

Nutley Public Schools



Department of World Languages

Curriculum Guide

Level 2 – Italian & Spanish

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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.

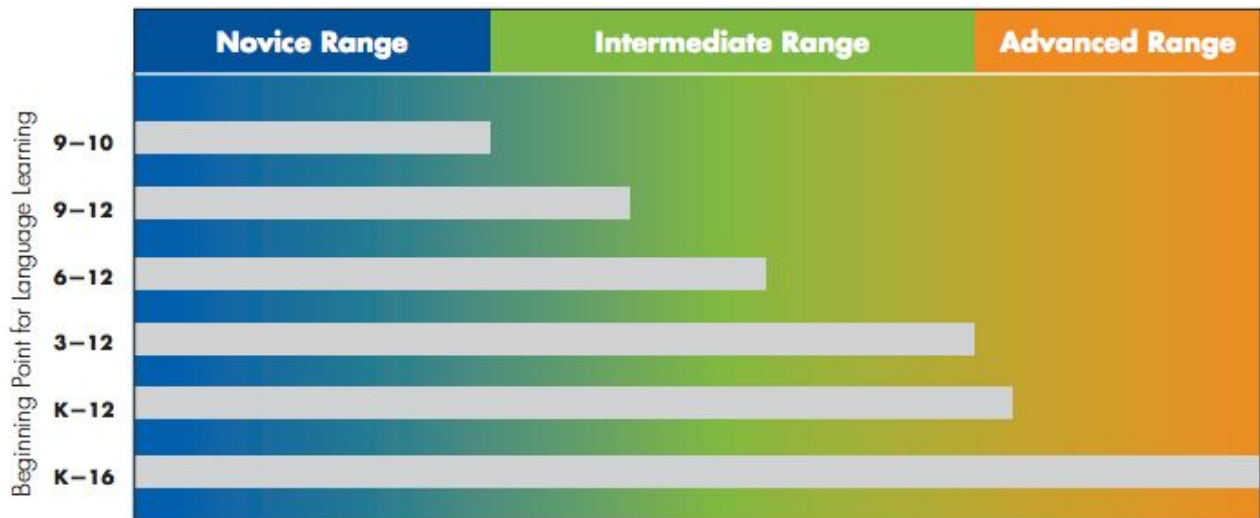
See [New Jersey Student Learning Standard for World Languages](#) for more information.

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

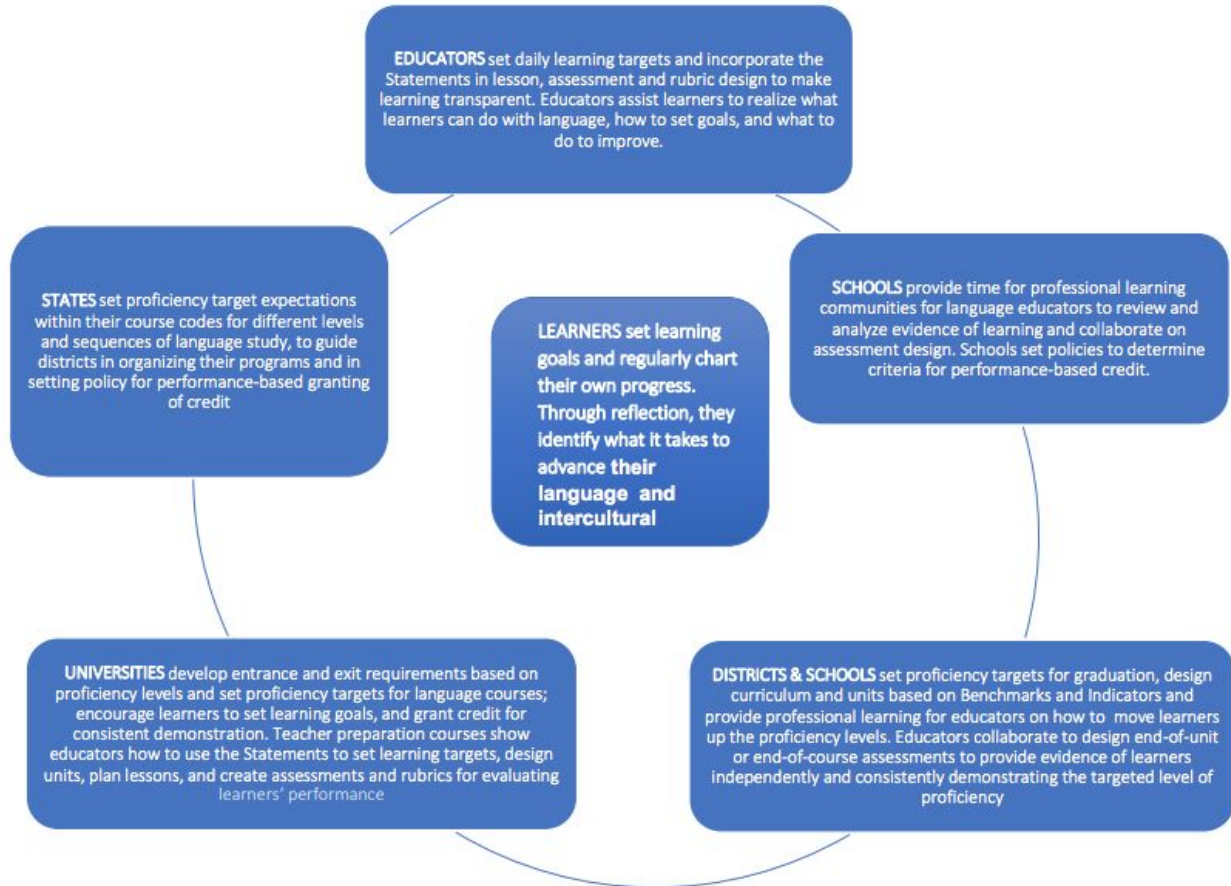
- Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off
- Can-Do Statements are NOT a limitation of what to learn or teach
- The sets of examples are NOT a prescribed curriculum
- The Can-Do statements are NOT used as an instrument for determining a letter or number grade

