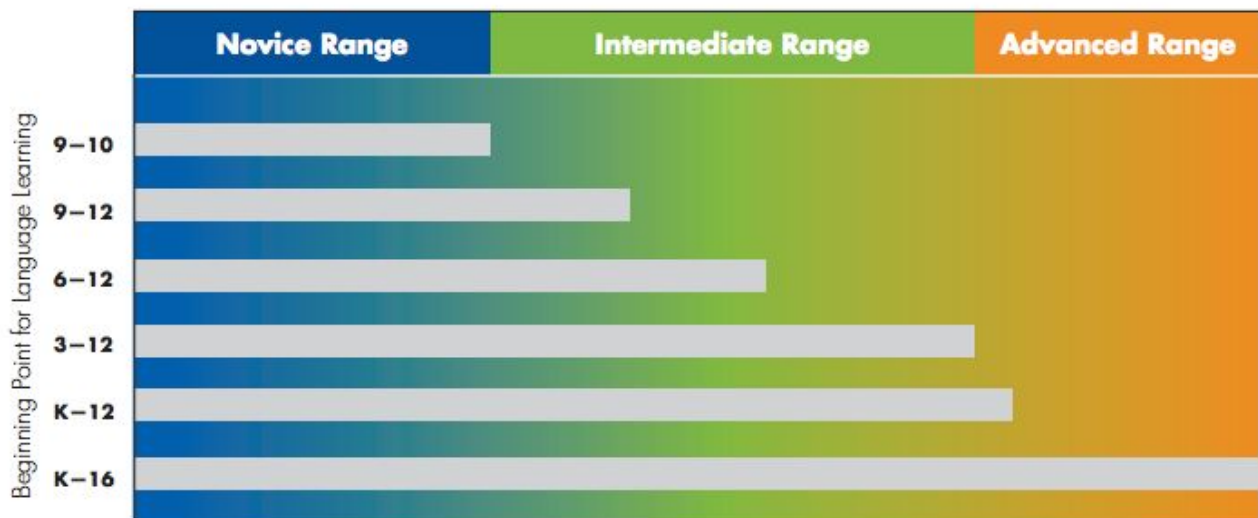
See [New Jersey Student Learning Standard for World Languages](#) for more information.

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

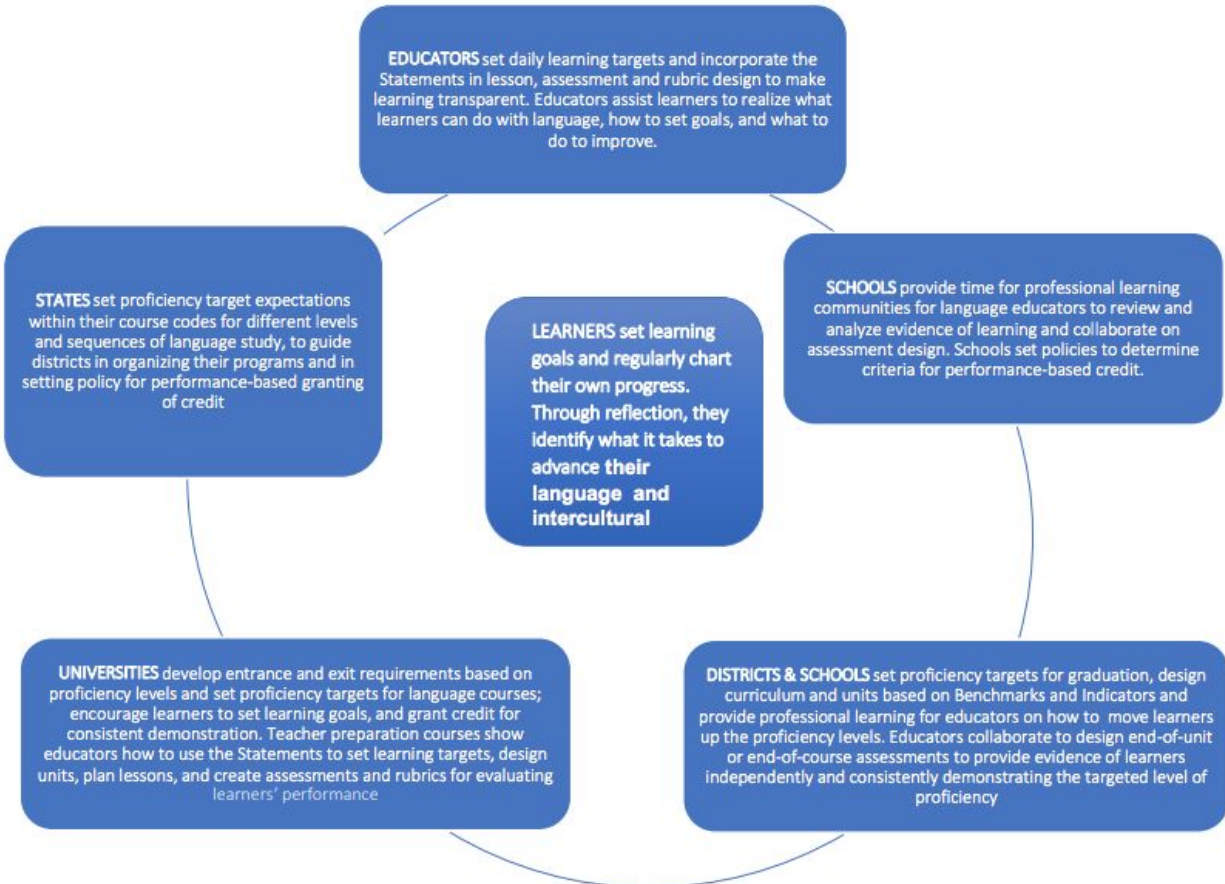
- Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off
- Can-Do Statements are NOT a limitation of what to learn or teach
- The sets of examples are NOT a prescribed curriculum
- The Can-Do statements are NOT used as an instrument for determining a letter or number grade

