

Nutley Public Schools



Department of World Languages

Curriculum Guide

Level 1 – Italian & Spanish

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Introduction & Department Description

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

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

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

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

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

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

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

Statement of Purpose

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

We believe that learning a second language allows students to:

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

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

Philosophy & Approach

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

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

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

Mission

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

Acknowledgments

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New Jersey Student Learning Standard for World Languages

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

Three Strands

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



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

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

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

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

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

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

Proficiency Levels

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

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

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

The Role of Grammar in the World Language Class

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

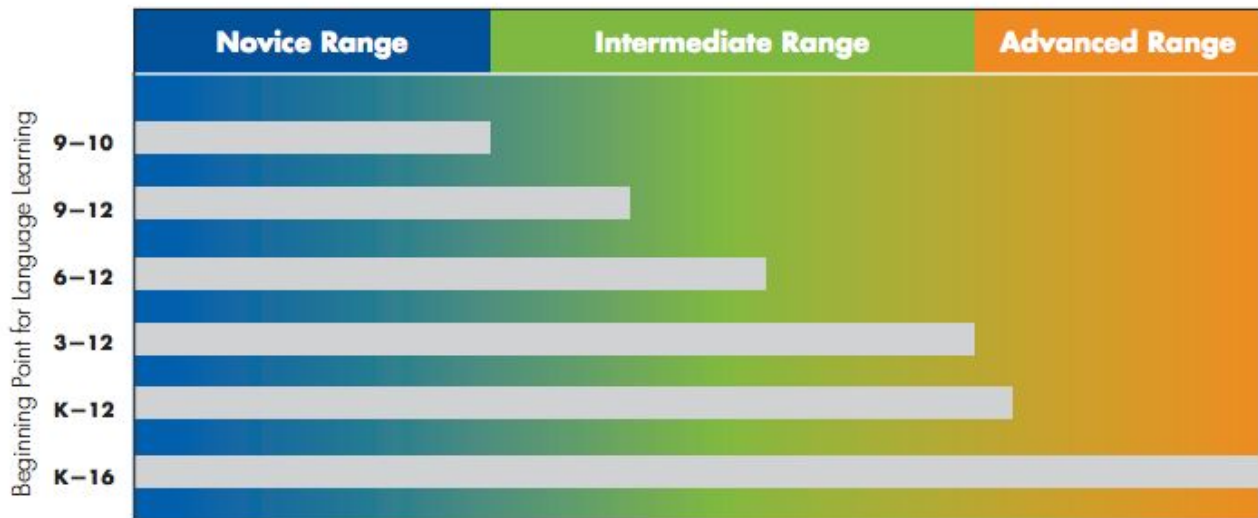
See [New Jersey Student Learning Standard for World Languages](#) for more information.

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

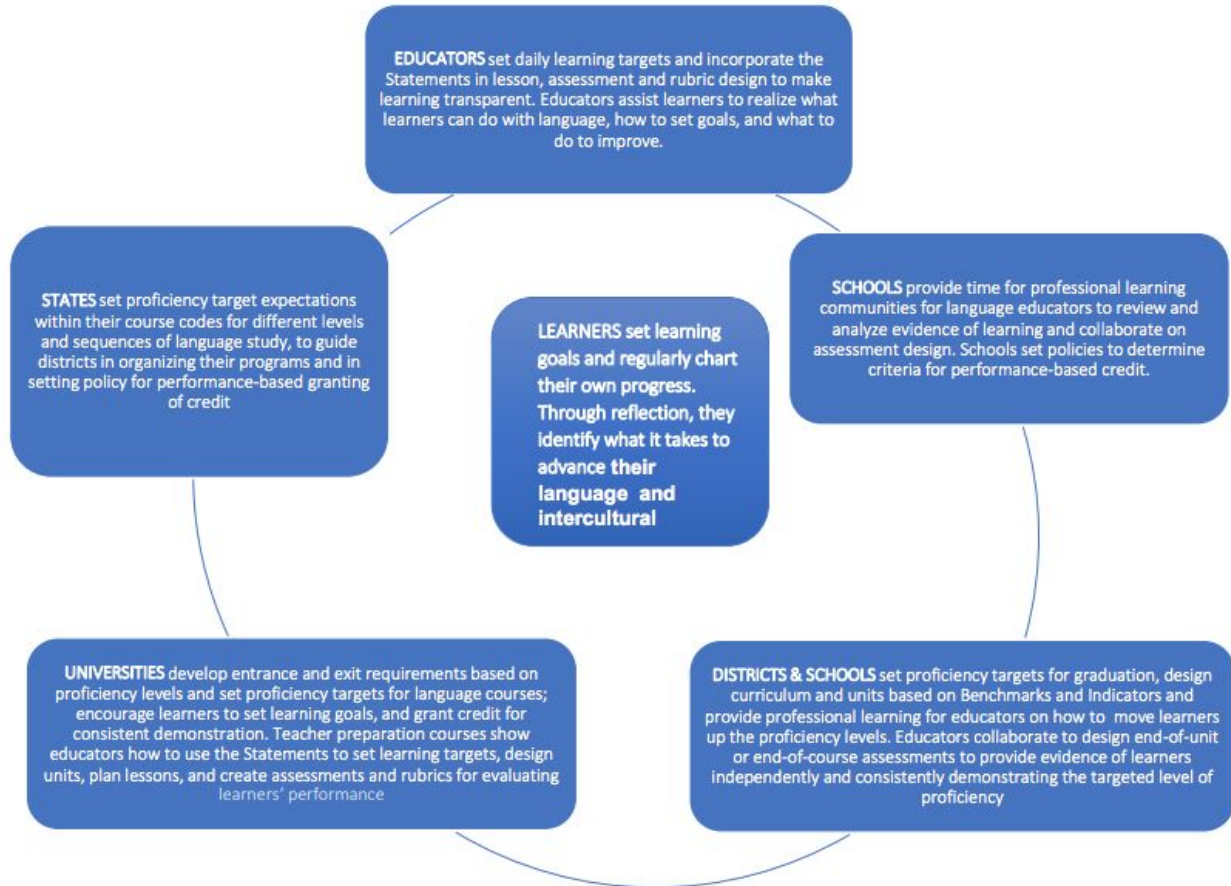
- Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off
- Can-Do Statements are NOT a limitation of what to learn or teach
- The sets of examples are NOT a prescribed curriculum
- The Can-Do statements are NOT used as an instrument for determining a letter or number grade

