

Nutley Public Schools



Department of World Languages

Curriculum Guide

Heritage Spanish 1

Table of Contents

Table of Contents	2
Department Description	3
Statement of Purpose	3
Philosophy & Approach	4
Mission	4
New Jersey Student Learning Standard for World Languages	5
Three Strands	5
Proficiency Levels	6
The Role of Grammar in the World Language Class	7
Time as a Critical Component for Developing Language Performance	7
NCSSFL-ACTFL Can-Do Statements	8
How to Use the Can-Do Statements	8
How Not to Use the Can-Do Statements	8
How Stakeholders Use the Can-Do Statements	9
Assessment	10
Formative Assessment	10
Summative Assessment	11
Integrated Performance Assessments (IPAs)	11
Culturally Authentic Materials	12
Grading Policy	12
Meeting the Needs of All Students	14
References	15
Course Description/Summary	16
Unit Contents: Scope & Sequence	17
Unit 1	18
Unit 2	24
Unit 3	30
Unit 4	36

Department Description

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

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

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

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

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

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

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

Statement of Purpose

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

We believe that learning a second language allows students to:

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

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

Philosophy & Approach

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

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

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

Mission

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

Acknowledgments

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New Jersey Student Learning Standard for World Languages

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

Three Strands

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



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

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

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

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

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

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

Proficiency Levels

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

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

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

The Role of Grammar in the World Language Class

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

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

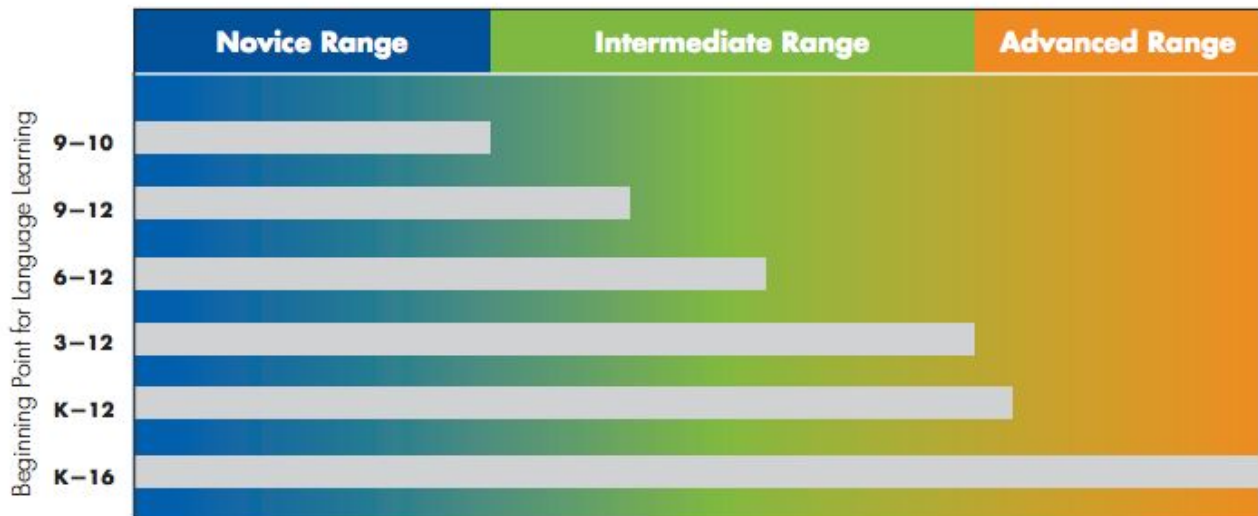
See [New Jersey Student Learning Standard for World Languages](#) for more information.

Time as a Critical Component for Developing Language Performance

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

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

Time as a critical component for developing language performance



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

NCSSFL-ACTFL Can-Do Statements

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

The 2017 NCSSFL-ACTFL Can-Do Statements provide:

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

How to Use the Can-Do Statements

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

How Not to Use the Can-Do Statements

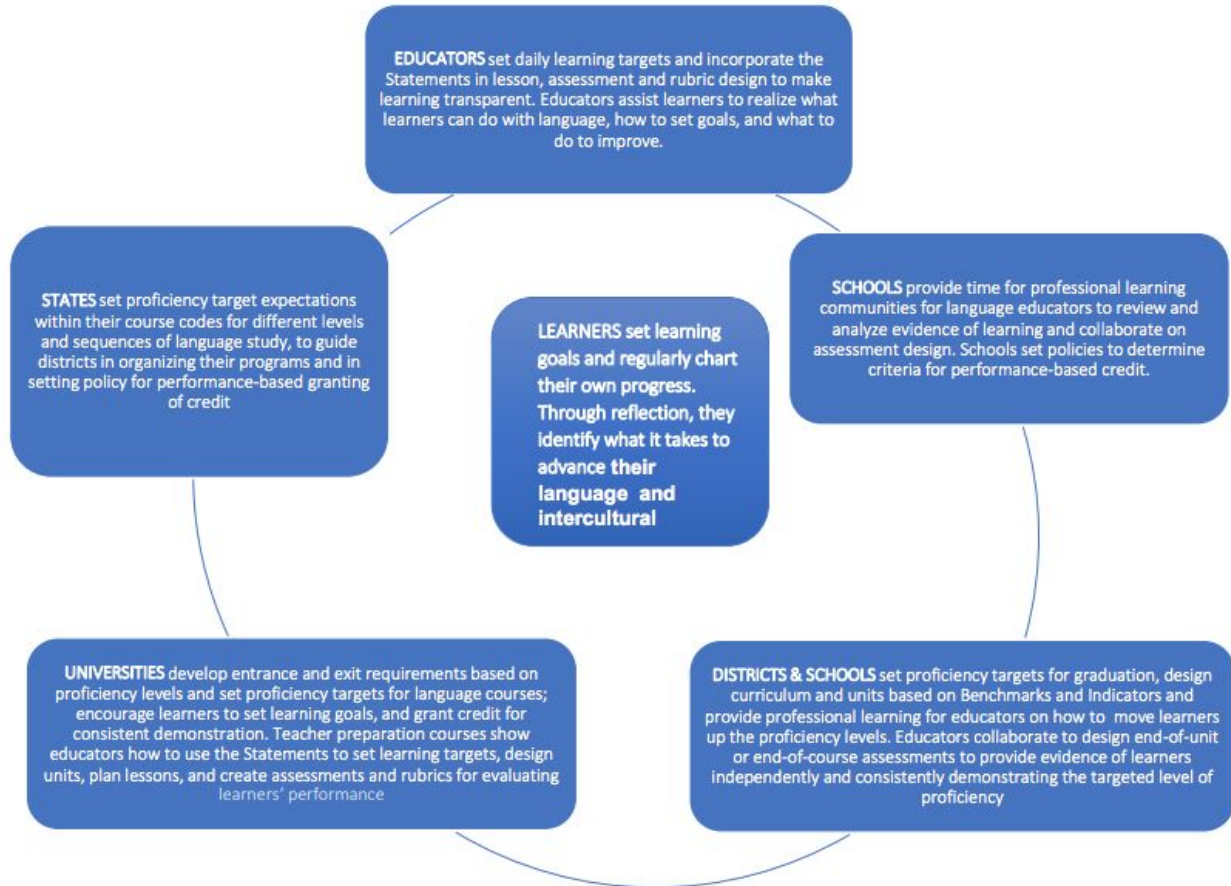
- Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off
- Can-Do Statements are NOT a limitation of what to learn or teach
- The sets of examples are NOT a prescribed curriculum
- The Can-Do statements are NOT used as an instrument for determining a letter or number grade