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

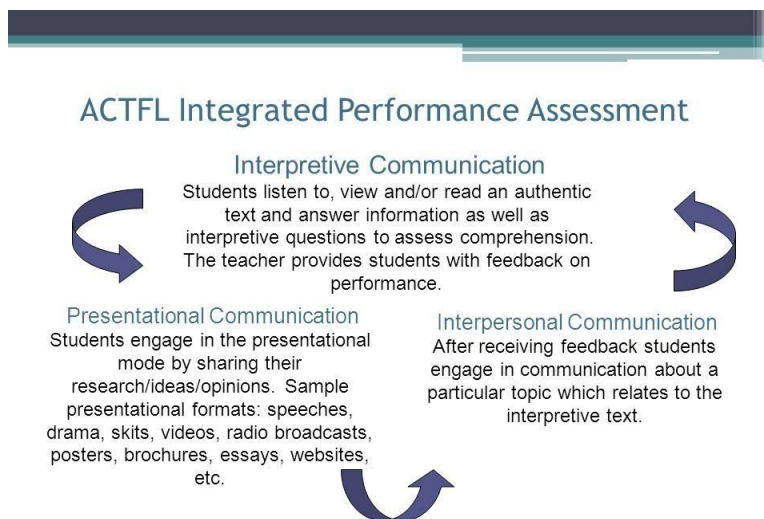
Summative Assessment

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.

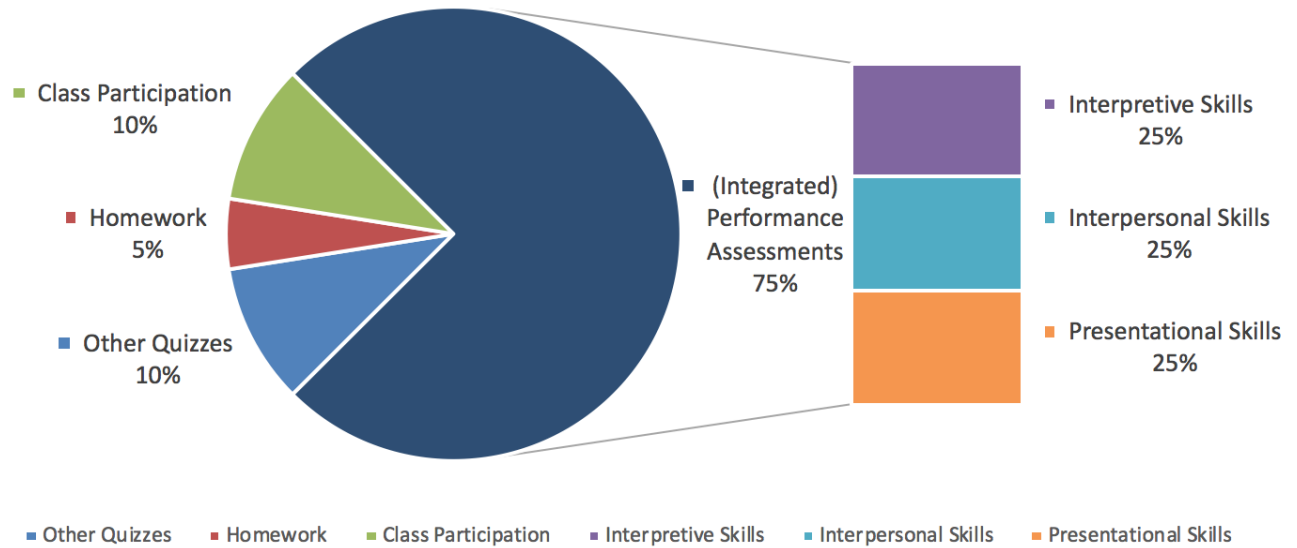
Grading Policy

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

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

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

World Language Department Grading Policy – Secondary Italian & Spanish



Meeting the Needs of All Students

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

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

Anticipated Misunderstandings in Unit		
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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- American Council on the Teaching of Foreign Languages. (2012a). [*ACTFL performance descriptors for language learners*](#). Alexandria, VA: Author.
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- 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

Level II is designed for students who wish to continue their study of the target language. As a gateway to the upper levels of study, this course prepares students with the necessary skills to enjoy learning experiences in the upper levels courses offered by the World Language department.

This course requires students to place more emphasis on the development of strong comprehension and communication skills utilizing authentic materials and sources. Students will expand their vocabulary to include more detailed and complex themes. Grammatical structure will be mastered as needed to achieve more accurate communication. Students are encouraged to be creative in their responses and to take risks to extend beyond the framework of familiar vocabulary and structure.

Successful completion of this course will be measured through the use of the three modes of communication: Interpretive (reading and listening), Interpersonal (speaking), Presentational (writing and speaking), oral and written assessments, projects, homework, class participation, and final exam. The students will perform in the range of proficiency levels Novice High to the Intermediate Low as prescribed by the New Jersey Student Learning Standard for World Languages for World Languages and the American Council on the Teaching of Foreign Language.