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

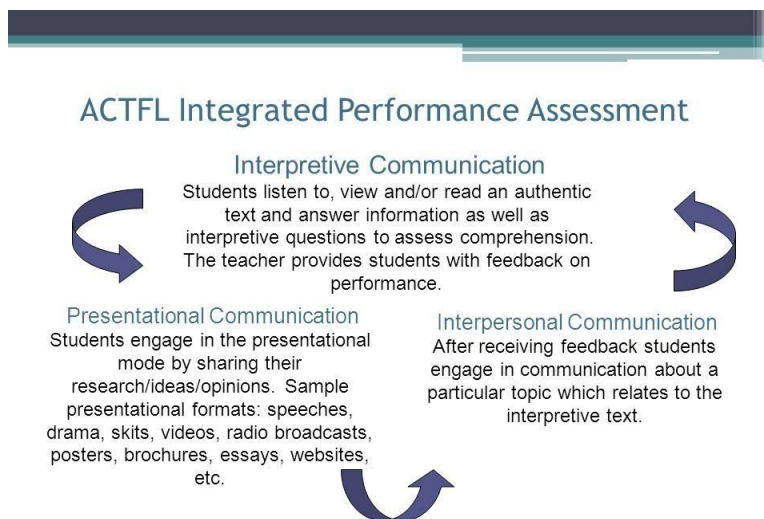
Summative Assessment

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.

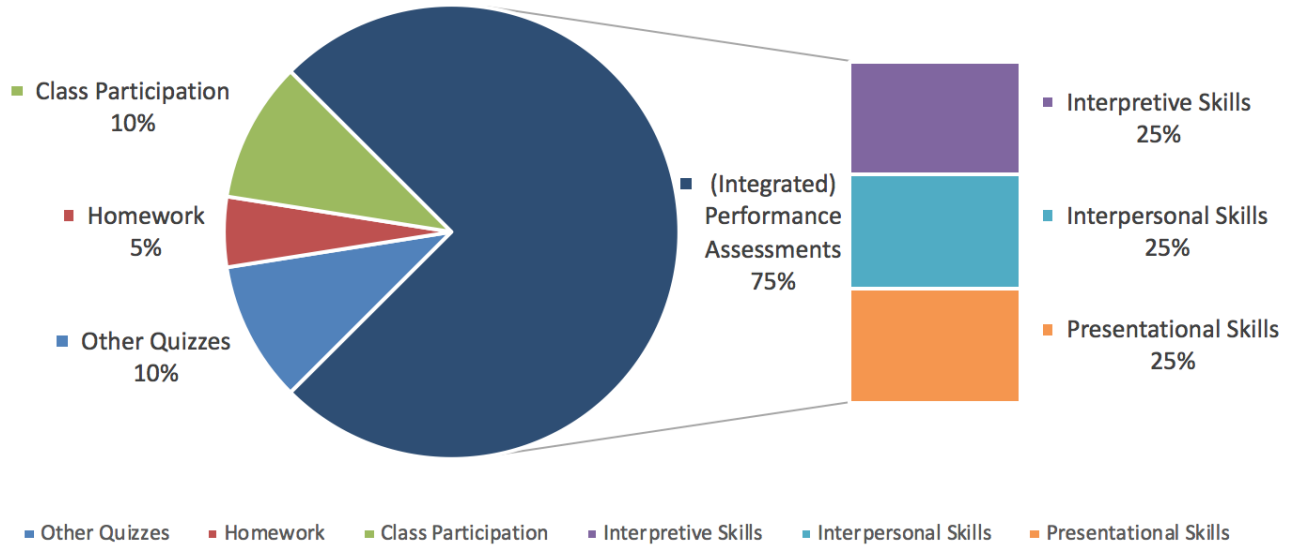
Grading Policy

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

References

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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.
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Course Description/Summary

Level I is designed to give students a working knowledge of the fundamentals of the target language. Emphasis will be placed on the sound/symbol relationship, pronunciation, identification and recognition of common objects and basic conversational phrases for everyday situations. At this level, specific activities are designed to lay the foundation for the development of good comprehension and communication skills (listening, speaking, reading and writing) through the modes of communication: Interpretive, Interpersonal and Presentational. Students at the beginner level will be given the opportunity to learn about the variety of cultures where the target languages are spoken.