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 [NCSSFL-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

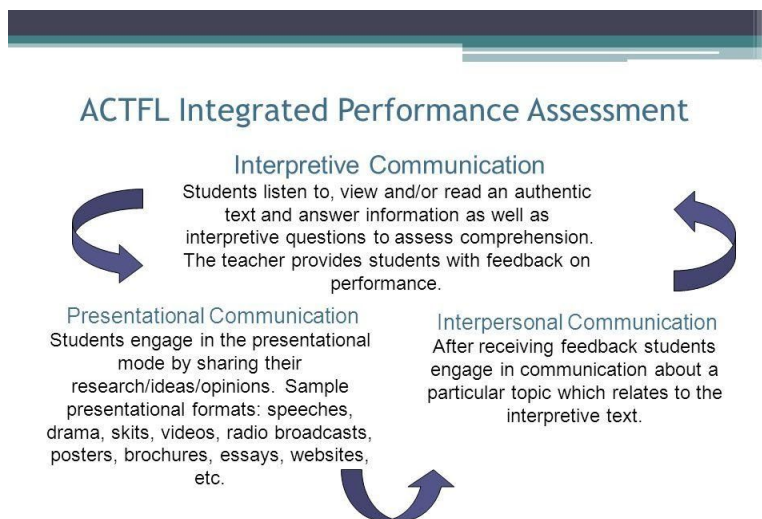
Summative Assessment

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.

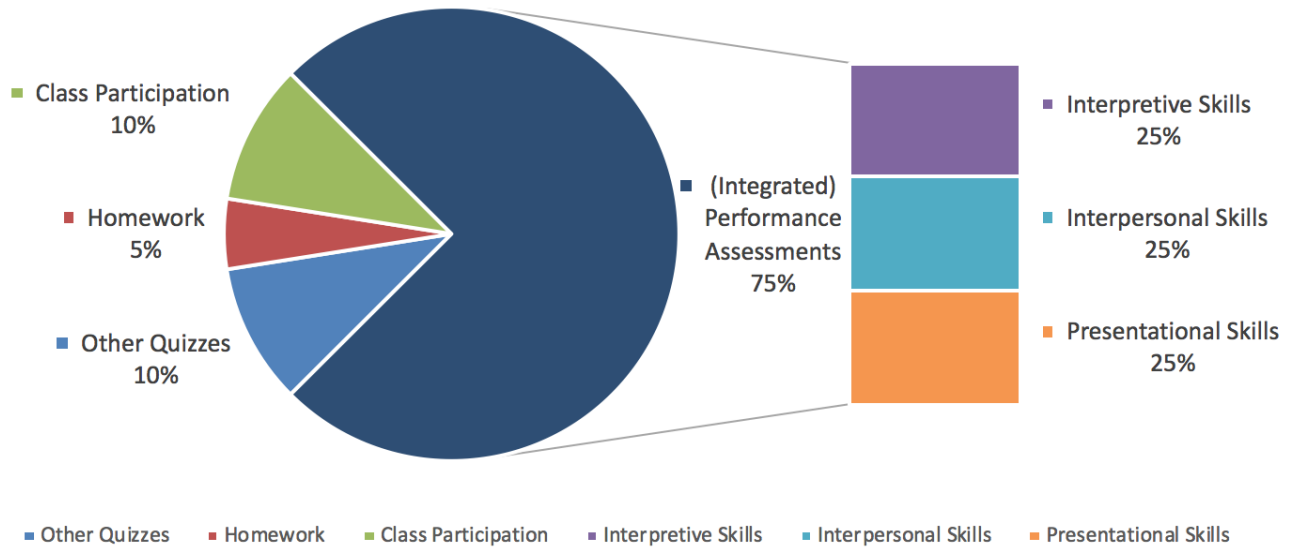
Grading Policy

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		
<ul style="list-style-type: none"> ● BulletedListHere 		
Instructional Adjustments		
Accommodations	Modifications	Higher Level Differentiation
<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

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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
1	Our homes	✓	✓	✓			
2	Taking care of myself	✓			✓		✓
3	Let's go on a trip		✓	✓	✓		
4	My future in HS		✓			✓	
✓ = Unit of study addresses curricular theme(s) indicated.							

