

Nutley Public Schools



Department of World Languages

Curriculum Guide

Heritage Spanish 2 Honors

Table of Contents

Table of Contents	2
Department Description	3
Statement of Purpose	3
Philosophy & Approach	4
Mission	4
Acknowledgments	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	6
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	35

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

This curriculum guide was prepared by:

Mr. Oscar Benavides - Spanish Nutley High School

This curriculum guide was coordinated by:

Dr. Frank Ruggiero K-12 Coordinator of World Languages

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.

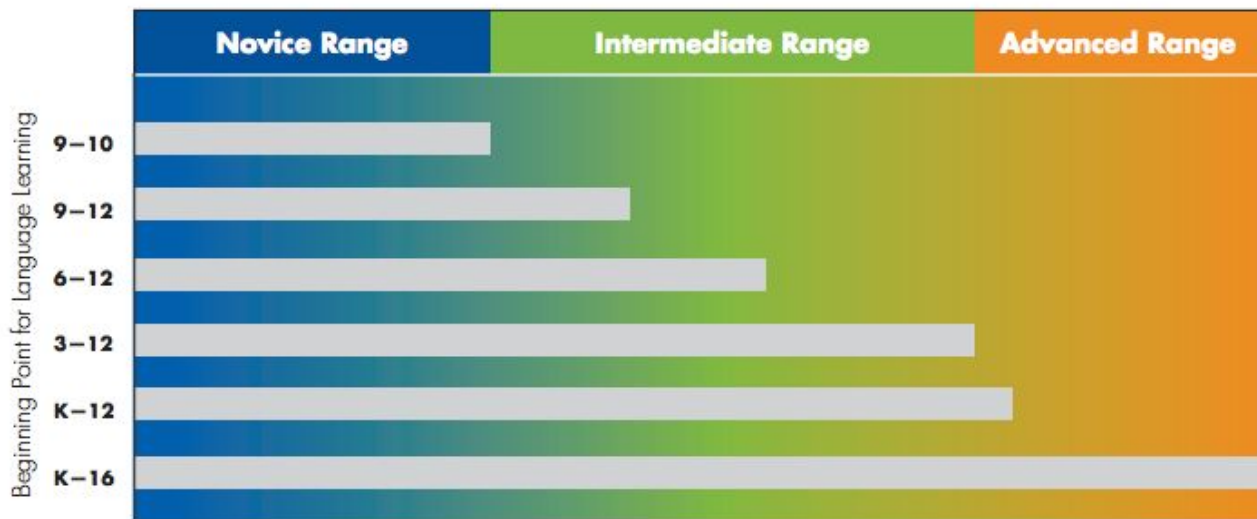
See [New Jersey Student Learning Standard for World Languages](#) for more information.

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

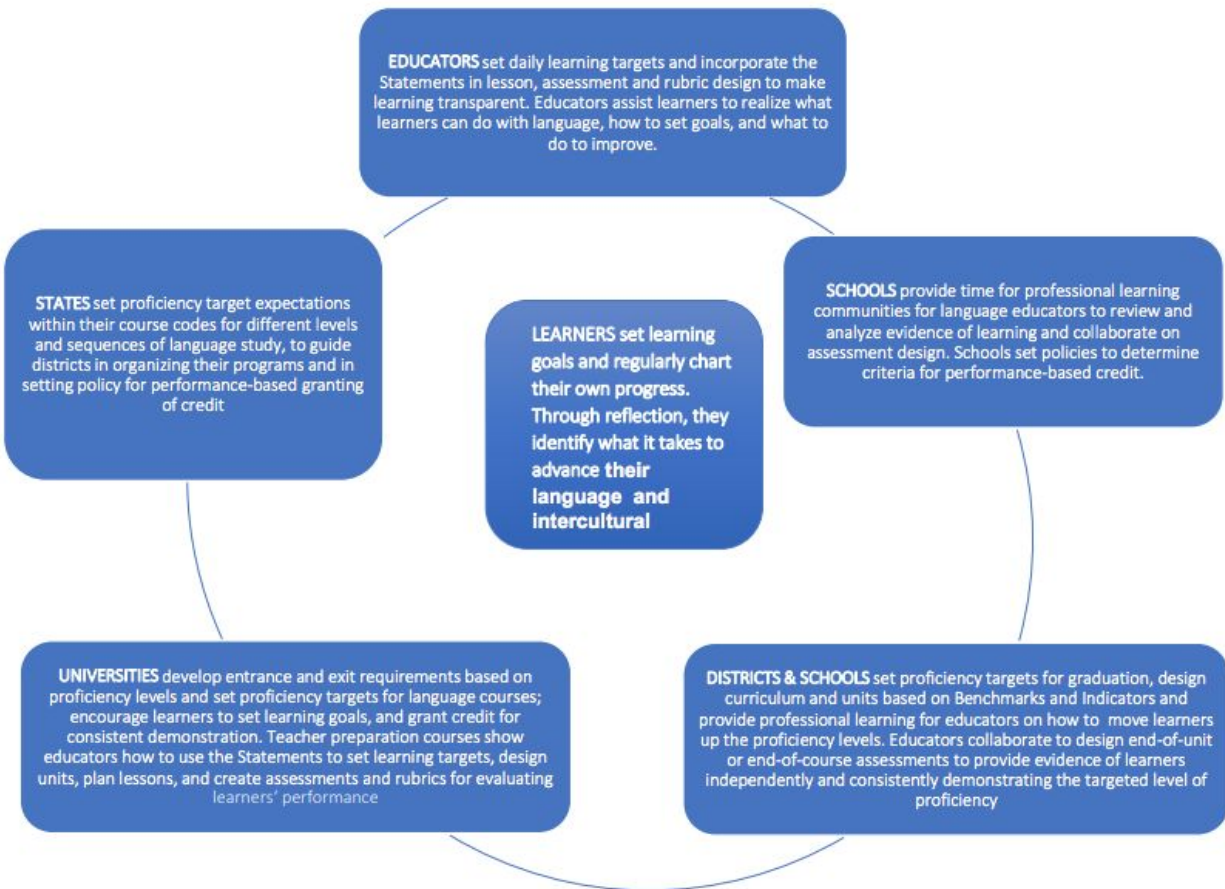
- Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off
- Can-Do Statements are NOT a limitation of what to learn or teach
- The sets of examples are NOT a prescribed curriculum
- The Can-Do statements are NOT used as an instrument for determining a letter or number grade