This course requires students to use the target language and perform in the range of proficiency levels Novice Mid to Novice High as prescribed by the American Council on the Teaching of Foreign Languages (ACTFL) and the New Jersey Student Learning Standard for World Languages for World Languages. The students are required to describe, identify, exchange, reflect upon, discuss, understand, and compare the various aspects of the target language and culture, using the three modes of communication.

Successful completion of this course will be measured through oral and written assessments, projects, homework, class participation, and final exam.

This can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.

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	Welcome to High School		✓			✓	
2	Fun with my family			✓			
3	Let's get healthy	✓			✓		✓
4	What's in Nutley?			✓			
✓ = Unit of study addresses curricular theme(s) indicated.							

Unit 1

Course Information

Language(s)	Italian & Spanish	Approximate Unit Length	1 marking period
Level/Grade	Level 1	Performance Range	Novice-Mid
Grade(s)	9-12	Curricular Theme	Personal & Public Identities - Contemporary Life
Unit Title	Welcome to High School!		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • Who am I? • Who are my friends? • How are our identities shaped by our experiences at school?
Enduring Understanding(s)	<ul style="list-style-type: none"> • Students will understand that although schools in target culture have different schedules and customs, daily lives of students in the U.S. and the target culture are very similar.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal (Strand B Indicators)

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar

Presentational (Strand C Indicators)

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing .
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> ● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> ● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i> ● <i>The template encourages multiple Interpretive tasks</i> ● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i> ● <i>The tasks incorporate 21st Century Learning.</i> 	<ul style="list-style-type: none"> ● Read a school schedule and other pertinent information from the website of a school from a target culture. ● Las actividades extraescolares: un refuerzo para la educación integral https://www.youtube.com/watch?v=SpAzEw42lC0&feature=share ● Italian: come scegliere le attività extra-scolastiche https://www.youtube.com/watch?v=yG0QS9elzTE 	<ul style="list-style-type: none"> ● Interview a classmate or student from another high school or different class about their school, classes, etc. 	<ul style="list-style-type: none"> ● Write an article about your high school, summarizing who some of your favorite teachers and classes are and describe why you like them. Also state the times of key events such as homeroom, lunch, and recess. ● Create a brochure about your high school, giving key information about classes, times, teachers, do’s, and don’ts.

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> ● I can make inferences about my and others personalities based on the activities they like to do. ● I can respond to questions from a reading/audio about other students from the target culture ● I can understand familiar questions and statements from simple sentences in conversations and readings. ● I can identify names of classes and their locations on a class schedule ● I can identify times and days of classes on a class schedule ● I can identify likes and dislikes from a magazine article ● I can respond to questions from a reading/audio about other students from the target culture
Interpersonal	<ul style="list-style-type: none"> ● I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. ● I can ask / respond simple questions ● I can respond to an introduction ● I can ask / respond questions about your/my well being.
Presentational	<ul style="list-style-type: none"> ● I can introduce people ● I can use the verbs to be, and to have appropriately. ● I can talk about likes and dislikes ● I can ask people about activities they like to do ● I can describe people ● I can ask for / tell time

		<ul style="list-style-type: none"> I can describe my school schedule
Supporting Functions <i>Students will be able to:</i>		Supporting Structures/Patterns <i>Students will know:</i>
<ul style="list-style-type: none"> Asking and answering questions Describing people Expressing opinions Exchanging personal information Describing school schedules Comparing classes and schedules Telling time 		<ul style="list-style-type: none"> Informational questions Verbs: ESTAR, SER, TENER Essere, Avere Use verbs in both the conjugated and infinitive formats to communicate information Noun/Adjective agreement Interrogative words: ¿Cómo?, ¿Quién?, ¿Cuándo?
Priority Vocabulary		Other Vocabulary
<ul style="list-style-type: none"> Descriptions Leisure activities Classes vocabulary Parts of a school Time expressions 		<ul style="list-style-type: none"> BulletedList
Instructional Activities		
Key Learning Activities		Mode of Communication
Daily Routine: ¿Qué día es hoy?, ¿Cuál es la fecha de hoy?, ¿Qué tiempo hace hoy? Che giorno e’? qual’e’ la data? com’e’ il tempo?		Interpersonal
Speaking Activity: dialogues with classmates for example -- to lines, inner/outer circle, speed dating		Interpersonal
Games: Bingo, Charades/Pictionary, Flyswatter Game		Interpretive
Listening/Speaking Activity: School Scavenger Hunt		Interpretive - Presentational
Writing Activity: Create school schedules		Presentational
Article: ¡Vaya Cole! https://d3ddkgxe55ca6c.cloudfront.net/assets/t1279119575/a/7e/67/67-quetal4-p12-13-mgm-586097.pdf Italian: pg 34-35 of Sentieri		Interpretive
Article: El Joven Reportero “Vuelta a la escuela” https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281097954/a/bc/15/910-qt1-14-621954.pdf Italian: “Il primo giorno di scuola” https://www.pinterest.com/pin/202169470752064454/		Interpretive
Article: “Tengo Miedo” https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281087874/a/eb/d5/89-qt3-p10-11-mgm-619350.pdf		Interpretive
Audio: Vuelta a la escuela https://d3ddkgxe55ca6c.cloudfront.net/assets/t1464963886/a/d6/53/03quetalcd1-mgm-1514698.mp3 Handout: https://d3ddkgxe55ca6c.cloudfront.net/assets/t1471966750/a/25/1c/quetal-la-issue-1-final-1544140.pdf Transcripts of Audio: https://d3ddkgxe55ca6c.cloudfront.net/assets/t1464960465/a/49/50/quetal-bookletcd1-1617-final-1514649.pdf		Interpretive