Unit 1

Course Information			
Language(s)	Italian & Spanish	Approximate Unit Length	1 marking period
Level/Grade	Grade 8	Performance Range	Novice High
Grade(s)	8	Curricular Theme	Contemporary Life - Family & Community
Unit Title	Our homes		
Course Focus			
Essential Question(s)	<ul style="list-style-type: none"> • What does your house look like? • Can you describe your dream house? • What must be done to help maintain a house? • What are your family member's responsibilities in your house? • What would be like to live in a house in another country? 		
Enduring Understanding(s)	<ul style="list-style-type: none"> • A home says a lot about a person and the community they reside in. In this unit students will discuss and explore how the products and common practices of their household compare to those of the target culture. 		
NJ Student Learning Standards			
Interpretive (Strand A Indicators)			
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.		
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.		
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).		
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.		
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.		
7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.		
7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.		
7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.		
Interpersonal (Strand B Indicators)			
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.		
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.		

7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
Presentational (Strand C Indicators)	
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

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"> ● Las casas de los famosos https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281346354/a/66/83/qt123-track-07-622971.mp3 Italian: Case per tutti i gusti (reading) https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&display_lesson=437&start_unit=6&toc_location=102495 ● “Find a Home”- you are going on vacation to ___ with your family. You need to find a suitable home/apartment to rent that meets your standards through “AirBNB”. https://www.airbnb.it/ https://www.airbnb.es/ 	<ul style="list-style-type: none"> ● Scenario: You are to have a conversation with the owner of the AirBNB home you will be renting during your vacation in ____. 	<ul style="list-style-type: none"> ● Create a dream house that includes rooms, furniture and activities.(powerpoint, poster or photo story) ● Create a video tour of their house “a la Mtv Cribs”

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 respond to questions from a reading/audio about the house from the target culture ● I can understand someone’s simple descriptions of different types of dwellings.

	<ul style="list-style-type: none"> ● I can understand someone’s comparisons of dwellings from the target culture and the US.
Interpersonal	<ul style="list-style-type: none"> ● I can request and provide information by asking and answering a few simple questions about the house. ● 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. ● I can express my own preferences or feelings and react to those of others based on household chores. ● I can ask and respond to questions related to homes (rooms, descriptions of homes and items/furniture)
Presentational	<ul style="list-style-type: none"> ● I can identify and describe the rooms in a house. ● I can list and categorize the contents of a house ● I can describe and explain daily activities done in the home with family members ● I can compare/contrast authentic homes in the US and target country ● I can tell the importance of household chores and each family member’s role in caring for the home.
Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
<ul style="list-style-type: none"> ● Agreeing/Disagreeing ● Asking for/Giving Information ● Comparing/Contrasting their homes with others ● Describing objects and rooms of the house ● Expressing likes/dislikes/preferences, opinions ● Identifying vocabulary and dwellings ● Listing activities done in different rooms ● Interpreting authentic realia 	<ul style="list-style-type: none"> ● Present tense: to be ● Household chores: to wash, to clean, to iron, etc. ● Stem-changing verbs ● Present progressive: estar + -ando, -iendo ● Comparatives and superlatives: mas, menos
Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> ● Types of dwellings ● Parts of a house ● Parts of a building ie. ground floor, first floor, etc. ● Furniture and Items in a home ● Household Chores ● Descriptive adjectives for a house ● Prepositions of location 	<ul style="list-style-type: none"> ● Family members
Instructional Activities	
Key Learning Activities	Mode of Communication
Speaking Activities: original dialogues and interview classmates	Interpersonal
Speaking/Writing Activity: Describing different types of dwellings	Presentational
Speaking/Writing Activity: Comparing dwellings and types of household chores	Presentational
Speaking/Writing Activity: Compare/Contrast dwellings from target cultures with dwellings in the US	Presentational
Reading Comprehension Activity: informational texts	Interpretive
Games: Bingo, Pictionary, Jeopardy, board races, go fish, flyswatter, etc.	Interpretive
Vocabulary: Pear Deck Flashcards	Interpretive
Reading Comprehension: Matching homes to descriptions	Interpretive
YouTube Videos: House Hunters International	Interpretive