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

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

How Stakeholders Use the Can-Do Statements

How Stakeholders Use the Can-Do Statements



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

Assessment

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

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

Formative Assessment

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

Suggested Checks for Understanding

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

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

Sample Formative Assessments

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

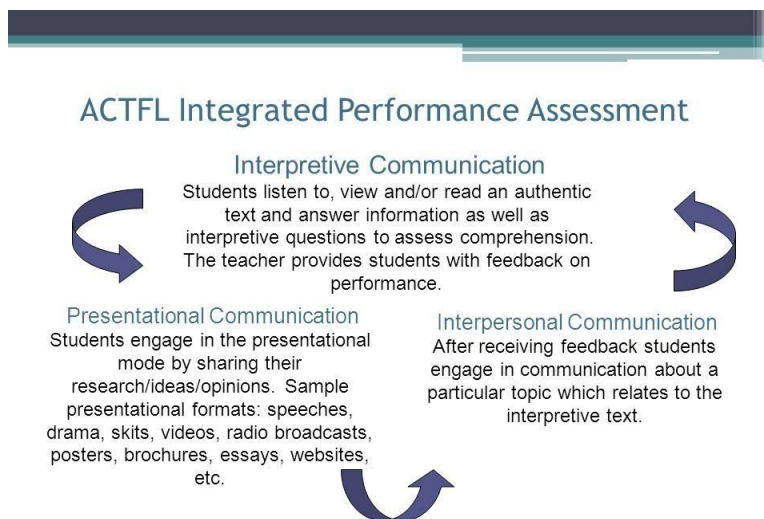
Summative Assessment

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

Integrated Performance Assessments (IPAs)

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

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



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

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

Culturally Authentic Materials

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

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

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

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

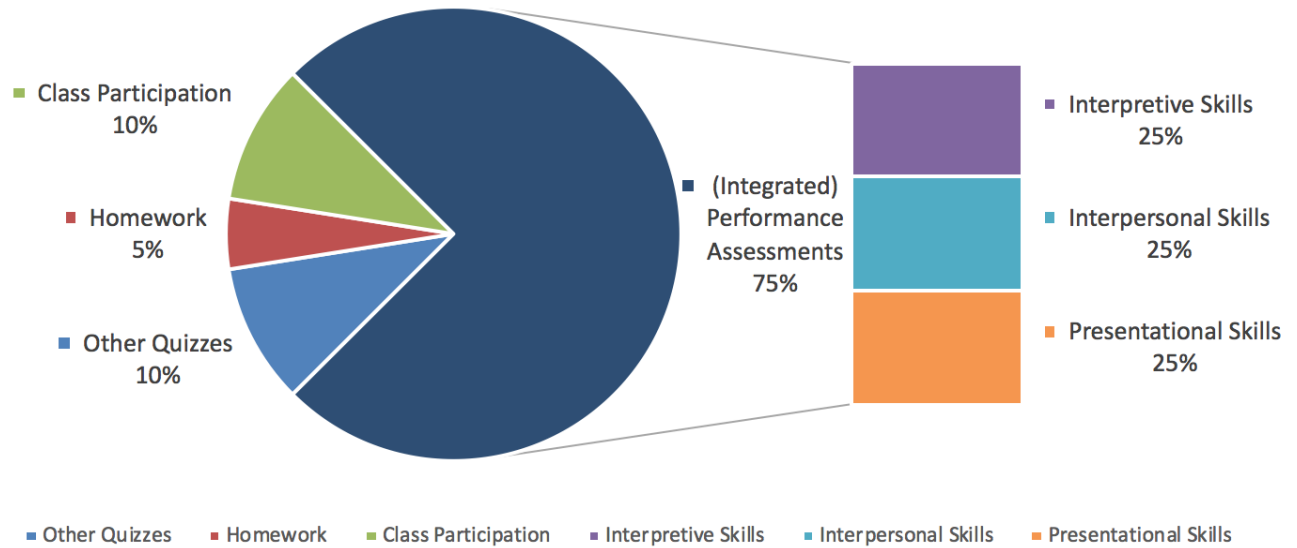
Grading Policy

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

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

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

World Language Department Grading Policy – Secondary Italian & Spanish



Meeting the Needs of All Students

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

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

Anticipated Misunderstandings in Unit		
<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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- 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
1	The Importance of Our Heritage		✓			✓	
2	Adolescence	✓			✓		
3	Cultural Celebrations		✓	✓		✓	
4	My career in the Future World					✓	✓
✓ = Unit of study addresses curricular theme(s) indicated.							

Unit 1

Course Information

Language(s)	Spanish	Approximate Unit Length	1 marking period
Level/Grade	Heritage 1	Performance Range	Intermediate Low
Grade(s)	9-12	Curricular Theme	Personal and Public Identities - Family and Communities
Unit Title	The Importance of Our Heritage		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> ● What impact does one's racial and cultural heritage have on one's identity? ● How does culture-shock affect family dynamics? ● How are storytelling & memories integral to making connections to a transplanted community?
Enduring Understanding(s)	<ul style="list-style-type: none"> ● One's identity is a group of characteristics that distinguishes an individual and it is influenced by race and/or culture. ● People who relocate carry with them the need to remember who they are and the need to celebrate their culture.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
7.1.IL.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.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.