<p>Italian: Sentieri pg. 36</p> <p>Italian: choose any https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&display_lesson=415&start_unit=0&toc_location=102357</p>	
<p>Audio: Amigos... ¿Cómo es un amigo ideal? https://d3ddkgxe55ca6c.cloudfront.net/assets/t1481641165/a/8c/c8/12quetalcd1-mgm-1576566.mp3</p> <p>Handout: https://d3ddkgxe55ca6c.cloudfront.net/assets/t1471966750/a/25/1c/quetal-la-issue-1-final-1544140.pdf</p> <p>Transcripts of Audio: https://d3ddkgxe55ca6c.cloudfront.net/assets/t1464960465/a/49/50/quetal-bookletcd1-1617-final-1514649.pdf</p> <p>Italian: Sentieri fotoromanzo 1a “ciao, io sono”</p>	<p>Interpretive</p>
<p>YouTube Video: Escuela Secundaria https://www.youtube.com/watch?v=vrH-Wy3tzAA&app=desktop</p>	<p>Interpretive</p>
<p>Audio: Avancemos 1 Unit 1 http://www.classzone.com/cz/books/avancemos_1/get_chapter_group.htm?cin=2&rg=downloads&at=downloadable_audio_files&var=downloadable_audio_files</p> <p>Avancemos 1 Unit 2 http://www.classzone.com/cz/books/avancemos_1/get_chapter_group.htm?cin=3&rg=downloads&at=downloadable_audio_files&var=downloadable_audio_files</p> <p>Sentieri Chapter 1 audio, reading and video options https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&display_lesson=415&start_unit=0&toc_location=97059</p>	<p>Interpretive</p>
<p>Formative Assessment & Check Points</p>	<p>Mode of Communication</p>
<p>Quizzes on vocabulary and grammar structures</p>	
<p>Do Nows and Exit Tickets</p>	
<p>Speaking Task: present a classmate to the class via Seesaw</p>	<p>Presentational</p>
<p>Reading Comprehension: read and answer questions based on a school website and school schedules from the target cultures</p>	<p>Interpretive</p>
<p>YouTube Video Comprehension: watch and listen then answer questions based on topic</p>	<p>Interpretive</p>
<p>Speaking Task: interview another student from your school or another school about their experience in HS</p>	<p>Interpersonal</p>
<p>Writing Task: write an article about your school or create a brochure about your school</p>	<p>Presentational</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"> ● Descubre 1 ● Realidades 1 ● Avancemos 1 ● Sentieri 1 ● Mary Glasgow Magazines and Website ● Teacher created and gathered materials, activities, newspapers and other realia. 	<ul style="list-style-type: none"> ● SmartBoard activities / Internet activities ● YouTube videos and authentic commercials ● Seesaw communication App. ● Google applications ● Webquest ● Vimeo ● United Streaming: http://streaming.discoveryeducation.com/ ● StudySpanish.com: http://www.studyspanish.com/ ● WordReference.com: http://www.wordreference.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 2

Course Information

Language(s)	Italian & Spanish	Approximate Unit Length	1 marking period
Level/Grade	Level 1	Performance Range	Novice-Mid
Grade(s)	9-12	Curricular Theme	Families and Communities
Unit Title	Fun with my family		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • Why am I special? • How is my family special? • Who are the members in my family and how can I describe them?
Enduring Understanding(s)	<ul style="list-style-type: none"> • Family is an essential aspect of all students' lives. This unit gives students an avenue to talk about their family as well as their cultural and ethnic background. Since Nutley is a diverse community, exploring our family origins enriches students' understanding of their peers, building more cultural understanding and compassion.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal (Strand B Indicators)

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar

Presentational (Strand C Indicators)	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing .
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • The tasks follow the format of the IPA, but are integrated throughout the unit. • The template encourages multiple Interpretive tasks • The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. • The tasks incorporate 21st Century Learning. 	<ul style="list-style-type: none"> • Infographic: El día internacional de la familia https://i.pinimg.com/564x/aa/b0/63/aab06308f8a4f93df6259dcf3f7e483f.jpg • Italiano: La mia famiglia ‘PenPals’ https://m3a.vhlcentral.com/sections/0/activities/57888?popup=1 	<ul style="list-style-type: none"> • Show and Tell: students are to bring in pictures of their family and celebrations to use for an interview with a classmate 	<ul style="list-style-type: none"> • Create a family tree and describe various members of your family via prezi or google slides • Write an essay about your favorite holiday with your family.