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 [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

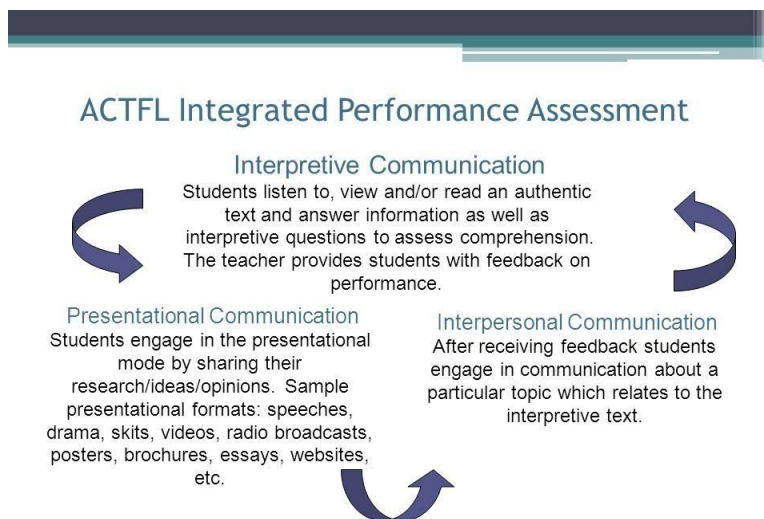
Summative Assessment

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.

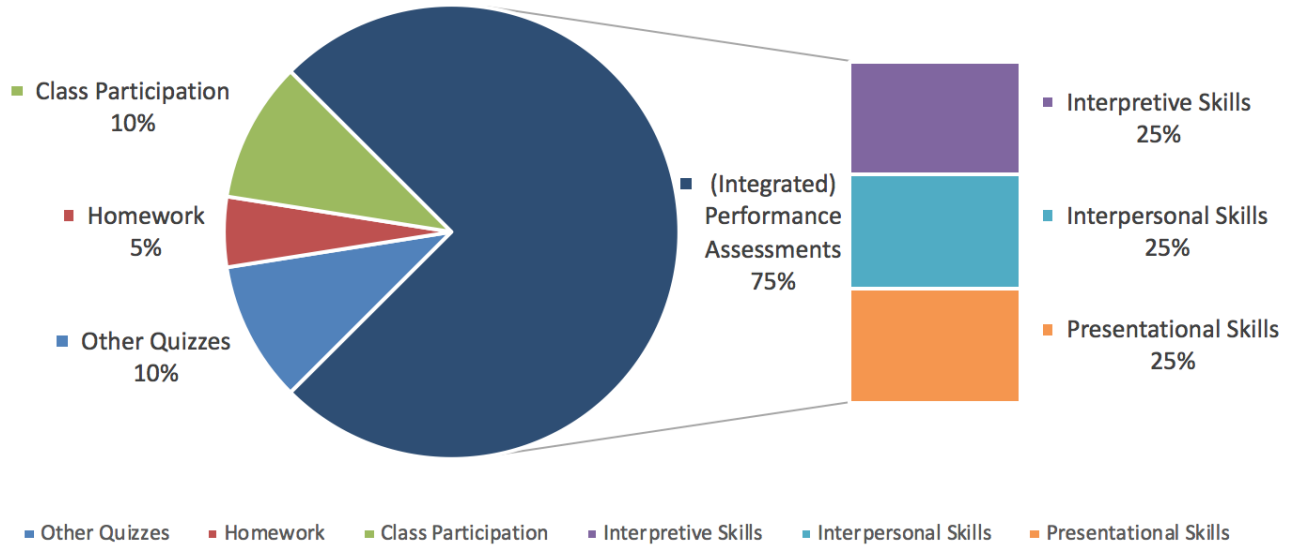
Grading Policy

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

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

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

World Language Department Grading Policy – Secondary Italian & Spanish



Meeting the Needs of All Students

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

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

Anticipated Misunderstandings in Unit		
<ul style="list-style-type: none"> ● 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

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

Course Description/Summary

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 Planet				✓		✓
2	Latin American Literature	✓					
3	La Farandula - Entertainment		✓				
4	Personal Relationships			✓		✓	
✓ = Unit of study addresses curricular theme(s) indicated.							