Interpersonal (Strand B Indicators)

7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.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.II.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.II.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.II.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational (Strand C Indicators)

7.1.II.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.II.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.II.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.II.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.II.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.
7.1.II.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • The tasks follow the format of the IPA, but are integrated throughout the unit. • The template encourages multiple Interpretive tasks • The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. • The tasks incorporate 21st Century Learning. 	<ul style="list-style-type: none"> • Teacher will provide you with a reading dealing with the life of a famous cultural figure from the Spanish-speaking world. Your job is to understand as much as you can from the reading so that you can discover the kind of information you may want use to complete various interpretive tasks. • Listen and watch video: https://www.youtube.com/watch?v=du1udEh278 • to complete a teacher created activity. 	<ul style="list-style-type: none"> • As president of the Spanish club, you and a friend have to choose a name for it. Talk to your partner and decide which people can be a possibility to be named after. Decide on one name and give reasons for the choice that you make. 	<ul style="list-style-type: none"> • Role play activity - debates between adversarial historical figures (for example: Montezuma versus Hernán Cortes; Atahualpa vs. Túpac Yupanqui).

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> • I can listen to a video clip that contains information about various cultural topics and : <ul style="list-style-type: none"> • a. Identify key words and phrases. • b. Determine how the celebrations are similar to and different from those in my culture. When reading short texts dealing with personal and cultural topics I can: <ul style="list-style-type: none"> o Identify key words and phrases. o Determine how the celebrations are similar to and different from those in my culture • I can listen to a short authentic video clip that contains information about celebrations of events I can: <ul style="list-style-type: none"> o Identify the main idea.
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	<ul style="list-style-type: none"> o Recognize other key ideas. When reading short authentic texts dealing with cultural / historical of events I can: o Identify the main idea. o Recognize other key ideas
<p>Interpersonal</p>	<ul style="list-style-type: none"> ● I can give directions for participating in a cultural activity (e.g. how to perform a dance, how to play a game, how to prepare a meal) and I can answer questions from my classmates and members of the target culture when they don't understand my directions. ● I can follow directions for participating in a cultural (e.g. how to perform a dance, how to play a game, how to prepare a meal) ● I can ask classmates and others simple questions related to a celebration using digital tools and face-to-face communication. ● I can answer simple questions related to a celebration event using digital tools and face-to-face communication. ● I can use appropriate reaction words when my classmates and members of the target culture answer a question (e.g. me too, not me, that's interesting, really? that's nice). ● I can ask for clarification when I don't understand something (e.g. please repeat, I don't understand, did you say)
<p>Presentational</p>	<ul style="list-style-type: none"> ● I can create a multimedia presentation in which I recombine words, phrases and sentences to compare and contrast a celebration (personal and cultural) in the US culture and in a Spanish-speaking country. ● I can retell story I have read ● I can make simple comparisons of a variety of people, including friends and family members
<p>Supporting Functions <i>Students will be able to:</i></p>	<p>Supporting Structures/Patterns <i>Students will know:</i></p>
<ul style="list-style-type: none"> ● Identifying Spanish speaking countries with their capitals on a world map. ● Demonstrating comprehension of the influence that the Spaniard culture had and its impact on the Spanish language. ● Analyzing the song "La Pinta, la Niña y la Santa María" that reflects the discovery of America and the indigenous civilization and discuss with peers. ● Analyzing the contributions of indigenous civilizations and evaluate how indigenous people have preserved their cultural identity in the modern world. ● Comparing and contrasting indigenous cultures versus mainstream cultures. ● Writing a will in which they outline elements of their cultural legacy for future generations. ● Defining which elements of their culture they believe are worth preserving and which they would prefer not to leave as a legacy. ● Justifying and defending why certain elements of the culture are worth preserving or why others are not. ● Researching Hispanic countries and creating a travel brochure persuading a visit to that country. ● Creating a logo or a symbol about themselves and present it to the class. ● Identifying the main idea and supporting details when reading. ● Debating about the importance of nationality. ● Discussing the content of the song "Hoy" and sharing opinions expressing their agreement or disagreement with the song's lyric. 	<ul style="list-style-type: none"> ● Imperative Mood: <ul style="list-style-type: none"> o Informal Commands (Tú) Descubre 3 p. 140 o Irregular Informal Commands o Negative Informal Commands ● Formal Commands (Ud) <ul style="list-style-type: none"> o Irregular Formal Commands o Negative Formal Commands ● 2nd person plural - Nosotros Commands = Let's ● 3rd person plural - Ustedes Commands <p>http://personal.colby.edu/~bknelson/SLC/command_forms.html</p> <ul style="list-style-type: none"> ● Use verbs in both the conjugated and infinitive formats to communicate information <ul style="list-style-type: none"> o Noun/Adjective agreement o Interrogative words: How, Who, When ● Ser vs Estar ● Origins of the Hispanic Culture ● History, civilization, the European Conquest and Independence movements in the Americas. ● National and Ethnic Identities ● Latino presence in modern days ● Día de los Muertos : https://www.youtube.com/watch?v=iCQnUuq-TEE

<ul style="list-style-type: none"> • Discussing language and its influence in other countries. • Making a list of the languages spoken in Hispanic countries and analyze their importance in those countries. • Writing a persuasive essay about preserving the original mother tongue. • Researching prominent Latino/Latino-American figures and describing their impact on society. • Recognizing specific figures in the Hispanic world and create vertical connections. • Identifying and use cognates by comparing English and Spanish words. • Identifying and use essential grammar such as nouns, adjectives and definite and indefinite articles in everyday speech and writing. 	
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Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> • La Herencia Hispana: https://quizlet.com/152536350/la-herencia-hispana-flash-cards/ • Vocabulary selected from various texts used in class. 	<ul style="list-style-type: none"> • BulletedList