Toolbox & Core Content

Can-Do Statements	
Interpretive	<ul style="list-style-type: none"> • I can respond to questions from a reading/audio about other students from the target culture • I can understand familiar questions and statements from simple sentences in conversations and readings. • I can identify a person’s likes/dislikes from a reading/audio • I can respond to questions based on a family from a reading/audio
Interpersonal	<ul style="list-style-type: none"> • I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. • I can ask / respond to questions based on my family • I can exchange information about my family with others • I can discuss cultural perspectives on family and celebrations
Presentational	<ul style="list-style-type: none"> • I can introduce people • I can identify and describe family members • I can use the verbs to be and to have appropriately. • I can talk about likes and dislikes • I can explain things a family does together • I can give opinions about my family and celebrations • I can talk about celebrations and parties
Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
<ul style="list-style-type: none"> • Asking and answering questions • Describing people • Expressing opinions 	<ul style="list-style-type: none"> • Informational questions • Verbs: to be, to have, to live • Noun/Adjective agreement

<ul style="list-style-type: none"> • Describing people’s likes/dislikes • Using verbs in both the conjugated and infinitive formats to communicate information • Describing what a family does together 	<ul style="list-style-type: none"> • Interrogative words: ¿Cómo?, ¿Quién?, ¿Cuándo?
<p>Priority Vocabulary</p>	<p>Other Vocabulary</p>
<ul style="list-style-type: none"> • Descriptions • Leisure activities • Family • Celebrations 	<ul style="list-style-type: none"> • BulletedList
<p>Instructional Activities</p>	
<p>Key Learning Activities</p>	<p>Mode of Communication</p>
<p>Daily Routine: ¿Qué día es hoy?, ¿Cuál es la fecha de hoy?, ¿Qué tiempo hace hoy? che giorno e’? quale’ e’ la data? com’ e’ il tempo oggi?</p>	<p>Interpersonal</p>
<p>Speaking activity: dialogues and conversations with classmates</p>	<p>Interpersonal</p>
<p>Speaking Activity: Interview classmates for example -- to lines, inner/outer circle, speed dating</p>	<p>Interpersonal</p>
<p>Games: Bingo, Charades/Pictionary, Flyswatter Game</p>	<p>Interpretive</p>
<p>Writing Activity: write detailed descriptions of TV families</p>	<p>Presentational</p>
<p>Speaking Activity: Busca alguien quien tiene... (look for someone who has) for example -- https://ecdnteacherspayteachers.com/thumbitem/Spanish-Family-La-Familia-Find-Someone-Who-SPEAKING-ACTIVITY-2504965-1530192551/original-2504965-3.jpg</p> <p>Italian: https://m3a.vhlcentral.com/instructor/contents/82?display_lesson=402&start_unit=2&toc_location=97059</p> <p>(in this new digital platform for the text and workbook you will be able to find readings audio and speaking activities that you will be able to use. this along with the resources that we have already created will give us a good amount of resources)</p>	<p>Interpersonal</p>
<p>Article: Una Navidad Latina https://d3ddkgxe55ca6c.cloudfront.net/assets/t1432808944/a/f0/66/quetal2-p10-11-mgm-1360276.pdf</p> <p>Italian: Tradizioni del natale https://www.vologratis.org/natale-in-italia-tradizioni-curiosita/</p>	<p>Interpretive</p>
<p>Audio: Mi familia https://d3ddkgxe55ca6c.cloudfront.net/assets/t1416843709/a/4e/be/14-qt1-2014-track-14-1276298.mp3</p> <p>Handout: https://d3ddkgxe55ca6c.cloudfront.net/assets/t1405430835/a/c4/05/que-tal-cd1-aug-feb-14-acts-final-1233063.pdf</p> <p>Italian: La famiglia di Alessia Bianchi https://m3a.vhlcentral.com/sections/0/activities/51054?popup=1</p> <p>Italian: https://vtext-cdn.vhlcentral.com/vtext_sentieri2e/book.html?rid=0</p>	<p>Interpretive</p>

<p>Audio: Avancemos 1 Unit 3 http://www.classzone.com/cz/books/avancemos_1/get_chapter_group.htm?cin=4&rg=downloads&at=downloadable_audio_files&var=downloadable_audio_files</p> <p>Italian: https://m3a.vhlcentral.com/instructor/contents/82?display_lesson=402&start_unit=2&toc_location=97059</p>	<p>Interpretive</p>
<p>YouTube Video: Un domingo en familia (VHL Central) www.youtube.com/watch?feature=player_embedded&v=15j45byNa8Y#t=59</p> <p>Italian: https://m3a.vhlcentral.com/sections/0/activities/50986?popup=1</p>	<p>Interpretive</p>
<p>Writing Activity: La familia Real Española https://www.pinterest.com/pin/242842604890806747/</p> <p>Italian: https://m3a.vhlcentral.com/instructor/contents/82?all_units=false&display_lesson=402&start_unit=2&toc_location=102384</p> <p>YouTube Video: La familia del Rey https://www.youtube.com/watch?v=RRwG7Nd2_E4</p>	<p>Interpretive - Presentational</p>
<p>Formative Assessment & Check Points</p>	<p>Mode of Communication</p>
<p>Quizzes on vocabulary and grammar structures</p>	
<p>Do Nows and Exit Tickets</p>	
<p>Mini-Project: Create a superhero family, for example -- https://www.teacherspayteachers.com/Product/La-Familia-de-Superheroes-Spanish-Family-Vocabulary-Writing-Activities-1253053?utm_source=Pin&utm_campaign=La%20Familia%20Writing%20Activities</p>	<p>Presentational</p>
<p>Speaking Task: Picture Prompt -- describe your family or specific family members with details on Seesaw</p>	<p>Interpersonal - Presentational</p>
<p>Speaking / Writing Task: Describe your favorite holiday with your family</p>	<p>Presentational</p>
<p>Speaking Presentation: Create a presentation of your family tree submit via Seesaw</p>	<p>Presentational</p>
<p>Reading Comprehension: read and answer questions based on the topic</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"> ● Descubre 1 ● Realidades 1 ● Avancemos 1 ● Sentieri 1 ● Mary Glasgow Magazine & Website ● Teacher created and gathered materials, activities, newspapers and other realia. 	<ul style="list-style-type: none"> ● SmartBoard activities / Internet activities ● YouTube videos and authentic commercials ● Seesaw communication App. ● Google applications ● Webquest ● Vimeo ● United Streaming: http://streaming.discoveryeducation.com/ ● StudySpanish.com: http://www.studyspanish.com/