Unit 1

Course Information

Language(s)	Spanish	Approximate Unit Length	1 marking period
Level/Grade	Heritage 2 Honors	Performance Range	Intermediate Mid
Grade(s)	9-12	Curricular Theme	Global Issues
Unit Title	Our Planet		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • What problems are threats to our environment? • What measures can we take to improve our environment? • Why is it vital to save/protect our environment planet?
Enduring Understanding(s)	<ul style="list-style-type: none"> • Respect for and understanding of the environment leads to a greater appreciation for it. • There are environmental issues that affect our planet. It is important to protect our planet

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.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.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal (Strand B Indicators)

7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.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 in familiar and some unfamiliar situations.

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

Presentational (Strand C Indicators)

7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices.

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> ● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> ● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i> ● <i>The template encourages multiple Interpretive tasks</i> ● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i> ● <i>The tasks incorporate 21st Century Learning.</i> 	<ul style="list-style-type: none"> ● Read a culturally authentic article and write a letter to your government representatives suggesting your ideas to make your community a model “Go green” place to live in ● Watch: https://www.youtube.com/watch?v=-UFFFUTMICw <ul style="list-style-type: none"> ● View online video clips, videocasts, and podcasts and read online written materials related to global warming, pollution, and the effects on individuals and countries. 	<ul style="list-style-type: none"> ● Connect with a target language classroom through e-mail to discuss global environmental concerns with peers in the target culture and exchange information related to pollution and global warming. ● Survey personal recycling practices 	<ul style="list-style-type: none"> ● Design a contest between the your classroom and the target culture classroom in which students make a list of practices their class will resolve to follow for two weeks to help the environment. Share practices across both cultures via a Seesaw. ● Create and present a brochure to educate and encourage your community to become proactive in preserving resources.

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> ● When listening to a video clip or reading a text that contains information about the creative use of environmental products (e.g. art, clothing, paper products) I can: <ul style="list-style-type: none"> ○ Identify key words and phrases. ○ Determine how the products are similar and different in the United States and the countries where the language I am studying is spoken.
---------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Interpersonal</p>	<ul style="list-style-type: none"> ● Exchange information gathered about environmental issues, problems and practices using digital tools. ● I can use digital tools and face-to-face communication to ask questions about environmental issues, problems and practices as they relate to our planet. ● I can use digital tools and face-to-face communication to answer questions about environmental issues, problems and practices as they relate to our planet. ● 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"> ● Create and present a multimedia-rich presentation that retells information related to creative ways to protect and save the planet as found in age-and level appropriate culturally authentic materials orally or in writing. ● I can create a multimedia presentation in which I recombine words, phrases, and sentences to tell how someone from the target culture finds creative solutions to the environmental problems. ● Describe in writing environmental problems and possible solutions from the home and target cultures. ● I can create a written piece for a real audience in which I recombine words, phrases and sentences to tell what I have learned about the threats to our planet and suggest solutions to protect our resources and improve our quality of life in the home and target culture.
<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 environmental issues, concerns and practices in the target culture and identify the main idea in authentic articles from electronic information sources and other sources. ● Exchanging information with classmates, the teacher, and other target-language speakers in the community, regarding creative solutions to protect the planet and save our resources. ● Creating a multimedia presentation highlighting creative planning and practices to save the planet from the target culture using digital tools such as wikis and blogs. ● Describing environmental issues and threats in the US and in the target culture. ● Making predictions and express assumptions ● Researching and present global environmental issues ● Telling people how to protect and preserve the planet 	<ul style="list-style-type: none"> ● The structures necessary to: <ul style="list-style-type: none"> ○ Describe and ask and answer questions related to recycling practices (e.g. clean up, conserve, preserve, recycle, reintroduce, and reprocess) in the present time frame ● Describe recycling art (e.g. biodegradable, clean, eco-friendly, ecological, environmentally-friendly, and environmental) ● Communication strategies to facilitate conversations related to the theme ● Grammar: <ul style="list-style-type: none"> ● Regular, spelling change & stem-changing conjugations: *go verbs, vowel cer-cir, consonant cer - cir, etc... ● Uses of the subjunctive: WEIRDO <ul style="list-style-type: none"> ○ Wish and Want ○ Emotion ○ Impersonal expressions ○ Recommendations ○ Doubt and negation ○ Ojalá ● Irregular conjugations: DISHES <ul style="list-style-type: none"> ○ Dar ○ Ir ○ Ser

	<ul style="list-style-type: none"> ○ Haber ○ Estar ○ Saber ● Indicative (creo que/es cierto que) vs. Subjunctive
Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> ● Vocabulary of renewable resources, such as water, electricity, and paper. ● Expression associated with recycling material ● Symbols of recycling in target culture ● Vocabulary of renewable resources, such as water, electricity, and paper 	<ul style="list-style-type: none"> ● ● Structures associated with reduce, reuse, and recycle and Indicate frequency <ul style="list-style-type: none"> ● The names of commonly recycled items ● Names of natural phenomena ● Indicate the location of specific items ● Memorized and frequently practiced questions associated with number, color, location, types of recyclable items