Instructional Activities

Key Learning Activities	Mode of Communication
Geography of the Spanish speaking world.	Interpretive
Basic facts about the history and ancient cultures that impacted the Hispanic world.	Interpretive
Key vocabulary pertaining to history, civilization, the European	Interpretive
Conquest and Independence movements in the Americas.	Interpretive
Indigenous civilizations in Latin America played an important role in the past and continue to play an important role in the culture, society and politics of the region.	Interpretive
Traditions and cultures create pride in countries.	Interpretive
Strategies to help infer the meaning of a few unfamiliar words in some new contexts.	Interpretive
Latino presence is growing globally.	Interpretive
Cognates are words that look like and mean the same thing in Spanish and in English.	Interpretive - Interpersonal
The Spanish language requires the use of different registers based on the situation or interlocutor.	Interpretive
The appropriate use of language varies according to situations (home environment, academics, profession) and tasks.	Interpretive
Command Crossword Puzzle	Interpretive
Split students into equal sized groups, give each group an origami project that has no title nor indication of what the final result should be with an appropriately sized piece of paper. Each group must follow the commands to end up with the finished product.	Interpretive
Show who is being spoken to based solely on the command by holding up the correct personal pronoun card.	Interpretive
Three in a row: 3 groups of clues used in groups of 3. There are 2 players and 1 officiate. Players switch.	Interpretive

Create a game board using all forms of commands. Trade game boards with a classmate. Complete the game. Time & Accuracy count.	Presentational
Presentation: Choose a friend and tell him, her or them what to do using the correct command form.	Presentational
Key Word recognition	Interpretive
Discussing the Main Idea	Interpretive
Supporting Details	Interpretive
Guessing meaning from Context	Interpretive
Comparing Cultural Perspectives	Presentational
Discussing recent or past activities	Interpersonal

Resources	Technology Integration
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<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>
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<ul style="list-style-type: none"> ● Rigoberta Menchú reading with accompanying Venn diagram comparing an indigenous versus non-indigenous culture. ● “La herencia de los incas” (Enfoques 446-447) ● “El Inca Garcilaso: un puente entre dos imperios” (Enfoques 478-479). ● Excerpts from Me llamo Rigoberta Menchú. ● Enfoques for listening and video activities. ● Short story: Nuestra America ● “La dificultad de llamarse hispano” Fuentes Lectura y Redacción III edition by Tuten/Caycedo Garner/Esterrich ● “Gente hispana” Fuentes Lectura y Redacción III edition by Tuten/Caycedo Garner/Esterrich ● “Los Hispanohablantes en los Estados Unidos” Nuevas Vistas. Curso Uno. 2005 ● Short reading: Gente del mundo 21 “Dime Pasaporte al Mundo 21” pg 2 ● Short reading: Los hispanos y los premios “Dime Pasaporte al Mundo 21” pg 5 ● Short story: El encuentro con el otro” pg 12 ● Article in http://www.usa.gov/gobiernousa/Temas/HerenciaHispana.shtml ● “Hoy” by Gloria Estefan 	<ul style="list-style-type: none"> ● Television: Univision: http://www.univision.com/portal.jhtml ● Telemundo: http://www.telemundo.com/ ● Alma magazine: http://www.almamagazine.com <ul style="list-style-type: none"> ● SmartBoard activities / Internet activities ● YouTube videos and authentic commercials ● Seesaw communication App. ● Google applications ● Webquest ● 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/ ● Gustavo Verzbickis. ● Interactive activities in Quia.com ● Real Academia Española ● Gustavo Farés, Ph.D ● Señora Baker.
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- Interactive Activities Online
- Lang Media Resources for World Language
- Todoele.net.
- Audiria - Listening Based Learning.
- Veinte mundos.
- Bablingua - Writing, Audio and Video Resources.

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)	Spanish	Approximate Unit Length	1 marking period
Level/Grade	Heritage 1	Performance Range	Intermediate Low
Grade(s)	9-12	Curricular Theme	Personal and Public Identities -Global Challenges
Unit Title	Adolescence		
Course Focus			
Essential Question(s)	<ul style="list-style-type: none"> • How do young people’s experiences mold them into the adults they become? • How do culture and life experiences play a part in developing our identity and viewpoint as we become adults? 		
Enduring Understanding(s)	<ul style="list-style-type: none"> • A young person’s involvement in their community and their experiences shape the adult they become. • Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. • Adolescents/teen agers around the world face the same challenges in developing relationships, friendships, and moving towards the adult world. There is a shared human experience. 		
NJ Student Learning Standards			
Interpretive (Strand A Indicators)			
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.		
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.		
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.		
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.		
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.		
7.1.IL.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.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.		
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.		
Interpersonal (Strand B Indicators)			
7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.		

7.1.II.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.II.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.II.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.II.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational (Strand C Indicators)

7.1.II.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.II.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.II.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.II.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.II.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.
7.1.II.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> ● These tasks allow learners to demonstrate how well they have met the goals of the unit. ● The tasks follow the format of the IPA, but are integrated throughout the unit. ● The template encourages multiple Interpretive tasks ● The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. ● The tasks incorporate 21st Century Learning. 	<ul style="list-style-type: none"> ● Watch video and read text for Mis Primeros Versos and then complete the following: Post-reading, comprehension questions and activities- Nuevas Vistas 1 textbook pg. 8. file:///Users/teacher/Downloads/Ruben%20Dario%20-%20Mis%20Primeros%20Versos.pdf ● Los Quince de Finita: Nuestrs Mundos - pg: 223 - ex. 3. Listen to the audio and complete the various interpretive tasks. 	<ul style="list-style-type: none"> ● Students will be able to compare themselves to the protagonist in the story and apply what they learned to themselves in an expressive form. 	<ul style="list-style-type: none"> ● Have students create an autobiographical timeline. Students can list key events in their lives, beginning with their birthdays. Students can illustrate their timelines with photographs and drawings and then present their timelines in small groups or to the class. Nuevas Vistas I Teachers Resource pg. 68 #2.