TPR: household chores	Interpretive
Speaking Activity: Draw and label a floor plan then describe it to another student to draw it	Interpretive - Presentational
Mini-Project: Real estate advertisement	Presentational
<p>Audio: La casa Batllo https://d3ddkgxe55ca6c.cloudfront.net/assets/t1491482410/a/1c/36/3quetalcd3-mgm-1610489.mp3 Transcription of Audio: https://d3ddkgxe55ca6c.cloudfront.net/assets/t1491470890/a/c2/cf/que-tal-cdbooklet-issue6-final-1610294.pdf</p> <p>Italian: “Che porcile” - Fotoromanzo https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&display_lesson=438&start_unit=6&toc_location=102494</p>	Interpretive
<p>Article: En venta -- Tres casas de miedo a la venta https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281087874/a/67/ab/89-qt2-p04-05-mgm-619301.pdf</p> <p>Italian: come tenere la casa pulita https://www.pinterest.com/pin/467741111291572104/</p>	Interpretive
<p>Do Now Activity: La casa que camina https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281088174/a/ea/f3/89-qt6-p2-3-mgm-619562.pdf</p> <p>Italian: le case eccezionali d’italia https://m3a.vhlcentral.com/sections/0/activities/63651?popup=1</p>	Interpretive
<p>Audio: Avancemos 1 Unit 5 http://www.classzone.com/cz/books/avancemos_1/get_chapter_group.htm?cin=6&rg=downloads&at=downloadable_audio_files&var=downloadable_audio_files</p>	Interpretive
Formative Assessment & Check Points	Mode of Communication
Quizzes on vocabulary and grammar structures	
Do Nows and Exit Tickets	
Picture Prompt: describe and compare/contrast houses	Interpersonal - Presentational
Project: Create a home video a la “Mtv Cribs”	Presentational
<p>Reading Comprehension: Agencia Inmobiliaria https://i.pinimg.com/564x/34/93/5b/34935ba5699df6c942498b209333a39c.jpg</p> <p>Italian: Casa.it (find a listing and use it as reading comprehension) https://www.casa.it/agenzie</p>	Interpretive
Project: my ideal house	Presentational
Speaking Task: conversation with the owner of the AirBNB home you are renting	Interpersonal
Resources	Technology Integration

<p><i>Essential materials, supplementary materials, links to best practices</i></p>	<p><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></p>
<ul style="list-style-type: none"> ● Descubre 2 ● Realidades 2 ● Sentieri 2 ● Mary Glasgow Magazines and website ● AirBNB 	<ul style="list-style-type: none"> ● SmartBoard activities / Internet activities ● YouTube videos and authentic commercials ● Seesaw communication App. ● Google applications ● Vimeo ● List of useful websites for world language teachers ● http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf ● United Streaming: http://streaming.discoveryeducation.com/ ● StudySpanish.com: http://www.studyspanish.com/ ● WordReference.com: http://www.wordreference.com/ ● 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/

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 2

Course Information

Language(s)	Italian & Spanish	Approximate Unit Length	1 marking period
Level/Grade	Grade 8	Performance Range	Novice High
Grade(s)	8	Curricular Theme	Beauty & Aesthetics - Global Challenges - Science & Technology
Unit Title	Taking care of myself		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • What factors are important in creating a healthy lifestyle? • How do you feel? • How can I communicate about my aches and pains?
Enduring Understanding(s)	<ul style="list-style-type: none"> • Living a healthy lifestyle is part of growing up. In this unit students will analyze their lifestyles and learn ways to be healthier and happier young adults. Basic medical expressions are also included, should they become ill or get injured and need to communicate with a professional.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.

Interpersonal (Strand B Indicators)

7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
Presentational (Strand C Indicators)	
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

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"> ● Picapiedras Video: https://www.youtube.com/watch?v=yudgKLs88mo&feature=share Italian: Caillou va dal dottore https://www.youtube.com/watch?v=5DQ6mu4cvZg ● Los jóvenes y la salud https://es.maryglasgowplus.com/videos/393071 La salute e il benessere (use all 3 audio) https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&display_lesson=419&start_unit=5&toc_location=102485 ● Infographic: Como evitar la gripe https://i.pinimg.com/564x/99/0c/c2/990cc202213b579db6137a0b5d59f1e2.jpg Italian: come evitare l'influenza http://semplicementesalute.federchimica.it/home/leggi-news/2016/09/27/non-lasciamo-ci-influenzare 	<ul style="list-style-type: none"> ● Scenario: Create a video of a doctor's office scene (3 different ailments) 	<ul style="list-style-type: none"> ● Create a video presentation no more than 2 minutes giving advice to middle schoolers on how to stay healthy. ● Create a brochure for incoming students on how to stay healthy in middle school