Instructional Activities

Key Learning Activities	Mode of Communication
Read a culturally authentic article and write a letter to your government representatives suggesting your ideas to make your community a model “Go green” place to live in.	Interpretive
View online video clips, videocasts, and podcasts and read online written materials related to global warming, pollution, and the effects on individuals and countries.	Interpretive
Participate in dialogues/debates about the pros and cons of going green and why the planet needs saving.	Interpersonal - Presentational
Connect with a target language classroom through e-mail to discuss global environmental concerns with peers in the target culture and exchange information related to pollution and global warming.	Interpersonal
Create a blog and connect with the target culture classroom to discuss efforts and compare experiences.	Presentational
Contribute daily to the blog on the topic of global warming and finding ways to live an environmentally friendly lifestyle.	Presentational
Create and present a brochure to educate and encourage your community to become proactive in preserving resources	Presentational
Design a contest between the your classroom and the target culture classroom in which students make a list of practices their class will resolve to follow for two weeks to help the environment. Share practices across both cultures via Seesaw.	Presentational
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
Reading/Culture: “La conservación de Vieques” (Enfoques 238- 239)	

Writing prompt based on culture	Interpersonal - Presentational
Formative Assessment & Check Points	Mode of Communication
Writing: Students take on the role of a reporter who must educate the public on environmental problems and solutions. Students can create a newspaper article, letter to the editor, letter to city’s governing board, or a PowerPoint to be presented at a public discussion.	Presentational
Speaking: Students can create a presentation giving advice on how to respond to an environmental problem particular to a Spanish speaking region	Presentational
Listening: See text and online resources for Enfoques for listening and video activities. Also see documentary Crude: The Real Price of Oil. Students may give opinions about the documentary using the subjunctive vs. the indicative.	Interpretive
Ongoing formative assessments regarding descriptions and professions	
Quizzes on subjunctive mood formation	
Matching descriptions of recycling vocabulary and other	Interpretive
Oral assessment in which students narrate their way of making a difference with recycling	Presentational
Listening comprehension quiz (celebration description)	Interpretive
Speaking prompt based on picture prompts	Interpersonal - Presentational
Writing prompt based on culture	Interpersonal - Presentational
Daily written/verbal check-ins	
Group conversations and activities	Interpersonal
Online activities	Interpretive
Think-Pair-Share, 3-2-1 Reflections, 2 Stars and a wish, and Exit Ticket	
Speaking/Writing Task: Create a restaurant review for a local restaurant	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"> ● Enfoques: Curso intermedio de lengua española ● Nuevas fronteras: Gramática y conversación, ● Descubre 3 ● Mary Glasgow Magazines & Website ● Infographic ● Vanidades Magazine ● Seesaw ● Lecturas para Hispanohablantes 	<ul style="list-style-type: none"> ● ma 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/>
- Gustavo Verzbickis.
- Interactive activities in Quia.com
- Real Academia Española
- Gustavo Farés, Ph.D
- Señora Baker.
- Interactive Activities Online
- Lang Media Resources for World Language
- Todoee.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 2 Honors	Performance Range	Intermediate Mid
Grade(s)	9-12	Curricular Theme	Beauty and Aesthetics
Unit Title	Latin American Literature		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> ● How is culture represented through literature, art, and music? ● Where do our fairy tales, fables and legends come from? ● What are literary genres and their specific characteristics?
Enduring Understanding(s)	<ul style="list-style-type: none"> ● Fairy tales fables and legends reflect the culture from where they come. ● Important life lessons are learned through literature, poems and music ● Legends and fables are different genres and they each have their own characteristics ● Stories also communicate economic, political, and social aspects of a society and its belief systems. ● Authors use literary elements to communicate the cultural attitudes reflected (both positive and negative) in a society.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.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.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal (Strand B Indicators)

7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
------------	---------------------------------------------------------------------------------------------------------------------------------------------------------

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

Presentational (Strand C Indicators)

7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices.

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"> ● Have students review pre-reading activities and make predictions using think-pair-share for Posada de tres cuerdas – Nuevas Vistas I, textbook pgs. 128-135. Using literature circle roles, each student is assigned a role as he/she reads the story: director, illustrator, vocabulary enricher, summarizer, time traveler (researches time period of author and the story), Connector (relates story to something current – could be a current story, current events, a song, etc.). ● Recompensa Merecida: (Momentos Hispanos - pg: 50) Word recognition, main idea, questions or statements from the reading, inferences. 	<ul style="list-style-type: none"> ● Refer to Posada de tres cuerdas, Nuevas Vistas, Colección 3, and compare to the geisha from Asia’s past. Have students discuss with a partner the allure of the geisha in her time and the preparation necessary in becoming a geisha (the dress, the makeup, the musical training, the etiquette and mannerisms.) What does this tell you about the role/rights of the woman in that society? ● Refer to Recompensa Merecida. Peer to Peer scenario: Two students will converse pretending to be the main character and his student. Students will create a conversation following teacher parameters. 	<ul style="list-style-type: none"> ● In groups of three, have students do a retelling or a modernization of a well-known folktale such as “The Boy Who Cried Wolf”. Assign each group member a part of the story to retell (beginning, middle or end). Nuevas Vistas 1 Teacher Resource pg. 132. Students must use the present subjunctive in their presentations to demonstrate they can apply the grammar they have learned in the correct context and conjugation. ● Have students begin brainstorming creative ideas for an original scary story or a legend to explain a natural phenomena to later present to the class. (Comprehension, Synthesis) Literary Elements: Plot, characterization, setting, point of view, irony, main theme (Nuevas Vistas