This course 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	All about me in NHS		✓			✓	
2	Stories of my life I	✓		✓		✓	
3	Stories of my life II	✓		✓		✓	
4	What will our future be?				✓		✓
✓ = 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 2	Performance Range	Novice High
Grade(s)	9-12	Curricular Theme	
Unit Title	All About me at NHS		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • How do we communicate? • How can knowledge of other cultures cultivate an understanding and appreciation of the world community? • How does expressing one's likes/dislikes help communicate his/her identity to others? • What makes me an individual? • What do I want my new teachers and classmates to know about me? • How are my classmates similar or different from me? • How is my personality connected to my interests.
Enduring Understanding(s)	<ul style="list-style-type: none"> • You will meet many new people at Nutley High School. Some may be similar to you, and some may be different. Sharing your personality, interests and activities will help you connect to new people and to make new friends.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

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

Interpersonal (Strand B Indicators)

7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
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7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational (Strand C Indicators)

7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> • 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"> • Tell the main idea or purpose of a news article. https://i.pinimg.com/originals/0b/6e/8e/0b6e8e919baf71fd48eb54ba2bca2e4c.jpg Italian https://www.myenglishschool.it/magazine/2017/01/17/perche-gli-italiani-studiano-inglese-2/ • Identify from a list of logical key ideas those actually found in a short story https://www.youtube.com/watch?v=WyAla6KypMM Italian https://www.youtube.com/watch?v=2uepjt4tKl4 	<ul style="list-style-type: none"> • Talk to a friend about a prepared illustration,(family photograph, trip, postcard) https://i.pinimg.com/originals/0b/6e/8e/0b6e8e919baf71fd48eb54ba2bca2e4c.jpg Italian https://www.voglioviverecosi.com/benefici-dellinglese-intraprendere-carriera-internazionale.html *Share with a classmate your interest in fashion and homecoming activities. 	<ul style="list-style-type: none"> • Create an infographic about student life @ NHS: Topics may include: Clubs, sports, course selections, scheduling, etc...and at home. https://venngage.com/templates

Toolbox & Core Content

Can-Do Statements

<p>Interpretive</p>	<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. • In my own and other cultures I can identify some traditional practices and tell how and why they are globalized, such as the way people dress, length of school/workday or meal times.
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<p>Interpersonal</p>	<ul style="list-style-type: none"> ● I can extend invitations and accept or decline with an explanation. ● I can ask/respond to questions about likes and dislikes. ● I can interact with others to meet my basic needs related to routine everyday activities using simple sentences and questions most of the time. ● 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.
<p>Presentational</p>	<ul style="list-style-type: none"> ● I can discuss various extracurricular activities and hobbies that I and others participate in ● I can make comparisons about activities and hobbies (better, worse, as (adjective) as) ● I can name & describe famous people (from both cultures) who excel at activities that interest me. ● I can present on familiar and everyday topics, using simple sentences most of the time. ● I can explain where and when various groups meet and what they do ● I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time. ● I can present personal information about my life and activities, using simple sentences most of the time.
<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"> ● Asking and answering questions ● Describing people and clothing ● Expressing opinions ● Exchanging personal information ● Describing school schedules ● Comparing classes and schedules ● Telling time 	<ul style="list-style-type: none"> ● Ser vs Estar ● essere e avere ● Verbs: to be, to have, to like, to play, to wear, to purchase, etc. ● Reflexive verbs ● Informational questions: What is your name? How old are you? etc... ● Use verbs in both the conjugated and infinitive formats to communicate information ● Noun/Adjective agreement ● Interrogative words: How, Who, When
<p>Priority Vocabulary</p>	<p>Other Vocabulary</p>
<ul style="list-style-type: none"> ● Greetings ● Descriptions - adjectives ● Time - Schedules ● Leisure Activities ● School ● Clothing - Fashion 	<ul style="list-style-type: none"> ● Daily Routine
<p>Instructional Activities</p>	
<p>Key Learning Activities</p>	<p>Mode of Communication</p>
<p>Guess who Game</p>	<p>Interpretive</p>
<p>¿Quién soy yo? chi sono io? (Who am I?) Students create and share keynote paragraphs which describe a famous celebrity using adjectives of personal description and present tense verbs.</p>	<p>Interpretive</p>
<p>Interview classmates</p>	<p>Interpersonal</p>
<p>Describing celebrities</p>	<p>Presentational</p>
<p>Presentation of comparing likes/dislikes</p>	<p>Presentational</p>
<p>Describe their school routine/extracurricular activities</p>	<p>Presentational</p>
<p>Reading comprehension related to informational texts</p>	<p>Interpretive</p>