- WordReference.com: <http://www.wordreference.com/>

21st Century Life and Career Standards

The selected standards may apply to this unit of study

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

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

Unit 3

Course Information			
Language(s)	Italian & Spanish	Approximate Unit Length	1 marking period
Level/Grade	Level 1	Performance Range	Novice-Mid
Grade(s)	9-12	Curricular Theme	Beauty & Aesthetics - Global Challenges - Science & Technology
Unit Title	Lets get healthy		
Course Focus			
Essential Question(s)	<ul style="list-style-type: none"> • What can I do to stay happy and healthy? • What is a healthy lifestyle? • Does a healthy lifestyle look the same all over the world? 		
Enduring Understanding(s)	<ul style="list-style-type: none"> • Self-awareness is an important part of world travel. Being able to describe what might be ailing oneself would be useful in a target culture. 		
NJ Student Learning Standards			
Interpretive (Strand A Indicators)			
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.		
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .		
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).		
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.		
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.		
Interpersonal (Strand B Indicators)			
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.		
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar		
Presentational (Strand C Indicators)			

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing .
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> • 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"> • Infographic: https://www.occ.com.mx/blog/marchando-mejorando-beneficios-caminar-infografia/ Italian: https://trekking.it/salute-e-benessere/camminare-benefici-salute.html https://www.pinterest.com/pin/668362400923846426/ • Video: Aspirin https://www.youtube.com/watch?v=cGEInaHvNxM Italian: Aspirina https://www.youtube.com/watch?v=dJL_BtFwefA 	<ul style="list-style-type: none"> • Scenario: at the pharmacy asking for a remedy to your ailment 	<ul style="list-style-type: none"> • Create an exercise video using the imperative mood and give suggestions in order to live a healthy lifestyle. • Students may create a slideshow or prezi instead of an exercise video

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> • I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written. • I can identify some basic facts from memorized words and phrases when they are supported gestures or visuals in conversation. • I can respond to questions from a reading/audio about healthy habits and routines from the target culture • I can understand someone’s simple descriptions of ailments.
Interpersonal	<ul style="list-style-type: none"> • I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. • I can ask/respond to questions about ailments • I can ask/respond to ways of staying healthy • I can state my ailment and ask for help • I can state what I want to work on (body part) and ask a trainer for recommendations
Presentational	<ul style="list-style-type: none"> • I can identify body parts and ailments • I can express how I or someone else feel(s)

	<ul style="list-style-type: none"> ● I can name different types of sports / exercises to stay healthy ● I can identify/describe healthy and unhealthy meals or food ● I can express preferences with different types of foods ● I can compare healthy and healthy lifestyles or foods
<p>Supporting Functions <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Asking / answering questions ● Agreeing/Disagreeing ● Describing healthy / unhealthy lifestyle choices ● Describing food groups / healthy diets ● Asking for/Giving Advice ● Comparing/Contrasting healthy vs unhealthy habits ● Describing illnesses/aches and pains ● Expressing likes/dislikes/preferences, opinions ● Identifying body parts, aches and pains ● Interpreting authentic realia 	<p>Supporting Structures/Patterns <i>Students will know:</i></p> <ul style="list-style-type: none"> ● Verb: to hurt ● Indirect Object Pronouns: me, te, le, etc. ie. me duele ● Imperative Mood ● Idiomatic expressions
<p>Priority Vocabulary</p> <ul style="list-style-type: none"> ● Body parts ● Ailments ● Wellness Remedies ● Sports and Activities ● Exercises 	<p>Other Vocabulary</p> <ul style="list-style-type: none"> ● Frequency words (times a week, a month, etc)
Instructional Activities	
Key Learning Activities	Mode of Communication
Daily Routine: ¿Qué día es hoy?, ¿Cuál es la fecha de hoy?, ¿Qué tiempo hace hoy?	Interpersonal
Speaking Activity: dialogues and conversations with classmates	Interpersonal
Speaking Activity: Interview classmates for example -- to lines, inner/outer circle, speed dating	Interpersonal
Games: Bingo, Charades/Pictionary, Flyswatter Game	Interpretive
Listening/ Speaking Activity: Simon Says -- body parts	Interpretive
Writing/Speaking Activity: Venn Diagram -- health in the US vs target language	Presentational
<p>Audio: Avancemos 1 Unit 6 http://www.classzone.com/cz/books/avancemos_1/get_chapter_group.htm?cin=7&rg=downloads&at=downloadable_audio_files&var=downloadable_audio_files</p> <p>Italian: https://m3a.vhlcentral.com/instructor/contents/82?all_units=false&display_lesson=419&start_unit=5&toc_location=102465</p>	Interpretive
<p>Audio: Comerciales sobre la salud https://d3ddkgxe55ca6c.cloudfront.net/assets/t1422461538/a/e6/d2/ah2-2015-track-05-mgm-1318474.mp3</p> <p>Italian: https://m3a.vhlcentral.com/instructor/contents/82?all_units=false&display_lesson=419&start_unit=5&toc_location=102465 (see lab manual section)</p>	Interpretive