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> ● I can listen to a video clip that contains information about various cultural topics and : <ul style="list-style-type: none"> ○ Identify key words and phrases. ● Determine how the celebrations are similar to and different from those in my culture. When reading short texts dealing with personal and cultural topics I can: <ul style="list-style-type: none"> ○ Identify key words and phrases. ○ Determine how the celebrations are similar to and different from those in my culture ● I can listen to a short authentic video clip that contains information of events <ul style="list-style-type: none"> ▪ I can: <ul style="list-style-type: none"> ○ Identify the main idea.
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	<ul style="list-style-type: none"> o Recognize other key ideas. When reading short authentic texts dealing with cultural / historical of events I can: o Identify the main idea. o Recognize other key ideas
<p>Interpersonal</p>	<ul style="list-style-type: none"> ● I can give directions for participating in a cultural activity (e.g. how to perform a dance, how to play a game, how to prepare a meal) and I can answer questions from my classmates and members of the target culture when they don't understand my directions. ● I can follow directions for participating in a cultural (e.g. how to perform a dance, how to play a game, how to prepare a meal) ● I can ask classmates and others simple questions related to a topic using digital tools and face-to-face communication. ● I can answer simple questions related to a celebration event using digital tools and face-to-face communication. ● I can use appropriate reaction words when my classmates and members of the target culture answer a question (e.g. me too, not me, that's interesting, really? that's nice). ● I can ask for clarification when I don't understand something (e.g. please repeat, I don't understand, did you say) ● I can give a series of reasons a story I have read is/was appealing to me
<p>Presentational</p>	<ul style="list-style-type: none"> ● I can create a multimedia presentation in which I recombine words, phrases and sentences to compare and contrast a celebration (personal and cultural) in the US culture and in a Spanish-speaking country. ● I can retell story I have read ● I can make simple comparisons of a variety of people, including friends and family members ● I can present a series of statements supporting my opinions on a particular topic being learned
<p>Supporting Functions <i>Students will be able to:</i></p>	<p>Supporting Structures/Patterns <i>Students will know:</i></p>
<ul style="list-style-type: none"> ● Identifying characteristics of biographies, autobiographies, essays and articles. ● Comprehending reading excerpts by labeling the elements of literature. ● Making a chart contrasting between expectations versus reality. ● Creating a skit representing an alternative ending after reading Mis Primeros Versos. ● Using a variety of expressions to create their own sentences when voicing their feelings and impressions after readings. ● Demonstrating reading comprehension by answering questions and making personal connections with the text. ● Reading Primero de Secundaria and analyze when and why the preterite and imperfect is being used. ● Discussing in which situations people show off then write a report or make a graph. ● Analyzing a text and apply the correct form of the preterit and imperfect. ● Retelling a story from their past using completed actions as well as continuous or repeated actions. ● Creating a biographical timeline and present it to the class. ● Using the main elements when contrasting and comparing a literary text with another. ● Analyzing and discuss the events in the biographies they read. 	<ul style="list-style-type: none"> ● Quinceañeras ● Biography, autobiography, essays and articles ● Methods of comparing and contrasting ● Expressions for Causes and Effects ● Culture: Nicaragua ● o Grammar: <ul style="list-style-type: none"> o Preterite versus imperfect ● Preterit Tense: <ul style="list-style-type: none"> o ar -er - ir: regular endings o Irregulars endings: FUJI o single letter stem changers o to go - to be : CAR - GAR - ZAR o double vowel verbs: leer creer (y) o i- y (oír, leer, creer) o e - i –IR stem-changing verbs (preferir, pedir) o o - u –IR stem-changing verbs (dormir, morir) ● Common expressions used in the past tense: <ul style="list-style-type: none"> o Ayer, la semana pasada, etc... o Reasons for using the Preterite tense: single past action - interrupting another action - starting - ending ● Imperfect Tense: <ul style="list-style-type: none"> o To like - Gustar

<ul style="list-style-type: none"> ● Listing important facts about the origins of Quinceañeras. ● Evaluating the celebration of the Quinceañera. ● Comparing and contrast the celebration of the Quinceañera and its equivalent of Sweet Sixteen in the United States. ● Demonstrating comprehension of content from authentic audio resources. ● Interpreting a graph of a survey of possible choices if people could celebrate a Quinceañera. ● Writing a persuasive essay about the celebration of Quinceañeras using information from sources provided to support evidence. ● Synthesizing and summarize pertinent information from written and oral sources. ● Comparing and contrast readings from this selection. ● Effectively revising peer work and self-edit written work. ● Writing an autobiographical account of their own life. ● Recognizing, identifying and applying the use of prefixes, suffixes, and root words to improve vocabulary. ● Using linking words and expressions to reflect on a written work. 	<ul style="list-style-type: none"> ○ ar - er - ir : regular ○ Irregular verbs: to go - to be ○ Common expressions used in the Imperfect tense: Todos los días, mientras, generalmente, a menudo, a veces, etc... ● Reasons for using the Imperfect tense: ongoing/habitual - got interrupted - description - weather - age - time - emotion ● Preterit vs Imperfect: https://www.youtube.com/watch?v=xMolZomZG0Q *All supporting structures may be taught in different sequence to be mastered by the end of Unit 3
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<p>Priority Vocabulary</p>	<p>Other Vocabulary</p>
<ul style="list-style-type: none"> ● Key vocabulary pertaining to history, civilization, the European Conquest and Independence movements in the Americas. ● Common expressions for grammar usage. 	<ul style="list-style-type: none"> ● BulletedList

Instructional Activities

Key Learning Activities	Mode of Communication
Elements of literature: biographies, autobiographies, essays and articles	Interpretive - Presentational
Irony is when the outcome differs from expectations.	Interpretive
Phrases to express feelings.	Interpretive
Strong personalities are based upon people’s critique	Interpretive - Interpersonal
The formation and uses of the preterit versus the imperfect.	Interpretive
Useful strategies when analyzing a text	Interpretive
Relevant information about the lives of famous literary figures such as Gabriel García Márquez, José Martí and Ruben Darío.	Interpretive - Presentational
Relevant information pertaining to the cultural origins and traditions of Quinceañeras.	Interpretive
It is possible to understand the content and the message of an audio recording without understanding every word.	Interpretive
The history and current situation of Nicaragua and other Central American countries.	Interpretive - Presentational
Prefixes, suffixes and root words may be used to determine word meaning.	Interpretive
Linking words and useful expressions.	Interpretive
Internet Poll: differences and similarities based on various activities	Interpersonal
In and Out: communication circle	Interpersonal