Original Dialogues	Interpersonal
Expansion of vocabulary regarding time, school subjects, likes/dislikes	Interpretive
Role play: Students will persuade their peers to join a particular club as they share likes and dislikes and converse/discuss about activities they partake in	Interpersonal
Los eventos especiales/gli eventi speciali (Special Events): Student teams can develop and research questions re: preparations for special events (i.e. How do North American students prepare for homecoming or prom? How do Hispanics/Italians prepare for special events like a quinceañera communion? How do Mexicans prepare for Día de los muertos/How do Italians prepare for Christmas or other important religious events? How do daily routines for students in the U.S. compared to those of students in Spain or Mexico/Italy?) Students may take part in a jigsaw whereby each team member is put into a new group in order to teach about their topic. Students take notes about the various ways in which countries prepare for special events.	Presentational
YouTube: 7 Pasatiempos que te hacen más inteligentes https://www.youtube.com/watch?v=vf2WHc_nMxA Youtube: 7 hobby che ti rendono piu intelligenti https://www.youtube.com/watch?v=JS8p10lvjzM	Interpretive
Describe attitudes toward fashion	Interpersonal - Presentational
Audio: https://d3ddkgxe55ca6c.cloudfront.net/assets/t1312472784/a/8d/22/04ahoracd1-mgm-es-852375.mp3	Interpretive
Article: La vuelta al cole https://d3ddkgxe55ca6c.cloudfront.net/assets/t1340635589/a/06/5f/mgm-ah1-11121011-968550.pdf Article: I compiti per le vacanze https://www.skuela.net/scuola/finire-compiti-vacanze.html	Interpretive
Article: El acoso escolar https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281086794/a/18/55/89-ah1-p8-9-mgm-618690.pdf Infographic and Article: il bullismo scolastico https://genitorifelici.com/2017/01/23/infografica-bullismo/ http://www.lastampa.it/2017/04/20/cultura/bullismo-e-cyberbullismo-unemergenza-sociale-vFV GhZwKHarr7ixA3RyzEO/pagina.html	Interpretive
Formative Assessment & Check Points	Mode of Communication
Quizzes and tests	
Project: create an infographic	Presentational
Discussing life at Nutley HS	Presentational
Oral presentation: present information found on the student created infographic	Presentational
Paired activities: compare and contrast school related activities	Interpersonal

<p>Exit Ticket: 3-2-1 Reflection Strategy – 3 things you found out, 2 things you learned, 1 question you still have. There are different variations.</p>		Interpretive
Resources	Technology Integration	
<p><i>Essential materials, supplementary materials, links to best practices</i></p>	<p><i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students’ 21st century skills of communication, collaboration, critical thinking, and creativity.</i></p>	
<ul style="list-style-type: none"> ● Descubre 2 ● Realidades 2 ● Sentieri 2 ● Infographics: http://www.educacionyculturaaz.com/noticias/por-que-aprender-al-ingles-infografia ● Teacher created and gathered materials, activities, newspapers and other realia. ● https://www.ipse.com/rivit/rivcul.html ● https://www.skuela.net 	<ul style="list-style-type: none"> ● Chromebook ● Google Drive ● Google Apps ● Quizlet, Kahoot, Quizizz ● Youtube ● Seesaw ● Vimeo ● United Streaming: http://streaming.discoveryeducation.com/ ● StudySpanish.com: http://www.studyspanish.com/ ● WordReference.com: http://www.wordreference.com/ 	
21 st Century Life and Career Standards		
<p><i>The selected standards may apply to this unit of study</i></p>		
<p>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.</p> <p>Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf</p>		

Unit 2

Course Information

Language(s)	Italian & Spanish	Approximate Unit Length	1 marking period
Level/Grade	Level 2	Performance Range	Novice High
Grade(s)	9-12	Curricular Theme	Families, Communities, and Identities
Unit Title	Stories of my Life I (Preterite & Imperfect & Passato Prossimo)		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> How do the preterit and the imperfect tenses help me to communicate my ideas in the past tense? How do the uses of preterite and imperfect help me to improve my ability to narrate and describe?
Enduring Understanding(s)	<ul style="list-style-type: none"> So much of our lives revolve around experiences and telling stories. Being able to elaborate on a particular event by giving the actions and descriptions can not only give more information but can also give insight to who you are.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

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

Interpersonal (Strand B Indicators)

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

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

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> • 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"> • Students will read a passage: Textbook Text - Descubre 2: pg 99: *Las Islas Flotantes del Lago Titicaca: https://www.encuentos.com/leer/cuentos-cortos-para-jovenes/ • Students will read: Imagina México and complete various interpretive tasks. <p>Italian: https://www.raccontioltre.it/cat/racconti/racconti-per-ragazzi/</p> <p>*Teacher may allow student choice of reading material based on level.</p>	<ul style="list-style-type: none"> • “ You have just spent a week in a Spanish language speaking country or a specific region of Italy, and you are excited to tell your best friend everything about it. You must, upon arriving to Nutley, tell your friend everything you learned and any interesting anecdotes about your experience. Your friend has also been really interested in your excursion so expect to answer various questions” • http://www.elhuevodechocolate.com/parques/parque1.htm (to be determined) 	<ul style="list-style-type: none"> • Student will write a postcard to a friend retelling all the fun activities to do in the place visited. <p>Student must have:</p> <ul style="list-style-type: none"> • A greeting • A suggestion • An overall opinion • An interesting fact • A farewell