https://www.youtube.com/watch?v=qTGPylwJ2VQ	
Handout: https://d3ddkgxe55ca6c.cloudfront.net/assets/t1421923407/a/4a/18/ahora-cd2-mar-may-2015-final-mgm-1316652.pdf	
Italian: https://m3a.vhlcentral.com/instructor/contents/82?all_units=false&display_lesson=419&start_unit=5&toc_location=102465	
(see workbook section)	
Formative Assessment & Check Points	Mode of Communication
Quizzes on vocabulary and grammar	
Do Nows and Exit Tickets	
Presentation Task: create an exercise video	Presentational
Speaking Task: interview classmates: What do you do to stay healthy? via Seesaw	Interpersonal
Speaking Task: role play -- doctor's office, pharmacy, gym	Interpersonal
Reading Comprehension: read and answer questions about an infographic	Interpretive
Listening Comprehension: watch the video and respond questions based on topic	Interpretive
Resources	Technology Integration
<i>Essential materials, supplementary materials, links to best practices</i>	<i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.</i>
<ul style="list-style-type: none"> ● Descubre 1 ● Realidades 1 ● Avancemos 1 ● Sentieri 1 ● Mary Glasgow Magazine & Website ● Teacher created and gathered materials, activities, newspapers and other realia. ● YouTube 	<ul style="list-style-type: none"> ● SmartBoard activities / Internet activities ● YouTube videos and authentic commercials ● Seesaw communication App. ● Google applications ● Webquest ● Vimeo ● United Streaming: http://streaming.discoveryeducation.com/ ● StudySpanish.com: http://www.studyspanish.com/ ● WordReference.com: http://www.wordreference.com/
21st Century Life and Career Standards	
<i>The selected standards may apply to this unit of study</i>	
Act as a responsible and contributing citizen and employee. Apply appropriate academic and technical skills. Attend to personal health and financial well-being. Communicate clearly and effectively and with reason. Consider the environmental social and economic impacts of decisions. Demonstrate creativity and innovation. Employ valid and reliable research strategies. Utilize critical thinking to make sense of problems and persevere in solving them.	

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

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

Unit 4

Course Information

Language(s)	Italian & Spanish	Approximate Unit Length	1 marking period
Level/Grade	Level 1	Performance Range	Novice-Mid
Grade(s)	9-12	Curricular Theme	Science, Technology, and Contemporary Life
Unit Title	What's in Nutley?		

Course Focus

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

NJ Student Learning Standards

Interpretive (Strand A Indicators)

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal (Strand B Indicators)

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar

Presentational (Strand C Indicators)	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing .
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> • 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"> • Video: Taxi conversation https://www.youtube.com/watch?v=cdeASbFvz7s Italian: Come si va in piazza spagna? https://m3a.vhlcentral.com/sections/0/activities/62425?popup=1 • Article: Cartagena de Indias: el Caribe con historia https://www.elnuevoherald.com/vivir-mejor/viajes/article213878539.html Italian: Ci vediamo in piazza https://m3a.vhlcentral.com/sections/0/activities/63637?popup=1 Article: Buenos Aires https://d3ddkxge55ca6c.cloudfront.net/assets/t1432808824/a/f2/99/ahora1-p6-7-mgm-1360262.pdf 	<ul style="list-style-type: none"> • Scenario: Using maps from different places ask and give directions from point A to point B. Maps of cities and amusement parks can be used. • Profe de ELE: use map to guide conversation https://www.profedelee.es/profesores/mapa-ciudad-ele/ • Italian: use google maps if needed 	<ul style="list-style-type: none"> • Create a video about your town. In this video you are to describe your town, tell the viewer where you like to go, do, and eat. You must include interesting facts about your town and give directions to three different places in town. • Create a prezi/slides/powerpoint of a town from the target language with great detail of where to visit, where to eat, where to shop and where to stay. Give directions to three different locations.