A childhood story: written task and presentation	Presentational
Venn Diagram: Lifestyle in the Titicaca Lake	Interpretive
Watching a short video and showing understanding by answering multiple-choice questions.	Interpretive
Quinceañera: https://www.crpUSD.org/cms/lib/CA01001831/Centricity/Domain/684/p180%20181%20lectura%20cultural%20quince.pdf	Interpretive
Formative Assessment & Check Points	Mode of Communication
Quizzes and tests - Vocabulary and grammar features	
Discussing: Texts, information found on videos, songs, etc...	Presentational - Interpersonal
Internet Assessments: Listen to dialogues in the L2, answer and record teacher created guided questions. (Seesaw)	Interpretive
Life event retelling with teacher guided supplements: *See Evidence of Learning	Interpretive -Interpersonal
Audio/video programs	Interpretive
Cooperative learning groups	Interpersonal
Class Notes	Interpretive
Resources	Technology Integration
<i>Essential materials, supplementary materials, links to best practices</i>	<i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.</i>
<ul style="list-style-type: none"> ● Nuevas Vistas ● Short story: Mis primeros versos by Ruben Dario ● Short story: Primero de Secundaria by Gary Soto ● Short story: Un Cuentecillo triste by Gabriel Garcia Marquez ● Article: www.Protocolo.org “Celebrar la fiesta de los quinceaños” ● Article: www.BBCMundo.com “¿Qué elegiría si pudiera volver a celebrar los quince?” ● Audio: www. BBCMundo.com Interview to people about the value of Quinceañeras. 	<ul style="list-style-type: none"> ● Teacher online access pack: www.Internet4Classrooms.com/flang.htm <ul style="list-style-type: none"> ● Alma magazine: http://www.almamagazine.com ● SmartBoard activities / Internet activities ● YouTube videos and authentic commercials ● Seesaw communication App. ● Google applications ● Webquest ● 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=iek&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/

- Gustavo Verzbickis.
- Interactive activities in Quia.com
- Real Academia Española
- Gustavo Farés, Ph.D
- Señora Baker.
- Interactive Activities Online
- www.carla.umn.edu/speechacts/sp_pragmatics/home.html
- Red Escolar – allows teachers of heritage Spanish to offer students interesting reading on a variety of topics. www.redescolar.ilce.edu.mx
- Listen to the news/hear world news in Spanish: www.bbc.co.uk/worldservice/languages/

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)	Spanish	Approximate Unit Length	1 marking period
Level/Grade	Heritage 1	Performance Range	Intermediate Low
Grade(s)	9-12	Curricular Theme	Contemporary Life
Unit Title	Cultural Celebrations		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> ● How are celebrations a crucial aspect of a culture? ● How do people in Spanish-speaking countries prepare for celebrations? ● In what ways can traditions and celebrations bring people together? ● Are traditions timeless? Or do they really change over the years?
Enduring Understanding(s)	<ul style="list-style-type: none"> ● Celebrations are a unique reflection of one's culture ● Gastronomy is a unique reflection of cultural celebrations

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
7.1.IL.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.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.

Interpersonal (Strand B Indicators)

7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.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.II.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.II.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.II.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
Presentational (Strand C Indicators)	
7.1.II.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.II.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.II.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.II.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.II.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.
7.1.II.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> ● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> ● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i> ● <i>The template encourages multiple Interpretive tasks</i> ● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i> ● <i>The tasks incorporate 21st Century Learning.</i> 	<ul style="list-style-type: none"> ● Students will research various celebrations throughout Latin America. ● Students will watch: Choosing the important details. Lectura: http://klett.hu/download/colegas_web.pdf ● http://docenti.unimc.it/raquel.garciaprieto/teaching/2015/200004105/files/scienze-del-turismo-beniculturali/texto-churros ● https://www.abc.es/madrid/20150913/abc-comercios-chocolateria-sangines-201509111135.html ● Gastronomía Peruana: ● http://schoolofspanish.middcreate.net/teachingspanish/wp-content/uploads/2017/07/MISTURA-y-la 	<ul style="list-style-type: none"> ● Share with classmates how holidays are celebrated at home and various regions of the world ● Explain to a classmate cultural similarities and differences between various celebrations 	<ul style="list-style-type: none"> ● Create and present a multi rich media project discussing the topic at hand in the target language ● Presentational writing task where student discusses the importance of gastronomy in cultural celebrations in the target countries.

	-comida-peruana.pdf		
Toolbox & Core Content			
Can-Do Statements			
Interpretive	<ul style="list-style-type: none"> ● I can listen to a video clip that contains information about celebrations(personal and cultural) and : <ul style="list-style-type: none"> ○ Identify key words and phrases. ○ Determine how the celebrations are similar to and different from those in my culture. ● When reading short texts dealing with celebrations (personal and cultural) I can: <ul style="list-style-type: none"> ○ Identify key words and phrases. ○ Determine how the celebrations are similar to and different from those in my culture ● I can listen to a short authentic video clip that contains information about celebrations of events I can: <ul style="list-style-type: none"> ○ Identify the main idea. ○ Recognize other key ideas. ● When reading short authentic texts dealing with celebrations of events I can: <ul style="list-style-type: none"> ○ a. Identify the main idea. ○ b. Recognize other key ideas 		
Interpersonal	<ul style="list-style-type: none"> ● I can give directions for participating in a cultural activity (e.g. how to perform a dance, how to play a game, how to prepare a meal) and I can answer questions from my classmates and members of the target culture when they don't understand my directions. ● I can follow directions for participating in a cultural (e.g. how to perform a dance, how to play a game, how to prepare a meal) ● I can ask classmates and others simple questions related to a celebration using digital tools and face-to-face communication. ● I can answer simple questions related to a celebration event using digital tools and face-to-face communication. ● I can use appropriate reaction words when my classmates and members of the target culture answer a question (e.g. me too, not me, that's interesting, really? that's nice). ● I can ask for clarification when I don't understand something (e.g. please repeat, I don't understand, did you say). 		
Presentational	<ul style="list-style-type: none"> ● I can create a multimedia presentation in which I recombine words, phrases and sentences to compare and contrast a celebration (personal and cultural) in the US culture and in a Spanish-speaking country. 		
Supporting Functions <i>Students will be able to:</i>		Supporting Structures/Patterns <i>Students will know:</i>	
<ul style="list-style-type: none"> ● Demonstrating comprehension of short conversations and brief messages dealing with celebration within the target culture(s). ● Identifying the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials dealing with celebrations within the target culture(s). ● Using digital tools to ask and answer questions related to celebrations. 		<ul style="list-style-type: none"> ● Preterit Tense: <ul style="list-style-type: none"> ○ ar -er - ir: regular endings ○ Irregulars endings: FUJI <ul style="list-style-type: none"> ▪ single letter stem changers ▪ to go - to be : CAR - GAR - ZAR ▪ double vowel verbs: leer creer (y) ○ Common expressions used in the past tense: <ul style="list-style-type: none"> ▪ Ayer, la semana pasada, etc... 	