			<p>textbook pgs. 76-79). Employ Writer’s Workshop model – Narrative writing Nuevas Vistas textbook pgs. 118-122. Follow writing process to create an original story. Students will consider these questions during the editing process:</p> <ol style="list-style-type: none"> 1. Does the first paragraph capture the attention of the reader? 2. Is the main conflict clear? 3. Does the story create suspense and hold the reader’s interest? 4. Is there a clear order of events? 5. Are the characters believable? 6. Does the story have a convincing climax? 7. Are there cultural elements included in the story? 8. Does the writer use the subjunctive tense correctly to show understanding of this concept? <p>Nuevas Vistas I textbook pg. 121</p>
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Toolbox & Core Content

Can-Do Statements	
Interpretive	<ul style="list-style-type: none"> ● Identify the main idea, the characters, the moral, and other significant details in readings from age- and level-appropriate, culturally authentic fairy tales, fables, and legends. ● I can identify the main characters ● I can identify the plot (problem/solution) ● I can identify the message/moral ● I can identify the significant ideas in short articles/videos dealing with travel ● I can interpret figurative language
Interpersonal	<ul style="list-style-type: none"> ● Participate in an online / face-to-face discussion with members of the target culture/ classmates to exchange information regarding details of a culturally authentic legend/fable. ● I can ask/respond to questions about: a. Main characters b. Location c. Plot d. Message/Moral ● I can explain the meaning of figurative language used in fables/legends. ● I can ask for clarification when I don’t understand something
Presentational	<ul style="list-style-type: none"> ● I can give a short presentation of a traditional short story/fable ● I can tell a story. ● I can summarize the plot of a fable/istory ● Recombine previously studied material to create a multimedia-rich presentation showing how legends, fables, and fairy tales are influenced by culture, geography, and history in the home and target cultures. ● I can use short sentences and digital tools to create a presentation that shows how legends, fables and fairy tales are influenced by culture, geography, and history in my culture and the target culture.

<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"> ● Reading and analyze Spanish legends ,fables, and fairy tales ● Identifying literary terms and find them in literature ● Reading about and discuss what traits create a legend, fable, and fairy tale ● Comparing and contrast Hispanic legends to those of the USA ● Interpreting the meaning/moral of a story ● Understanding the cultural significance of legends, fables, and fairy tales ● Paraphrasing stories in their own words ● Designing and invent a legend, fable, and fairy tale ● Researching famous traditional fables in the target language ● Understanding how animals are personified in fables ● Understanding how historical events of a culture affect the plot of its legends, fables, and fairy tales ● Inferring the life lessons hidden in legends, fables, and fairy tales ● Relating the events in a story to your experience of others 	<ul style="list-style-type: none"> ● How history and culture influence the interpretation of legends and fables ● Characteristics of fables, legends, fairy tales ● Grammar: <ul style="list-style-type: none"> ● The Present Perfect and Past Participle <ul style="list-style-type: none"> ○ Present tense: Haber ○ Regular endings of ar - er - ir: ado, ido. ○ Irregular endings: to - so - cho ● Por vs Para: <ul style="list-style-type: none"> ○ PERFECTO vs ATTRACTED (suggested) ● Direct Object Pronouns - Indirect Object Pronouns
<p>Priority Vocabulary</p>	<p>Other Vocabulary</p>
<ul style="list-style-type: none"> ● Expressions to describe different phenomena ● Expressions used to relate a sequence of events ● Expressions setting the scene for the story ● Expressions used to start and end a story ● Expressions of opinion 	<ul style="list-style-type: none"> ● How to retell a story ● Literary terms used in legends and fables ● Animals used in fables and fairy tales

Instructional Activities

Key Learning Activities	Mode of Communication
Read a legend, fable, or a fairy tale and complete organizer/charts to demonstrate understanding of the characters, plot, conflict and resolution and the message learned.	Interpretive
Watch a culturally authentic film about a legend or a fairytale.	Interpretive
Cultural reading comprehension	Interpretive
Watch culturally authentic historical documentaries and answer questions	Interpretive
Role-play a legend, fable, fairy tale read.	Interpersonal
Interview teacher/classmates on their favorite legend, fable, fairy tale (characters, plot, message, conclusion)	interpersonal
In groups, create a short legend, fable, fairy tale	Interpersonal
Create a children’s story and illustrate it.	Presentational
Choose a legend, fable, fairy tale and create a multimedia presentation highlighting and detailing all the different components in the story.	Presentational
Perform a fable (Aesop/Esopo) and video tape	Presentational
Read and create their own notes to aid them in identifying and using literary elements in the stories they are about to read. (Nuevas Vistas pgs. 76 -79).	Interpersonal
Listening Comprehension: Provide students with practice listening to different voices/speeds/accents in the Spanish-speaking world. (Use any of the audio CDs provided by Nuevas Vistas or Realidades).	Interpersonal
Expand essential vocabulary – Nuevas Vistas textbook pgs. 156-157 and workbook pgs. 43, 50	Interpretive