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> • I can recognize key words and phrases for use in grammatical features • I can begin to understand the main idea • I can negotiate the meaning of a few unfamiliar words when they are defined in the target language or when an example is given. • I can identify differences between actions and descriptions • In my own and other cultures, I can identify some traditional practices and tell how and why they are globalized, such as the way people dress, length of school/workday or meal times.
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<p>Interpersonal</p>	<ul style="list-style-type: none"> ● I can use digital tools and face-to-face communication to ask questions about: Vacations Childhood Life Events ● I can talk about my childhood events ● I can select clothing that fits in with what others are wearing
<p>Presentational</p>	<ul style="list-style-type: none"> ● I can present information about my life using phrases and simple sentences. ● I can tell about a familiar experience or event using phrases and simple sentences. ● I can present basic information about a familiar person, place, or thing using phrases and simple sentences.
<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"> ● Analyzing/Interpreting ● Asking for/giving information ● Comparing and contrasting grammar functions ● Describing events, people, places, objects, weather ● Explaining life events ● Expressing cause and effect, daily routines, emotions, feelings, how often, likes/dislikes/preferences ● Expressing daily routines ● Expressing emotions, feelings ● Expressing how often, how well ● Expressing likes/dislikes/preferences ● Identifying day,date, season ● Narrating 	<ul style="list-style-type: none"> ● Preterit Tense: ar -er - ir: regular endings Irregulars endings: FUJI <ul style="list-style-type: none"> ▪ single letter stem changers ▪ to go - to be : CAR - GAR - ZAR ▪ to be- to have : ARE-ERE-IRE ▪ double vowel verbs: leer creer (y) ▪ i- y (oír, leer, creer) ▪ e - i –IR stem-changing verbs (preferir, pedir) ▪ o - u –IR stem-changing verbs (dormir, morir) ● Common expressions used in the past tense: Ayer, la semana pasada, etc... ● Reasons for using the Preterite tense: single past action - interrupting another action - starting - ending ● Imperfect Tense: To like - Gustar - Piacere ar - er - ir : regular Irregular verbs: to go - to be - italian essere fare dire ● Common expressions used in the Imperfect tense: Todos los días, mientras, generalmente, a menudo, a veces, etc... ● Tutti i giorni, mentre, generalmente, in modi di, a volte, etc... ● Reasons for using the Imperfect tense: ongoing/habitual - got interrupted - description - weather - age - time - emotion <p>Preterit vs Imperfect: https://www.youtube.com/watch?v=xMoiZomZG0Q</p> <p>*All supporting structures may be taught in different sequence to be mastered by the end of Unit 3.</p> <ul style="list-style-type: none"> ● Italian - Passato Prossimo vs Imperfetto ● https://www.youtube.com/watch?v=mbJr-SG9Xxw
<p>Priority Vocabulary</p>	<p>Other Vocabulary</p>
<ul style="list-style-type: none"> ● Travel & Leisure ● Childhood Games & Toys 	<ul style="list-style-type: none"> ● Transitional words ● Frequency words

<ul style="list-style-type: none"> • Daily Routine • Weather 	<ul style="list-style-type: none"> • Sentence Starters
Instructional Activities	
Key Learning Activities	Mode of Communication
Interview classmates	Interpersonal
Describing life events	Presentational
Presentation of comparing likes/dislikes	Presentational
Reading comprehension related to informational texts	Interpretive
Original Dialogues	Interpersonal
Expansion of vocabulary regarding time, school subjects, likes/dislikes	Interpretive
Retelling and recording information from text, video or recording	Interpretive
Internet Poll: differences and similarities based on various activities	Interpersonal
In and Out: communication circle	Interpersonal
A childhood story: written task and presentation	Presentational
Venn Diagram: Lifestyle in the Titicaca Lake	Interpretive
Watching a short video and showing understanding by answering multiple-choice questions.	Interpretive
Reading Comprehension: Hay una montaña con los colores del arcoíris en Perú y, obvio, vas a querer ir YA https://www.buzzfeed.com/gretaalvarez/montana-de-arcoiris-colorida-peru?utm_source=dynam&utm_campaign=bfsharecopy	Interpretive
Quinceañera: https://www.crpUSD.org/cms/lib/CA01001831/Centricity/Domain/684/p180%20181%20lectura%20cultural%20quince.pdf Carnevale di venezia: http://pianetabambini.it/storia-carnevale-bambini-scuola-primaria/	Interpretive
Formative Assessment & Check Points	Mode of Communication
Quizzes and tests - Vocabulary and grammar features	Interpretive
Discussing: Vacations - Celebrations - Minor life events that took place in the past	Presentational - Interpersonal
Internet Assessments: Listen to dialogues in the L2, answer and record teacher created guided questions. (Seesaw)	Interpretive
Life event retelling with teacher guided supplements: *See Evidence of Learning	Interpretive -Interpersonal
Audio/video programs	Interpretive
Cooperative learning groups	Interpersonal
Class Notes	Interpretive
Resources	Technology Integration
<i>Essential materials, supplementary materials, links to best practices</i>	<i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.</i>

<ul style="list-style-type: none"> ● Short novels: ● Informational texts (i.e. newspaper articles, brochures, essays, publicity campaigns, etc.) ● Authentic/traditional songs ● Authentic/traditional short stories, poems, legends ● Legend: "Los novios" and fables by Rafael Pombo (with recordings on CD) ● Teacher-designed culture, grammar and vocabulary units ● Teacher-created materials ● Cross-curricular connections with Social Studies, English Language Arts, Science, Math, Art & Music, Health, etc 	<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/ ● Online stories to compare /contrast preterite vs. imperfect usage : Ricitos de oro y los tres osos #1 http://personal.colby.edu/~bknelson/SLC/ricitos1.php ● Ricitos de oro y los tres osos #2 http://personal.colby.edu/~bknelson/SLC/ricitos2.php ● Superhombre http://personal.colby.edu/~bknelson/SLC/superhombre.php ● Study Module on Preterite vs.Imperfect http://personal.colby.edu/~bknelson/SLC/quemiedopase.php
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21st Century Life and Career Standards