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 respond to questions from a reading/audio about healthy habits and routines from the target culture ● I can understand someone’s simple descriptions of ailments.
Interpersonal	<ul style="list-style-type: none"> ● I can request and provide information by asking and answering a few simple questions about the house. ● 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. ● I can express my own preferences or feelings and react to those of others based on healthy habits. ● I can ask and respond to questions related to ailments and healthy habits
Presentational	<ul style="list-style-type: none"> ● I can describe symptoms to a doctor or pharmacist ● I can suggest remedies for common ailments ● I can identify body part aches and pains ● I can recommend healthy habits ● I can tell the difference healthy and unhealthy lifestyles ● I can tell how often I do certain things
Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
<ul style="list-style-type: none"> ● Agreeing/Disagreeing ● Asking for/Giving Advice ● Comparing/Contrasting healthy vs unhealthy habits ● Describing illnesses/aches and pains ● Expressing likes/dislikes/preferences, opinions ● Identifying body parts, aches and pains ● Interpreting authentic realia 	<ul style="list-style-type: none"> ● Verb: to hurt ● Indirect object pronouns: me, te, le, etc. ie. me duele ● Reflexive Verbs: to bathe, to shave, to put on makeup, etc. ● Imperative Mood
Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> ● Body Parts ● Exercises and Leisure ● Daily Routine ● Illnesses and symptoms ● Wellness remedies 	<ul style="list-style-type: none"> ● Frequency words ie. everyday, once a week, etc.
Instructional Activities	
Key Learning Activities	Mode of Communication
Speaking Activities: original dialogues and interview classmates	Interpersonal
Speaking Activity: skit at the doctor’s office/pharmacy	Interpersonal
Speaking Activity: What do you do to stay healthy?	Interpersonal - Presentational
TPR: Simon Says with imperative mood	Interpretive
Writing Activity: create an alien using different body parts and describing it	Presentational
Reading Comprehension Activity: informational texts	Interpretive
Games: Bingo, Pictionary, Jeopardy, board races, go fish, flyswatter, etc.	Interpretive

Vocabulary: Pear Deck Flashcards and Activities	Interpretive
Speaking Activity: Survey -- How do you care for yourself on a daily basis? (How often do you brush your teeth, exercise, shower, etc.	Interpersonal
Writing Activity: create a list of healthy habits in order of importance	Presentational
Speaking Activity: describe picture prompts	Interpersonal - Presentational
Infographic: https://i.pinimg.com/564x/96/f2/69/96f2690393eaca245353fdad13cbcc82.jpg Italian: http://www.guidagenitori.it/wp-content/uploads/2012/09/locandinamanipulite.jpg?005eee	Interpretive
YouTube Video: El hospital de los ositos https://www.youtube.com/watch?v=I5j9EwiAqLY Italian: la clinica dell'orsaciotto https://www.youtube.com/watch?v=f2NZaPYBixA	Interpretive
Audio: Realidades 2 Unit 2A http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcprefix=jd&wcsuffix=0001 Italian: https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&display_lesson=419&start_unit=5&toc_location=102475	Interpretive
Audio: Avancemos 1 Unit 8 http://www.classzone.com/cz/books/avancemos_1/get_chapter_group.htm?cin=9&ci=1&rg=downloads&npos=1&spos=1&at=downloadable_audio_files&var=downloadable_audio_files	Interpretive
Infographic: 12 Consejos para Gozar de una Buena Salud https://www.who.int/healthpromotion/conferences/9gchp/infographic_health_promotion_12_tips_es.jpg?ua=1	Interpretive
Formative Assessment & Check Points	Mode of Communication
Quizzes on vocabulary and grammar structures	
Do Nows and Exit Tickets	
Picture Prompts: describe the ailments or what is occurring in the picture	Interpersonal - Presentational
Writing Task: Create a booklet or comic strip of either your daily routine or of ailments	Presentational
YouTube Video: Picapiedras https://www.youtube.com/watch?v=yudgKLS88mo&feature=share	Interpretive
Reading Comprehension: Infographic: Como evitar la gripe https://i.pinimg.com/564x/99/0c/c2/990cc202213b579db6137a0b5d59f1e2.jpg	Interpretive
Speaking Activity: doctor's office skits (groups of 3)	Interpersonal
Presentational Task: video presentation on how to stay healthy	Presentational
Presentational Task: create a brochure on how to stay healthy in middle school	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 2 ● Realidades 2 	<ul style="list-style-type: none"> ● SmartBoard activities / Internet activities ● YouTube videos and authentic commercials

<ul style="list-style-type: none"> ● Avancemos 1 ● Sentieri 2 ● Mary Glasgow Magazines and website ● Infographics ● YouTube Videos 	<ul style="list-style-type: none"> ● Seesaw communication App. ● Google applications ● Vimeo ● List of useful websites for world language teachers ● http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf ● United Streaming: http://streaming.discoveryeducation.com/ ● StudySpanish.com: http://www.studyspanish.com/ ● WordReference.com: http://www.wordreference.com/ ● 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/
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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 3