Toolbox & Core Content

Can-Do Statements	
Interpretive	<ul style="list-style-type: none"> • I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written. • I can identify some basic facts from memorized words and phrases when they are supported gestures or visuals in conversation • I can understand directions given to me • I can read a map of a city from a target country

<p>Interpersonal</p>	<ul style="list-style-type: none"> ● I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. ● I can ask/respond to questions about my town ● I can ask for or give directions ● I can ask for/respond to opinions of what to do in town ● I can ask for/respond to questions of places to visit in my town
<p>Presentational</p>	<ul style="list-style-type: none"> ● I can identify different types of specialty stores ● I can describe activities associated with the various places in town ● I can name different types of vendors ● I can identify locations by using prepositional phrases
<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"> ● Describing places in the town ● Identifying locations ● Following / Giving directions to places ● Creating an imaginary town ● Asking/answering questions 	<ul style="list-style-type: none"> ● Prepositional phrases ● Verbs: to be, to have, to go ● Directions
<p>Priority Vocabulary</p>	<p>Other Vocabulary</p>
<ul style="list-style-type: none"> ● Places in a community ● Directions ● Prepositional phrases ● Professions 	<ul style="list-style-type: none"> ● Items for purchase at each location
<p>Instructional Activities</p>	
<p>Key Learning Activities</p>	<p>Mode of Communication</p>
<p>Daily Routine: ¿Qué día es hoy?, ¿Cuál es la fecha de hoy?, ¿Qué tiempo hace hoy?</p>	<p>Interpersonal</p>
<p>Speaking Activity: dialogues and conversations with classmates</p>	<p>Interpretive</p>
<p>Speaking Activity: Interview classmates for example -- to lines, inner/outer circle, speed dating</p>	<p>Interpretive</p>
<p>Games: Bingo, Charades/Pictionary, Flyswatter Game</p>	<p>Interpretive</p>
<p>Listening/Speaking Activity: Bomba game</p>	<p>Interpretive</p>
<p>Speaking/Writing Activity: Compare and contrast specialty stores in the target country vs stores found in the US</p>	<p>Presentational</p>
<p>Listening/Speaking Activity: Scavenger Hunt -- directions with parts of school</p>	<p>Interpretive</p>
<p>Speaking Activity: role play -- Information desk and tourist</p>	<p>Interpersonal</p>
<p>Audio: Avancemos 1 Unit 4 http://www.classzone.com/cz/books/avancemos_1/get_chapter_group.htm?cin=5&rg=downloads&at=downloadable_audio_files&var=downloadable_audio_files Italian: https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&display_lesson=440&start_unit=8&toc_location=102529 https://m3a.vhlcentral.com/instructor/contents/82?all_units=true&display_lesson=441&start_unit=8&toc_location=102519</p>	<p>Interpretive</p>

<p>YouTube Video: Tio Spanish “Dar direcciones” https://www.youtube.com/watch?v=cVzLWakA_Os</p> <p>Italian: https://www.youtube.com/watch?v=W7FiYpUXyzs</p>	<p>Interpretive</p>
<p>YouTube Video: Mi Barrio Ideal https://www.youtube.com/watch?v=JVlrszyUXrs</p> <p>Italian: Um pomeriggio in centro https://m3a.vhlcentral.com/sections/0/activities/62408?popup=1</p>	<p>Interpretive</p>
<p>YouTube Video: No esta lejos https://www.youtube.com/watch?v=TyaUHN-EhyA</p> <p>Italian: e’ lontano il museo? https://www.youtube.com/watch?v=7kkVgSHvSOk</p>	<p>Interpretive</p>
<p>Article: De vacaciones en Puerto Rico https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281096394/a/24/8b/56-quetal06-p4-5-mgm-621065.pdf</p> <p>Italian: La citta’ e i mercati https://m3a.vhlcentral.com/sections/0/activities/64100?popup=1 (questions as well)</p>	<p>Interpretive</p>
<p>Formative Assessment & Check Points</p>	<p>Mode of Communication</p>
<p>Speaking/Writing Task: My imaginary town -- create an imaginary town and write about it</p>	<p>Presentational</p>
<p>Writing Task: Describe Nutley in great detail</p>	<p>Presentational</p>
<p>Speaking Task: My town video -- create a video about your town, what are your favorite places? where do you hang out?</p>	<p>Presentational</p>
<p>Speaking/Writing Task: Design an ideal town for teenagers</p>	<p>Presentational</p>
<p>Audio Comprehension Task: Taxi conversation, listen and answer questions based on the topic</p>	<p>Interpretive</p>
<p>Reading Comprehension Task: read and answer questions based on the topic</p>	<p>Interpretive</p>
<p>Speaking Task: students are to have conversations guided by maps from amusement parks or of cities</p>	<p>Interpersonal</p>
<p>Speaking Task: create a video of their town with details, and give directions to three different places.</p>	<p>Presentational</p>
<p>Speaking Task: create a prezi/slides/powerpoint of a city from the target culture with details and give directions to three different locations</p>	<p>Presentational</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"> ● Descubre 1 ● Realidades 1 ● Avancemos 1 ● Sentieri 1 ● Mary Glasgow Magazine & Website 	<ul style="list-style-type: none"> ● SmartBoard activities / Internet activities ● YouTube videos and authentic commercials ● Seesaw communication App. ● Google applications ● Webquest

- Teacher created and gathered materials, activities, newspapers and other realia.
- El Nuevo Herald
- YouTube

- Vimeo
- United Streaming: <http://streaming.discoveryeducation.com/>
- StudySpanish.com: <http://www.studyspanish.com/>
- WordReference.com: <http://www.wordreference.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>