Using picture cues, retell events on the cue cards	Interpretive
Formative Assessment & Check Points	Mode of Communication
Activity: four corners of the room and write all they remember about the use of the subjunctive	Interpretive
Ongoing formative assessments regarding descriptions and professions	
Quizzes on subjunctive mood formation	
Matching descriptions of recycling vocabulary and other	Interpretive
Oral assessment in which students narrate their way of created story	Presentational
Listening comprehension quiz (celebration description)	Interpretive
Speaking prompt based on picture prompts	Interpersonal - Presentational
Writing prompt based on culture	Interpersonal - Presentational
Daily written/verbal check-ins	
Group conversations and activities	Interpersonal
Online activities	Interpretive
Think-Pair-Share, 3-2-1 Reflections, 2 Stars and a wish, and Exit Ticket	Interpersonal
Speaking/Writing Tasks:	Presentational
Read a legend, fable, or a fairy tale and complete organizer/charts to demonstrate understanding of the characters, plot, conflict and resolution and the message learned	Interpretive
Students create and perform a summary of a legend, fable, or fairy tale. They use sentence level discourse to describe setting, characters, plot, conflict, resolution and lesson learned. They compare and contrast the elements and components of each genre.	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"> ● Enfoques: Curso intermedio de lengua española ● Nuevas fronteras: Gramática y conversación, ● Descubre 3 ● Mary Glasgow Magazines & Website ● Infographic ● Vanidades Magazine ● Seesaw ● Lecturas para Hispanohablantes 	<ul style="list-style-type: none"> ● ma 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/>
- Gustavo Verzbickis.
- Interactive activities in Quia.com
- Real Academia Española
- Gustavo Farés, Ph.D
- Señora Baker.
- Interactive Activities Online
- Lang Media Resources for World Language
- Todoole.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 3

Course Information

Language(s)	Spanish	Approximate Unit Length	1 marking period
Level/Grade	Heritage 2 Honors	Performance Range	Intermediate Mid
Grade(s)	9-12	Curricular Theme	Contemporary Life
Unit Title	La Farandula - Entertainment		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • What is entertainment and how do we describe it? • How are forms of entertainment in the USA and in Spanish-speaking countries similar or different? • How do you stay informed by following different forms of entertainment and events? • Who are some major artists in the Hispanic world of entertainment? • How are news sources evolving due to the popularity of social media?
Enduring Understanding(s)	<ul style="list-style-type: none"> • Entertainment is an essential component of a balanced lifestyle. • Different forms of entertainment contain messages about the time and culture in which it was created. • Latin America has provided the world with incredible artists • Theatre, films, music, paintings, and dance are different forms of entertainment. • The media both reflects and influences mainstream culture, society and perceptions about the world that we live in.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.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.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

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

Presentational (Strand C Indicators)	
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices.

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"> ● Research a Spanish movie(s) and write a critique/composition about it. ● Read about a Spanish entertainer and write an essay. 	<ul style="list-style-type: none"> ● Dialogue/Role-play to express opinion and give fact about famous artists and contributions to the world of entertainment 	<ul style="list-style-type: none"> ● Create and present a multimedia presentation that gives information about a famous Hispanic artist in the world of entertainment using authentic visuals and vocabulary.

Toolbox & Core Content

Can-Do Statements	
Interpretive	<ul style="list-style-type: none"> ● I can listen to a video clip or read a short text that contains information about theatre, films, music, paintings, and dance <ul style="list-style-type: none"> ○ Identify key words and phrases. ○ Determine the main idea. ○ Recognize other key ideas. ○ Determine how where one lives influences forms of entertainment ● I can listen to short video or audio clips advertising a community function (e.g. concert, film festival, art show, auction, play, dance recital) to identify the time, location, and purpose of the event.

	<ul style="list-style-type: none"> ● I can select events appropriate for me and my classmates based on our interests, availability, and purpose by listening to short video or audio clips advertising a community function (e.g. concert, film festival, art show, auction, play, dance recital). ● I can read an advertisement about a community function (e.g. concert, film festival, art show, auction, parade). ● I can select events appropriate for me and my classmates based on our interests, availability, and purpose by reading a short text advertising a community function (e.g. concert, film festival, art show, auction.....).
<p>Interpersonal</p>	<ul style="list-style-type: none"> ● I can ask my classmates or members of the target culture about their entertainment preferences. ● I can answer questions about my preferences when questioned by my classmates or members of the target culture. ● I can ask for clarification when I don't understand something (e.g. please repeat, I don't understand, did you say...?). ● 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 use digital tools and face-to-face communication to ask my classmates and members of the target culture about their preferences (e.g. movies, plays, artists, dancers, actors, singers, painters). ● I can ask for clarification when I don't understand something (e.g. please repeat, I don't understand, did you say...?). ● 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).
<p>Presentational</p>	<ul style="list-style-type: none"> ● I can use short sentences and digital tools to create a presentation that show what forms of entertainment are more popular than others and how they are influenced by culture, geography, and media in my culture and the target culture.
<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"> ● Comparing and contrast different forms of entertainment ● Studying and present famous Hispanics in different fields of entertainment ● Giving an impression and critique different forms of entertainment ● Reading about the origin of traditional dances/music of the Spanish-speaking world ● Discussing taste in television shows and music ● Asking questions related to different types of entertainment ● Differentiating between knowing something/someone and knowing information about something/someone ● Identifying, comprehend and apply vocabulary related to television, radio, film, popular culture and the media/press. ● Creating sentences of increasing complexity in formal speech and writing by using relative pronouns. ● Making speech and writing more concise by using neutral constructions that refer to concepts and ideas. ● Describing news events in the target language using a variety of tenses. 	<ul style="list-style-type: none"> ● The Present Perfect and Past Participle <ul style="list-style-type: none"> ○ Present tense: Haber ○ Regular endings of ar - er - ir: ado, ido. ○ Irregular endings: to - so - cho ● Por vs Para: <ul style="list-style-type: none"> ○ PERFECTO vs ATTRACTED (suggested) ● Direct Object Pronouns - Indirect Object Pronouns ● Comparative and Superlative forms
<p>Priority Vocabulary</p>	<p>Other Vocabulary</p>
<ul style="list-style-type: none"> ● Expressions related to : Theatre, Film, Art, Dance 	<ul style="list-style-type: none"> ● How to describe a movie, book, painting ● How to ask about preferences and give opinion ● How to criticize a work of art