The selected standards may apply to this unit of study

- Act as a responsible and contributing citizen and employee.
 - Apply appropriate academic and technical skills.
 - Attend to personal health and financial well-being.
 - Communicate clearly and effectively and with reason.
 - Consider the environmental social and economic impacts of decisions.
 - Demonstrate creativity and innovation.
 - Employ valid and reliable research strategies.
 - Utilize critical thinking to make sense of problems and persevere in solving them.
 - Model integrity, ethical leadership, and effective management.
 - Plan education and career paths aligned to personal goals.
 - Use technology to enhance productivity.
 - Work productively in teams while using cultural global competence.
- Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 3

Course Information

Language(s)	Italian & Spanish	Approximate Unit Length	1 marking period
Level/Grade	Level 2	Performance Range	Novice High
Grade(s)	9-12	Curricular Theme	Personal and Public Identities
Unit Title	Stories of my Life II		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> How do the preterit and the imperfect tenses help me to communicate my ideas in the past tense? How do the uses of preterite and imperfect help me to improve my ability to narrate and describe?
Enduring Understanding(s)	<ul style="list-style-type: none"> So much of our lives revolve around experiences and telling stories. Being able to elaborate on a particular event by giving the actions and descriptions can not only give more information but can also give insight to who you are.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

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

Interpersonal (Strand B Indicators)

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

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

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> ● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> ● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i> ● <i>The template encourages multiple Interpretive tasks</i> ● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i> ● <i>The tasks incorporate 21st Century Learning.</i> 	<ul style="list-style-type: none"> ● Quinceañera: Reading Comprehension - https://www.crpused.org/cms/lib/CA01001831/Centricity/Domain/684/p180%2081%20lectura%20cultural%20quince.pdf ● Carnevale di venezia http://pianetabambini.it/storia-carnevale-bambini-scuola-primaria/ ● Audio: listen and respond to questions based on audiobook. https://www.mundoprimary.com/audiocuentos-infantiles Italian: https://audiolibri.org/audiolibri-in-italiano/ragazzi/ 	<ul style="list-style-type: none"> ● Paired Activity: Simulate a telephone conversation discussing a recent: family vacation, school activity, daily event, etc...utilizing picture prompts provided by the teacher or selected by students. 	<ul style="list-style-type: none"> ● Based on what you have learned from the grammar features (Imperfect - Preterite) (passato prossimo and imperfetto), utilize the video to narrate the story of the character. Students must use evidence of grammar and common expressions. https://www.youtube.com/watch?v=d3QDdXpP0g * Latin American countries and different Italian regions have celebrations that are different from what is celebrated in this country. An example is the “Quinceañera” or “il carnevale veneziano” which is an elaborate 15th birthday party celebrated by females. Create and present a PowerPoint comparing a celebration at home and in the target language using the unit vocabulary

Toolbox & Core Content

Can-Do Statements	
Interpretive	<ul style="list-style-type: none"> ● I can understand key words and phrases for use in grammatical features ● I can understand the main idea

	<ul style="list-style-type: none"> ● I can understand the meaning of a few unfamiliar words when they are defined in the target language or when an example is given. ● I can differentiate between actions and descriptions
Interpersonal	<ul style="list-style-type: none"> ● I can use digital tools and face-to-face communication to ask questions about: <ul style="list-style-type: none"> ○ Vacations ○ Childhood ○ Life Events ● I can talk about my childhood events ● I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences most of the time. ● I can interact with others to meet my basic needs related to past routine activities using simple sentences and questions most of the time. ● 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.
Presentational	<ul style="list-style-type: none"> ● I can present information about my life using phrases and simple sentences. ● I can express my preferences on familiar topics of interest or events using phrases and simple sentences. ● I can present information about a familiar person, place, or thing using phrases and simple sentences.
Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
<ul style="list-style-type: none"> ● Analyzing/Interpreting ● Asking for/giving information ● Comparing and contrasting grammar functions ● Describing events, people, places, objects, weather ● Explaining life events ● Expressing cause and effect, daily routines, emotions, feelings, how often, likes/dislikes/preferences ● Expressing daily routines ● Expressing emotions, feelings ● Expressing how often, how well ● Expressing likes/dislikes/preferences ● Identifying day,date, season ● Narrating 	<ul style="list-style-type: none"> ● Preterit Tense: <ul style="list-style-type: none"> ○ ar -er - ir: regular endings ○ Irregulars endings: FUJI <ul style="list-style-type: none"> ▪ single letter stem changers ▪ to go - to be : CAR - GAR - ZAR ▪ double vowel verbs: leer creer (y) ○ Common expressions used in the past tense: <ul style="list-style-type: none"> ▪ Ayer, la semana pasada, etc... ○ Reasons for using the Preterite tense: single past action - interrupting another action - starting - ending ● Imperfect Tense: <ul style="list-style-type: none"> ○ To like - Gustar ○ ar - er - ir : regular ○ Irregular verbs: to go - to be to have ○ Common expressions used in the Imperfect tense: Todos los días, mientras, generalmente, a menudo, a veces, etc... ○ Reasons for using the Imperfect tense: ongoing/habitual - got interrupted - description - weather - age - time - emotion <p>Preterit vs Imperfect: https://www.youtube.com/watch?v=xMoiZomZG0Q <ul style="list-style-type: none"> ● Italian - Passato Prossimo vs Imperfetto </p>
Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> ● Travel & Leisure ● Childhood Games & Toys ● Daily Routine ● Weather 	<ul style="list-style-type: none"> ● Transitional words ● Frequency words ● Sentence Starters