<ul style="list-style-type: none"> • Giving and follow a series of directions related to a cultural celebration/food preparation. • Asking and respond to questions, make requests, and express preferences related to celebrations events within the target culture(s) • Preparing for parties/celebrations (go food shopping in a Spanish-speaking supermarket, prepare food) • Recombining basic information at the word and sentence level to create a multimedia presentation that compares and contrasts celebration event(s) in the home and target culture(s). • Describing food, festivals, and holidays in Spanish-speaking countries 	<ul style="list-style-type: none"> o Reasons for using the Preterite tense: single past action - interrupting another action - starting - ending • Imperfect Tense: <ul style="list-style-type: none"> o To like - Gustar o ar - er - ir : regular o Irregular verbs: to go - to be o Common expressions used in the Imperfect tense: Todos los días, mientras, generalmente, a menudo, a veces, etc... o Reasons for using the Imperfect tense: ongoing/habitual - got interrupted - description - weather - age - time - emotion <p>Preterit vs Imperfect: https://www.youtube.com/watch?v=xMolZomZG0Q</p> <ul style="list-style-type: none"> • The conditional tenses: • Arranged marriages. • Traditional and non-traditional roles in marriage. • Customs and traditions • Persuasive Essay
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<p>Priority Vocabulary</p>	<p>Other Vocabulary</p>
<ul style="list-style-type: none"> • Vocabulary associated with celebrations within the target culture(s) Cultural dishes associated with specific celebrations 	<ul style="list-style-type: none"> • The products and practices that individuals and families in the target culture(s) use when celebrating

Instructional Activities

Key Learning Activities	Mode of Communication
Read a culturally authentic text about a celebration and identify the main ideas.	Interpretive
Write a story about your favorite holiday/celebration in the target language.	Interpretive
Post a blog about a popular holiday recipe in the target language.	Interpretive
Watch a culturally authentic video about a celebration in a Spanish-speaking country.	Interpretive
Write an invitation to a celebration in the target language	Interpersonal
Ask/Respond to questions about popular celebrations.	Interpersonal
Exchange information with teacher/classmates about preparing for celebrations/holidays.	Interpersonal
Create a skit discussing the last holiday they celebrated.	Interpersonal
Create and present a greeting card in the target language.	Presentational
Create and present a plan for a culturally authentic holiday party.	Presentational
Prepare a culturally authentic holiday dish/poem/song to share with the class	Presentational
Formative Assessment & Check Points	Mode of Communication
Quizzes and tests - Vocabulary and grammar features	

Discussing: Texts, information found on videos, songs, etc...	Presentational - Interpersonal
Internet Assessments: Listen to dialogues in the L2, answer and record teacher created guided questions. (Seesaw)	Interpretive
Life event retelling with teacher guided supplements: *See Evidence of Learning	Interpretive -Interpersonal
Audio/video programs	Interpretive
Cooperative learning groups	Interpersonal
Class Notes	Interpretive
Student-created letters exchanged between characters in the various readings.	Interpersonal - Presentational
Grammar assessments	
Reaction piece to: short film, songs, and texts	Presentational
Discussion of varying social situations from specific texts and cultural material	Interpersonal
Oral assessments: students describe relationships past and present.	
Identify socially appropriate interactions found in the texts.	Interpretive

Resources	Technology Integration
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<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>
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| <ul style="list-style-type: none"> ● Nuevas Vistas ● Short story: Lo que le sucedió a un mancebo que se casó con una muchacha muy rebelde. Abriendo Paso Lectura ● Cuentos del Conde Lucanor ● Novio Boy, Gary Soto ● Rima LIII, Gustavo Adolfo Bécquer ● Me gusta cuando callas, Pablo Neruda ● Mañana de Sol, Serafín y Joaquín Álvarez Quintero de Paula, Isabel Allende ● Versos sencillos, José Martí ● Verde Luz, Antonio Caban Vale ● Mañana de Sol:
http://www.indiana.edu/~vida/doc/Manana%20de%20sol.pdf | <ul style="list-style-type: none"> ● Teacher online access pack:
www.Internet4Classrooms.com/flang.htm ● Alma magazine: http://www.almamagazine.com ● SmartBoard activities / Internet activities ● YouTube videos and authentic commercials ● Seesaw communication App. ● Google applications ● Webquest ● 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/ ● https://www.uexpress.com/dearabby/ ● Interactive activities in Quia.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 4

Course Information

Language(s)	Spanish	Approximate Unit Length	1 marking period
Level/Grade	Heritage 1	Performance Range	Intermediate Low
Grade(s)	9-12	Curricular Theme	Science, Technology, and Contemporary Life
Unit Title	My Career in the Future World		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • How do I prepare myself for success in the workforce? • What skills are necessary to succeed in the job market? • What kinds of jobs/careers interest you for the future?
Enduring Understanding(s)	<ul style="list-style-type: none"> • What I do now affects my future success. • Part of your job preparation is to analyze what skills are necessary to be successful in a future profession • The decisions you make today in school will impact your future plans and career decisions

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
7.1.IL.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.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.

Interpersonal (Strand B Indicators)

7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.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.II.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.II.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.II.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational (Strand C Indicators)

7.1.II.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.II.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.II.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.II.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.II.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.
7.1.II.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • The tasks follow the format of the IPA, but are integrated throughout the unit. • The template encourages multiple Interpretive tasks • The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. • The tasks incorporate 21st Century Learning. 	<ul style="list-style-type: none"> • Read a job ad from an authentic job search website and fill out a graphic organizer • Write a story/blog to describe your future professional goals 	<ul style="list-style-type: none"> • Interact in paired dialogues, A/B activities, interviews, role-play and blogs to practice interviews • Ask/Respond to questions about future jobs and professional plans • Interview a classmate about their dream career 	<ul style="list-style-type: none"> • Research different types of resumes online and use the information to create and present video resume/curriculum vitae to the class. • Create and present a multi-media rich project about a successful professional in the target language. • Present advice for job interviews (clothing, questions, etiquette...etc.)