Course Information

Language(s)	Italian & Spanish	Approximate Unit Length	1 marking period
Level/Grade	Grade 8	Performance Range	Novice High
Grade(s)	8	Curricular Theme	Family and Communities - Contemporary Life
Unit Title	Let's go on a trip		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> ● What enrichment can travel bring? ● How do I prepare to travel? ● Where and how do people travel around the world?
Enduring Understanding(s)	<ul style="list-style-type: none"> ● The experiences that one encounters while traveling can open your mind to so many different things. In this unit, students will examine the different places one can visit, how one can travel and what one might see there. Students will be able to discuss a trip that they have taken and how it affected them. Additionally, students will examine the geography and travel possibilities in different Spanish speaking countries.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.

Interpersonal (Strand B Indicators)

7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
Presentational (Strand C Indicators)	
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

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"> ● Respond to questions based on video. Consejos al visitante https://www.youtube.com/watch?v=A4O7-mGdsnc <p>Italian: Firenze, posti da non perdere in un weekend https://www.youtube.com/watch?v=xiBM7IV3W6Q&disable_polymer=true</p> <ul style="list-style-type: none"> ● 17 Infografías prácticas que harán tus viajes mucho más fáciles https://www.buzzfeed.com/bibibarud/17-infografias-practicas-que-haran-tus-viajes-mucho-mas-faciles?utm_term=.wwpG1IDGk&sub=0_7580051#7580051 <p>Italian: Benefici di viaggiare https://www.kaplaninternational.com/it/blog/infografica-sui-benefici-di-viaggiare</p>	<ul style="list-style-type: none"> ● Picture Prompts: Series of pictures which students use to have a conversation about their vacations/recent experiences. ● Scenario: students see each other on the first day of school and they ask each other what it is they during their summer vacation 	<ul style="list-style-type: none"> ● You are on vacation and decide to write a postcard to your best friend back home telling them what you did while on vacation. ● Create a prezi, powerpoint or video narrating one of your favorite vacations. ● Create a scrapbook documenting a trip **trip and working with a non for profit

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.

	<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 respond to questions from a reading/audio about travel from the target culture ● I can understand someone’s simple descriptions of places from the target culture. ● I can respond to questions from a reading/audio using the preterit verb tense.
Interpersonal	<ul style="list-style-type: none"> ● I can interact with a partner to plan a trip to a target culture. ● I can identify some basic facts from memorized words and phrases when they are supported gestures or visuals in conversation. ● I can exchange information about a trip or an experience from my past.
Presentational	<ul style="list-style-type: none"> ● I can identify regions and countries of the target language ● I can use words and expressions related to travel ● I can describe places that I have visited ● I can express my preferences for places I have visited ● I can prepare for a trip ● I can demonstrate an understanding of cultural differences associated with target region ● I can evaluate modes of transportation ● I can demonstrate an understanding of different currencies and exchange rates ● I can write about a trip, an event or an activity that i participated in.
Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
<ul style="list-style-type: none"> ● Asking for/Giving information ● Describing events ● Describing places ● Describing objects ● Explaining ● Expressing how often, how well ● Expressing likes/dislikes/preferences ● Giving biographical information ● Giving directions ● Making appointments, arrangements, reservations ● Narrating ● Planning ● Recounting experiences/events ● Telling/Retelling stories 	<ul style="list-style-type: none"> ● Preterite Tense: <ul style="list-style-type: none"> ○ regular: ar, er, ir https://www.youtube.com/watch?v=b7dLKvmjG-w ○ irregular: ser, estar, ir, ver, hacer ○ Sentence starters: el verano pasado, el año pasado, Hace __ años, etc.
Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> ● Geography (Spanish speaking countries, Italy and capitals) ● Modes of transportation ● Vacation activities ● Sights to see ● Prepositions of location 	<ul style="list-style-type: none"> ● Descriptive words for places ie. old, modern, big, etc. ● Verbs of feelings: to like, to love, to bore
Instructional Activities	
Key Learning Activities	Mode of Communication
Speaking Activities: original dialogues and interview classmates	Interpersonal
Speaking Activity: skit at a hotel/resort, airport, information desk	Interpersonal
Speaking Activity: inner/outer circle	Interpersonal
Speaking Activity: picture/speaking prompts	Interpersonal - Presentational
Writing Activity: What did the ___ family do on their vacation?	Presentational