Key Learning Activities		Mode of Communication
Describe a childhood memory		Presentational
Share a recent vacation		Presentational
Show and tell: Favorite childhood toy/book (dialogue circle)		Interpersonal
Key Word recognition		Interpretive
Discussing the Main Idea		Interpretive
Supporting Details		Interpretive
Guessing meaning from Context		Interpretive
Comparing Cultural Perspectives		Presentational
Discussing recent or past activities		Interpersonal
Outline: To design a Mi vida (MyLife) timeline that highlights both preterite and imperfect tense verbs.		Presentational
Una experiencia de ir de compras inolvidable/una esperienza di shopping indimenticabile (An Unforgettable Shopping Experience): Student pairs role-play a scene in which two friends each received a gift card. Students discuss clothing items that they bought, using preterite and imperfect past tense verbs and clothes shopping vocabulary (color, brand, size style, etc.)		Presentational
Formative Assessment & Check Points		Mode of Communication
Project: A Childhood Story: student discusses past life events utilizing the grammar features learned		Presentational
Audio: https://www.mundoprimeria.com/audiocuentos-infantiles need to find Italian equivalent		Interpretive
Quizzes and tests - Vocabulary and grammar features		Interpretive
Discussing: Vacations - Celebrations - Minor life events that took place in the past		Presentational - Interpersonal
Internet Assessments: Listen to dialogues in the L2, answer and record teacher created guided questions. (Seesaw)		Interpretive
Life event retelling with teacher guided supplements: *See Evidence of Learning		Interpretive -Interpersonal
Reading Comprehension: Quinceañera		Interpretive
Story narration of video		Presentational
Paired Activity: conversations based on picture prompts		Interpersonal
Think Pair Share		
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"> ● Short Texts ● Informational texts (i.e. newspaper articles, brochures, essays, publicity campaigns, etc.) ● Authentic/traditional songs ● Authentic/traditional short stories, poems, legends ● Teacher-designed culture, grammar and vocabulary units ● Teacher-created materials 		<ul style="list-style-type: none"> ● SmartBoard activities / Internet activities ● YouTube videos and authentic commercials ● Seesaw communication App. ● Google applications ● Vimeo ● United Streaming: http://streaming.discoveryeducation.com/ ● StudySpanish.com: http://www.studyspanish.com/

- Cross-curricular connections with Social Studies, English Language Arts, Science, Math, Art & Music, Health, etc
- Websites: Mundo Primaria

- WordReference.com: <http://www.wordreference.com/>
- Audio Books: El Mundo Primaria - <https://www.mundoprimaria.com/audiocuentos-infantiles>

21st Century Life and Career Standards

The selected standards may apply to this unit of study

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

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

Unit 4

Course Information

Language(s)	Italian & Spanish	Approximate Unit Length	1 marking period
Level/Grade	Level 2	Performance Range	Novice High
Grade(s)	9-12	Curricular Theme	Science, Technology, and Contemporary Life
Unit Title	What will our future be?		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • What will my future bring? • Are you an optimist or a pessimist about the future? • What can we as individuals do to help take care of our planet? • How will I help make a positive change in the future? • What will our world look like in the future? • What impact will technology have in our future?
Enduring Understanding(s)	<ul style="list-style-type: none"> • Optimists believe that things in the future are going to improve while pessimists believe that the future is going to be worse. What we do now will affect the world that we live in and, while the future is uncertain, we can make plans now to guide us on our way.

NJ Student Learning Standards

Interpretive (Strand A Indicators)

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

Interpersonal (Strand B Indicators)

7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
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7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational (Strand C Indicators)

7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> • 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"> • Reading Comprehension: ¿Como sera el empleo del futuro? https://i2.wp.com/ticsyformacion.com/wp-content/uploads/2015/03/trabajo-futuro-infografia.jpg?ssl=1 Italian: Il futuro della virtual reality e come cambiera’ il lavoro http://www.osm1816.it/info/grafica-il-futuro-del-vr/ Video: ¿Por qué el reciclaje es tan importante? https://www.youtube.com/watch?v=-UFF Italian: Il riciclo, educazione ambientale https://www.youtube.com/watch?v=pyc9kDXdyFQ 	<ul style="list-style-type: none"> • Scenario: Imagine that you are discussing with a friend things that will have changed by the time you’re grown adults. Ask your friend if he or she is worried about what life will be like and why. Also talk about how technology and means of communication will have changed by then and if these changes will help people get along better or not. 	<ul style="list-style-type: none"> • Scenario: Imagine that you must give a formal presentation to the acceptance committee at a college. You must tell the committee why you believe you are the ideal candidate for this college and what interests you about studying there. <ul style="list-style-type: none"> • Presentational writing http://www.doralacademypr.org/ourpages/auto/2016/3/13/47900301/Proylecto%20Futuro.pdf