Instructional Activities	
Key Learning Activities	Mode of Communication
Debates about topics related to the news and popular culture	interpersonal
Skits and role play activities related to current events, radio transmissions, interviews, newscasts or films	Presentational
Guided communicative pair work activities	Interpersonal
Survey activities related to current events	Interpretive
Analysis of news reporting across various news sources and presentation of opposing views	Interpretive
Sentence charts and diagrams	Interpretive
Journal entries, story-telling, problem solving, essays or letters	Interpretive - Interpersonal
Pretend that you are reporter assigned to an important news story. Investigate the story and write an article for an online newspaper. Students may also work collaboratively to create an online newspaper or magazine spread.	Interpretive - Presentational
Research a Spanish movie(s) and write a critique/composition about it	Interpretive
Read about a Spanish painter/painting and write an essay.	Interpretive
Design an entertainment guide for your community in the target language.	Interpretive
Dialogue/Role-play to express opinion and give fact about famous artists and contributions to the world of entertainment	Interpersonal
Interview teacher/classmates to discuss a various events and/or popular culture	Interpersonal
Post a response to a blog about a form of entertainment in the target language.	Interpersonal
Create and present a multimedia presentation that give information about a famous Hispanic artist in the world of entertainment using authentic visuals and vocabulary. .	Presentational
Create and present a movie trailer to highlight a form of entertainment they studied	Presentational
Create a flyer to invite the public to an entertainment venue.	Presentational
Formative Assessment & Check Points	Mode of Communication
Activity: four corners of the room and write all they remember about the use of the subjunctive	Interpretive
Ongoing formative assessments regarding descriptions and professions	
Quizzes on subjunctive mood formation	
Matching descriptions of recycling vocabulary and other	Interpretive
Oral assessment in which students narrate their way of created story	Presentational
Listening comprehension quiz (celebration description)	Interpretive
Speaking prompt based on picture prompts	Interpersonal - Presentational
Writing prompt based on culture	Interpersonal - Presentational
Daily written/verbal check-ins	
Group conversations and activities	Interpersonal
Online activities	Interpretive
Think-Pair-Share, 3-2-1 Reflections, 2 Stars and a wish, and Exit Ticket	Interpersonal

Speaking/Writing Tasks:	Presentational
-------------------------	----------------

Unit 4

Course Information

Language(s)	Spanish	Approximate Unit Length	1 marking period
Level/Grade	Heritage 2 Honors	Performance Range	Intermediate Mid
Grade(s)	9-12	Curricular Theme	Personal and Public Identities
Unit Title	Personal Relationships		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • What are the commonalities of the adolescent experience worldwide? • What makes a perfect relationship? • How can social status play a role in a relationship? • What are the challenges of being in a relationship?
Enduring Understanding(s)	<ul style="list-style-type: none"> • Love and tolerance are important components of a healthy relationship. • Getting married with the person you love does not mean that it will be challenge free. Being in a relationship involves compromise. • Relationships with others are an important part of our lives and are strengthened and sustained through sharing and re-telling past experiences

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.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.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal (Strand B Indicators)

7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
------------	---------------------------------------------------------------------------------------------------------------------------------------------------------

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

Presentational (Strand C Indicators)

7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices.

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"> ● Have students view commercials in Spanish and note the female role. Is this similar/different than in the U.S. If possible, show a game show on the Spanish station. Note how the females are dressed. What message about the female role does this send to viewers? Students record on Seesaw. 	<ul style="list-style-type: none"> ● Based on the “Dear Abby”, Students will exchange questions and then become Abby and have to respond to the troubled teen. ● Students will write a letter of response offering advice to the troubled heart. 	<ul style="list-style-type: none"> ● Based on the analysis from the reading “Mañana de Sol” students will present, after formulating information, “If you could move anywhere in the country where no one would know you, where would you move and what would you do differently if you had a new start”? ● In Pairs have students prepare a list of characteristics of the two main characters and consider how they think these characters might act the next time they meet. Then students will develop a continuation of the play by writing ten lines of dialogue along with stage directions. The personalities of the characters should continue to evolve with the action. Students should also include music that depicts the mood they want to

			create. Students will perform their skits using props.
--	--	--	--------------------------------------------------------

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> ● I can listen to a video clip or read a short text that contains information about the topics discussed in class. <ul style="list-style-type: none"> ○ Identify key words and phrases. ○ Determine the main idea. ○ Recognize other key ideas. ○ Determine how where one lives influences forms of entertainment ● I can listen to short video or audio clips. ● I can select events appropriate for me and my classmates based on our interests, availability, and purpose by listening to short video or audio clips. ● I can select texts appropriate for me and my classmates based on our interests, availability, and purpose by reading a short text advertising a community function
Interpersonal	<ul style="list-style-type: none"> ● I can ask my classmates or members of the target culture about preferences. ● I can answer questions about my preferences when questioned by my classmates or members of the target culture. ● I can ask for clarification when I don't understand something (e.g. please repeat, I don't understand, did you say...?). ● 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 use digital tools and face-to-face communication to ask my classmates and members of the target culture about their preferences ● I can ask for clarification when I don't understand something (e.g. please repeat, I don't understand, did you say...?). ● 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).
Presentational	<ul style="list-style-type: none"> ● I can give a short presentation ● I can summarize the plot ● Recombine previously studied material to create a multimedia-rich presentation showing how legends, fables, and fairy tales are influenced by culture, geography, and history in the home and target cultures. ● I can use short sentences and digital tools to create a presentation

Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
<ul style="list-style-type: none"> ● Making a list of things that represent the theme Dentro del corazón. ● Explaining first impressions and feelings towards a person and how they evolve over time. ● Synthesizing an interview of an older family member or family friend focusing on how the interviewee thinks he or she has changed since childhood. ● Demonstrating an understanding of reading by writing a narrative or a brief summary of the play, Mañana de Sol. ● Creating sentences with new words from the reading, Mañana de Sol. ● Debating whether true friends and/or true love are found only at an early age. ● Examining the equality or inequality of the sexes in Hispanic society. 	<ul style="list-style-type: none"> ● Quick review of Preterite grammatical structures and Imperfect conjugations. ● Imperfect of the Subjunctive - Uses of the subjunctive: <ul style="list-style-type: none"> ○ WEIRDO ○ Wish and Want ○ Emotion ○ Impersonal expressions ○ Recommendations ○ Doubt and negation ○ Ojalá ● Future Perfect: Haber <ul style="list-style-type: none"> ○ Uses for Supposition & Prediction ○ Time expressions

<ul style="list-style-type: none"> • Drawing or depicting their ideal mate and orally describe him/her to the class. • Generating a list of personality traits essential to a happy life. • Surveying classmates about key components for happiness and sharing the results with the class. • Debating which personality traits are essential for compatible relationships. • Analyzing past and present practices of arranged marriages in different cultures/social groups. • Debating the traditional gender roles in a marriage versus contemporary gender roles. • Writing a persuasive essay explaining whether men and women can be equal. • Using cognates in their speech as well as their writing. • Differentiating between the use of the gerund and the infinitive. • Synthesizing and summarizing from written and oral sources • Discussing Love and friendship are two separate entities. 	
<p>Priority Vocabulary</p>	<p>Other Vocabulary</p>
<ul style="list-style-type: none"> • Priority Vocabulary from reading materials and topics to of study. 	<ul style="list-style-type: none"> • BulletedList

Instructional Activities

Key Learning Activities	Mode of Communication
Complete pre-reading activities and read text for the drama, Mañana de sol – Nuevas Vistas 1 textbook pg. 186-195.	Interpretive
Assign students roles to act out the drama. Rotate students into the roles so that everyone has a chance to read with inflection and emotion.	Presentational
Have students choose incidental music (music to heighten the mood) to accompany Mañana de sol.	Interpretive
Have students find information about Spain’s Golden Age of drama (1550-1681). They can focus on Lope de Vega, Tirso de Molina and Calderón de la Barca who were the most well-known playwrights. One common theme was the defense of personal and familial honor. What role does this theme play in today’s society and dramatic arts?	Interpretive
Mañana de Sol: Divide the class in two groups. One group will discuss how doña Laura has changed over time. The other group will tell how don Gonzalo has changed. Who would they elect in their Junior class as “most changed” for their yearbook? Why?	Interpersonal
Students will listen to the audio CD and follow along reading text for Mañana de sol and then complete the comprehension questions in Nuevas Vistas 1 textbook pg. 196 and workbook pg. 64	Interpretive
Ask students to think of a person they may have misjudged at first and later came to admire. Suggest that they write a page-long description of the incident that most helped to change their opinion of that person. The students should include a statement about the irony of their misperception. Nuevas Vistas Assessment Guide pg. 292.	Presentational
Utilize the question and answer format for a “Dear Abby” column and respond based on the cultural values discussed in class.	Interpretive - Interpersonal

<p>Write questions to Abby because they are in a crisis/problem related to “matters of the heart”. They must state in which Spanish country they live in order to give Abby the opportunity to respond. If possible, find this type of column in a Spanish newspaper or magazine like People and note the language/idioms used as teens speak in their country. Are the problems similar? Different? How?</p>	<p>Interpersonal</p>
<p>Formative Assessment & Check Points</p>	<p>Mode of Communication</p>
<p>Quizzes and tests - Vocabulary and grammar features</p>	
<p>Discussing: Texts, information found on videos, songs, etc...</p>	<p>Presentational - Interpersonal</p>
<p>Internet Assessments: Listen to dialogues in the L2, answer and record teacher created guided questions. (Seesaw)</p>	<p>Interpretive</p>
<p>Life event retelling with teacher guided supplements: *See Evidence of Learning</p>	<p>Interpretive -Interpersonal</p>
<p>Audio/video programs</p>	<p>Interpretive</p>
<p>Cooperative learning groups</p>	<p>Interpersonal</p>
<p>Class Notes</p>	<p>Interpretive</p>
<p>Student-created letters exchanged between characters in the various readings.</p>	<p>Interpersonal - Presentational</p>
<p>Grammar assessments</p>	
<p>Reaction piece to: short film, songs, and texts</p>	<p>Presentational</p>
<p>Discussion of varying social situations from specific texts and cultural material</p>	<p>Interpersonal</p>
<p>Oral assessments: students describe relationships past and present.</p>	
<p>Identify socially appropriate interactions found in the texts.</p>	<p>Interpretive</p>
<p>Resources</p>	<p>Technology Integration</p>
<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 ● 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

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>