Reading Comprehension Activity: informational texts	Interpretive
Games: Bingo, Pictionary, Jeopardy, board races, go fish, flyswatter, etc.	Interpretive
Vocabulary: Pear Deck Flashcards and Activities	Interpretive
Writing Activity: journal entries	Presentational
Writing Activity: write 5-10 sentences about the ___ family's vacation. Use the picture to give you an idea of where they went and what they did.	Presentational
Reading Comprehension: Mi viaje ideal https://d3ddkgxe55ca6c.cloudfront.net/assets/t1340634809/a/27/22/mgm-qt5-111245-968488.pdf Italian: (choose any of the infographics) https://www.viaggigiovani.it/blog/infografiche#start-0	Interpretive
Mini-Project: Create an infographic of a city or country https://ecdn.teacherspayteachers.com/thumbitem/Country-Project-Infographic-NEW-Product-50-OFF-for-24-Hours-1959376-1500873612/original-1959376-2.jpg	Presentational
Article: Las Ciudades de Bruno Mars https://d3ddkgxe55ca6c.cloudfront.net/assets/t1340634809/a/ff/eb/mgm-qt4-111267-968439.pdf Italian: (Choose any of the infographics) https://www.viaggigiovani.it/blog/infografiche#start-0	Interpretive
Article: Robo en el museo https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281084694/a/61/a3/67-ahora5-12-13-mgm-585460.pdf Italian: Vacanza su misura https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&display_lesson=448&start_unit=7&toc_location=103567	Interpretive
Article: Salvador Dali https://d3ddkgxe55ca6c.cloudfront.net/assets/t1340636009/a/90/76/mgm-ah4-111245-968763.pdf Italian: Il rinascimento video https://www.youtube.com/watch?v=2IjyRY6P_2E	Interpretive
Audio: El informe-- el 12 de octubre https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281345934/a/c1/13/ahora123-track-04-622885.mp3	Interpretive
Audio: Avancemos 2 Unit 1 http://www.classzone.com/cz/books/avancemos_2/get_chapter_group.htm?cin=2&ci=2&rg=downloads&at=downloadable_audio_files&var=downloadable_audio_files	Interpretive
Formative Assessment & Check Points	Mode of Communication
Quizzes on vocabulary and grammar structures	

Do Nows and Exit Tickets	
Listening Activity: https://www.youtube.com/watch?v=A4O7-mGdsnc	Interpretive
Reading Comprehension: Infographics	Interpretive
Speaking Activity: Picture Prompts	Interpersonal
Presentation: You are on vacation and decide to write a postcard to your best friend back home telling them what you did while on vacation.	Presentational
Presentation: Create a powerpoint or video narrating one of your favorite vacations.	Presentational
Presentation: Create a scrapbook documenting a trip	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 2 ● Realidades 2 ● Avancemos 1 ● Sentieri 2 ● Mary Glasgow Magazines and website ● Infographics ● YouTube Videos ● BuzzFeed 	<ul style="list-style-type: none"> ● SmartBoard activities / Internet activities ● YouTube videos and authentic commercials ● Seesaw communication App. ● Google applications ● Vimeo ● List of useful websites for world language teachers ● http://www.paterson.k12.nj.us/departments/curr/curriculum/WORLD%20LANGUGES%20CURRIC/Websites%20for%20Teachers%20and%20Students.pdf ● United Streaming: http://streaming.discoveryeducation.com/ ● StudySpanish.com: http://www.studyspanish.com/ ● WordReference.com: http://www.wordreference.com/ ● 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/

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)	Italian & Spanish	Approximate Unit Length	1 marking period
Level/Grade	Grade 8	Performance Range	Novice High
Grade(s)	8	Curricular Theme	Contemporary Life - Personal and Public Identities
Unit Title	My future in HS		
Course Focus			
Essential Question(s)	<ul style="list-style-type: none"> • What will my future bring? • What are my plans for the summer and next school year? • What are some educational or professional options for the future? 		
Enduring Understanding(s)	<ul style="list-style-type: none"> • Middle school students will be embarking on a new journey to the high school and beginning to make plans for their futures. While the future is uncertain, everyone will map out their own future by making plans. 		
NJ Student Learning Standards			
Interpretive (Strand A Indicators)			
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.		
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.		
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).		
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.		
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.		
7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.		
7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.		
7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.		
Interpersonal (Strand B Indicators)			
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.		
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.		
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.		

7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
Presentational (Strand C Indicators)	
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

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"> ● Word recognition, fill in the blank Vivir la Vida Marc Anthony https://www.youtube.com/watch?v=YXnjy5YIDwk ● Read and respond to questions based on the infographic using the near future. https://i.pinimg.com/originals/04/45/69/044569208a74d1740db93ac4d480dd3a.png 	<ul style="list-style-type: none"> ● Scenario: Friends try to figure out what they are going to do over the weekend. Students are to make plans for the weekend with two other students. ● Use a series of picture prompts for students to have a conversation of what they will be doing in the few days or in the summer. 	<ul style="list-style-type: none"> ● Create a short video with visuals of what your summer and your first year in HS will bring. ● Create a collage of what you and your friends will be doing in the summer and present it to the rest of the class. ● Write an essay about your summer and what you plan on doing in HS.