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> • When reading short texts or listening to a video clip professions and careers • I can: Identify key words and phrases. • Understand the main idea. • Figure out the meaning of a few unfamiliar words when they are defined in the target language or when an example is given. • Determine which skills are similar and different for various careers
Interpersonal	<ul style="list-style-type: none"> • I can use digital tools and face-to-face communication to ask questions • about: <ul style="list-style-type: none"> • Job skills • Future plans • Career preferences • School subjects and how they relate to the job market

	<ul style="list-style-type: none"> ● I can ask for clarification when I don't understand the requirements for a specific job/profession. ● I can talk with someone about my dream job/profession ● I can state the skills needed to succeed in a given job/profession ● I can initiate a conversation about careers and I can exchange views and opinions about my favorite professions and how they compete in the job market ● I can identify professionals in my community and discuss their roles.
Presentational	<ul style="list-style-type: none"> ● I can describe my favorite job/profession in terms of educational requirements, personality, skills and accomplishments ● I can present a resume describing my skills, experience, accomplishments, background and education. ● I can express opinions about different professions (the pros and cons)

Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
<ul style="list-style-type: none"> ● Talking about jobs ● Identifying the different locations specific ● Comparing and contrast professions ● Identifying what are the 21st century skills they will need to succeed ● Expressing interest in various jobs that will impact his/her future plans and career decisions ● Expressing qualities and experiences necessary for success in the 21st century ● Researching possible careers that interest them ● Conducting or participate in a job interview ● Writing a resume/cover letter for a job that interests them. ● Discussing the differences between Latin American and United States job market as it relates to skills, availability, benefits... 	<ul style="list-style-type: none"> ● Professions and services ● Expressions needed to write a formal letter/resume ● Expressions to describe specific skills and abilities ● Cultural practices related to applying for a job ● Structures necessary to describe people and careers ● Locations particular to different professions ● Grammar <ul style="list-style-type: none"> ○ Immediate Future: Ir + a: https://www.fluentu.com/blog/spanish/ir-a-infinitive/ https://www.youtube.com/watch?v=AmLCQCVJc_E ○ Verb to go present tense review ○ Time Expressions ○ Regular Future conjugation: ar = er = ir (Will) ○ Irregulars verbs
Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> ● La Economía y el trabajo: Descubre 3 p. 282 ● Education ● Personal Identification: Responsibilities ● Descriptive Adjectives: professional qualities 	<ul style="list-style-type: none"> ● BulletedList

Instructional Activities

Key Learning Activities	Mode of Communication
Write a story/blog to describe your future professional goals.	Interpersonal - Presentational
Read a culturally authentic article about the differences between Latin American jobs and those of the USA and answer questions	Interpretive
Read a job ad from an authentic job search website and fill out a graphic organizer.	Interpretive
Read/Watch about how to prepare for an interview in the 21st century.	Interpretive
Fill out a job application in the target language	Interpretive
Read a biography about a famous professional in a Spanish-speaking country	Interpretive

Write a story/blog to describe your future professional goals.	Interpersonal - Presentational
Make a list of people and their personality traits and the jobs that would be best suited to those people.	Presentational
Make a list of professions that you would like to do and not like to do.	Presentational
Oral Activity: State how you would be different from your parents.	Presentational
Mini-Project: Create a time capsule with a letter to yourself about what your life will be like 10 years from now.	Presentational
Oral Activity: Preparing for a job interview.	Interpersonal
After reading ¿Cuánto valdrás?, play the role of the son as he rejects his father's offer to inherit the family business. Say why he does not want to be in charge of the coffee plantation and instead wants to work as a marine biologist.	Presentational
Writing Activity: Create a 10 year plan for how you will work toward a given profession. Include high school, college and professional topics.	Presentational
Picture prompts with professions/trades	Interpretive
Research Project: choose a job you would like to do and research how to get there (schooling), then complete a mock resume for use in performance task	Presentational
Listening activities with what jobs people do	Interpretive
Read/write job advertisements and ask/answer related questions www.ziprecruiter.com https://www.computrabajo.com.mx/	Interpretive
Oral Activity: Teacher led discussion comparing and contrasting various professions/trades in America and Target cultures (Example: barista as summer job in America versus profession in Target Culture)	Interpersonal
Interact in paired dialogues, A/B activities, interviews, role-play and blogs to practice interviews	Interpersonal
Ask/Respond to questions about future jobs and professional plans	Interpersonal
Role-play a job applicant and a potential employer	Interpersonal
Interview a classmate about their dream career	Interpersonal
Formative Assessment & Check Points	Mode of Communication
Ongoing formative assessments regarding descriptions and professions	
Matching descriptions of people to job possibilities	Interpretive
Write a letter about why you would be the right person for a job	Presentational
Quizzes on subjunctive mood formation	
Oral assessments in which students say what they would do in a specific job	Interpretive - Presentational
Listening comprehension quiz ("which profession/trade is being described?")	Interpretive
Speaking prompt (describe the profession/trade of the person in the picture- ex Who am I?, Where do I work, What am I doing?)	Interpersonal - Presentational
Writing prompt based on culture	Interpersonal - Presentational
Writing Activity: Write a cover letter and CV.	Presentational

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"> ● Nuevas Vistas ● Descubre 3 ● Mary Glasgow Magazines & Website ● Infographic ● Vanidades Magazine ● BuzzFeed 	<ul style="list-style-type: none"> ● Alma magazine: http://www.almamagazine.com ● SmartBoard activities / Internet activities ● YouTube videos and authentic commercials ● Seesaw communication App. ● Google applications ● Webquest ● 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/ Article: Un dia en la vida de un arqueologo https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281096094/a/70/38/56-elsol5-p14-mgm-620736.pdf ● Article: ¿Estudias o trabajas? https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281084874/a/58/dc/67-el-sol-6-p10-11-mgm-585859.pdf ● Audio: Conoce a...el jefe de Marvel https://d3ddkgxe55ca6c.cloudfront.net/assets/t1499694487/a/2c/c2/02elsolcd1-mgm-1646862.mp3 ● Handout: https://d3ddkgxe55ca6c.cloudfront.net/assets/t1504194944/a/11/e3/el-sol-la-issue1-final-1663170.pdf ● Infographic: Profesiones con futuro https://i.pinimg.com/564x/48/55/2b/48552b6870aa773156b041b699a998b7.jpg ● YouTube Video: Top 10 Carreras Universitarias MEJOR PAGADAS y Con Futuro En El Mundo 2018 https://www.youtube.com/watch?v=nsFoEJ_b0A ● YouTube Video: FAFSA PSA Univision https://www.youtube.com/watch?v=DjROB3xp25k
<p>21st Century Life and Career Standards</p>	

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>