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> • I can identify the topic and some isolated facts from simple sentences in informational texts. •
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	<ul style="list-style-type: none"> ● I can recognize words associated with commonly recycled products (e.g. plastic, cans, paper, cardboard, batteries). ● I can understand some basic information related to reuse, recycle, and reduce as found in short video/audio clips. ●
Interpersonal	<ul style="list-style-type: none"> ● I can ask and answer questions about a job opening. ● I can suggest what my classmates and others should do with regard to reuse, recycle, and reduce (e.g. Given pictures of common household items, I can suggest what should be done with them). ● I can respond to suggestions from my classmates and others with regard to reuse, recycle, and reduce and indicate when I don't ● understand a suggestion. [e.g. Given pictures of common household items, I can categorize them (reuse, reduce, or recycle) based ● on suggestions from my classmates and others
Presentational	<ul style="list-style-type: none"> ● I can make plans for the future ● I can predict what the future will be like ● I can describe the world of the future ● I can talk about my summer plans ● I can describe people in the future
Supporting Functions <i>Students will be able to:</i>	Supporting Structures/Patterns <i>Students will know:</i>
<ul style="list-style-type: none"> ● Asking for/Giving information ● Describing people and places ● Exchange information with classmates, the teacher, and other target-language speakers in the community, regarding creative environmental products and practices. ● Expressing daily routines, intentions, interest/lack of interest/indifference or boredom, needs/wishes/wants ● Hypothesizing future endeavours ● Presenting information ● Reporting ● Speculating on the future ● Talking about the future ● Describing and ask and answer questions related to recycling practices (e.g. clean up, conserve, preserve, recycle, reintroduce, and reprocess) in the present time frame 	<ul style="list-style-type: none"> ● Immediate Future: Ir + a: https://www.fluentu.com/blog/spanish/ir-a-infinitive/ https://www.youtube.com/watch?v=AmLCQCVJc_E <ul style="list-style-type: none"> ○ Verb to go present tense review ○ Time Expressions ● Regular Future conjugation: ar = er = ir (Will) ● are ire are (will, going to) <ul style="list-style-type: none"> ○ Irregulars verbs: <p>the simple future</p> <ul style="list-style-type: none"> ● dovere potere volere ● https://www.youtube.com/watch?v=ZUJcdde03Uo
Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> ● Professions - Descubre 2 p. 228 ● Life Events - progression ● Grammar Structures: <ul style="list-style-type: none"> ○ Future Tense - Descubre 2 p. 238 ● Time Expressions ● Technology - Descubre 2 p. 54 ● Environment - Descubre 2 p. 128 	<ul style="list-style-type: none"> ● The names of paper, glass or plastic products ● Job Interview - Descubre 2 pg: 233
Instructional Activities	
Key Learning Activities	Mode of Communication
Speaking Activity: In and Out communication circle	Interpersonal

Speaking Activity: role play psychic	Interpersonal
Speaking/Writing Activity: Description of future: when I'm __ years old	Presentational
Reading Comprehension: Plan a trip (tourism and travel websites)	Interpretive
Speaking Activity: role play summer job	Interpersonal
Audio: El futuro, ¿Qué quieres ser de mayor? https://d3ddkgxe55ca6c.cloudfront.net/assets/t1394717990/a/d2/86/08-es2-14-track-08-1205268.mp3	Interpretive
Audio: Trabajos del futuro https://d3ddkgxe55ca6c.cloudfront.net/assets/t1481641165/a/a1/46/12ahoracd1-mgm-1576571.mp3	Interpretive
Article: La casa del futuro https://d3ddkgxe55ca6c.cloudfront.net/assets/t1281086794/a/0a/aa/89-ah3-p12-13-618767.pdf Italian: https://www.mammeacrobate.com/casa-del-futuro/	Interpretive
YouTube Video: La casa del futuro https://www.youtube.com/watch?v=1UqM_e7B6W8	Interpretive
Infographic: https://i.pinimg.com/564x/de/cb/7d/decb7df5a6c774ae9a004389af8cb5e4.jpg	Interpretive
Formative Assessment & Check Points	Mode of Communication
Reading Comprehension: https://i.pinimg.com/564x/36/ef/77/36ef776ffcdbe714aaaf08ae84eb5c37.jpg	Interpretive
YouTube Video: La comida del futuro https://youtu.be/FXsITv7xcik	Interpretive
Presentation: Create video showing how they recycle at home using learned vocab and grammar	Presentational
Essay: ¿Cuando tenga 80-90 años? quando avro 80-90 anni?	Presentational
Dialogue: Scenario-- Imagine that you are talking with another student about what you want to be when you grow up. Discuss such things as what you believe your life will be like in 25 years, what career you will pursue, and where you will live.	Interpersonal
Writing: Scenario-- You were just accepted to your first college choice. Write an email to your grandparents telling them where you were accepted, why you want to attend that university, what you will study there, and what you hope to do after you graduate.	Presentational
Dialogue: Scenario: Imagine that you and another student are discussing the environment and how to protect the planet. Include in your discussion what you believe to be the most serious issues in your community and the best way to solve these problems.	Interpersonal
Presentation: Have students select an environmental issue that most concerns them and then prepare a 5 minute PowerPoint presentation discussing the problem and then outlining possible short-term and long term solutions.	Presentational
Resources	Technology Integration
<i>Essential materials, supplementary materials, links to best practices</i>	<i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.</i>
<ul style="list-style-type: none"> ● Descubre 2 ● Realidades 2 ● Sentieri 2 ● Mary Glasgow Magazines & Website 	<ul style="list-style-type: none"> ● Chromebook ● Google Drive ● Google Apps ● Quizlet, Kahoot, Quizizz

<ul style="list-style-type: none"> ● Infographics ● ISL Collective 	<ul style="list-style-type: none"> ● Youtube ● Seesaw ● Vimeo ● United Streaming: http://streaming.discoveryeducation.com/ ● StudySpanish.com: http://www.studyspanish.com/ ● WordReference.com: http://www.wordreference.com/ ● Grammar Structures: <ul style="list-style-type: none"> ○ Future Tense: http://personal.colby.edu/~bknelson/SLC/future1.html
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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>