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 respond to questions from a reading/audio about future endeavors from the target culture ● I can understand someone's simple descriptions of what he/she will be doing. ● I can respond to questions from a reading/audio using the simple future verb tense.
Interpersonal	<ul style="list-style-type: none"> ● I can interact with a partner to plan a summer trip to a target culture. ● I can identify some basic facts from memorized words and phrases when they are supported gestures or visuals in conversation. ● I can exchange information about future endeavors ● I can exchange preferences about professions. ● I can interact with a partner to plan what we will be doing in the afternoon or over the weekend. ● I can make plans with others via text message.
Presentational	<ul style="list-style-type: none"> ● I can identify and express preferences about various professions.

	<ul style="list-style-type: none"> ● I can rate professions based on their preferences. ● I can make predictions for the future ● I can state my summer vacation plans ● I can identify volunteer opportunities abroad. ● I can make plans for the future. ● I can write a short note, text or email to my friend about upcoming plans..
Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
<ul style="list-style-type: none"> ● Asking for/Giving information ● Describing people, places ● Expressing daily routines ● Expressing hope ● Expressing intentions ● Expressing interest/lack of interest/indifference or boredom ● Expressing needs/wishes/wants ● Giving biographical information ● Hypothesizing ● Planning ● Presenting information ● Reporting ● Speculating on the future ● Talking about the future 	<ul style="list-style-type: none"> ● Simple future: ir + a + infinitive <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=AmLCQC_VJc_E ● Future Time Expressions: next week, in the summer, etc.
Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> ● School Subjects ● Leisure Activities ● Places in a town 	<ul style="list-style-type: none"> ● Travel ● Professions
Instructional Activities	
Key Learning Activities	Mode of Communication
Speaking Activities: original dialogues and interview classmates	Interpersonal
Speaking Activity: skit at school picking schedules	Interpersonal
Speaking Activity: inner/outer circle	Interpersonal
Speaking Activity: picture/speaking prompts	Interpersonal - Presentational
Writing Activity: What will I do this summer?	Presentational
Reading Comprehension Activity: informational texts	Interpretive
Games: Bingo, Pictionary, Jeopardy, board races, go fish, flyswatter, etc.	Interpretive
Vocabulary: Pear Deck Flashcards and Activities	Interpretive
Speaking Activity: give your students a chance to talk about their vacation plans and practice talking about the future. Before the activity, take several index cards (at least one per student) and write a vacation destination on one side. On the other side, write two things a person might do at that vacation location, one positive and one negative if possible. Give each student one card. On your word, students mingle around the classroom asking their classmates about vacation plans. Students start by asking their partners if they are going to the location for vacation. For example, “Are you going to Paris for vacation?” The second student answers positively. Then the first student asks their partner if they plan to do the activities on the back of the card. “Will you go to the Eiffel tower?...Will you eat escargot?...” Partners should answer each question appropriately and then switch roles. When two students have finished their conversation, they find new partners and repeat the process.	Interpersonal

Speaking Activity: Role Play fortune teller	Interpersonal
Article: Las Fallas https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281012694/a/05/2a/67-ahora4-16-587487.pdf	Interpretive
Article: ¿Vamos de compras? https://d3ddkgxe55ca6c.cloudfront.net/assets/t1340635889/a/51/c6/mgm-ah4-11121011-968728.pdf	Interpretive
Writing Activity & Game: MASH once game is played students are to write sentences about their future https://www.youtube.com/watch?v=SvTakB06Qd0	Presentational
Reading Comprehension: El verano https://es.islcollective.com/resources/printables/worksheets_doc_docx/el_verano/vacaciones-in-termedio-b1/55099	Interpretive
Formative Assessment & Check Points	Mode of Communication
Quizzes on vocabulary and grammar structures	
Do Nows and Exit Tickets	
Speaking Activity: make plans for the weekend	Interpersonal
Speaking Activity: picture prompts	Interpersonal
Infographic: https://i.pinimg.com/originals/04/45/69/044569208a74d1740db93ac4d480dd3a.png	Interpretive
YouTube Video: Vivir la Vida Marc Anthony https://www.youtube.com/watch?v=YXnjy5YIDwk	Interpretive
Presentation: Create a short video with visuals of what your summer and your first year in HS will bring.	Presentational
Presentation: Create a collage of what you and your friends will be doing in the summer and present it to the rest of the class.	Presentational
Presentation: Write an essay about your summer and what you plan on doing in HS.	Presentational
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- <http://www.rtve.es/>
- <http://www.univision.com/>
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